

14. Standard indicator reference and typical lessons learned (Peacebuilding)

Mid-term sub-targets corresponding to models (perspectives) in this reference

Model Name	Corresponding mid-term sub-targets
Model (Perspective) (1) Institutional Development	1-1 Institutional Development
Model (Perspective) (2) Formulation and promotion of refugee, IDP repatriation and resettlement plans	2-2 Formulation and promotion of refugee, IDP repatriation and resettlement (or local integration) plans
Model (Perspective) (3) DDR: Disarmament, demobilization and reintegration	2-3 Maintaining security
Model (Perspective) (4) Mine action (dealing with landmines and UXO issues)	2-3 Maintaining security
Model (Perspective) (5) Public financial management and provision of public services	2-4 Provision of public financial management and public services
Model (Perspective) (6) Support for people with disabilities (*See also Standard indicator reference and typical lessons learned (Disabilities and Development))	2-4 Provision of public financial management and public services
Model (Perspective) (7) Revitalization of livelihoods and economic activities	2-6 Revitalization of livelihoods and economic activities
Model (Perspective) (8) Promotion of coexistence and social harmony in the community	3-1 Fostering of trust, reconciliation, and social harmony in the community (between former parties to conflict and their supporters, or between residents)
Model (Perspective) (9) Strengthening and rebuilding community functions	3-2 Strengthening and rebuilding community functions
Model (Perspective) (10) Strengthening community-level conflict management capacity	3-3 Strengthening community conflict management capacity

(Note) Be sure to also reference Appendix 4 of the “Handbook for Conflict Prevention and Peace Promotion (Application of PNA (Peacebuilding Needs and Impact Assessment))” (October 2020) (table corresponding to each sub-target and means and viewpoint and indicator sheets in the peacebuilding development system diagram).

Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (1) Development of national frameworks

Development strategic objective	Mid-term objective	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to “mid-term sub-targets” from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
1. Establishment of governments trusted by the people	1. Promotion of political processes and political agreement	<p><Development of Constitutional and Autonomy law></p> <ul style="list-style-type: none"> • The conflict has ended • Clarify the institutions responsible for drafting the Constitution and Basic Laws • (When the conflict ends with a peace agreement) Parties to the conflict agree on the enactment of a new Constitution and Basic Laws <p><Establishment of administrative systems></p> <ul style="list-style-type: none"> • The conflict has ended • There is an organization responsible for considering the establishment of new government organizations and systems • (When the conflict ends with a peace agreement) Parties to the conflict agree on the establishment of a new government 	1-1 Development of national frameworks	<p>(Model Proposal)</p> <p><Development of Constitutional and Autonomy laws></p> <p>(Model Proposal)</p> <p>Promoting dialogue between leaders and improved understanding of issues necessary to the statebuilding, (Output)</p> <p>Aiming to advance the process of drafting a new Constitution and basic laws, (Outcome)</p> <p>To contribute to building the foundation of a new autonomous government. (Impact)</p> <p><Establishment of administrative systems></p> <p>(Model Proposal)</p> <p>Formulating a roadmap for the reorganization of the executive branch, (Output)</p> <p>Aiming to enact a new executive branch framework, (Outcome)</p> <p>To contribute to building the foundation of a new autonomous government. (Impact)</p>	It is important to consider the selection of participants with balance between former parties to conflict or minorities that were not parties to the conflict so as not to create political conflict. Look at not only the numbers of people participating in dialog and training but also inclusiveness (political attributes, etc.)	<p>□ For peacebuilding projects, timely and appropriate inputs that are forward-looking have the greatest impact. The study tour of Aceh was very effective because it was highly similar in terms of being able to show a specific future path for the acquisition of autonomy prior to the drafting of Bangsamoro Basic Law (BBL).</p> <p>□ Effective cooperation can be implemented even in the critical aspect of transition when there are robust relationships of trust with various parties and a broad network of key people. Such assets were built up because of the uninterrupted support over many years by Japan of Mindanao Peace amidst tensions there.</p> <p>□ In the case of projects supporting political processes, these projects are greatly affected by external factors, so while understanding the needs of current circumstances, responding flexibly and conducting proactive strategic activities, it is difficult to make detailed input plans and set targets. In the case of such projects, it is desirable to place long-term experts because it is difficult to allocate experts for work with targets for a certain period of time. (from Reference Project 1. To the right)</p>	<p>Promoting the development of human resources engaged in the provision of administrative services for the new autonomous government, improving the ability to deliver effective administrative services (water supply, roads, local industry promotion, etc.) in areas under the jurisdiction of the new autonomous government, promoting the organization and system development of new autonomous government, and formulating regional development plans for the new autonomous government,</p> <p>Aiming for the building of the foundation of a new autonomous government,</p> <p>To contribute to the provision of services (functions) by new autonomous government as an administrative agency.</p>	<p>1. Philippines</p> <p>“Comprehensive Capacity Development Project for the Bangsamoro” (Technical cooperation project, July 2013 – July 2019)</p> <p>*Part of this project is applicable</p>

(Examples of standard indicators)

(Basic)

<Development of Constitutional and self-governing laws>

- Creating opportunities for discussion and dialog among stakeholders (Number, attributes of stakeholders participating in discussion and dialog, and content)
- Improving the understanding of stakeholders involved in drafting the Constitution and basic laws (interviews/questionnaires)

<Establishment of administrative systems>

- Creating a roadmap for the establishment of a new executive branch (outline of organizations and functions of each ministry, preparation of work schedule)
- (After enacting the Constitution and basic laws) Contribute to building a foundation for the establishment of political processes and new governing systems (e.g. new autonomous government)

Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (2) Formulation and promotion of refugee, IDP repatriation and resettlement plans

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
1. Establishment of governments trusted by the people	2. Building basic government capacity	<ul style="list-style-type: none"> • Policy commitment to the recipient governments of repatriation and resettlement • Policy for internally displaced persons (IDP) of repatriating government • Political and security environment in place to promote repatriation and resettlement • Refugees and IDP with intention to repatriate 	2-2 Formulation and promotion of refugee, IDP repatriation and resettlement (or local integration) plans	<p>(Model Proposal)</p> <p>Developing basic living infrastructure such as water, electricity, and roads, etc., building administrative capacity and improving health and education, and livelihoods,</p> <p>(Output)</p> <p>Aiming to reconstruct livelihoods at return destinations to promote the process of social reintegration such as in medium to long-term social return</p> <p>(Outcome)</p> <p>To contribute to the repatriation and reintegration of refugees and internally displaced persons (IDPs).</p> <p>(Impact)</p>	<p><Points for the consideration of project indicators></p> <ul style="list-style-type: none"> • Look at the progress of the repatriation and settlement of IDP and refugees. Look at both the economic (living) and social (relationships with other residents) sides of settlement. 	<ul style="list-style-type: none"> • Domestic training is not only effective to technical transfer technology, but also has the effect of encouraging harmony between tribes as participants from different tribes meet together. (from Reference Project 1. to the right) 	<p>Acquiring the knowledge and skills necessary to implement participatory community development through training programs (theoretical), for development staff involved in community development to acquire the skills and attitudes necessary to implement participatory community development through practical community development (practical) and for development staff involved in community development to coordinate well and effectively collaborate among stakeholders, developing a model to strengthen the Community Development Committee (CDC) system with the effective use of local resources,</p> <p>Aiming to develop the capabilities of development workers involved in the management of sustainable community development activities.</p> <p>To contribute to the enjoyment of development through community development activities by residents using local resources including Kandahar repatriates.</p>	1. Afghanistan JICA Support Programme for Reintegration and Community Development in Kandahar (Cooperation Period: June 2004 – June 2009)

			<p>(Examples of standard indicators)</p> <ul style="list-style-type: none"> • Number of people/households repatriated from refugees and IDP camps (progress of repatriation process, repatriation rate) • Employment rate (entrepreneurship, employment) and income growth rate of returnees and local residents • Participation rate of returnees in social groups and organizations • Increase access to various public services for repatriates and local residents • Psychological changes (qualitative) to returnees (including vulnerable persons) • New projects carried out by the government for repatriation and settlement support (number) • Change in attitudes and sentiment of local residents to returnees (qualitative) • Cooperative activities in the community between local residents and returnees (type and number) • Various mechanisms constructed by government and the community (number of mechanisms) and increase in government budget to support returnees • Personnel/staff assigned to various projects to support repatriates in government and the community (number) • Projects approaching socially vulnerable repatriates (number) • Trust and satisfaction of repatriates for public services provided by the government (questionnaire) • Number of residents returning to camp from town/village of repatriation 		<ul style="list-style-type: none"> • In the case of reconciliation, it is desirable to start tackling issues without much preparation time, but with a flexible mindset in terms of the methodology for technical cooperation project implementation. • There is a high likelihood of producing a greater impact by combining and implementing sub-projects that can achieve visible results in a short period of time with sub-projects that can take time to change the landscape of the area but will result in peace that can be felt. • Even if the selection of beneficiaries is fair, it is inevitable for there to be complaints and frustration concerning the distribution of goods, so it is important to broadly share information at the right time on the criteria for selecting beneficiaries and the selection process. (from Reference Project 2. to the right) 	<p>Continuously implementing activities for agricultural and rural development by residents in the target area, and spreading information on agricultural and rural development activities for rebuilding a society in which residents can coexist, Aiming to foster trust amongst these residents through residents of the target area working together and strengthening their ability to engage in agricultural and rural development activities,</p> <p>To contribute to the promotion of harmony between residents in the target area and improve the economic strength of these residents.</p>	<p>2. The Project for Confidence-Building in Srebrenica on Agricultural and Rural Enterprise Development (SACRED) (Cooperation Period: March 2004 – March 2008)</p>
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Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (3) DDR: Disarmament, demobilization, reintegration

