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

a) Facilitating Factors

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

- Language, culture, social background and environment are common

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

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

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

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

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

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

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

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

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

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[8] For Example, CONAF

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

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

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

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

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

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

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

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

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

b) Impeding Factors

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

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

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

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

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

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

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

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

- Cost sharing among implementing organizations

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

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

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

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

(1) Policies and Strategies
- Support for SSC in considering the capacity and aid records of partner countries as donors

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

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

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

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

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

(2) Systems
Promotion of projectization

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

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

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

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

(3) Operation
Improvement in the process relating to the implementation of Support for SSC

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

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

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

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

3.3.1   The Summary Table of Target Case Study

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

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

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

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

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

3.3.2 Actual Situation of Support for SSC

(1) The Positioning in the Policy Framework

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

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

a) Kenya as an Implementing Country

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

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

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

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

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

b) Uganda as a Recipient Country

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

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

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

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

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

c) Uganda as an Implementing Country

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

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

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

(2) Actual Situation of Assistance by Implementation Functions

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

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

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

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

Function 1: Effective use of developing country's resources

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

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

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

Function 3: Collaboration among donors

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

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

no policy to conduct SSC as the emerging donors.

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

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

Function 5: Support for developing countries to become donors

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

3.3.3   Contribution and Effects of Support for SSC
(1) Contribution and Effects

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

a) Impacts at Individual Level

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

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

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

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

b) Impacts at Organizational Level

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

- Impacts are not realized

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

Training and the International Symposium on Parasitic Diseases Control Programme"
[8] "b. SMASSE", the Kenya Medical Research Institute (KEMRI) and the Kenya Forestry Research Institute (KEFRI)

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

- Impacts are realized

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

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

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

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

c) Implementation Side

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

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

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

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

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

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

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

(2) Facilitating and Impeding Factors Led to the Outcomes

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

a) Facilitating Factors
- The common language, culture, environment and history

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

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

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

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

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

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

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

- Improvement of the implementation system at the recipient side

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

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

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

b) Impeding Factors

- Difference in facilities/equipment

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

- Training contents not reflecting the need

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

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

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

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

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

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

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

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

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

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

Third Country Training "Management of Irrigation Water Resources"

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

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

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

Third Country Training "Management of Irrigation Water Resources"

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

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

Table 3-12   Facilitating and Impeding Factors of Impacts

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

Both implementing and recipient agencies conduct JICA technical cooperation projects.
  Contract-based TCTP
  Project: b
		・SSC is utilized as an input of JICA technical cooperation projects implemented by recipient organizations
		・SSC can be formulated more flexibly.
		・SSC can be planned reflecting the needs of recipient agencies.	

Both implementing and recipient agencies conduct JICA technical cooperation projects.
  Contract-based TCED
  Project: b			

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

c) Issues for Consideration

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

- Support system of SSC led by JICA

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

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

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

- Horizontal features of cooperation

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

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

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

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

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

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

(1) Policies and Strategies
- Objectives and positioning of Support for SSC in JICA

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

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

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

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

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

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

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

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

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

- Autonomous development

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

(2) System
- Procedures relating to the implementation of Support for SSC

In implementing Third Country Training and TCED, the implementing as well as recipient governments, the Japanese Embassies and the JICA Offices in these countries need to exchange various documents including the Official Requests on Technical Cooperation through the diplomatic channel. As described below, due to the involvement of many concerned parties, the procedure takes time, and there are cases that the exchange of Official Requests is difficult depending on the bilateral diplomatic relations, these altogether limit the use of assistance.
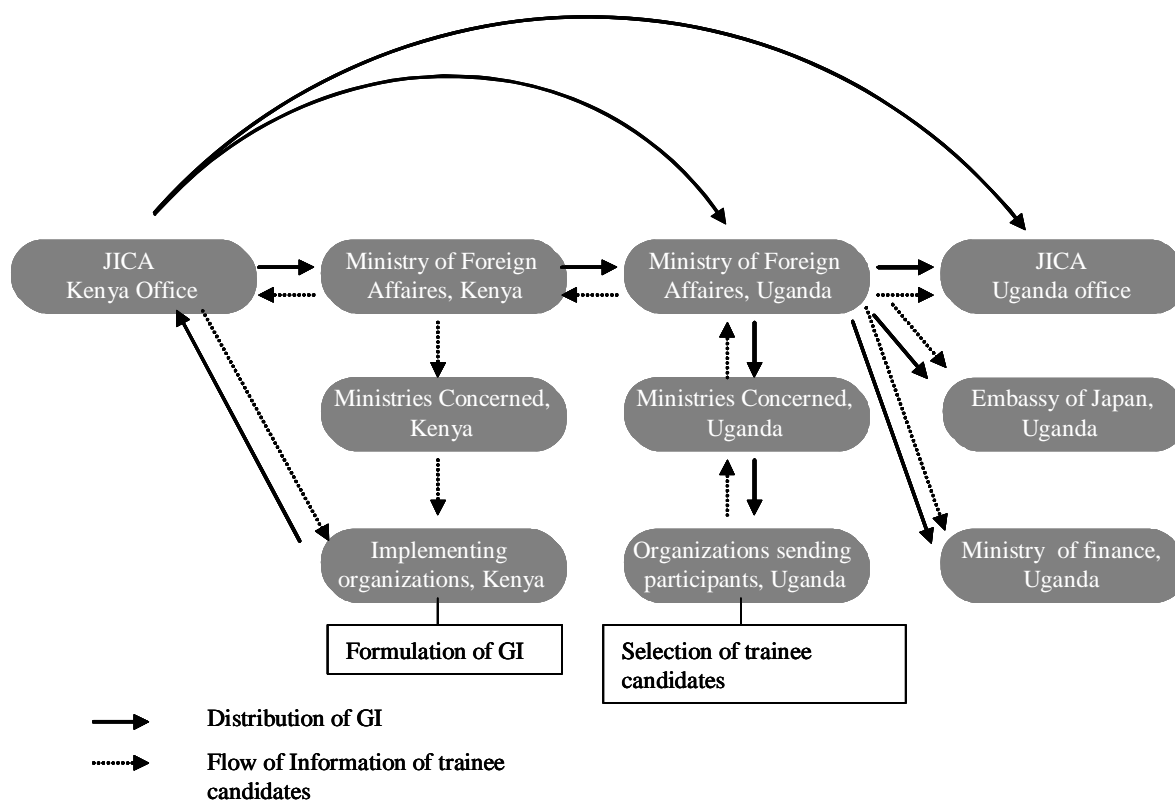
Figure 3-2 Transmitting Channels of Information among Concerned Organizations in Implementation of Third Country Training

