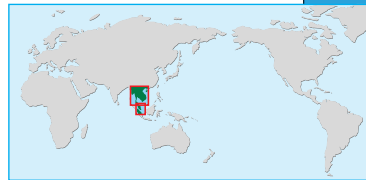


South-South Cooperation Support



Project Sites Singapore, Thailand

1. Background and Objective of Evaluation

The concept of South-South cooperation was developed in the 1970s focusing on the significance of mutual cooperation among developing countries. The cooperation entails an equal relationship between the South and the South.

Japan's official involvement in South-South cooperation was declared in the "Official Development Assistance (ODA) Charter" issued in 1992. Then in August 1999, the "Medium-term Policy of the Official Development Assistance (ODA Medium-term Policy)" clearly stated that the South-South Cooperation was a distinctive feature of Japan's ODA. In this policy, South-South cooperation support has been advocated in the following three respects: 1) appropriate technology could be transferred between regions that have similar environments and languages; 2) aid resources could be utilized more efficiently, as projects can be implemented at a lower cost compared to the ones implemented in developed countries; and 3) aid resources could be expanded by encouraging developing countries to take responsibility for development assistance, and to become providers of assistance.

Based on these principles, JICA has consistently placed high importance on assisting South-South cooperation, and a concrete project started under the "Third Country Training" scheme established in 1974. This scheme is designed to re-transfer techniques, meaning that the techniques that Japan transferred to developing countries by technical cooperation would later be transferred to neighboring countries. In addition, the "Third Country Experts Dispatch" scheme involves sending qualified people from developing countries to other developing countries, and has been in operation since 1995.

Furthermore, Japan has been launching partnership programs with Singapore and Thailand since 1994 as examples of South-South cooperation with new donor countries. This comprehensive cooperation framework

includes plans regarding joint implementation, cost-sharing of training courses and the dispatch of experts. JICA continuously tries to increase the number of countries to which this partnership scheme can be applied.

As stated above, Japan has played an active role in supporting South-South cooperation. For the purpose of extracting useful recommendations for effective strategies and the implementation of South-South cooperation support, evaluation of the "Third Country Training" and the "Third Country Experts Dispatch" have been carried out, as they are both major parts of South-South cooperation support.

2. Evaluated Projects

The evaluation targeted the Third Country Training programs carried out in Singapore and Thailand from FY1994 to 1999 (11 courses in Singapore and 10 courses in Thailand), and 68 Third-Country Experts Dispatched from Thailand.

3. Members of Evaluation Team

Team Leader:

Koichi MIYOSHI, Director, Office of Evaluation and Post Project Monitoring, Planning and Evaluation, JICA

Cooperation Partnership Management:

Keiichi MURAOKA, Director, Donor Coordination Division Planning and Evaluation Department, JICA

New Donor Country Analysis:

Yasutoshi YAMADA, International Research Center for Social Development (IRCSD)

Evaluation Methods:

Ryoko ABE, Office of Evaluation and Post Project Monitoring, Planning and Evaluation, JICA

Analysis of Evaluation on the South-South Cooperation Assistance:

Satoshi KOJIMA, Pacific Consultants International

4. Period of Evaluation

6 March 2001 – 22 March 2001

5. Methods of Evaluation

(1) The Basic Principles of Evaluation

The evaluation compared the concept and actual performance of support for South-South cooperation, taking historical background and each country's situation into consideration. As a case study, evaluation was carried out on the cases related to Singapore and Thailand, where the Partnership Programs took place for the first time, in the areas of Third Country Training and on the Third Country Experts Dispatch after 1994 from the viewpoint of South-South cooperation.