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
1. Establishment of governments trusted by the people	2. Building basic government capacity	<ul style="list-style-type: none"> • Policy commitment to DDR/surrender • (When DDR is based on a peace agreement) There is a certain degree of commitment to the DDR by former parties to a conflict on both sides • Security in the region shows a certain degree of calm (when security is unstable there is a possibility of former combatants returning to battle) 	2-3 Maintaining security	<p>(Model Proposal) Supporting the formulation of a general plan for demobilization and reintegration, providing technical support for demobilization (diagnosis of health conditions and disabilities, registration work, etc.), supporting technical training, vocational training and income improvement for the financial independence of former combatants, and providing agricultural technical guidance and rural development in rural areas of repatriation, (Output) Aiming to promote demobilization and reintegration, (Outcome) To contribute to the smooth reintegration of former combatants (demobilized soldiers) into society. (Impact)</p>	<p><Points for the consideration of project indicators></p> <ul style="list-style-type: none"> • Given that most JICA cooperation is to support reintegration, check the progress of acceptance of former combatants into the community (social, economic, and psychological) through such processes • Look at the progress in self-reliance of former combatants both socially and economically 	<ul style="list-style-type: none"> • Center-based training as implemented in this project is advantageous when providing short-term, intensive and systematic training. On the other hand, there needs to be awareness of particularly vulnerable people that live in remote and rural areas for whom access is more difficult in comparison to community-based training. • While setting the requirements for participation in the training course lower will open the door to many more people, it is also highly likely to result in a lower employment rate. Therefore, a proper balance is needed among the requirements for participation in training and the beneficiaries (target groups) and needs of the labor market. (from Reference Project 1. to the right) <ul style="list-style-type: none"> • The objectives of the project were achieved with the active and flexible use of private training schools and technical schools that already existed in Eritrea. • The key to the success of the project was the effective cooperation between the Ministry of Education, NCDRP, SMCP and JICA. • Prior to the implementation of the project, 6 months was recognized as the shortest possible period for training, but the introduction of a condensed three month intensive training course according to the project, was a good experience showing that three month courses could be actively considered in the future. • Third country training at the Nakawa school in Uganda was well received by counterparts in terms of content, and this was said to be due to the utilization of skills and experience in the area that Japan had cultivated through cooperation. (from Reference Project 2. to the right) 	<p>Establishing Vocational Training Center (VTC) operation and management systems in central and target areas, properly maintaining and operating facilities and equipment required for VTC, and properly conducting basic training courses at centers,</p> <p>Aiming to establish a center-based vocational training system targeting vulnerable groups by the Ministry of Labor, Social Affairs, and Martyrs and Disabled (MoLSAMD) through the proper monitoring and evaluation of vocational training operations,</p> <p>To contribute to improving opportunities for vulnerable people to improve their livelihoods through learning vocational skills.</p> <p>Strengthening the management capacity of the basic skill training system (targeting MOE staff) of the Eritrea Ministry of Education (MOE), improving the ability of instructors at three regional Skill Development Centers (SDC), and implementing basic skill training for demobilized soldiers (DS) in target areas, Aiming to assist DS in target areas to learn basic skills which lead to a better life, To contribute to reintegration into society and a stable life for DS that have completed training courses.</p>	<p><Projects whose main beneficiaries are former combatants></p> <p>1. Afghanistan Project on the Basic Vocational Training in Afghanistan (Formerly: Project on Basic Training for Reintegration of Ex-Combatants) (Cooperation Period: May 2005 – June 2009)</p> <p>2. Eritrea Project on Basic Training for Reintegration of Demobilized Soldiers in the Republic of Eritrea (Cooperation Period: April 2005 – March 2007)</p>

(Examples of standard indicators)

(1) Employment rate (entrepreneurs, employees) and increase in the income rate for former combatants that have received vocational training

(2) Psychological changes to former combatants (improved self-esteem, confidence, etc.)

(3) Changes in the attitudes and sentiment of local residents to former combatants and people with disabilities (qualitative)

(4) Collaborative activities in the community between former combatants and other citizens (type and number)

(5) Promotion of communication and mutual understanding and changes in relationships between former combatants and the general public

(6) State of demobilization and reintegration (progress)

(7) Degree of reintegration of former combatants (finding employment, employment rate)

(8) Percentage of participation of former combatants in social groups and organizations

(9) New projects conducted by the government for repatriation and settlement (number)

(10) New projects conducted by the government to support reintegration

(11) Degree of trust and satisfaction of residents in public services provided by government (questionnaire)

• With respect to disarmament, armed forces (target country armed forces, multinational forces and UN peacekeeping forces, etc.) play a leading role, so support through development assistance is limited.

• This project targeted the families of surrendered combatants and the host community. It was necessary to have the support of families and the host community to promote the social and economic reintegration of surrendered combatants. In particular, with opinions such as “why support perpetrators”, and “surrendered combatants come from populations with greater economic and social difficulties”, sharing support with the host community is also important from the perspectives of alleviating these inequalities, reducing the risks involved in the reintegration of surrendered combatants, and peacebuilding.

• The families of surrendered combatants and host community that were the targets of this project have characteristics such as (1) being key to the promotion of reintegration of surrendered combatants, (2) not having previously been regarded as targets for special support, unlike surrendered combatants, IDP and people with disabilities, etc., (3) being people that are poor and that have strong social vulnerabilities in many cases, requiring long-term support, and (4) facing community bias against surrendered combatants and family of the surrendered combatants, and greater difficulty in many cases in social integration than other poor and vulnerable groups. This project can be said to have played a role in contributing to the pioneering of this new issue for the Colombian government of support for the families of surrendered combatants and host communities, and in the formulation of Colombian government policy. (from Reference Project 3. to the right)

Establishing models (multiple) for entrepreneurship and employment of the families of surrendered combatants and host communities in Bogota City,

Aiming to promote the entrepreneurship and employment of the families of surrendered combatants and host community members through the strengthening of cooperation between relevant organizations,

To contribute to the promotion of social and economic reintegration by increasing opportunities for the families of surrendered combatants and host community members to create jobs and generate income.

3. Colombia
Project for the Support of Entrepreneurship and Employment for the Household of Demobilized Ex-Combatants and Recipient Communities in Colombia (Cooperation Period: February 2008 – March 2012)

- By expanding the beneficiaries from former combatants with disabilities to also include general people with disabilities, this contributed to harmony between ex-combatants with disabilities and general people with disabilities and also resulted in the social reintegration of ex-combatants with disabilities.
- Rather than offering skills training to ex-combatants with disabilities and people with disabilities in isolation, by implementing this project and reforming existing training centers to be barrier-free, this promoted the building of confidence in people that were not ex-combatants and that do not have disabilities, promoting social reintegration.
- When supporting a new field in developing nations such as skills training for people with disabilities, it is effective to present a specific model where field activities (construction of barrier-free facilities, implementation of skills training, etc.) are visible.
- In the case of projects that cut across various issues or incorporate various elements, the project design should include consideration of efforts to cooperate with many related organizations.
- Forming cooperatives have produced various results such as in the skill transfer to other members by project trainees and the promotion of mutual assistance and the social participation of general people with disabilities, etc., and is an effective approach to promoting the social participation of former combatants and people with disabilities.

Developing the environment for skills training for former combatants with disabilities and general people with disabilities, strengthening skills training services for former combatants with disabilities and general people with disabilities, promoting services to support employment for former combatants with disabilities and general people with disabilities, and strengthening partnerships with relevant organizations to promote the participation of former combatants with disabilities and general people with disabilities in society,

Aiming to realize employment for former combatants with disabilities and general people with disabilities through participation in skills training,

To contribute to the promotion of social participation by former combatants with disabilities and general people with disabilities by participating in skills training.

4. Rwanda
The Skills Training and Job Obtainment Support for Social Participation of Ex-Combatants and Other People with Disabilities (Cooperation Period: March 2011 – March 2014)

• DDR (disarmament, demobilization and reintegration) is a series of processes of disarming combatants such as armies that have bloated and militia that have increased as a result of conflict, demobilizing them, and reintegrating them with civil society.

• Including general people with disabilities as targets of the project from the second phase project was effective in showing an approach for the integration of ex-combatants with disabilities with general people with disabilities in the future, and in assisting ex-combatants in social reintegration.

• Data systems for ex-combatants after conflicts are often more established than those for general people with disabilities. Therefore, it was effective to start with support for ex-combatants with disabilities, and then to expand accumulated knowledge and know-how in the next phase to general people with disabilities.

• Continued support for the same skills training centers was significant in accumulating experience and maintaining a certain level of quality over a given period of time.

• High motivation of ex-combatants with disabilities and the payment of allowances through the project: The age group is higher than for general trainees, with people in their 30s-40s, and most ex-combatants have families, making them highly motivated to acquire skills. The project also provides a daily allowance and transportation expenses, making it possible for people with disabilities to participate in the training. These factors are believed to have contributed to the completion of almost all participants (98-99% completion rate).

(from Reference Project 4. to the right)

• Providing prompt and visible support is important because of the physical, economic and social problems facing ex-combatants with disabilities. Planning and implementing support for ex-combatants based on the DDR process is important. This project was considered to have been implemented at the perfect time in Rwanda where there was a large number of former soldiers.

On the other hand, DDR can also be affected by the political environment. When providing support to ex-combatants, the number of ex-combatants can fluctuate depending on the progress of disarmament and demobilization, so it is desirable to have a flexible plan that can accommodate slight changes.

• Supporting ex-combatants and promoting reconciliation

It is necessary to consider the relationships between ex-combatants from differing armed groups, and between ex-combatants and the general public. In this project, consideration was given to balancing former national armed forces soldiers, former old government armed forces soldiers and former militia in the process of selecting direct beneficiaries (trainees). When DDR includes ex-combatants from a variety of armed groups such as in Rwanda, consideration of this support balance for the different groups can also provide an opportunity for the project to promote reconciliation between the groups.

(from Reference Project 5. To the right)

Strengthening the capabilities of skills training centers to accept people with disabilities, and building a system for the accumulation, analysis and utilization of information on skills training centers and ex-combatants with disabilities to contribute to the acquisition of skills by ex-combatants with disabilities and to improve the skills training for former combatants with disabilities,

Aiming to accumulate and share the experience and knowledge to repatriate former combatants with disabilities into society through skills training at the Rwanda Demobilization and Reconciliation Committee (RDRC) and skills training centers,

To contribute to the promotion of economic and social independence for former combatants with disabilities with the cooperation of government agencies responsible for the skills training of ex-combatants with disabilities and skills training centers.

5. Rwanda
The Skills Training for the Reintegration of Demobilized Soldiers with Disabilities (Cooperation Period: December 2005 – December 2008)

					<ul style="list-style-type: none"> • Effect on the psychological side of former combatants For former combatants, skills training has a meaning beyond just the learning of skills. In a tracer survey of trainees, at the start of the training the majority had not known how they were going to be able to make a living after being discharged from service, but after training they were able to have a concrete image of the future, with less anxiety and confidence that they would be able to support their families, showing noted changes in positive thinking and behavior. These manifested psychological impacts are important in addition to the economic side for the promotion of reintegration of former combatants. • Relationships between general trainees and former combatants By organizing mixed courses of former combatants and general trainees there is value for former combatants in promoting mutual understanding. At the beginning of training the former combatants and trainees were uncertain about how to interact with each other, but communication between both sets of trainees was facilitated through practical training. In particular, it was confirmed that by participating in training together they were gradually able to develop a sense of belonging and mutual understanding as a group while also gaining new skills and knowledge. (from Reference Project 6. to the right) 	<p>Strengthening the technical, operational and facility capabilities of the Juba Multi-Service Training Center, strengthening the training capabilities of non-formal training providers (NGOs, etc.), and promoting employment support service capabilities of the Project for Improvement of Basic Skills and Vocational Training (SAVOT) training providers,</p> <p>Aiming to implement effective basic skills training and vocational training through strengthening the capabilities of various training providers,</p> <p>To contribute to reconstruction, reintegration and development by SAVOT graduates for the consolidation of peace, improving the livelihoods of trainees and opportunities for entrepreneurship through the use of their acquired skills.</p>	<p><Project including former combatants as beneficiaries></p> <p>6. Sudan Project on Improvement of Basic Skills and Vocational Training (Cooperation Period: September 2006 – December 2009)</p>
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Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (4) Mine action (dealing with landmines and UXO issues)