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

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

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

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

- Matching the need and resource in Asia-Africa Cooperation

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

- Operation of Support for SSC

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

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

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

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

(3) Operation

- The need of the recipient side in training

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

- Follow-up of training

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

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

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

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

- Selection of the trainees and the dispatched organizations

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

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

Chapter 4

Analysis Based on the Questionnaire Study Results

Chapter 4   Analysis Based on the Questionnaire Study Results

4.1   Objectives of Questionnaire Study

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

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

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

4.2   Study Method

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

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

a) SSC Positioning and Strategy
- Existence of policies relating to SSC
   The judgement criterion was the inclusion of support for SSC activities in Implementation Plan for JICA offices and the existence of a concrete development plan for the ACICs.

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

b) Collection and Utilization of Information of SSC Results

- Existence of accumulated information and its utilisation

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

c) Involvement in Planning and Implementation of TCTPG

- Participation in the planning and implementation of TCTPG

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

d) SSC Follow-up and Outcomes Understanding

- Existence of follow up activities

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

- Existence of understanding of outcomes

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

4.3   Study Results

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

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

a) Existence of SSC Positioning and Strategy

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

This situation suggests that SSC implementing parties generally recognise SSC as a means of providing development assistance. SSC is given especially clear status in the Activity Plan of JICA offices in countries involved in the partnership programme. Many offices uphold SSC as a strategically "effective aid scheme to spread transferred technologies to neighbouring countries". The ACICs are also implementing SSC positioned as an aid policy. Some ACICs point out that even though they recognise SSC as an effective means, "it is difficult to actively proceed with support for SSC when it is necessary for recipient countries to bear some of the cost".
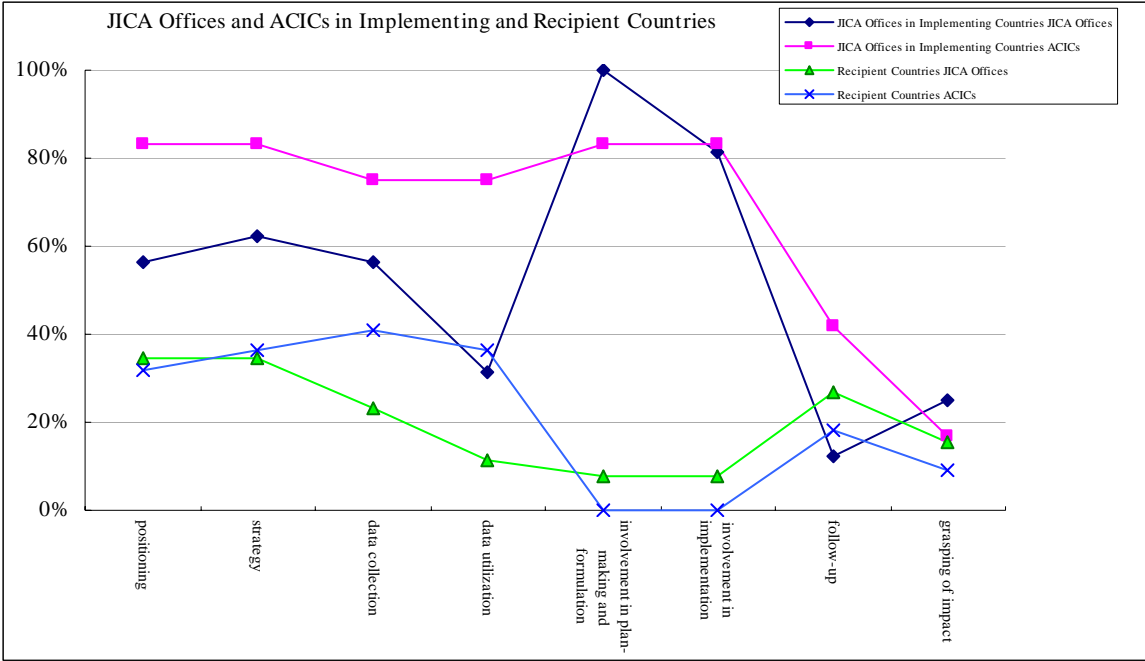
Figure 4-1　Ratio by Item for Each Type of Studied Bodies