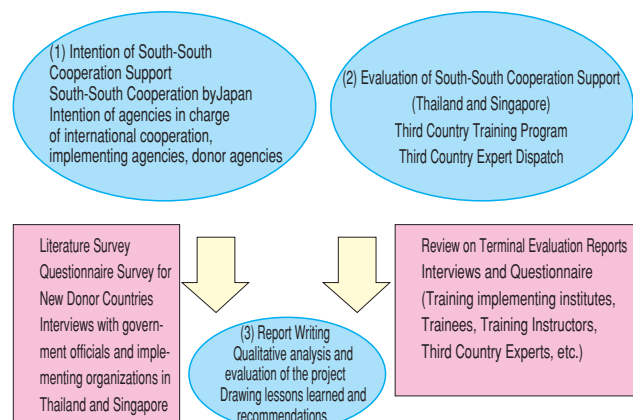
Questions for evaluation are as follows:

- 1) What is the implementing countries' intention for implementing South-South cooperation?
- 2) What do implementing countries think of Japan's support for implementing South-South cooperation?
- 3) How was assistance for South-South cooperation in Singapore and Thailand evaluated in the past?
- 4) What were the effects for beneficiary countries of South-South cooperation projects carried out by Singapore and Thailand?

(2) The Framework of Evaluation

1) Comparison Between the Concept of Support for South-South Cooperation and the Current Situation

Figure 1 Framework of Evaluation



In this evaluation, as shown in Figure 1, opinions concerning South-South cooperation among cooperation-implementing countries (twelve countries were selected) were compared and examined by reviewing preceding studies and evaluation reports, and distributing questionnaires to donor agencies. Items compared included general concepts and strategies of South-South cooperation, methods of implementation, expectations for Japan, and so on. Furthermore, interviews were carried out on these items with the agencies in charge of international cooperation and implementing agencies in Singapore and Thailand.

2) Evaluations of South-South Cooperation Support (Thailand and Singapore)

Following this, evaluations were carried out on Third Country Training and Third Country Expert Dispatch in Thailand and Singapore as case studies.

As for Third Country Training, meta-evaluation methods were used, and the results of reviewing terminal evaluation reports on each training course were analyzed to identify the overall trends. In order to supplement this literature survey, interviews and questionnaire surveys were also carried out regarding the degree of the utilization of outputs of the projects; namely with officers in charge of implementing agencies, instructors, ex-trainees of the training, and agencies of the beneficiary countries. As for the interviews and questionnaire surveys of ex-trainees of the Third Country Training, those who participated from the host countries were excluded.

Regarding the Third Country Experts Dispatch, evaluations were made not on the contents of cooperation by each expert, but on the dispatch system itself from the viewpoint of South-South cooperation assistance. Interviews were carried out with officers in charge of the experts' parent agencies, agencies that received the experts, and the experts themselves. Also, a survey was carried out on agencies in charge of international cooperation in beneficiary countries.

- 1) "Beneficiary countries" in this evaluation means the countries that benefit from dispatching participants for Third Country training programs and/or receiving the Third Country Experts.
- 2) Questionnaire survey was conducted for twelve countries where JICA offices are located, among the countries targeted by the study on "Methods for South-South Cooperation Support" in FY1997. The twelve countries are, Turkey, Indonesia, Malaysia, Mexico, Egypt, Tunisia, Chile, Brazil, Kenya, China, Colombia, and Argentina.

Table 1 Outline of Results of the South-South Cooperation Support by JICA

Activity	FY 2000 (Estimated amount; 100 million yen)	Contents
1. Third Country Training	132 Courses, 2,246 Trainees, (16.7)	Support to developing countries that conduct training for other developing countries.
2. Third Country Expert Dispatch	125 Experts (1.17)	Support to developing countries that dispatch experts to other developing countries.
3. Partnership Programs	6 Programs (-)	Comprehensive framework to collaborate with new donor countries (Brazil, Chile, Egypt, Singapore, Thailand, and Tunisia).
4. Establishing network between institutions	1 (1.11)	Support for establishing network between related institutions for sharing experience.
5. Triangular Cooperation Project	1 (2.13)	Cooperation by dispatching experts for the purpose of developing rural villages in Cambodia with UNDP, UNOPS, and ASEAN countries.
6. Other Activities	—	Experts team dispatch with the purpose of strengthening the system of South-South cooperation in Mexico. Training concerning management and implementation of technical cooperation projects for Argentina.