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
1. Establishment of governments trusted by the people	2. Building basic government capacity	<ul style="list-style-type: none"> • New land mines are not laid in large quantities • (In the case of a capacity enhancement project for land mine and unexploded ordnance removal organizations) Degree of land mine and unexploded ordnance removal carried out by government civilian organizations • The purpose of supporting the removal of land mines and unexploded ordnance is for humanitarian or development and not military purposes 	2-3 Maintaining security	<p>(Model Proposal) Improving the capabilities of land mine and unexploded ordnance removal organizations, (Output) Aiming to reduce the area contaminated with land mines and unexploded ordnance, (Outcome) To contribute to a reduction in the number of victims of land mines and unexploded ordnance and the promotion of reconstruction and development. (Impact)</p>	<p><Points for the consideration of project indicators> • Look for productivity and efficiency improvements by land mine and unexploded ordnance removal organizations</p>	<ul style="list-style-type: none"> • Land mine sector support cooperation <p>(1) Because project activities are closely related to the policies and strategies of the government, the policies, strategies and support of donors and trends in international efforts, it is important that the project activities involve the broad collection of information and that it understands its position and expected role in the context of the sector overall.</p> <p>(2) For the scope of information collection, not only the range of project activities but also the collection of information on the entire sector, as well as information exchange with other donors were useful, and it is recommended that this information be shared among project members. (from Reference Project 1. to the right)</p>	<p>Improving data management and the effectiveness and efficiency of communication within headquarters and branches and between headquarters and branches of the Cambodian Mine Action Center (CMAC) through improving information management systems, and improving equipment maintenance and management systems,</p> <p>Aiming to strengthen CMAC functions for land mine removal and technology transfer systems by improving training center functions and capabilities,</p> <p>To contribute to the realization of the 5-year CMAC Strategic Plan (2009-2013).</p>	<p>1. Cambodia Strengthening of CMAC Function for Human Security Realization (Cooperation Period: April 2008 – September 2010)</p>

			<p>(Examples of standard indicators)</p> <ul style="list-style-type: none"> • Areas in which land mines and unexploded ordnance have been removed or released • Number of victims of land mines/unexploded ordnance • Improved productivity and efficiency of land mine and unexploded ordnance removal organizations • Cost effectiveness of land mine and unexploded ordnance removal activities, and land use after the removal and release of land mines and unexploded ordnance (X% of agricultural land, X% of public infrastructure, etc.) • Economic and development impact on the target area compared to prior to the removal and release of land mines and unexploded ordnance • Trust and satisfaction of residents to land mine measures taken by the government (questionnaire) 	<p>Removal activity support: Provision of materials and equipment for land mine and unexploded ordnance (UXO) removal brush cutters, mine detectors, vehicles, etc.), support for the formulation of demining plans, support for information management such as contamination maps etc., support for the formulation of proper disposal plans for removed land mines and UXO, etc., support for land development plans after removal, support for the development of related laws</p> <p>Mine risk education: Awareness and avoidance education support for citizens</p> <p>Victim support: Development of an emergency lifesaving system and support for rehabilitation for people with disabilities including land mine victims (manufacture of artificial limbs/prosthetics, etc.)</p> <p>Support for the social reintegration of victims: Technical training and employment promotion etc. for victims</p>	<ul style="list-style-type: none"> • When supporting infrastructure development, repatriation and agricultural activities, etc. in conflict-affected areas, it is necessary to consider the handling of land mine and unexploded ordnance issues together. On the other hand, there need to be measure such as the development of fair land laws and the transparency of criteria and processes for the selection of priority for demining, to ensure that there are no decisions made for the arbitrary selection of removal sites or for the use of land after removal for the benefit of certain politicians or wealthy people, and to prevent the loss of means of production for the poor that have been dependent on agriculture on the land. (From Thematic Guidelines on “Peacebuilding”) 	<p>Strengthening planning, implementation, and monitoring capabilities at state and central level, improving information management mechanisms for asset management for the effective use of vehicles and equipment, and strengthening information management mechanisms for human resources, Aiming to strengthen the planning, implementation, and monitoring capabilities of unexploded ordnance removal organizations, To contribute to the effective resolution of the unexploded ordnance issue that has impeded development in Laos.</p>	<p>2. Laos Project for Strengthening Management Capacity of UXO Lao (Cooperation Period: September 2015 – September 2018)</p>
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Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (5) Provision of public financial management and public services

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
1. Establishment of governments trusted by the people	2. Building basic government capacity	<p><Strengthening public service provision capacity></p> <ul style="list-style-type: none"> • Whether the government is considered legitimate (recognized by the international community or relationship with the Japanese government) <p><Formulation of development plans for conflict-affected areas></p> <ul style="list-style-type: none"> • Whether there is an end to conflict or possible end to conflict • Whether the government is committed to a policy of regional development formulation • (If there is a continued political process immediately after the end of the conflict (conclusion of ceasefire agreement, etc.) Whether there is a consensus or commitment of the parties to the conflict 	2-4 Public financial management and provision of public services	<p>(Model Proposal)</p> <p>Improving capabilities in administrative reform (reorganization), public spending management, decentralization and local governance, and corruption prevention, etc.</p> <p>(Output)</p> <p>Aiming to provide efficient, effective, transparent, and fair administrative services,</p> <p>(Outcome)</p> <p>To contribute to conflict prevention and regional peace and stability.</p> <p>(Impact)</p>	<p><Points for the consideration of project indicators></p> <ul style="list-style-type: none"> • See if trust of citizens in government has been improved by improving governance. • Look for the promotion of social participation and social inclusion by marginalized residents through development • See if the relationships between central and local governments are improving. 	<ul style="list-style-type: none"> • Activities to increase the accountability of local administrators and project implementation capacities are indispensable for the implementation of reconstruction and development plans in conflict affected areas in which there is a weak relationship of trust between the government and citizens. • Before implementing community development plans, it is necessary to consider the degree to which residents have recovered from the scars of conflict. <p>The content of activities and implementation period should be considered based on an understanding of dependence on external support in specific conflict affected areas, and fragile social structures.</p> <ul style="list-style-type: none"> • When only some parts of the country have been affected by conflict, it can be useful for reference to learn from other communities that have not been affected by conflict for the activities of residents and administrators in conflict affected areas. • Special attention is required for groups that have not benefited in conflict affected areas, and it is desirable to make efforts to understand and provide clear grounds for selection and to take measures as much as possible within the project to reduce feelings of inequality. (from Reference Project 1. to the right) 	<p>Improving the capabilities of local government agencies in the Acholi sub-region of northern Uganda to formulate development plans that reflect the needs of the community, and developing a system for sharing best practice and lessons learned in the region and developing implementation manuals, etc.,</p> <p>Aiming to strengthen community development implementation systems in the region,</p> <p>To contribute to improving the capacity of local government agencies to provide basic services and life foundations to repatriates.</p>	<p><Strengthening public service provision capacity></p> <p>1. Uganda Project for Capacity Building of Local Government in Planning and Implementation of Community Development (Cooperation Period: November 2011 – October 2015)</p>

(Examples of standard indicators)

<Improvement of trust in government>

- Trust and satisfaction of residents in public services provided by the government (questionnaire)

- Improved understanding of (city/state) government functions and work content

- Changes in attitudes and manner of administrative officials (e.g. change from an attitude of top-down to listening to the opinions of residents)

- Government understanding/response to development needs and requests

- Improved access to administrative information

<Increased/diversified collaborative activities between residents, strengthening relationships and promoting social integration>

- Cooperative activities (type and number) between people affected by conflict (former combatants, widows, people with disabilities, etc.) and other communities

- Status of improved relationships and trust building between groups that were in conflict (qualitative indicators)

- Number of refugees and returnees from IDP camps (progress of repatriation process, repatriation rate)

- Improving resident's trust in government

The allocation of government budget and improvement of services that are familiar to residents, such as village midwifery activities, and the provision of services to communities that do not receive public services or targeting IDPs and the vulnerable will lead to changes in how residents evaluate government.

- Changes in perceptions of central government officials

In countries or regions where conflict broke out against a backdrop of regional disparities, it is important to improve the understanding and perceptions of central government officials of the need for development in areas in which development has been delayed, to mobilize human resources and government budget for rural areas. Especially like in Darfur, Sudan, where the central government has not paid adequate attention to the development of Darfur for many years and where this was recognized as one of the causes of conflict, it was important to promote peacebuilding and changes in the perceptions of central government officials based on the need for development in this region. Regional visits by central government officials and project monitoring and joint discussions and training between the central government and regions are effective in encouraging changes to the thinking and attitudes of the central government.

- Expanding the scope of cooperation activities with grant aid projects through international organizations

When carrying out projects in areas where access is limited due to security issues, it is inevitable that the beneficiaries of the project will also be limited, but it is effective to plan to expand the scope of activities and target people through cooperation with free financial cooperation projects via international organizations. (from Reference Project 2. to the right)

Strengthening regional government coordination capabilities through the management of pilot activities and training, and developing human resources in the fields of water, health (maternal and child health) and vocational training through the implementation of pilot activities and training,

Aiming to improve the capabilities of service providers in relevant organizations in the fields of water supply, health (maternal and child health) and vocational training in the three states of Darfur as well as the states of Blue Nile and South Cordoba,

To contribute to improved access to administrative services in the fields of water supply, health (maternal and child health) and vocational training in the three states of Darfur as well as the states of Blue Nile and South Cordoba.

2. Sudan
Project for Human Resources Development for Darfur and the Three Protocol Areas (Cooperation Period: June 2009 – May 2013)

<Government measures to support people affected by conflict>

- Increased access of residents and people affected by conflict (IDP, returnees, former combatants, socially vulnerable) to various public services
- Increase in various systems (number of systems) built to support people affected by conflict and government budget in government and the community
- Employees and staff of the government and communities assigned to various projects to support people affected by conflict (number of people)
- New projects conducted by the government to support repatriation and reintegration (number)
- Projects targeting socially vulnerable people affected by conflict (number)

<Strengthening central-local relations>

- Changes to perceptions regarding the need for development in areas where central government development is delayed, and policy changes or budget increases in areas where central government development is delayed
- Improve understanding of roles between central and local governments

- Improving resident's trust in government
Changes in attitudes and behavior of administrative officials lead to changes in the evaluation of government by residents. For example, in the water supply sector, the introduction of training, customer surveys and kaizen activities has led to support from residents as government officials have changed their attitudes from a top-down attitude to one of placing importance on listening to the opinions of residents. Also, the establishment of Water Committees in the community leading to the clarification of ownership and maintenance responsibilities of local water supply facilities has built relationships between residents and government by having a point of contact between them. In the agricultural sector, the building of a system of extension workers going out to the site to listen to farmers about the issues they face replaced the system in which farmers had to directly petition or consult with county offices has been well received by residents.
On the other hand, when providing public services in areas where there is a strong distrust of government, if there is insufficient consultation with the administrations that are at the forefront of service providers or communities this can alternatively have a negative impact on the relationship between the government and the community due to misunderstanding and dissatisfaction.
- Central and state government relations
In countries and regions in which conflict broke out due to regional disparity it is important to improve the understanding and perceptions of central government officials to mobilize human resources and government budgets to the region. Federal briefings, site tours from the federal government and holding coordination meetings are effective to change the policies and way of thinking, and attitudes of central governments which have applied central policies to all regions in a top-down manner.
(from Reference Project 3. to the right)

Strengthening the develop planning and operational capabilities of the Kassala state government, strengthening the capacity of the Kassala state government to provide water supply services, strengthening the capacity of the Kassala state government to provide agricultural services, strengthening the capacity of the Kassala state government to provide maternal and child health care services, and strengthening the capacity of the Kassala state government to provide vocational training services,

Aiming for residents to recognize the recovery of government services in basic living fields in the state of Kassala,

To contribute to the satisfaction of basic needs through access to high quality administrative services by local residents from the government in the Kassala state.