Note

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

Axis of abscissas: study item described in 4.2
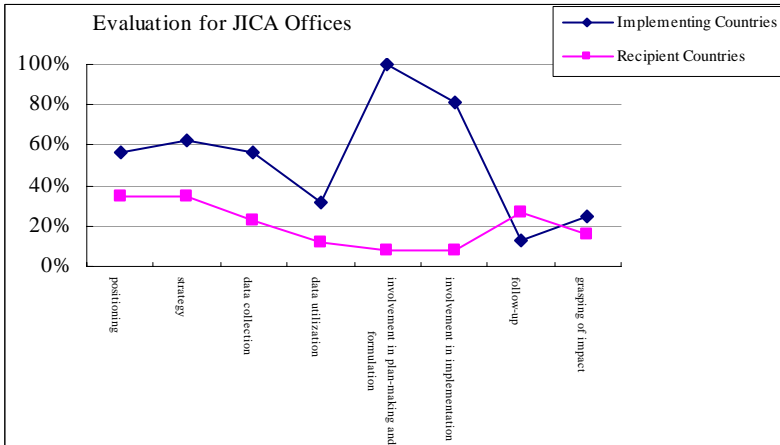
Figure 4-2　Ratio by Item for JICA Offices
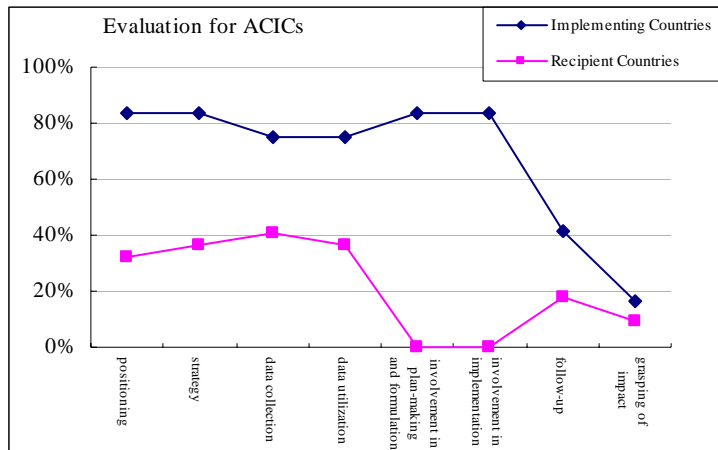
Figure 4-3   Ratio by Item for the ACICs
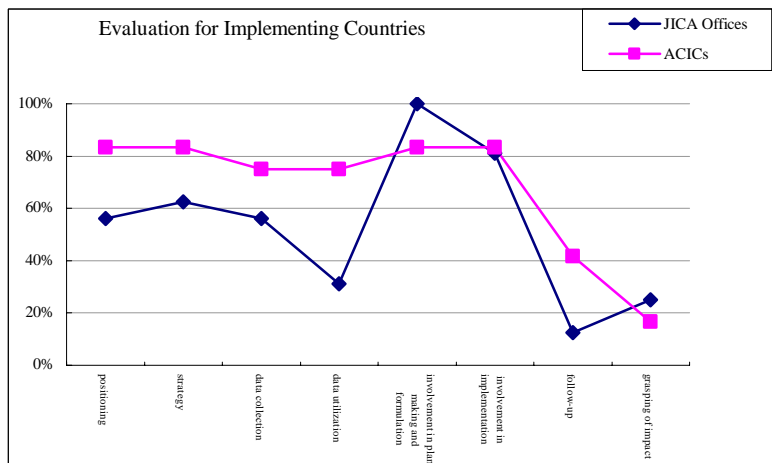
Figure 4-4   Ratio by Item for Implementing Countries
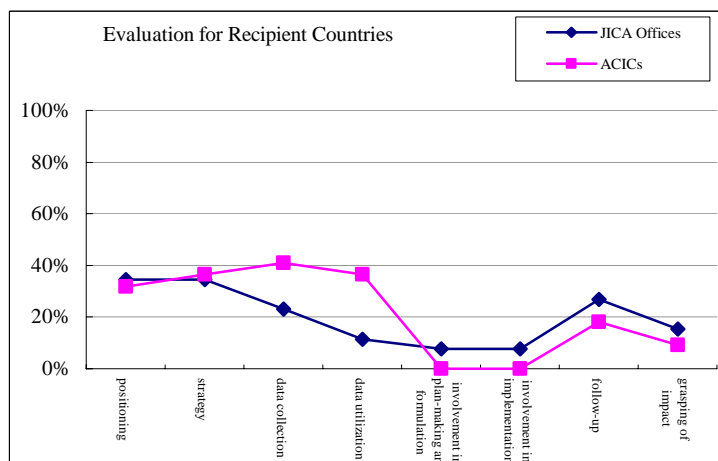
Figure 4-5   Ratio by Item for Recipient Countries