6. Support for South-South Cooperation by JICA

(1) Current State of the South-South Cooperation Support by JICA

The state of JICA's South-South cooperation support is indicated in Table 1. South-South cooperation support, which includes Third Country Experts Dispatch, the Partnership Program, Network Establishment between Agencies, Triangle Cooperation Projects, and so on, was carried out with a major focus on Third Country Training.

(2) Characteristics of South-South Cooperation Support by JICA

Through general observations, the following characteristics have been found in relation to the concept and actual performance of the South-South cooperation supported by JICA.

1) JICA considers South-South cooperation support

to be an important scheme, and this tendency is likely to continue in the future.

- 2) Placing high importance on South-South cooperation is one of the characteristics of Japan's development assistance, as compared to other donor countries.
- 3) However, South-South cooperation emerged as "a means to supplement and promote Japanese cooperation" by further extending the techniques transferred through the past cooperation of Japan to neighboring countries. For example, Third Country Training is designed to re-transfer the Japan's technology and know-how that are modified to local conditions at the place of receipt. Comparative judgments are also made to decide whether training in a third country is more effective and efficient than training in Japan. Thus, South-South cooperation support is emphasized as a means of complementing the promotion of Japanese cooperation. Furthermore, the Partnership Program is a framework to set Japanese technology in place, and to support new donor countries in taking the initiative in international cooperation. This is regarded as the final stage in international cooperation.
- 4) On the other hand, there is an increasing demand for efficiency and effectiveness in development assistance. South-South cooperation assistance is not necessarily in response to this tendency with the recent inclusion of country/area-based approaches by JICA, in the sense that it has not been incorporated into the changes of the organization, planning, project implementation, administrative methods, and evaluation.



Third Country Group Training - Study Visit on Cattle farm (diagnostic Technology and Control Measures for Major Livestock Diseases.)

7. Significance of South-South Cooperation for Implementing Countries and that for Other Developed Donor Countries

(1) Agencies in Charge of International Cooperation Implementing Countries

Through this evaluation, it was reconfirmed that each responsible donor organization of the implementing countries was providing the support for surrounding countries or regions according to their diplomatic priority. Originally, South-South cooperation began by finding a unique meaning to the equal cooperative relationship between developing countries, and as a matter of course had a diplomatic and political aspect. It appears that agencies in implementing countries, although engaged in projects with assistance from developed countries, were taking projects into consideration within their own framework. While each country had their own policies, the implementing countries selected projects through an exchange of ideas, discussions and negotiations, and created a cooperative framework in order to collaborate with the developed countries in some form or other.

(2) Implementing Agencies in South-South Cooperation Implementing Countries

Many of the implementing agencies in South-South Cooperation implementing countries are primarily situated as the leading organizations in their fields, carrying out activities as implementing organizations making the most of such a domestic base. As for the international activities, the contents of projects were established through an exchange of opinions and discussion with the developed country organization, and the projects were carried out by modifying their existing services to meet the requirements of the client (customization). Many organizations take activities targeting overseas countries as opportunities to strengthen their ability. The more enhanced the ability and international experience, the more originality can be observed in overseas programs.

(3) Developed Donor Countries and Donor Agencies

Donor countries and agencies apart from Japan do not have concepts such as South-South cooperation explicitly when implementing assistance projects. However, when observing the actual situation, it is clear that similar activities are being carried out through concepts such as regional programs regional cooperation schemes. On the other side of the same coin, the situation suggests that although JICA actually carries out regional programs and regional cooperation, there is a insufficiency of awareness that these pro-



Practice in the laboratory of the National Waterworks Training Institute

grams are being performed.

Besides this, there is a tendency for donor countries and agencies to regard this type of cooperation as a method for effectively utilizing existing resources of project areas to solve development issues, rather than supporting implementing organizations. When they set up regional partnerships or programs, donor countries and agencies have made efforts to shift from bilateral cooperation toward multilateral cooperation.