3. Sudan
Capacity Development Project for the Provision of Services for Basic Human Needs in Kassala (Cooperation Period: May 2011 – March 2015)

				<p>(Emphasis on objective and transparent planning processes for the provision of public services) Baseline surveys and the building of databases are very important in terms of providing public services based on needs. Realizing their importance, the region of Gbeke decided to conduct another survey of the current circumstances in all local governments using their own budget. There was value in emphasizing the planning process in building public service delivery capacities.</p> <p>(Need to involve local decision makers from the early stages of projects) It is effective to involve local decision makers in activities from the early stages to obtain their full support in the improvement of methods and systems to provide public services.</p> <p>(Implementation of baseline surveys at the beginning of projects) If satisfaction with community level public services is an objective, surveys should be conducted from the beginning of the project.</p> <p>(from Reference Project 4. To the right)</p>	<p>Improving the skills and knowledge of human resources responsible for public services in the Gbeke region (Education: Inspectors and School Steering Committee Administrators; Water Supply: Water Resources Bureau staff and area mechanics), sharing with 5 central and northern districts, developing an effective collaborative relationship between residents and government (Region/commune, Regional/Department Governors, Regional education bureaus/water resources bureaus, etc.) through the implementation of pilot projects in the Gbeke region, and establishing a coordination mechanism for the improvement of public service systems in the Gbeke region,</p> <p>Aiming to build a basic public service implementation model in central and northern conflict affected areas,</p> <p>To contribute to strengthening the capacity to provide basic public services in central and northern conflict affected areas.</p>	<p>4. Ivory Coast Project on Human Resource Development for Strengthening Local Administration in Central and Northern Areas of Cote d'Ivoire (Cooperation Period: November 2013 – January 2017)</p>
				<p>□ Importance of the plan formulation process: The result of involving the Bangsamoro Development Agency, central and local government, universities, private sector and MILF personnel in the development plan formulation process was to provide a forum for joint discussions on the future development of the region. Sharing a common vision between stakeholders is effective in building the foundations of autonomous government.</p> <p>(From Lessons on Development Planning from Reference Project 5. to the right)</p>	<p>Promoting the development of human resources involved in the provision of administrative services for the new autonomous government, improving the ability to deliver effective administrative services (water supply, roads and local industry promotion, etc.) in areas under the jurisdiction of the new autonomous government, promoting the development of organizations and systems for the new autonomous government and formulating regional development plans for the new autonomous government,</p> <p>Aiming to build the foundation of the new autonomous government,</p> <p>To contribute to the provision (functioning) of services by the new autonomous government as an administrative agency.</p>	<p><Formulation of development plans for conflict-affected areas> 5. Philippines Mindanao Comprehensive Capacity Development Project (CCDP) (Cooperation Period: July 2013 – July 2019) *Part of this project applies</p>

Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (6) Support for people with disabilities

See also Standard indicator reference and typical lessons learned (Disabilities and Development)

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
1. Establishment of governments trusted by the people	2. Building basic government capacity	<ul style="list-style-type: none"> Commitment of partner governments to support persons with disabilities 	2-4 Provision of public financial management and public services	<p>(Model Proposal)</p> <p>Creating a state in which people with disabilities, including land mine victims, can participate physically and emotionally in society, (Output)</p> <p>Aiming for the physical and emotional recovery of people with disabilities, including land mine victims, (Outcome)</p> <p>To contribute to promoting the social participation of people with disabilities, including land mine victims. (Impact)</p> <p>(Examples of standard indicators)</p> <ul style="list-style-type: none"> Social participation of people with disabilities including land mine victims (number of skill training participants, number of working graduates, participants in community meetings, etc.) Psychological changes of people with disabilities, including land mine victims (qualitative) Projects for people with disabilities (number) Number of public and business establishments that have introduced barrier-free facilities for the disabled Number of victims of land mines and unexploded ordnance Trust and satisfaction of people with disabilities in public services provided by the government (questionnaire) 	<p><Points for the consideration of project indicators></p> <ul style="list-style-type: none"> Look for progress of social participation by land mine victims. 	<ul style="list-style-type: none"> Arranging continuous training in Japan <p>Under this project, people at the center of projects to develop each C/P organization were invited to the first training in Japan, showing how the concepts of comprehensive rehabilitation are practiced in Japan. This allowed objectives to be shared among the C/P organizations promoted by the project, and as a result of this leading to the realization of comprehensive rehabilitation in each organization comprehensive rehabilitation has been smoothly promoted to this day in target medical facilities. Because of this, regarding the first training in Japan carried out continuously, it was considered effective to select a person at the C/P organization for a position with authority to overlook the entire project and to check and share the overall picture and direction of the project.</p> <ul style="list-style-type: none"> Factors that contributed to these results (plan content) included (1) specific and focused indicators from PDM revision by appropriate management guidance, (2) involvement of medical institutions in projects that are involved with leading grassroots/human security grant aid (implementation process), (3) implementation training in Japan suited to appropriate skills guidance and training, (4) utilization of the attributes of each CP institution, (5) adoption of cascade method training, (6) utilization of local resources, and (7) strong commitment and high ownership of the people involved. To foster a high degree of ownership, it is important that rather than leading practitioners the independence and autonomy of practitioners be respected. It is essential that the background of any problems are resolved together with practitioners. (from Reference Project 1. to the right) 	<p>Strengthening the capabilities of professionals in functional rehabilitation in the Valle and Antioquia Departments (In particular at the Hospital Universitario del Valle (HUV), Fundación IDEAL (IDEAL), Hospital Universitario San Vicente de Paúl (HUSVP), and El Comité de Rehabilitación (COMITÉ)), Utilizing amputee and visual impairment rehabilitation guides at the four target medical facilities (HUV, IDEAL, HUSVP, COMITÉ), for the acquisition of knowledge by project related organizations and stakeholders in the target area on rights, obligations and systems for the access of services provided by law for people with disabilities with a focus on victims of land mines, and the deepening of knowledge of pre-treatment before medical examination by project related organizations and stakeholders in the target area to reduce infections and prevent secondary disabilities by victims of land mines,</p> <p>Aiming to improve the quality of comprehensive rehabilitation for people with disabilities, with a focus on land mine victims in the departments of Valle and Antioquia,</p> <p>To contribute to the inclusion of comprehensive rehabilitation for people with disabilities with a focus on land mine victims in the National Economic and Social Policy Council Document (Consejo Nacional de Política Económica y Social: CONPES80).</p>	<p>1. Colombia</p> <p>Project for Strengthening the Integral Rehabilitation System for Persons with Disabilities, Especially for Victims of Landmines (Cooperation Period: August 2008 – August 2012)</p>

Victim support: Development of emergency lifesaving systems, rehabilitation support for people with disabilities, including land mine victims (manufacture of artificial limbs/prosthetics, etc.)

Support for the social rehabilitation of victims: Technical training and employment promotion, etc. for victims

• By including other people with disabilities (congenital, traffic accidents etc.) as beneficiaries together with victims of land mines, it is possible to avoid hindering social progress with the victims of land mines becoming the subject of jealousy and complaints.

(From Reference Projects 1., 3. and 5. to the right)

In conflict affected countries and regions, support for people with disabilities is often delayed and it is often difficult for them to see the dividends of peace and reconstruction. As a result, integration into the new post-conflict society can be delayed, leading to the immobilization of social and economic disparity. Therefore, when forming and implementing projects, in addition to understanding and considering the characteristics and needs of people with disabilities in the building of societies after conflict, it is useful to implement a framework in which people with disabilities participate in making decisions etc., for the development of systems in which people with disabilities are able to receive appropriate public services. In addition, while support for the disabled includes cooperation that is possible in the short term for victims of land mines and former combatants with disabilities, etc., it also includes more medium to long-term efforts such as changing the way that society views people with disabilities, and strengthening the capacity of central and local governments to support people with disabilities, etc.

(From "Peacebuilding" Issue Guidelines)

Compiling baseline information and information necessary for the indexing on project implementation and impacts from the primary pilot site and Bogota and, strengthening victims of conflict with disabilities and organizational capacities in the primary pilot site, strengthening awareness of disabilities in the primary pilot site, improving accessibility required for the social inclusion of victims of conflict with disabilities in the primary pilot site, compiling a social integration strategy for victims of conflict with disabilities based on the results obtained at the primary pilot site and verification from the secondary pilot site, for the compiling of social inclusion strategies for victims of conflict with disabilities,

Aiming to promote social inclusion strategies at pilot sites for victims of conflict with disabilities,

To contribute to the promotion of social inclusion for victims of conflict with disabilities at cities other than pilot sites.

Improving the medical care database for Community Based Rehabilitation (CBR) Centers for the acquisition of effective rehabilitation therapy techniques by Bosnian therapists and learning the effective use of rehabilitation equipment by Bosnian therapists,

Aiming to improve the rehabilitation therapy skills of Bosnian therapists,

To contribute to the improved health of people with disabilities, including victims of land mines, etc.

2. Colombia
Project for Social Inclusion of Conflict Victims with Disabilities (Cooperation Period: March 2015 – March 2020)

3. Bosnia-Herzegovina
Development on Rehabilitation Technique for Disabled People Phase 1 (Cooperation Period: December 2004 – October 2005)