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

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

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

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

b) Collection and Utilization of Information of SSC Results

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

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

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

c) Involvement in Planning and Implementation of TCTPG

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

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

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

d) SSC Follow-up and Outcomes Understanding

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

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

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

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

a) JICA Offices in Implementing Countries

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

b) ACICs in Implementing Countries

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

c) JICA Offices in Recipient Countries

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

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

d) ACICs in Recipient Countries

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

The above-described regional situation suggests that there is a basis for JICA offices and the ACICs in recipient countries in Latin America to discuss SSC as a means of addressing development tasks and that there is hardly any such basis in Asia or Africa. As a result, SSC is seldom discussed in Asia and Africa. In contrast, implementing countries and recipient countries appear to maintain some sort of communication in Latin America.
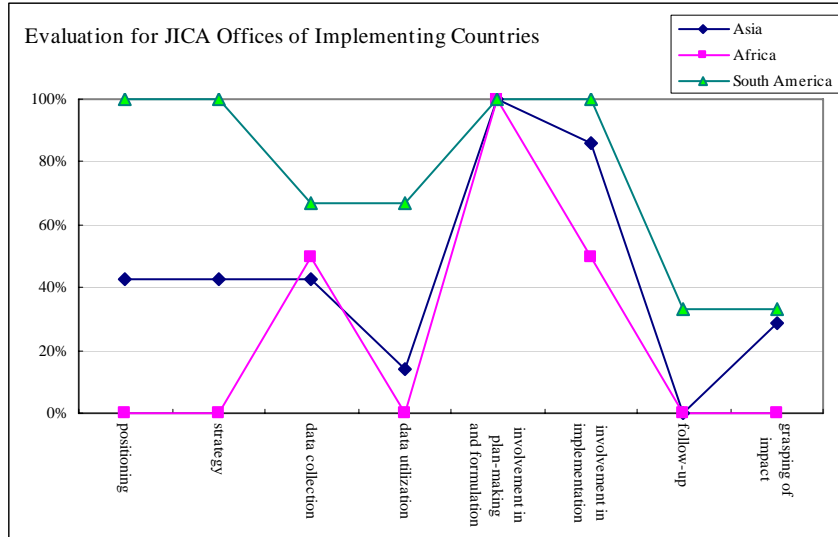
Figure 4-6 Ratio by Item for JICA Offices in Implementing Countries by Region
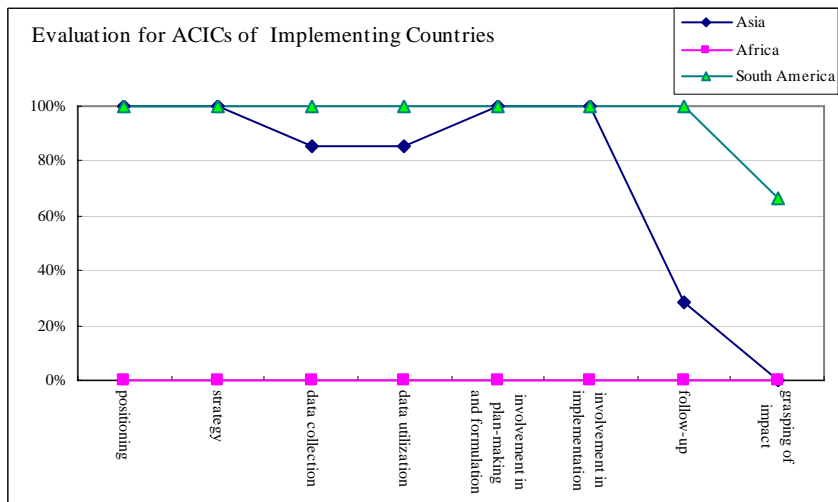
Figure 4-7 Ratio by Item for the ACICs in Implementing Countries by Region
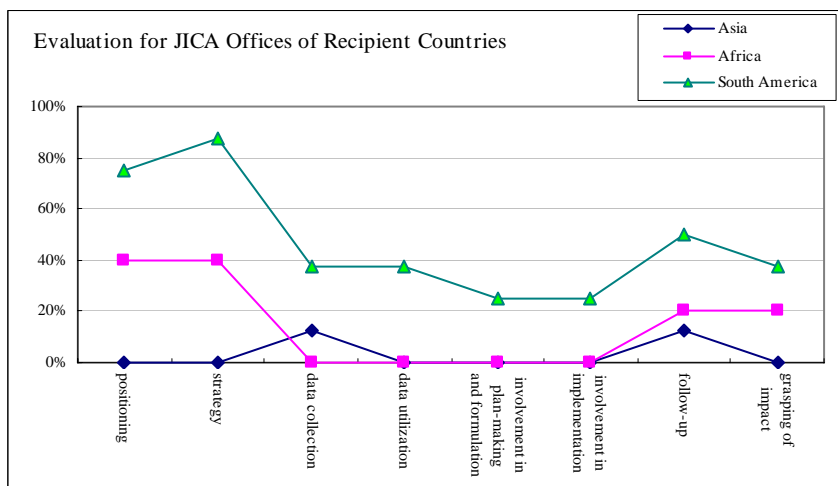
Figure 4-8 Ratio by Item for JICA Offices in Recipient Countries by Region