8. Evaluation of the Third-country Training

The current state of Third Country Training was approximated by meta-evaluation through a review of terminal evaluations, conducting interviews of training-implementing agencies, via questionnaire surveys of ex-trainees of the training, agencies to which the trainees belonged, and the agency in charge of international cooperation in the beneficiary country. The situations identified were as follows:

(1) Process Evaluation

There are many implementing organization of Third Country Training that have received technical cooperation from JICA in the past. From observations of the current situation, it is clear that these agencies have their own human resources, equipment, knowledge, and training know-how, as they act as high-level education institutions themselves, or as an affiliated training institutions responding to domestic needs. There are organizations, for example, that maintain an international standard in respective fields, such as the College of Aeronautics in Singapore, and Mahidol University, ASEAN Institute for Health Development. Under such conditions, each organization considered JICA to be a joint implementing agency or a client that ordered training courses. For training implementing organizations,

they considered the planning and implementation of training courses to strengthen their organizational capacity. However, they did not appear particularly aware of the fact that they obtained support from JICA in terms of strengthening their ability.

Among the implementing agencies, there was a common awareness that the trainee's acquisition of a certain level of knowledge and techniques was a goal of the training courses, or, in other words, the expected output. However, the idea on the standard of knowledge or level of techniques to be obtained through a training varied depending on the implementing organization. The level of the achievement of existing courses in each implementing organization would be the baseline of output level for Third Country Training, for cases that the trainees were accepted in degree courses at tertiary educational institutions or specialized educational institutions. However, since the courses were being customized to the level suited to the trainees and also to the purpose of the Third Country Training of JICA, the level often was set to the same or lower than that of existing courses of implementing organizations. On the other hand, there were cases such as the courses held with the Singapore Police, where the output was set to be the exchange of opinions by participants about specific topics. As such, the designs of these courses were naturally different from others.

As the participants of Third Country Training were from surrounding countries of the training implementing country, it seemed likely to have similar characteristics. However, in reality, they often had different backgrounds or levels of economic, social or political development and different parent organizations from central government offices to local public organizations, as well as levels of knowledge and techniques. Their English proficiency also varied. Therefore, it is important for the training implementing organizations to customize existing training courses to meet the levels of the participants, although in reality, this is extremely difficult to carry out. Reflecting this situation, implementing organizations must select trainees by looking at their level of English and technical understanding. In so doing, it is increasingly important that G.I. (General Information, the application form for prospective participants) to be distributed at an early stage.

While implementing organizations showed grave interest in setting the level of training courses, they seemed less interested in possible effects from the output of the training, such as how the knowledge or techniques the trainees obtained was utilized or how it was extended. This is largely because of the implementing organizations' tendency to regard the extension and utilization of training results as

the responsibility of the trainees, or the organization to which they belonged. In other words, that is the responsibility of the beneficiary countries, and the responsibility of the training implementing organizations is confined to enabling the participants to acquire knowledge or technological skills to a certain level. This situation derives from a lack of human and financial resources for follow-up surveys by themselves. In fact, many implementing organizations pointed to the necessity for follow-ups.

Among implementing organizations, there were cases where the training curriculum was devised to involve the extension and utilization of what was learned after the participants had returned to their countries, by requesting that they present their action plans at the end of the training course. There were also cases where training courses were utilized to create networks. The Singaporean Aviation Academy and the Singapore Police were promoting networking through the training while recognizing the effectiveness of networking with the participating countries. Moreover, for example, the ASEAN Institute for Health Development of Mahidol University established an alumni association aiming at sharing the experiences of graduates by holding symposiums. There were also cases where trainees and training staff members kept in touch through mailing lists. Implementing organizations regarded active communication through these activities as effective in improving their training ability.

Many implementing organizations have been working on modifying their training curriculum to meet the needs of the various trainees. There were cases that needs were analyzed and courses were reformed based on the presentations of trainees at the beginning of the training course, and based on feedback evaluations carried out at the end of the training courses each year. Other training courses were carried out after separating trainees into different groups based on their needs and technical levels. The procedure of understanding the training needs and reviewing the contents of the training courses has not only improved the level of the implementing organizations, but has also improved the social valuation of the implementing organization itself. Positive responses were thus seen from the implementing agencies. There were also various efforts to improve the training environment, and promote mutual exchange among trainees.