						<p>(Forming Cooperatives)</p> <ul style="list-style-type: none"> • Cooperatives formed after skills training are the first steps of social participation for people with disabilities, not only allowing them to work but also to experience mutual assistance functions (such as support with ceremonial expenses and educational expenses, etc., depending on the union), and these may also play a role as a support group of peers sharing experiences as people with the same disabilities. <p>(See Reference Projects 6. to the right)</p>	<p>Improving the quality of medical services for pain therapy and psychosocial counseling for land mine victims to receive appropriate pain therapy and psychosocial counseling, for young people that have been left behind by society to acquire skills that can be used in the marketplace, and for victims of war to receive employment information and appropriate employment counseling,</p> <p>Aiming for the promotion of employment opportunities for victims of war,</p> <p>To contribute to the development of a society in which victims of land mines can participate physically and mentally.</p> <p>Training core trainers to provide technical guidance in pain therapy in the Federation of Bosnia-Herzegovina (FD) and Republika Srpska (RS), improving skills in pain therapy by healthcare professionals in FD and RS, promoting the sharing of information and exchanges on pain therapy by healthcare professionals in FD and RS, implementing pain therapy through Satellite Pain Management Units (SPAMU) in core cities, and improving pain therapy skills among healthcare professionals throughout Bosnia-Herzegovina,</p> <p>Aiming to implement pain therapy and establish SPAMU in core cities,</p> <p>To contribute to the sustainable receipt of proper pain therapy by victims of conflict throughout Bosnia-Herzegovina.</p> <p>Developing an environment for conducting skills training for people with disabilities, including former combatants, strengthening partnerships with relevant organizations while improving the content of skills training, and strengthening services aimed at employment support for people with disabilities.</p> <p>Aiming to realize employment for people with disabilities through these efforts,</p> <p>To contribute to the promotion of social participation by people with disabilities.</p>	<p>4. Bosnia-Herzegovina Development on Rehabilitation Technique for Disabled People Phase 2 (Cooperation Period: September 2005 – March 2007)</p> <p>5. Bosnia-Herzegovina Pain Management Project for Land Mine Victims (Cooperation Period: May 2008 – May 2010)</p> <p>6. Rwanda The Skills Training and Job Obtainment Support for Social Participation of Ex-Combatants and Other People with Disabilities (Cooperation Period: March 2011 – March 2014)</p>
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						<p>(Vocational training for former combatants)</p> <ul style="list-style-type: none"> • Skills training and employment support for people with disabilities are an effective way to promote the social participation of people with disabilities. Once learned, skills will support the lives of people with disabilities, and these skills can also contribute not only to the individuals with disabilities but also to their families and communities. In the case of former combatants having a professional skill and being established in their area also has the effect of preventing them from returning to the battlefield. In the case of general people with disabilities, acquiring skills is a chance to gain independence from isolation and dependency and to participate in society. (See Reference Project 6. to the right) <p>(Effect of presenting visible, concrete models)</p> <ul style="list-style-type: none"> • When supporting new fields in developing nations such as skills training for people with disabilities, it is effective to present visible, concrete models such as through the construction of barrier-free facilities and the implementation of skills training etc. • Work to upgrade skills training centers to be barrier free can lead to the improvement of instructors and trainees (people with disabilities) at skills training centers. (See Reference Projects 6., and 7. to the right) • Hiring experts and project staff on people with disabilities can be an effective symbol of social participation for general people with disabilities. This can provide motivation for people with disabilities to participate in society and can allow support to be better suited to the needs of people with disabilities. • By employing people with disabilities as Japanese experts or local project staff, not only are they able to make compelling explanations based on their own experience, but they can also show a model of social participation for people with disabilities. (See Reference Project 6. to the right) 	<p>Building information systems on former combatants with disabilities and strengthening the capacity to accept people with disabilities in skills training centers,</p> <p>Aiming to accumulate and share the experience and knowledge of community repatriation of former combatants with disabilities through the Rwanda Demobilization and Reintegration Commission (RDRC) and skills training centers,</p> <p>To contribute to the promotion of economic and social independence for soldiers with disabilities.</p>	<p>7. Rwanda The Skills Training for the Reintegration of Demobilized Soldiers with Disabilities (Cooperation Period: December 2005 – December 2008)</p>
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Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (7) Revitalization of livelihoods and economic activities

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
1. Establishment of governments trusted by the people	2. Building basic government capacity	<ul style="list-style-type: none"> • Legitimate government (recognized by the international community and relationship with the Japanese government) • End of conflict or potential for the end of conflict • Consensus and commitment of government and parties to conflict 	2-6 Revitalization of livelihoods and economic activities	<p>(Model Proposal) Creating temporary employment and skill training, and microfinancing for groups that cannot access financial services, through infrastructure development support, (Output) Aiming to improve livelihoods and create employment, (Outcome) To contribute to the realization of peace dividends for more citizens. (Impact)</p>	<p><Points for the consideration of project indicators></p> <ul style="list-style-type: none"> • Look for stronger relationships between groups that were in conflict (ethnicities, religions, political parties, etc.), building trust and progress in harmony through activities such as livelihood improvement and vocational training, etc. • (If there are people that have been affected by the conflict) Look at the progress of reintegration, harmony and social inclusion of people affected by conflict. 	<ul style="list-style-type: none"> • Combining in-country training and fieldwork as part of on-the-job training in project activities was an effective motivator for developing the capacity of community development officers (CDO). Also, through project activities, CDO were able to show residents how their knowledge could assist in solving community problems by making frequent visits to the community. This not only led to the high occupational awareness of CDO themselves but led to the building of close cooperation with community residents. • Importance of a holistic approach to rural development in conflict affected areas <p>Often countries and regions where conflicts have been prolonged do not provide basic infrastructure and social services (including education and health) in rural areas. Therefore, rural needs are not limited to improvements in agriculture or livelihood and are wide and varied. In such circumstances, it is important to provide support to sectors such as health, water, community infrastructure and education, etc., as long as sustainability is ensured, based on prioritizing rural development plans in model communities, while focusing on agriculture and livelihood improvement activities. These supports are also important for projects and C/P to build trust with the community.</p>	<p>Developing good communication and facilitation approaches for the roles of community development officers (CDO), developing an agricultural technology package suited to rural areas around Juba, and improving the skills of CDO and agricultural extension workers for the extension of the livelihood improvement model,</p> <p>Aiming to develop the foundation for the extension of a livelihood improvement model to respond to the diversity of rural areas around Juba,</p> <p>To contribute to the wide use of the livelihood improvement model in Juba county which responds to the diversity of rural areas around Juba.</p>	1. South Sudan Livelihood Development in and around Juba for Sustainable Peace and Development (Cooperation Period: February 2009 – March 2012)

				<p>(Examples of standard indicators) (Basic)</p> <ul style="list-style-type: none"> • Employment rate (entrepreneurs, employees) and increase in the income rate for project targets (people in categories including IDP, returnees, former combatants and the socially vulnerable) • Changes to the psychology and behavior patterns of project targets • Changes in the unemployment rate in the project target area • Changes in economic indicators in the project target area • (If there are target returnees or former combatants, etc.) Attitude, emotional change, cooperative activities (type and number) of the community to these people • (When targeting an area where development has been delayed) Changes in perception of the central government of the need for development in areas where development has been delayed, and policy changes and budget increases from the central government in relation to areas where development has been delayed. • Trust and satisfaction of residents in public services provided by the government through the project (questionnaire) • Changes in standard of living <p>*Need to also check the above indicators by gender and age, depending on the project and circumstances</p>		<ul style="list-style-type: none"> • Importance of building relationships between residents <p>Collaborative activities such as group farming, livelihood improvement activities and public facility construction, etc. are effective in building cooperative relationships with people in various communities (different tribes, returnees, IDP, etc.) which had previously had tense relationships. Particularly in regions in which public services are not functioning due to conflict, the formation of groups and group activities are important from the perspective of promoting the fostering of relationships of trust in the community.</p> <ul style="list-style-type: none"> • Need to consider the project framework and implementation periods for conflict affected areas <p>When conducting projects in conflict affected areas where there is a lack of various data, it is desirable to set a project framework that is capable of flexibly responding to current circumstances by reducing or adding activities. Also, projects that are implemented immediately after the end of a conflict will very likely require repeated trial and error in the first year of the project, as many areas have not accumulated experience in rural development through government. If the project period is set like a regular technical cooperation project, it may not be possible to express sufficient results and secure sustainability in many cases, so it is necessary to consider the above points when setting up executing agencies.</p> <ul style="list-style-type: none"> • Timing of strengthening the capabilities of administrative officers (e.g. community development officers) that connect rural communities with government <p>It is the main role of CDO to connect with relevant organizations while taking into account the needs of rural areas, but in countries where conflict has been prolonged and where government functions have been suspended or have declined, there are often no administrative systems in place close to the community. In addition, no matter how much the capabilities of CDO are enhanced, there is no environment in which to take advantage of their characteristics. Therefore, when strengthening the capabilities of administrative officers with roles like those of CDO in conflict affected areas, it is necessary to determine whether there is an environment in place to take advantage of their characteristics. (from Reference Project 1. to the right)</p>		
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(1) Need for flexibility in changing project design
With institutional changes in the South Sudan government (change of jurisdiction for employment support services) and the start of contracting projects using multi-donor trust funds, it was possible to promptly and flexibly respond to reconstruction support needs by flexibly changing project design.

(2) Need for thorough safety measures
With only four years having passed since the end of the civil war and a high possibility of political unrest, the project was able to be conducted without incidents or accidents thanks to thorough safety measures (securing means of communications, considering accommodation selections, establishing information collection and communication systems regarding security information, joining various insurance services, and using bank transfers, etc.).

(from Reference Project 10. to the right)

- Responding to significant changes in the labor market

In the labor market, which was virtually closed during the extended conflict, there were dramatic changes in both quantity and quality after the end of the conflict. During severe market fluctuations in the reconstruction period, it is important to adapt quickly and agilely to fluctuations in demand with the content of skills and vocational training, while conducting human resource development based on a certain degree of predictable demand from reconstruction. For that purpose, it is possible to not only conduct labor market research but also to observe changes in the local market through the project on a daily basis, stretching out efforts to gather information on actual changes in the market such as through regularly collecting information from industry contacts, to understand labor market trends that can be connected to demand.

- Changes in the awareness and behavior of trainees
Conflicts have a great impact on the lives of people, particularly the youth. Conflicts not only take away from many children and young people the opportunity to get an education, but also have a significant impact on their lifestyles with unstable lives in the midst of battle and life in refugee camps. These social and psychological impacts can be an obstacle to the employment and entrepreneurship of human resources in the labor market. Skills and vocational training are not just for the acquisition of skills, but also bring about changes in lifestyle and attitudes. From this perspective, career planning and entrepreneurship training sessions are also effective.

- Feedback of field experience to policy

In the early stages of reconstruction, it is preferable to restart training aimed at reconstruction and the improvement of resident livelihoods. On the other hand, it is also necessary to build institutions from a medium to long-term perspective and often the basic data needed to develop policies and systems is not available. It is useful to make recommendations based on field experience on training management and organizational enhancement on basic data sharing and policy for the policy making process.

(from Reference Project 2. to the right)

Strengthening the capabilities of Juba Multi-Service Training Center in terms of skills, operations and facilities, strengthening the training capacity of non-formal training providers (NGOs, etc.) and promoting employment support service capabilities among Project for Improvement of Basic Skills and Vocational Training (SAVOT) training providers,

Aiming to effectively implement basic skills training and vocational training through the strengthened capabilities of various training providers,

To contribute to reconstruction, reintegration and development to consolidate peace through SAVOT training graduates by expanding opportunities for improved livelihoods and entrepreneurship by trainees utilizing acquired skills.

2. Sudan
Project on
Improvement of Basic
Skills and Vocational
Training (Cooperation
Period: September 2006
– December 2009)

• In the transition period until the establishment of new autonomous government, it was unavoidable to deal with the dual governance system, including a legitimate governance structure (ARMM autonomous government, local governments) and the structure of MILF (BIAF prior to disarmament and demobilization, MILF political committee). This project played a bridging role between existing systems within camp areas (BIAF, MILF political committee) and public service providers (DAF-ARMM and MAO), contributing to the building of relationship with beneficiaries (mainly BIAF combatants), government extension workers (MAO, AT), town officials, and service providers (PhilRice). (From Lessons on Livelihood and Economic Activity from Reference Project 3. to the right)

Promoting the development of human resources involved in the provision of administrative services for the new autonomous government, improving capabilities to provide effective administrative services (water supply, roads, local industry promotion, etc.) in areas under the jurisdiction of the new autonomous government, promoting the organization and system development of the new autonomous government, and formulating regional development plans of the new autonomous government,

Aiming to build the foundation of the new autonomous government,

To contribute to the provision of services (functioning) of the new autonomous government as an administrative agency.

3. Philippines Comprehensive Capacity Development Project for the Bangsamoro (Cooperation Period: July 2013 – July 2019)

(1) Respect for social structures

In Muslim societies like Afghanistan, and environments in which the social structure of rural areas is configured around mayors and landlords, it is impossible to carry out projects without their understanding and cooperation so it is necessary to take measures such as offering opportunities for full explanations as part of the process of selecting exhibition fields.