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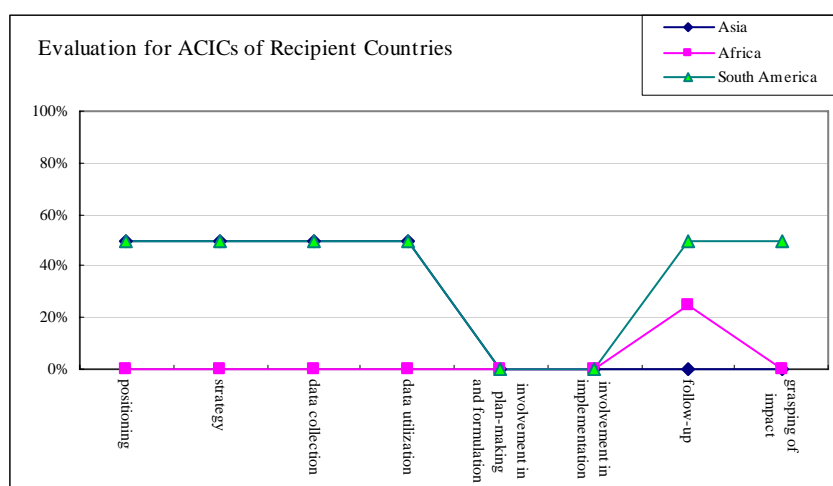
Figure 4-9   Ratio by Item for the ACICs in Recipient Countries by Region

4.4   Conclusions

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

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

Chapter 5

Cross-Regional Analysis

Chapter 5   Cross-Regional Analysis

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

5.1   The Types of JICA's Support for SSC

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

5.1.1   Characteristics of Types of Support in Each Region

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

5.1.2   Diversifying JICA's Activities on Support for SSC

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

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

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

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

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

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

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

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

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

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

(Types of Activities, Case Study, Questionnaire Study)

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

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

Source   Compiled by Research Group

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

(Facilitating Factors, Impeding Factors, Issues)

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

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

Source　Compiled by Research Group

5.2　Positioning of SSC Projects by Related Organizations

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

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

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

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

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

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

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

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

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

5.2.2   Causes for Similarities and Differences among the Regions

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

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

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[2] Except for technical cooperation projects in recipient countries

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

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

5.3   Outcomes of JICA's Support for SSC

5.3.1   Contribution and Effects

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

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

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

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

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

5.3.2   Facilitating and Impeding Factors relating to the Outcomes

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

(1) Facilitating Factors
a) Existence of Leading Implementing Organizations

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

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

b) Strong Interest and Involvement of Related Organizations

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

c) The Implementing System that Enables Cooperation of Related Organizations

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

d) Clear Positioning of SSC by Related Organizations

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

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

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

e) Clear Understanding of the Outcomes by Recipient Organizations

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

f) Communications between Implementation and Recipient Organizations

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

organizations.

g) Common Language

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

(2) Impeding Factors

a) Difficulty of Planned Dispatches of Trainees to TCTPG

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

b) Lack of Communications between Implementing and Training Organizations

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

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

c) Unclear Positioning of Support for SSC

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

d) Languages

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

e) Inappropriate Equipment and Facilities

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

f) Inappropriate Training Contents

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

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

5.4 Advantage of SSC over Other Types of Cooperation

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

a) Utilizing Local Resources

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

b) Delivering Expertise through Similar Languages, Cultures and Histories

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

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

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

c) Diversified Cooperation Modalities of Japan

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

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

Chapter 6

Recommendations

Chapter 6   Recommendations

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

6.1   Cross-regional Issues and Recommendations

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

(1) Issues and Recommendations regarding Policies on Development
a) Clarifying Strategic Positioning of Support for SSC in Recipient Countries