(2) Evaluation of the Performance

Output Level

Most of the terminal evaluations judged the level of achievement by looking into whether the trainees' acquired knowledge or the level of techniques that were expected to

be obtained by the end of the training. This involved self-evaluations using questionnaires that were filled out by the trainees, their supervisors, and training staff members. As for the degree of achievement, all reports stated that it was high.

These evaluation results reached by the implementing organizations are considered to be fairly reliable. This is because they were highly conscious with in the level of achievement reached by their training courses, and since most organizations had experience in carrying out both domestic and overseas trainings if not even Third Country Training, they had some baseline by which to compare the results of their training. As for the training courses that presumed granting of certification, it is reasonable to assume that completion of those courses by the trainees is in itself already an achievement, considering the high international reputation of the certificate of the training courses. In this evaluation, we have attempted comparison with the training of other institutions, however, no outstanding issues were detected, and the outputs themselves seem to maintain proper standards.

However, there were obvious differences in the level of language skills and technical abilities of participants in the training courses, and not all the trainees necessarily achieved the expected results. Therefore, securing English language skills and technological abilities above a certain standard before applying are viewed as important. There were also some indications that because of the late delivery of G.I., the trainees were not able to prepare sufficiently, thereby affecting the degree of training achievements.

Project Purpose

As for the project purpose, most training courses had rather ambiguous purposes to hinder the ability to evaluate them, or it was hard to distinguish between the outputs and the project purpose. However, most trainees noted in their questionnaires that the project purpose was achieved, at the time of terminal evaluation.

Overall, it was not possible to make a precise valuation on how and to what extent the training results were applied and extended.

(3) Evaluation by Five Criteria

As discussed, since the overall goal, project purpose, output and input for each training course were not clear enough, the necessary information for observing the cause and effect relationship of each of them could not be obtained. Thus, it was difficult to analyze or evaluate the relevance, effectiveness, efficiency, impact, and sustainability of each course.

Given the situation, the following are the implications



Study trip of the Water Supply Technology

from the results of the meta-evaluation and interviews.

Each training course did not necessarily have a close link to the beneficiary country's development issues. However, as many agencies of the beneficiary countries continuously dispatch trainees for the training, this could at least be regarded as having contributed to increasing the human resources of each agency. Generally speaking, developing countries suffer from a shortage of human resources, and this is a large barrier to carrying out development projects. Under these circumstances, continuous training of their staff members would contribute to enhancing human resources, and would also provide the opportunity to improve their capability to correspond to development issues which might arise. For example, trainees that completed the Primary Health Care Training Course at the Mahidol University currently play responsible roles in their respective countries.

Although the outputs and project purposes of each training course were not clearly separated, it is worth noting that there were cases where networks were established between participants, making it a positive impact of the training courses. By sustaining networks of participants based on shared experiences and the exchange of opinions at the training course, a platform for a continuous exchange of knowledge will be established. This type of development was observed in the Koban System for the Singapore Police Course, the Primary Health Care Training Course at the ASEAN Institute for Health Development of Mahidol University, and others.

9. Evaluation of the Third-country Experts Dispatch

This evaluation attempted to gather information through interviews and questionnaires with people that were previously dispatched as Third Country Experts, and questionnaires to the recipient agencies of the Third Country

Experts. However, since no terminal evaluation was implemented with respect to the Third Country Experts Dispatch scheme, information on the results of implementation was limited compared with those of other cooperation schemes. In addition, the period field study of this evaluation was short and thus insufficient for thorough evaluation. Though there is an apparent limit in the analysis of this evaluation, the following can be observed from the results of interviews and questionnaires.

(1) Process Evaluation

It seemed that not all third country experts had understood the detailed Terms of Reference or purpose of projects when they started their undertakings. Brief explanations were given to each expert about the areas to be dispatched and overall conditions of their work. Hence it was likely that, based on this information, experts generally defined targets and detailed contents of work by themselves.

Meanwhile, many parent organizations of the dispatched experts answered that the motives for dispatching their staff members were to provide cooperation with neighboring countries, and at the same time, enhance the capability and networks of their staff by gaining knowledge and experience.

The possibility of application of the techniques transferred by the Third Country Experts in areas such as agriculture, seemed to be higher than techniques transferred from Japan, in the case where there was a similar climate and social and economic level. Especially in cases such as when a Third Country Expert from Thailand was dispatched to Laos, it was of a great benefit because there is a similarity in language.