(2) Importance of harmonization and ownership of research and extension (effective use of briefing sessions)

In the Improvement of Rice-based Agriculture in Nangarhar Province (RIP) Project, both regular and irregular opportunities were provided for communication, mainly by experts, together with presentations by researchers and extension officers working together, etc., and while it was a basic initiative very careful planning was conducted for research and extension to work together towards a mechanism to achieve the purposes. For example, there were many discussions held to promote cooperation with research and extension officers, and initiatives such as having researchers conduct training as instructors or providing opportunities to hear from researchers rather than the experts etc., as well as making efforts to allow the participation of the department in charge of prefectural extension in meetings where the progress and results of activities were reported, such as at research result presentation and evaluation meetings and the monitoring of exhibition field activities, etc. Such "opportunities" will be effective going forward in promoting cooperation with research and extension in each region.

(3) Effectiveness of a Step by Step Approach

While this is an approach that has already been implemented in many projects, in countries like Afghanistan where there are heavy restrictions imposed on the scope of activities of experts, the effectiveness of this approach was found to be a particularly essential contribution to the completion of the project. In the process of sharing practical knowledge and methods obtained from expert guidance to other stakeholders (experts to researchers, researchers to extension workers, extension workers to exhibition field farmers), it was revealed that the vague understanding was clearer, and that it became possible to gain more confidence as repeated.

(from Reference Project 4. To the right)

Strengthening research capacity at the Shishambagh agricultural experiment station, and promoting collaboration between research and extension activities to activate the functions of the agricultural extension system, Aiming to improve rice cultivation techniques suited to the climatic conditions of the target area and make use of them in extension activities,

To contribute to improve productivity of agricultural products in the Nangarhar Province, with a focus on rice.

**4. Afghanistan
Improvement of Rice-based Agriculture in Nangarhar Province
(Cooperation Period: September 2007 – March 2011)**

(1) Participation of counterparts (C/P)

Almost all C/Ps responded that the close cooperation of experts and C/P in discussions and training on this project had been very meaningful. In such capacity building projects, it is important for experts and C/P to build relationships of trust through every process.

(2) Implementation of pilot projects

In the pilot project to conduct road repair work, not only were road conditions improved but the project also greatly contributed to the capacity building of CPs. In implementing the pilot project, C/Ps and experts worked together from the initial planning stage, and this meant that they were able to learn the whole process of the road repair plan. However, given that the supplier procurement process differed from the normal process in Afghanistan, understanding may have been further deepened by a comparison with the regular process.

(from Reference Project 5. To the right)

1) (System construction) Development of project systems and organizational structures related to road maintenance and management in MPW (road management bureau, Kabul regional office, Kabul construction machinery center),

2) (Human resource development related to construction and accounting work) improving the capabilities of road maintenance workers (surveying, planning, budgeting, and construction order etc.) in MPW,

3) (Human resource development related to civil engineering work) improving the capabilities of road maintenance workers (construction, supervision, and inspection) in MPW,

4) (Human resource development related to construction in the mechanical field) improving the capabilities of road construction and maintenance machinery management workers (repair, supervision, and inspection, etc.) in MPW,

5) Collecting information about regional offices outside of Kabul and construction machinery centers and workshops,

Aiming to build a prototype road maintenance and management system for the area under the jurisdiction of the Kabul regional office of the Ministry of Public Works,

To contribute to the functioning of the road maintenance and management system in the area under the jurisdiction of the Kabul regional office of the Ministry of Public Works.

5. Afghanistan Project for Capacity Development and Establishment of Road Maintenance and Management System (Cooperation Period: March 2008 – January 2012)

• Importance of setting approaches by village type
In the target village that received the project intervention, the approach had to be altered to reach out in consideration of the backgrounds of the residents. Residents are of three types (1) commercial scale farmers or farmers with average sized farms, (2) farmers with commercial scale or average scale but that have had to resettle due to the impact of civil war, and (3) vulnerable farmers. By setting an approach for each of these target groups it was possible to increase the project efficiency and quality of activities.

• How to implement development support projects in areas under reconstruction

When carrying out a project such as this one in an area in which there is a lack of human resources for the reconstruction period because of civil war or damage caused by war, it is necessary to carry out the project while compensating for functions on the part of the recipient government that are lacking. In this case, supplement C/P on the partner government side with inputs from the project side or an external source. However, the partner country side should always be urged to arrange personnel so that this implementation method doesn't suppress the increase in human resources from the partner side government, and inputs should be reduced as the number of placements increase.

• Significance and issues of development projects during reconstruction

A common perception was observed regarding this project that had started for the purpose of development from the early stages of reconstruction after the civil war in the east that it had significance in terms of reconstruction from the perspectives of the empowerment of farmers and the reconstruction of community organizations, and also from the perspective of ethnic reconciliation. However, at the same time the project was difficult to implement because it completely conflicts with the ideas of "self-payment" and "revolving funds" in the various support from other donors and NGOs for the reconstruction project. Therefore, it appears necessary to agree with senior levels and create a framework for decision makers.

• Conflict assessment

When forming a project, it is very important to conduct a conflict assessment and to make predictions of the conflicts, and security, political and social circumstances that could occur within the project site. In the case of the TRINCAP project no systematic conflict assessments were carried out during project formation and implementation, but as the security situation worsened from 2006 an effort was made to collect security information from government agencies and other aid agencies. Ongoing conflict assessments during project implementation are important in terms of ensuring the security of project staff and enabling the smooth implementation of the project. It is necessary to review project design and implementation mechanisms over time if the implementation site environment and security conditions change dramatically.

(from Reference Project 6. to the right)

Strengthening resident organizations, developing rural infrastructure with the "Community-Managed Rehabilitation (CMR) Method", and improving agricultural skills,

Aiming to build a resident participation development model for agricultural and rural reconstruction in the Trincomalee District,

To contribute to the revitalization of rural areas in the Trincomalee District with the development of the agricultural and rural reconstruction model built by this project.

6. Sri Lanka
Project for Agricultural
and Rural Development
for Rehabilitation and
Reconstruction through
Community Approach
in Trincomalee District
(TRINCAP)
(Cooperation Period:
October 2005 – October
2009)

Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (8) Promotion of coexistence and social harmony in the community

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
2. Formation of a resilient society	3. Social integration and empowerment	<ul style="list-style-type: none"> • Commitment and leadership of leaders in the target area for coexistence and social harmony • Conflict is over or end is in sight 	3-1 Fostering trust, reconciliation, and social harmony in the community (between former parties to conflict and their supporters, or between residents)	<p>(Model Proposal)</p> <p>Developing implementation guidelines for participatory and transparent school management reflecting local needs in collaboration with local education administrators, schools, and local communities,</p> <p>(Output) Aiming to promote participatory and transparent school management reflecting local needs,</p> <p>(Outcome) To contribute to regional reconciliation and coexistence.</p> <p>(Impact)</p>	<p><Points for the consideration of project indicators></p> <ul style="list-style-type: none"> • Check the progress of reconciliation between groups (ethnicities, religion, political parties, etc.) that had been in conflict • Look for progress on social harmony and reintegration including people affected by conflict (repatriates, former combatants and the socially vulnerable) and local residents. 	<p>From Reference Project 1. to the right, the following is a summary of the lessons learned from this first attempt by JICA to conduct a recovery and reconstruction project in an area where the security situation was still unstable.</p> <ul style="list-style-type: none"> • Coordination with related organizations is important. <p>Coordination and collaboration with the central government, regional governments, international organizations, and NGOs, etc., is important to solve a wide range of issues in conflict areas. In this project, the Deputy Governor of Mannar played a particularly important role in coordinating between stakeholders.</p> <ul style="list-style-type: none"> • Consider the special characteristics and uniqueness of the target area in relation to the project implementation system (personnel) <p>In recovery and reconstruction projects in conflict areas, careful attention needs to be given to various issues such as the relationship between residents and internally displaced persons, land allocation among different groups, and political, ethnic, and religious issues, etc.</p>	Formulating participation type community activity plans, restoring basic community infrastructure, and strengthening the ability of CDOs engaged in regional development supporting community-based development by acquiring the capabilities necessary for CBO to carry out socio-economic activities, Aiming for residents in the project area to be able to act independently in livelihood improvement and community development, To contribute to progress in harmony between residents in the project area and surrounding area by improving socio-economic levels in the project area at a level above that of the average level in the area governed by the Mannar District.	1. Sri Lanka Mannar District Rehabilitation and Reconstruction through Community Approach Project (MANRECAP) (Cooperation Period: March 2004 – March 2008)

			<p>(Examples of standard indicators)</p> <ul style="list-style-type: none"> • Increase in opportunities for activities and exchange between residents and areas that were in conflict (number) • State of improvement of relationships and building trust between groups that were in conflict (qualitative indicators) • Degree of commitment to reconciliation and coexistence of leaders in the target area • Changes in the number of disputes between residents in the target area (number) • (When there are people that have been affected by conflict in the target community) Changes in attitudes and sentiment (qualitative indicators) of local residents to these people (former combatants, persons with disabilities, widows and returnees, etc.) • (When there are people that have been affected by conflict in the target community) Cooperative activities (type and number) in the community between people affected by conflict and the general public • Increase in various systems (number of systems) and government budget established to promote coexistence and harmony in government and the community • Trust and satisfaction of residents on public services provided by the government to promote coexistence and harmony (questionnaire) • Integration of learning content and educational administration contributing to promote reconciliation and coexistence 	<p>The utilization of local personnel should also be considered in order to meet such demands. In the case of this project, national staff demonstrated excellent abilities in the implementation of the project. The local language skills and experience in village development in Sri Lanka of Japanese experts also led to the success of the project.</p> <ul style="list-style-type: none"> • This project was positioned as post-conflict support, but the conditions differed from other “post-conflict support” projects due to changes to the post-conflict circumstances (disarmament, demining, the movement of returnees, etc.). Despite the worsening security situation, appropriate measures were taken by the people involved to implement the project. However, it was also necessary to take risk aversion measures in the setting of the scale and scope of the initial plan to give flexibility to project deployment methods, etc. (from Reference Project 1. to the right) 		
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(1) Increased the effect of social integration by setting targets for capacity building with city hall and residents from the post-conflict transition period to the development period.

(2) Promoted social integration based on the organization and project deployment of residents involving various groups.

(3) Contributed to social integration by setting project selection criteria which not only maintained transparency and accountability to residents but also made possible the prevention of political involvement.

(4) From the perspective of activities aimed at common goals, public infrastructure projects such as schools and roads were effective as a means of promoting social integration, but it was necessary to confirm the technical levels required for their maintenance.

Construction delays may impact the social integration of local residents. Furthermore, consideration also needs to be given to the possibility that creating a sense of unfairness with the path of road projects may impact social integration.

(5) Basic capabilities are required of the government and community, the main actors in the promotion of social integration. The project in the Ivory Coast was successful because such an environment was in place.

(6) In the consideration of prevention and promotion of peace in the situation immediately after the end of conflict, close formal and informal communication between C/Ps and Japanese experts contributed to the implementation of conflict prevention and peace promotion measures.