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

In order to make the support for SSC more effective, it is suggested that, especially in the recipient countries, any type of TCTP should be formally incorporated into the national developmental scheme, such as the Country Assistance Programs; in other words, these SSC activities should be recognized as vital elements of cooperative injection. In practice, the following steps should be taken; 1) based on the short and mid-long term goals of Country Assistance Programs or recipient organizations' activity plans, discuss the relevance of SSC as a means to achieve such goals, 2) once the decision has been made that SSC will be the effective means, 3) the strategies and activities for SSC or Support for SSC should be determined. 4) JICA should coordinate and agree with ACICs in recipient countries and implementing organizations. Then detailed plans should be made for individual SSC support projects, incorporating such strategies and activities. This should be handled jointly by the local ODA Task Force, JICA Staff in charge of each project, and consultants.
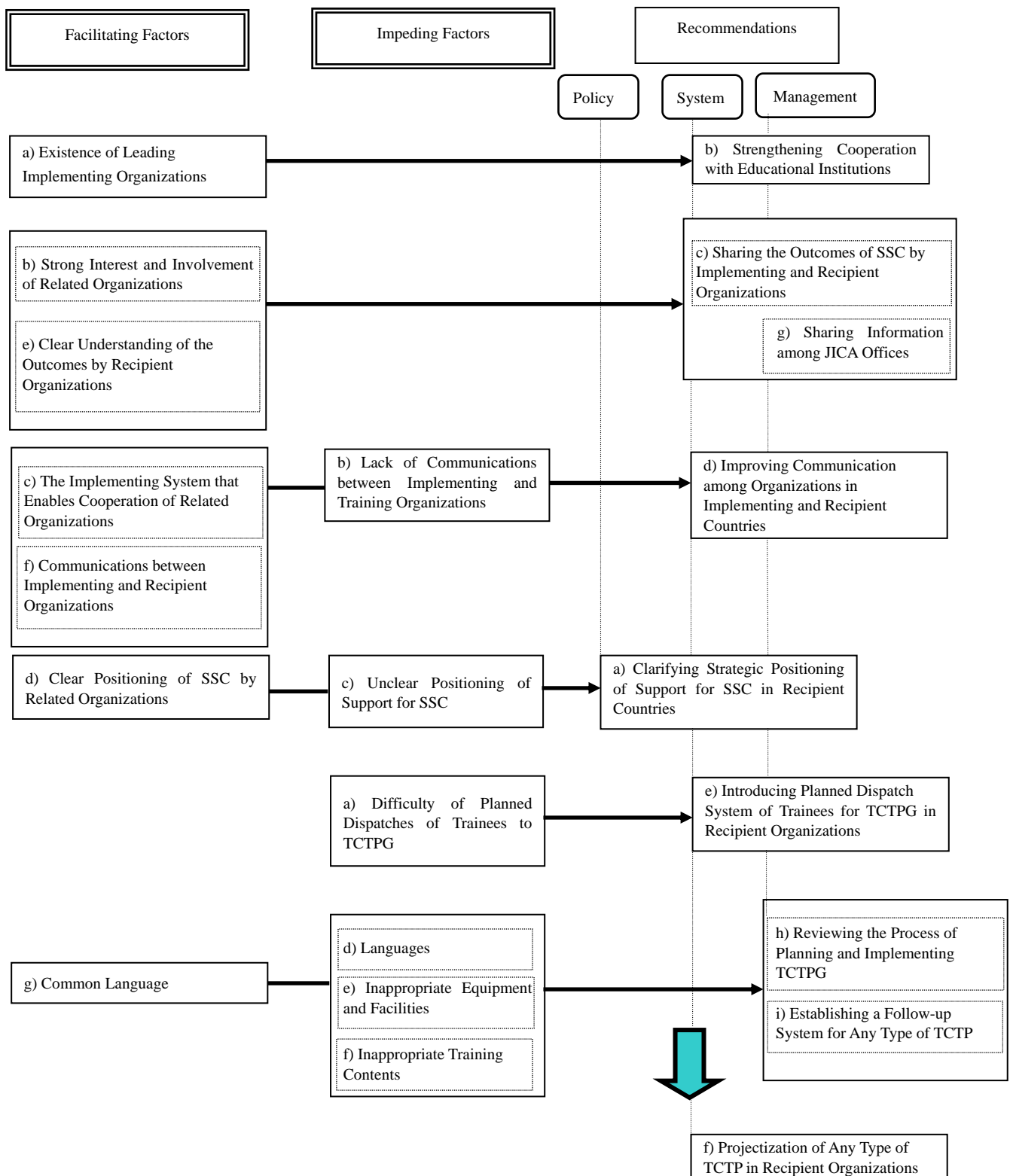
Figure 6-1   Facilitating & Impeding Factors and Recommendations

(2) Issues and Recommendations regarding Systems

b) Strengthening Cooperation with Educational Institutions

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

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

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

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

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

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

d) Improving Communication among Organizations in Implementing and Recipient Countries

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

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

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

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

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

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

f) Projectization of Any Type of TCTP in Recipient Organizations

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

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

(3) Issues and Recommendations regarding Operation

g) Sharing Information among JICA Offices

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

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

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

h) Reviewing the Process of Planning and Implementing TCTPG

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

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

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

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

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

trainees, is a very effective form of support for achieving positive outcomes. However, the post-training follow-up has never been given much thought or effort compared to the pre-training needs analysis or actual implementation of the training. In Uganda, some cases were reported that corresponding with returned trainees was extremely difficult, as some work in offices without computer, or some live in the area without electricity. The cooperation between SMASSE and SESEMAT is an example where an effective follow-up system is expected to take place. SMASSE and SESEMAT are both JICA's technical cooperation projects, and are closely related. It has been planned that training instructors would be sent to Uganda as a follow-up to the training conducted in Kenya, in order to expand the effects of training to the society rather than confining the effects to the trainees or the organization alone.

Thus, it is recommended that follow-up systems should be established and incorporated into any type of TCTP. The actual implementation of such follow-up systems would, however, require considerable costs, and therefore practical discussions among JICA, implementing countries and recipient countries will be needed. The following system is suggested here as a possible solution; that JICA will bear the expense for the initial needs analysis and the follow-up study, and if it is clarified that the training course has achieved the expected outcomes, then may decide to continue with the consequent training course. After the second one, the recipient organizations will be responsible for summarizing the needs and notifying them to the implementing organizations.

6.2   Region-specific Issues and Recommendations

As we have seen in the previous sections, the present situation in the regions of Asia, Latin America, and Africa are highly different from each other, and the way the support for SSC are conducted in each region have their own characteristics. The following is the summary of region specific issues and the recommended solutions.

(1) Asia Region
a) Reviewing JARCOM Framework

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

However the formulation of training based on need is not a simple task. In fact while JARCOM make an effort to formulate training courses based on need, such courses are not necessarily formulated in practice. Moreover the positioning of JARCOM is not consistent between JICA and the implementing countries. While the Thai government appreciates JARCOM capable to bring up the need of recipient countries, it regards the project formulation being still led by JICA.