On the other hand, the DTEC, which is the donor agency of Thailand, claimed that the Third Country Expert Dispatch often incorporated into JICA's projects, which

reflected Japan's policy to the recipient country not necessarily the Thailand's. DTEC regards this as not in line with the concept of JTTP where both the Japanese and Thai governments should be able to accommodate it as their own policies. This implied that the project target had not been thoroughly coordinated between the two countries. If a Third Country Expert is dispatched to a JICA project, Japan by definition is aware of the project purpose and plan, and it is also clear why Japan provides cooperation. However, for the agency in charge of international cooperation of the implementing country or the organization to which the expert belongs, they may not always have the same policy to the beneficiary country. The Third Country Expert Dispatch scheme obviously has to be coordinated with the policy of the organization that receives the experts in the beneficiary country. Judging from the current situation, necessary discussions for coordination did not seem to be carried out.

(2) Evaluation of the Performance

Regarding outputs of the Third Country Experts Dispatch, since the project purposes that the experts should achieve are not clearly defined in the first place, and not fully understood by the experts, thorough evaluation was not possible. However, judging from sources such as interviews, each expert had set their own goals to achieve and had brought a certain level of contribution. Furthermore, the organizations that received Third Country Experts were obtaining the techniques for solving the issues they were facing, and they evaluated the cooperation highly. However, as expressed above, since the criteria of the experts was unclear, the expected output and project purpose inevitably remained ambiguous. In the future, it is necessary to make the project purpose and output clear, and at the same time clarify their detailed undertakings.

10. Lessons Learned and Recommendations

(1) Lessons Related to South-South Cooperation Support ~ Realignment of the concept of South-South Cooperation for the establishment of support based on the beneficiary country's development needs

South-South cooperation involves many stakeholders such as: the agency in charge of international cooperation of the implementing country, the implementing organization of third country training, the agency in charge of international cooperation of the beneficiary country, the agency that dispatches the trainees, the agency that receives the experts, and other concerned parties. However, as men-



Third Country Group Training - Study tour of the seedling tree raising facilities. (Reforestation and Extension Techniques for Lao Foresters)

tioned before, the ideas on South-South cooperation support are not necessarily the same among concerned parties. Meanwhile, the role of JICA is also not clear enough to provide a framework and direction in such circumstances. To make South-South cooperation support more effective, it is necessary for JICA to re-organize its basic concept of support.

Realignment of the South-South cooperation also means properly placing the support in the policy framework of Japan's assistance. The policy framework consists of policies, programs, and projects. They form one overall framework to achieve the goal while keeping the means and ends related to each other. In JICA, the concept has gradually been embodied through the formulation of JICA country-programs. Concretely, JICA needs to clearly position projects such as Third Country Training and the Third Country Experts Dispatch in its country-programs. In so doing, it is necessary to exchange opinions and hold discussions with agencies in charge of international cooperation in the beneficiary country, organizations that dispatch experts, organizations that receive experts, agencies in charge of international cooperation and implementing organizations.

The following are the points to consider in the process mentioned above:

1) Clarify Relationship between South-South Cooperation Support and Development Issues of the Beneficiary Country

Recently, there has been a stronger orientation for results in international cooperation, and Japan has also been making an effort to shift its assistance method from input-oriented to output-oriented. Also in JICA, development issues are set for each country, then a strategy is planned, followed by selection of projects under the strategy. This procedure is summarized as a JICA country-program, through which JICA endeavors to maintain consistency in its cooperation.

As for South-South cooperation support, project planning or implementation has basically been carried out in the context of the implementing country of the South-South cooperation, and it has been placed in the country-program of the implementing country. Therefore, the relationship between South-South cooperation and the development issues of beneficiary countries was not made clear. However, overall goals and project purpose can be clarified only when South-South cooperation support is positioned in the context of the country-program of the beneficiary country.