(7) By including various social fields (peacebuilding, community development/resident employment/monitoring, social survey/school management, environmental and social considerations) to the composition of Japanese technical experts, it was possible to create a project implementation plan suited to social integration.

(8) Since there is no data prepared immediately after the end of a conflict, the assumptions at the start of the project do not necessarily fit the context of the implementation circumstances. It is recommended to revise the PDM as necessary.

(from Reference Project 2. To the right)

Checking the social infrastructure development project plans and implementation procedures for the Abobo Commune and the Yopougon Commune, and preparing methods for the implementation of the social infrastructure development project through a series of pilot project flows from planning to implementation,

Aiming to strengthen the relationship between residents in conflict affected communes,

To contribute to the promotion of social integration in communes affected by conflict.

2. Ivory Coast Project on the reinforcement of communities for promoting social cohesion in Greater Abidjan (Cooperation Period: July 2013 – June 2016)

• In the case of reconciliation, it is desirable to start tackling issues with a flexible mindset for the methodology of implementing technical cooperation projects and as little preparation time as possible.

• By combining sub-projects that can produce results in a short period of time with sub-projects change the landscape of the area over time but produce results where there is a sense of peace it is highly likely that a significant impact can be produced.

• Even if the beneficiary selection is carried out fairly, it is inevitable that there will be some degree of complaints and dissatisfaction with the distribution of goods, so it is important to widely share information on the beneficiary selection criteria and selection process when the timing is right.

(from Reference Project 3. to the right)

• In terms of textbooks, initially IT people from three ethnic groups worked on textbooks based on Japanese textbooks, and this was positioned as the base for providing opportunities and space for cooperation on the formulation of a new curriculum. The official approval of the textbooks was desired to facilitate the next phase, but in Bosnia-Herzegovina each entity or Canton has its own authority to approve textbooks so this approval process could hardly be said to be well organized. Given these circumstances, the approval of the curriculum and textbooks should not be seen as indicators of success.

• For the proper implementation of the project, not only was regular monitoring carried out, but the PDM was shared fully with relevant parties, and as necessary, appropriate modifications were recommended.

• In such a complex political environment, with many related ministries and projects requiring complex adjustments, the ability of project experts and local consultants to coordinate and deal with people became very important.

• This project was impacted by the unstable political situation in Bosnia-Herzegovina, where nationalism was fueled with every election. In this sense, for projects that are affected by political conditions it is important to carry out activities that actually meet the needs of the local area so that local people can work autonomously.

(from Reference Project 4. To the right)

Carrying out continuous activities for agricultural and rural development by residents in the target area, and extending information on agricultural and rural development activities with the aim of rebuilding a society in which residents can coexist,

Aiming to foster trust among residents by strengthening their ability to engage in cooperative agricultural and rural development activities in the target area,

To contribute to promoting the harmony of residents in the target area by improving the economic strength of residents in the target area.

Introducing IT textbooks provided by Japan in accordance with Bosnia textbook policy to all target schools in Bosnia-Herzegovina, holding classes and establishing a network for the exchange of information on IT education from educators from the three ethnic groups, and carrying out the modernization and revision of the IT curriculum provided by Japan in collaboration with educators from the three ethnic groups,

Aiming to improve the quality of IT education at Gymnasium (regular high school) through the collaboration of educators from the three ethnic groups,

To contribute to the improvement of the quality of IT education in secondary schools through the collaboration of educators from the three ethnic groups.

3. Bosnia-Herzegovina
The Project for Confidence-Building in Srebrenica on Agricultural and Rural Enterprise Development (SACRED)

(Cooperation Period: March 2004 – March 2008)

4. Bosnia-Herzegovina
Project on Informatics Curricula Modernization in Bosnia and Herzegovina **Phases 1 and 2** (Cooperation Period: April 2008 – July 2010 and August 2010 – August 2014)

(1) Setting up coordinating bodies for projects with many executing agencies

The executing agencies of this project consisted of the Ministry of Education and Culture of the Republika Srpska (RS) and the various Ministries of Education of the Cantons (9 Ministries) of the Federation of Bosnia-Herzegovina (FBiH), and given that this covered 10 institutions it had to be anticipated from the project planning stage that communication would be complicated and that efficient operation would be impaired due to dealing with the large number of executing agencies. For this reason, the Federal Ministry of Labor and Social Policy was positioned as a coordinating body, with the intention that when local consultants coordinated with each executing agency they would be supported by the Ministry of Labor and Social Policy. In this way, in a project with complex implementations with many educational administrations it was useful to have a coordinating body in the partner government.

(2) Adopting a flexible approach with the framework of technical cooperation projects

Having competent local consultants assigned to experts and the donation of IT equipment to all general high schools contributed significantly to the good results of this project. Normally in technical cooperation projects, Japanese experts are placed with an emphasis on technology transfer to relevant parties in the partner country, but in this project, rather than the conventional inputs, consideration was given to the background and local circumstances of the partner country and while the framework of a technical cooperation project was followed the content of the project was designed successfully to flexibly make the most of inputs such as the dispatch of experts and the provision of equipment. In this way, while considering the design for the formulation of a detailed plan, etc., including project inputs, it was important to seek a flexible approach that looked to the present and the future without being bound to conventional formats, with a strict assessment of the background and circumstances of the partner country, the proactiveness and capabilities of the executing agency and the financial situation, etc.

Developing infrastructure conditions for a common IT curriculum at target schools, and establishing an information exchange network to maintain the common efforts of ethnic groups for IT teachers at target schools to acquire skills necessary to teach the common IT curriculum,

Aiming to share a common IT curriculum with all ethnic groups at target general high schools, To contribute to the continuous use of a common IT curriculum for standard courses at high schools across Bosnia.

5. Bosnia-Herzegovina
Project for Improving IT
Education at Mixed
Secondary Schools with
Gymnasia Course
(Cooperation Period:
September 2014 –
August 2016)

(3) Revising PDMs

No revisions were made to the PDM during the implementation period of the project. Actually, some changes were made to the content of activities related to outputs 2 and 3, and changes were made to the PDM to add activities related to support for the formulation of a common core curriculum, etc., but given that the content of the indicators associated with these changes were not reviewed the content of the indicators for outputs 2 and 3 were only slightly different from actual conditions. Given the large number of executing agencies in this project and the fact that the JCC meeting was only held once during the project period (with the exception of the meeting at the end of the project), the revision of the PDM was not easy as it needed the consent of each executing agency, but since JICA's evaluation method is based on the judgement of project accomplishments under the PDM it is desirable to make revisions to the PDM at opportunities such as mid-term review surveys when there are changes to activities or associated amendments to the content of indicators during the project implementation.

(from Reference Project 5. To the right)

Developing implementation guidelines for participatory and transparent school management (SBM/POB) for lower secondary education reflecting local needs with the cooperation of local education administrators, schools and the local community, making practical revisions, integrating local education administrators, improving local education administration skills and operation and management capabilities through training and on-the-job training to support and promote SBM/POB management reflecting local needs, and improving skills and knowledge rooted in the local cultures of students at target junior high schools with the practice of school management based on participation, transparency and accountability as the main approach of SBM/POB in target junior high schools,

Aiming to promote SBM/POB in lower secondary education in the target area,

To contribute to strengthening open school management in junior high school areas on the island of Ambon during the post-conflict reconstruction period.

6. Indonesia
Technical Support for Strengthening the Regional Based Education Management (Maluku) (Cooperation Period: December 2008 – November 2011)

					<ul style="list-style-type: none"> • Supporting former combatants and promoting reconciliation <p>Consideration needs to be given to the relationships between former combatants from different armed groups and between former combatants and the general public. In this project, consideration was given to balancing former national armed forces, former old government armed forces and former militia during the process of selecting direct beneficiaries (trainees). Where DDR involves former combatants from various armed groups such as in Rwanda, consideration the balancing of support to these different groups can also provide an opportunity to promote reconciliation between the groups.</p> <p>(from Reference Project 7. To the right)</p>	<p>Strengthening the ability of skills training centers to accept people with disabilities, and building systems to accumulate, analyze and use information about former combatants with disabilities held by skills training centers to improve the skills training of former combatants with disabilities so that former combatants with disabilities acquire skills, Aiming to accumulate and share experience and knowledge through the Rwanda Demobilization and Reintegration commission (RDRC) and skills training centers for former combatants with disabilities to be repatriated into the community through skills training, To contribute to the promotion of economic and social self-reliance for former combatants with disabilities with the cooperation of government agencies with authority over skills training of former combatants with disabilities and with skills training centers.</p>	<p>7. Rwanda The Skills Training for the Reintegration of Demobilized Soldiers with Disabilities (Cooperation Period: December 2005 – December 2008)</p>
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Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (9) Strengthening and rebuilding community functions

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
2. Formation of a resilient society	3. Social integration and empowerment	<ul style="list-style-type: none"> • There is commitment and leadership from leaders in the target area for community enhancement and the conflict has ended or is about to end (when aiming to rebuild communities including groups in conflict) • (When aiming to strengthen local organizations without crossing groups in conflict) There are a certain level of functioning district development committees, agricultural cooperatives, water management committees, and road maintenance committees, etc. 	3-2 Strengthening and rebuilding community functions	<p>(Model Proposal) (In the case of basic infrastructure development) Formulating participatory community activity plans, restoring basic community infrastructure, and strengthening the ability of CDOs engaged in regional development supporting community-based development by acquiring the capabilities necessary for CBO to carry out socio-economic activities, (In the case of agricultural and rural development) Carrying out sustained activities for agricultural and rural development by residents in the target area and extending information on activities for agricultural and rural development aimed at the rebuilding of a society in which residents can coexist, (Output) Aiming for residents in the project target area to be able to act independently in livelihood improvement, agricultural and rural development, and community development, (Outcome) To contribute to the progress of harmony between residents in the project target area and surrounding areas. (Impact)</p>	<p><Points for the consideration of project indicators> • Look for progress in building trust and harmony between groups that were in conflict (ethnicities, religions, political parties, etc.) • Look for progress in harmony and reintegration in local communities, including people affected by conflict (repatriates, former combatants, socially vulnerable) and local residents</p>	<p>From Reference Project 1. to the right, the following is a summary of the lessons learned from this first attempt by JICA to conduct a recovery and reconstruction project in an area where the security situation was still unstable. • Coordination with related organizations is important. Coordination and collaboration with the central government, regional governments, international organizations, and NGOs, etc., is important to solve a wide range of issues in conflict areas. In this project, the Deputy Governor of Mannar played a particularly important role in coordinating between stakeholders. • Consider the special characteristics and uniqueness of the target area in relation to the project implementation system (personnel) In recovery and reconstruction projects in conflict areas, careful attention needs to be given to various issues such as the relationship between residents and internally displaced persons, land allocation among different groups, and political, ethnic, and religious issues, etc. In terms of human resources, JICA experts that are capable of responding to such issues are very limited, so the utilization of local human resources should also be considered to meet such demands. In the case of this project, national staff demonstrated excellent abilities in the implementation of the project. The local language skills and experience in village development in Sri Lanka of Japanese experts also led to the success of the project.</p>	<p>Formulating participatory community activity plans, restoring basic community infrastructure, and strengthening the ability of CDOs engaged in regional development supporting community-based development by acquiring the capabilities necessary for CBO to carry out socio-economic activities, Aiming for residents in the project target area to be able to act independently in livelihood improvement and community development, To contribute to progress in harmony between residents in the project area and surrounding area by improving socio-economic levels in the project area at a level above that of the average level in the area governed by the Mannar District.</p>	1. Sri Lanka Mannar District Rehabilitation and Reconstruction through Community Approach Project (MANRECAP) (Cooperation Period: March 2004 – March 2008)