Moreover the positioning will vary depending on that how extent JARCOM matches the initiatives of the formulation of East Asia Community. As it is, the outcome may less than expected, which may endanger the future of JACOM itself.

Thus, a more efficient system should be devised in order to increase the options for JARCOM, in which 1) JARCOM's roles and responsibilities are specifically defined, 2) the development needs of recipient countries are better acknowledged, 3) training can be implemented as a input of JICA's technical cooperation project, and 4) training can be formulated to share the knowledge, technique and experiences among JICA's technical cooperation projects in ASEAN region.

b) Facilitation for Reconsidering the Features of Partnership

PPs are the program in which Japan and a partner country jointly conduct Support for SSC for SSC towards other developing countries, and it is hoped that the partner country holds equal positions with Japan even when the funds are not equally shared for implementing the Support for SSC. Japan has been engaged in PPs with Thailand. However, the following complaints have been made by Thailand, that Thailand had to submit a formal request letter for Support for SSC to Japan, and that Japan continued to hold the leading position in JARCOM. As a result, some problems have emerged; (1) the development of an equal partnership with Thailand is hindered, (2) a support project for Africa in which Japan and Thailand could have worked together had to be postponed.

The following are suggested as necessary measures for better cooperation among PP countries, and for the future expansion of Support for SSC.

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

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

- For PP-projects with Thailand, the formal request letter to Japan should be discontinued. A new system has been launched in which the Japanese government can begin processing the application without formal request from Thailand, once the joint committee of Japan-Thailand agrees on a project. It is hoped that this system would be progressively promoted for PP-projects to be further implemented. This will clarify the responsibilities of JICA and implementing countries, and will enable smoother consultation and

negotiation among the parties concerned.

c) Rearrangement of the Perception of International Commitments

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

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

(2) Latin America Region

a) Promoting the Support for TCDC

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

The ODA budget of Japan for this region is on the decline, and the importance of effective and efficient use of the aid resources is essential. Therefore, Japan's support for Chile's cooperation projects to other countries, such as TCDC projects, will be beneficial. TCDC is an effective type of cooperation for achieving positive outcome with limited funds from Japan, as well as for maintaining Japan's presence in the region. Therefore, it is recommended that the support for TCDC should be positively promoted.

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

Although Japan has concluded JCPP with Chile, the Japan's aid strategies precedes that of Chile's, in actual implementation of Support for SSC. As mentioned above, the Chile's capability as a donor country has been steadily developing. It is expected that, before long, Japan and Chile will become equal partners, instead of being in vertical relationship, and conduct the programs jointly.

On the other hand, the approaches of Japan and Chile towards international cooperation are quite different in that Japan strongly requires the immediate effects of each specific project and country, while, Chile tries to broadly accommodate common needs of multiple recipient countries.

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

(3) Africa Region
a) Promoting Support on SSC using JICA's Technical Cooperation Projects

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

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

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

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

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[1] Regarding the recommendations, see also(1) Asia Region, b) Reviewing the Partnership

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

- Support for SSC in Africa region should continue to be implemented as a part of JICA's technical cooperation projects. In particular, they should be positioned as a part of inputs into recipient countries of the technical cooperation projects.

- Support for SSC should not become the ultimate "objective", but rather, it should only be used when their cost efficiency is better than other types of schemes. It should be made clear to all JICA staff that Support for SSC is only a means to achieve outcome, but not an objective.

- Support for SSC should only be chosen over other types of cooperation, 1) when the effects in the recipient countries are expected to be great; that is when extended effects on organizational level are expected rather than limited on individual trainees, and also 2) when some form of JICA's direct support to the recipient country can be expected.

- The majority of SSC support would be implemented in the form of TCTP and TCED programs which take place in the region. However, when the expertise necessary for the program cannot be found in the region, as in a project where advanced technology is required, the possibility of cross-regional cooperation should be considered.

- Asia-Africa cooperation, a type of SSC is partly managed by the JICA Regional Support Office for Eastern and Southern Africa. The mechanism of identification of African needs, research of Asian resources, and their matching is being examined by JICA. It would not be enough when these works are conducted by only one staff in the office. Since matching the needs and resources is an extremely important task, it is recommended that the number of staff in the JICA office should be increased, and that some staff in JICA Offices in Asia region should be assigned to carry out resource research on Asia.

Secondary Evaluation by External Experts

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Comment on the Report: Thematic Evaluation on "South-South Cooperation"

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This Report (the Report on the Thematic Evaluation on "South-South Cooperation") is the report of evaluation study conducted in the fiscal year 2005, which "aims to indicate the ways and means for more efficiently conducting South-South Cooperation (SSC)". This memorandum reviews the Report and provides some comment focused on the general part, recommendations and the part of the Lain America in the Chapter 3: Case Studies.

1.   In Reviewing the Report and Providing the Comment

Support for SSC leads to the expansion of aid resources and facilitates the intra-region cooperation, moreover it is also an effective means for promoting the capacity development of developing countries, and in this sense this evaluation study is considered to be highly opportune and significant.