Based on this situation, it is considerably important to carry out South-South cooperation support positioned

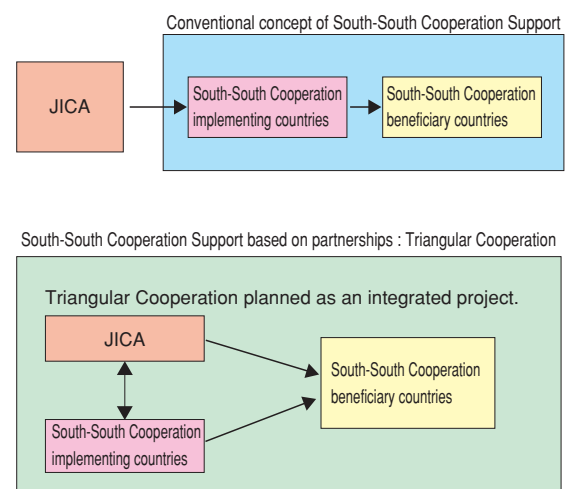
in the context of the development policy of the beneficiary country, and therefore necessary to further examine South-South cooperation support and its relation to development issues.

2) Clarify Relationship between Resources of the Implementing Countries of South-South Cooperation and Development Issues of Beneficiary Countries

The South-South cooperation support projects have been basically discussed from the viewpoint of the supply side with focus in the resources of the South-South cooperation implementing country. As mentioned in the previous section, this can also be observed from the fact that South-South cooperation has been planned and carried out in the context of the development cooperation policy of the implementing country, rather than in the context of the development issues of the beneficiary country. In order to enhance the effectiveness of South-South cooperation support, departure from this supply-side orientation must be considered. This does not simply mean that a needs survey is carried out. The realignment of the South-South cooperation can be made possible only by clarifying the resources of the implementing agency of the South-South cooperation and utilizing them in the context of the development issues of the beneficiary country.

In the future, it will be necessary to shift the concept toward the direction that most effectively enables the use of development resources of implementing countries in the context of JICA country-program, and to emphasize cooperation based on the development issues of the beneficiary country and regional strategies.

Figure 2 Conceptual Diagram of the Support for South-South Cooperation



3) Clarify Framework of South-South Cooperation Support

There is also a necessity to consider South-South cooperation in the future as a collaboration between developed and developing countries, rather than JICA assisting the project externally. Thus, it is necessary to build a South-South cooperation support system based on a partnership between the donor country and the South-South cooperation implementing country. Figure 2 shows a comparison between the conventional concept and the new concept. For the new concept, it would be more appropriate to use the term, "Triangular Cooperation" (Sankaku Kyoryoku), which encompasses the notion of the two parties having an equal position. Conventional JICA South-South cooperation support has been focused on assisting and enhancing the capacity of the implementing country. Instead, for South-South cooperation in the future, it will be essential for developed countries, cooperation implementing countries and beneficiary countries to all respect each other's situations and comprehensively assist with development issues of the beneficiary countries.

Many developing countries often have common development issues, and it would be effective to share issues, experiences, and knowledge. From this viewpoint, it is effective to set the framework of South-South cooperation in the context of regional cooperation and regional program.

4) Strengthening Cooperative Work

In the above-mentioned comprehensive approach, each group concerned will be required to work in closer coordination and cooperation with each other. If the task is to assist the development issues of the beneficiary country, for example, advanced donor countries and implementing countries will assist the implementing organizations or the experts under the common project or program. This vastly differs from the conventional approach of each individual South-South cooperation project, implemented separately.

However, under this type of approach, it is possible that each project will yield better results by having connections with other projects. The relations can be closer between the donor agencies in developed countries, and the implementing organizations in South-South cooperation implementing countries. In addition, the network of people and organizations will also develop further by this type of connection and cooperation.

(2) Lessons Related To Third Country Training

1) Flexible Execution of Third Country Training Courses

As for the Third Country Training, the people concerned in the beneficiary countries, or in other words, the organization that dispatches the trainees or the JICA local office in the beneficiary country, have played comparatively smaller roles in implementing the training. It is possible to respond to important issues of the organization that dispatches the trainees with flexible planning, though it is not usually utilized effectively.