				<p>(Standard indicator examples)</p> <p><Common></p> <ul style="list-style-type: none"> • Changes in mutual support functions and activities in the community • Changes in services to residents through the community • Changes in the number of disputes among residents in the target area (number) • Changes in community activities in the target area (type and number) • Improvements to the standard of living of residents in the target area 	<ul style="list-style-type: none"> • Differences in “post-conflict” status <p>This project was positioned as post-conflict support, but the conditions differed from other “post-conflict support” projects due to changes to the post-conflict circumstances (disarmament, demining, the movement of repatriates, etc.). It was a great lesson of this project that assumptions of “post-conflict” are in danger of being threatened. Despite the worsening security situation, appropriate measures were taken by the people involved to implement the project. However, it was also necessary to take risk aversion measures in the setting of the scale and scope of the initial plan to give flexibility to project deployment methods, etc.</p> <p>(from Reference Project 1. to the right)</p>		
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<When there are people in the target community that have been affected by conflict>

- Changes in attitudes and sentiment of local residents towards these people (former combatants, persons with disabilities, widows, returnees, etc.) (qualitative indicators)

- (When there are people in the target community that have been affected by conflict) Cooperative activities between people affected by conflict and other people in the community (type and number)

- Increase in systems to strengthen community function (number of systems) and government budget in administration and communities

- Resident trust and satisfaction with public services by the government aimed at strengthening community function (questionnaire)

- Changes in sentiment towards communities of people affected by conflict

<Only when aiming to rebuild a community including groups that were in conflict with each other>

- Increase in opportunities for exchange and opportunities for joint activities between areas and residents that were in conflict (number)

- State of improvement of relationships and trust building between groups that were in conflict (qualitative indicators)

- Degree of commitment of leaders in the target area to reconciliation and coexistence

- Importance of setting approaches by village type
In the target village that received the project intervention, the approach had to be altered to reach out in consideration of the backgrounds of the residents. Residents are of three types (1) commercial scale farmers or farmers with average sized farms, (2) farmers with commercial scale or average scale but that have had to resettle due to the impact of civil war, and (3) vulnerable farmers. By setting an approach for each of these target groups it was possible to increase the project efficiency and quality of activities.

- How to implement development support projects in areas under reconstruction

When carrying out a project such as this one in an area in which there is a lack of human resources for the reconstruction period because of civil war or damage caused by war, it is necessary to carry out the project while compensating for functions on the part of the recipient government that are lacking. In this case, supplement C/P on the partner government side with inputs from the project side or an external source. However, the partner country side should always be urged to arrange personnel so that this implementation method does not suppress the increase in human resources from the partner side government, and inputs should be gradually reduced as the number of placements increase.

- Significance and issues with development projects during reconstruction

A common perception was observed regarding this project that had started for the purpose of development from the early stages of reconstruction after the civil war in the east that it had significance in terms of reconstruction from the perspectives of the empowerment of farmers and the reconstruction of community as organizations, and also from the perspective of ethnic reconciliation. However, at the same time, there was also various support from other donors and NGOs for reconstruction projects which completely conflicted with the ideas of “self-payment” and “revolving funds” creating circumstances in which the project was difficult to implement. Therefore, it appears necessary to organize and create a framework and at the upper level, which is the decision-maker.

Strengthening resident organizations and developing rural infrastructure by means of the “Community-Managed Rehabilitation (CMR) Method” and improving agricultural skills,

Aiming to build a development model for resident participation agricultural and rural reconstruction in the Trincomalee region,

To contribute to the revitalization of rural areas in the Trincomalee region with a development model for agricultural and rural development built by the project.

2. Sri Lanka
Project for Agricultural
and Rural Development for
Rehabilitation and
Reconstruction through
Community Approach in
Trincomalee District
(TRINCAP)
(Cooperation Period:
October 2005 – October
2009)

					<p>• Conflict assessment When forming a project, it is very important to conduct a conflict assessment and to make predictions of the conflicts, and security, political and social circumstances that could occur within the project site. In the case of the TRINCAP project no systematic conflict analysis were carried out during project formation and implementation, but as the security situation worsened from 2006 an effort was made to collect security information from government agencies and other aid agencies. Ongoing conflict analysis during project implementation are important in terms of ensuring the security of project staff and enabling the smooth implementation of the project. It is necessary to review project design and implementation mechanisms over time if the implementation site environment and security conditions change dramatically. (from Reference Project 2. To the right)</p> <p>• In the case of reconciliation, it is desirable to start tackling issues with a flexible mindset for the methodology of implementing technical cooperation projects and as little preparation time as possible.</p> <p>• By combining sub-projects that can produce results in a short period of time with sub-projects change the landscape of the area over time but produce results where there is a sense of peace it is highly likely that a significant impact can be produced.</p> <p>• Even if the beneficiary selection is carried out fairly, it is inevitable that there will be some degree of complaints and dissatisfaction with the distribution of goods, so it is important to widely share information on the beneficiary selection criteria and selection process when the timing is right. (from Reference Project 3. to the right)</p>	<p>Carrying out continuous activities for agricultural and rural development by residents in the target area, and extending information on agricultural and rural development activities with the aim of rebuilding a society in which residents can coexist,</p> <p>Aiming to foster trust among residents by strengthening their ability to engage in cooperative agricultural and rural development activities in the target area,</p> <p>To contribute to promoting the harmony of residents in the target area by improving the economic strength of residents in the target area.</p>	<p>3. Bosnia-Herzegovina The Project for Confidence-Building in Srebrenica on Agricultural and Rural Enterprise Development (SACRED) (Cooperation Period: March 2004 – March 2008)</p>
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Standard indicator reference and typical lessons learned by technical cooperation project/development issue (Peacebuilding)

Model (10) Strengthening community conflict management capacity

Development strategic objective	Mid-term target	Indicators at program target level	Mid-term sub-target	Examples of overall goals/project purposes and indicators	Methods/policies for setting indicators	Typical lessons learned	Examples of project purposes (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Matters for Confirmation	Level of issue to be solved in individual projects	By/through... (outputs) To... (outcomes) Thereby contributing to (impacts) Examples of indicators	Ways of thinking, points to remember, and important points in setting indicators	Write the lessons and risks required to be used or reflected in implementing projects corresponding to "mid-term sub-targets" from the perspectives of 1) planning stages and 2) management.	Examples of project purposes (image of projects)	Project information with good practices to refer to
2. Formation of a resilient society	3. Reintegration and empowerment	<ul style="list-style-type: none"> • (When supporting the development of new systems) Government policy commitment and policy on the institutionalization of ADR mechanisms 	3-3 Strengthening community-level conflict management capacity	<p>(Model Proposal) By support for the establishment of fair central and local government, (Output) Aiming for the efficient, effective, transparent, and fair provision of administrative services, (Outcome) To contribute to conflict prevention and regional peace and stability.</p>	<p><Points for the consideration of project indicators> • Look for improvements in citizen's trust in government through improved governance. • Look for the promotion of social participation and social inclusion of resident groups that have been marginalized from development. • Look for improvements in the relationship between central and local governments. • Look for progress in the political process and infrastructure development of new governance systems.</p>	<p>□ (Building trust with local stakeholders after the launch of projects) Steady efforts were made to build trust with local stakeholders, by conducting formal and informal discussions and consultations and individual conversations with a wide range of stakeholders. In particular, visits and individual discussions were held with each political party to reduce any unfair interference with regard to political officials. This is very time consuming, but these individual discussions played an important role in changing various misunderstandings such as among certain political parties that the project would change the way of thinking of villagers. □ (Selection of mediators and district trainers) After the start of activities there was a power struggle between the major political parties in the region, and it became apparent that the cause of the political disputes had been related to taking even the slightest opportunity as a right to use development resources such as in the selection of mediators and trainers etc. The following measures were taken to mitigate the negative impact. □ (Selection of mediators) A list of mediator candidates was created in each village based on selection criteria provided by the project side. On the project side, when there was a bias in terms of ethnicity or caste in comparison with the B/L survey, the village was asked to reconsider. There was some disagreement between the political parties in relation to the candidate lists, but in such cases the village was first asked to make adjustments. For the final selection of mediators, a meeting was held with village representatives and mediator candidates.</p>	<p>Examining and analyzing the implementation status of conflict management with a focus on community mediation in Nepal and project target districts, strengthening knowledge of conflict management techniques with a focus on community mediation through training and practice, and sharing experience in conflict management with a focus on community mediation among central and local stakeholders,</p> <p>Aiming to improve the ability to manage conflicts through community mediation in the Sindhuli and Mahottari Districts,</p> <p>To contribute to the extension of knowledge of community mediation and conflict management required to build communities of peace and harmony in the area along the line of the Sindhuli Road.</p>	1. Nepal Strengthening Community Mediation Capacity for Peaceful and Harmonious Society Project (Cooperation Period: January 2010 – September 2014)

				<p>(Examples of standard indicators)</p> <ul style="list-style-type: none"> • Number of mediators trained • Improved confidence in the community mediation and conflict management of mediators • Number of cases registered for and resolved, number of conflicts resolved, resolution rate, content of resolved conflicts and attributes of parties to conflicts registered and resolved in community mediation services • Changes in relationships between parties in conflict and residents • Changes in behavior and thinking of parties in conflict/residents • Changes in the mindset of mediators • Resident trust and satisfaction in community mediation services as a means of conflict management 		<p>□ (Selection of trainers) Despite the utmost care in the selection criteria and process for the selection of trainers, there were protests from some political parties that other parties were being favored, but because of detailed responses through repeated consultation this did not end up being a major issue.</p> <p>□ (Inclusivity of mediators) While there were examples of great contributions such as improved self-esteem in the consideration of caste and ethnic minorities, the focus on inclusiveness was found to result in the selection of people that were not well known and did not have a power base within villages. There were some cases of villages that experienced changes in the awareness of villagers through the implementation of mediation.</p> <p>□ (Institutionalization) The initial goal was not for institutionalization but the Mediation Act was enacted in May 2011, during the project implementation period. In response, the aims for the institutionalization of the project were clarified during the interim review survey and this strengthened of the approach to the Ministry of Federal Affairs and Local Development. In addition to building trust with the Ministry of Federal Affairs and Local Development and other related organizations with rich general experience of working in Nepal and fluency in Nepali, field visits were also promoted by the C/P of Ministry of Federal Affairs and Local Development and members of the Mediation Law Bylaws Committee. As a result, the Ministry of Federal Affairs and Local Development recognized the contribution to social stability and peace that are prerequisites for regional development and decided to incorporate community mediation into the policies of the Nepal government. This resulted in putting in place the foundations for its spread and sustainability.</p> <p>□ (Political neutrality) In consultations, Nepalese project staff with social caste backgrounds, etc. were not considered politically neutral and some were of the opinion that Japanese experts were more effective given that they were outside of the social systems of Nepal.</p> <p>(from Reference Project 1. To the right)</p>		
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