To maximize the effect of Third Country Training, it is necessary to examine those trainings in the context of the development issues of beneficiary countries in the future. Conventionally, Third Country Training was not included in JICA's country-program. However, in the future, the resources implementing countries should be seen as resources for international cooperation for the beneficiary countries. By thinking in this way, it will be possible to flexibly plan an appropriate combination of Third Country Training with other schemes such as technical cooperation projects, in-country training, group training in Japan, and country-focused training.

2) Third Country Training as Regional Development

Different from JICA's approach to Third Country Training, implementing agencies of those training courses do not execute them with special consideration as being one of the projects in the South-South cooperation, instead regarding them as being within regional frameworks. Each implementing organization functions as a core for accumulation and extension of the technology in the region, and they emphasize the viewpoint of corresponding to regional development issues also in implementing training courses. Such thinking might have been driven by the other donor agencies or international organizations; both deal with cooperation with implementing organizations in the arena of regional cooperation. Taking this into consideration, it is effective to use JICA Third Country Training as training courses so that they further contribute to resolving regional development issues. Since the implementation of regional programs needs an accumulation of knowledge and technology specialized in that particular region, implementing agencies can be the core of such programs.

3) Establishment of Networks

Some training implementing organizations have actively created networks between trainees and/or training staff members. However, in many cases, this depends

on the spontaneity of the trainees or training staff members, and is not necessarily included systematically in the training. Further utilization of these networks will not only enhance positive impacts of the training, but can also become an asset for JICA. By utilizing networks, it will be easier to understand the development needs or become efficient in gathering information necessary for planning of training courses. Furthermore, the establishment of the networks will enable follow-up training projects after the completion of training courses. Currently, the trainees participating in Third Country Training are not included in the JICA alumni association, which is also a necessary issue to consider.

4) Improvement of Administrative Procedures for Third Country Training

In order to select enough qualified trainees in terms of English and technological levels, to ensure that they get the most out of the training, further clarification of prerequisites is essential.

Generally, the dispatch of the G.I. goes through diplomatic routes, and it has been pointed out that this procedure usually lacks speed. Therefore, it is necessary to examine ways to assist as a partner, and to monitor the administrative work procedures or to give support through JICA offices at project sites.

(3) Lessons Related To Third Country Expert Dispatch

1) Development of a Human Resources Database

It is important to utilize human resources in implementing countries as resources for contributing to the development issues of beneficiary countries from a wider standpoint. For this purpose, it would be effective to develop a human resource database that contains information on third country experts. Since establishing a human resource database is currently promoted for Japanese experts, the database of human resources in developing countries is desired as an extension.

2) Clarifying the Terms of Reference

It is necessary to present clearer Terms of Reference for the experts to achieve output. Many of the Third Country Experts receive only brief explanations about the purpose and outline of the expected activities and are not necessarily given a detailed explanation of the Terms of Reference. Despite this, each expert had been capable of understanding the situation, carrying out activities and making a sufficient degree of achievements vis-à-vis the objectives they had set. However, if the Terms of Reference are clear, the activities could



Third Country Group Training - Study Visit to Animal Nutrition Research Center. (Diagnostic Technology and Control Measures for Major Livestock Diseases.)

become more results-oriented. By clarifying the Terms of Reference, support at the accepting organization such as early administrative preparation and obtaining necessary equipment will become easier. It will also become possible to further clarify the position of Third Country Experts in the policy of the countries concerned.

3) Simplification of the International Agreement

There was an opinion expressed about Third Country Expert Dispatch that forming an international agreement for each individual Third Country Expert will require time and money, and it is necessary to streamline the way to form international agreements. Also, the organizations dispatching experts or the agency in charge of international cooperation have pointed out the necessity of simplifying the currently complex system of dispatching experts. Although JICA is already moving toward simplification, it is necessary to simplify procedures immediately.

4) Gaining Understanding of Working Conditions of Experts

As for the treatment of the experts while they are in the beneficiary countries, in Thailand, the rules seem to vary depending on the Department or Agency to which they belong. Basically, it is a matter for the country dispatching the experts; it is necessary for JICA to propose improvement regarding this matter to achieve equitable treatment.