On the other hand, as the Report points out that Support for SSC involves a greater number of concerned persons and is complicated in procedures compared with the bilateral assistance, as such Support for SSC is not limited to a simple addition of one concerned country. In case of assistance, needless to say, close communications and coordination are always required, but in case of SSC the three-way coordination - between implementing and recipient countries; Japan and implementing country; and Japan and recipient country - is required, and it is meant that compared with the bilateral assistance between Japan and recipient country, the need of communications and coordination becomes three times. Moreover the directions and objectives of three parties to the aid projects often vary each other.

This is one of the most important features of SSC, which results in its merit as well as demerit, accordingly this evaluation exercise is conducted on such an aid modality accompanying the complicated situation, thus, needless to say, encountered many difficulties. I recall the same feelings when I conducted an evaluation of SSC focused on JCPP six years ago, with the request of the Evaluation Unit of the Department of Economic Cooperation, the Ministry of Foreign Affaires. Furthermore since this study conducted a similar exercise for three regions in the world, it inevitably becomes a wide ranged study including the horizontal comparisons, and may be difficult to draw the conclusions. In considering these conditions, this study, which looks into the vast references, summarizes the complicated SSC into the concise descriptions, and draws the recommendations to be referred for the future, is put with a high value.

The difficulties inherent to reviewing SSC as stated above are equally applied to engage in a secondary evaluation of the Report. In conducting an evaluation, it needs to possess sufficient information regarding not only the situations of both implementing and recipient countries but also the relationships between the recipient country and Japan, between the implementing country and Japan, and between the recipient and implementing countries. In the case of myself, in addition to an experience of the above study requested by the Evaluation Unit, I incidentally had a chance to visit Chile at the end of 2005 during holidays, and at that time exchanged the views with many people including Mr. Ezuka, the resident representative of the JICA Office, regarding the future of cooperation with El Salvador through the JCPP schemes and was given a great deal of reference materials. These experiences have made a great contribution in reviewing the Report (Taking this occasion, I wish to express thanks to Mr. Ezuka and the staff of JICA Chile Office).

Even so, it is not an easy task to review the Report in ten days or so, which is a result of efforts of the study team for more than one year. It is why I was reluctant to accept the assignment. Therefore I wish to draw the readers' attention to the fact that this comment has been prepared with limited information and in a highly restricted period. Therefore there is a possibility to present an irrelevant comment caused by the shortage of information, if so, I ask a forgiveness of readers. Moreover I wish to add that this memorandum is naturally prepared in a personal capacity.

2. Positioning of SSC in Respective Policies and Strategies of Three Parties of Recipient Countries, Implementing Countries and Japan

This evaluation exercise cites three points as the objectives of the study. The first point is, in short, "the positioning of SSC in respective policies and strategies of three parties of recipient countries, implementing countries and Japan (hereafter called Three Parties)". The contents of the Report on this subject is somewhat unsatisfactory since it tends to focus on micro aspects and the analysis of several important aspects, in which the concerned people with aid as well as the general public may be interested, is not much conducted.

In case of Japan, the Report provides the description to the positioning in the ODA Charter and the officially expressed views of Japanese Government at the United Nations and other forums, thus they tend to represent the official views. Many people may be concerned with the aspect of costs versus benefits of aid. While this is mentioned in the JICA's Mid-Term Plan, under the present tight ODA budget, the interest in this matter has ever been increasing, thus the issue would have been discussed more in detail in the Report. Within the total ODA budget, the amount allocated to SSC is considerably small. Compared with the amount, it is widely viewed that the outcomes of SSC is very significant, which if examined and analyzed in detail (though the definition of the SSC budget in its strict sense is difficult), it should be highly significant to the evaluation.

On the other hand, in connection with SSC, the so-called "Aid with visible faces" is often referred to. In evaluating SSC, although this aspect, including the judgment of its appropriateness, cannot be avoided, it is somewhat surprising that the Report hardly touched on this matter. It relates to the corresponding part of the recommendations, which is discussed later.

Next is the viewpoint of diplomatic and international relationships, which closely link to the success or failure of SSC. Based on the analysis of case studies in Chapter 3, the facilitating and impeding factors for attaining outcomes are discussed in Chapter 5. Among other things, the existence of leading implementing agencies/institutes, particularly the educational ones, is emphasized. It is followed by strong interest and involvement of related organizations particularly the JICA Office, the system that enables cooperation of related organizations, the clear positioning of SSC by related organizations, the clear understanding of the outcomes by recipient organizations, the communications between implementing and recipient organizations and the common language. Six impeding factors are then indicated.

However what highly related to the success or failure of SSC is the relationship among the Three Parties, particularly that between the implementing and recipient countries. This is one of the most prominent features in SSC and the point to be most taken into account for the success of SSC. In other word, a friendly and trustful relationship between the implementing and recipient countries is an important precondition of success, and in addition the implementing countries should be highly respected by the recipient countries, especially regarding the development experience and technology level. Even though a country has a capacity to become an implementing country, if it has various problems (particularly diplomatic ones) with a recipient country or reportedly such problems as corruption and human rights violation and is criticized by the society of recipient country, SSC would never succeed.

Even though such problems are not apparent and the Latin American countries have the common language and culture, the relationship among countries are complex, therefore a sufficient attention should be paid to the relationship between implementing and recipient countries and its developments. As pointed out in the Report, the implementation issues should not attract the sole interest, and the diplomatic relationship among the three countries and international relationship relating to cooperation, which is the pre-condition of success of SSC, should not be neglected. In this sense, it is felt indispensable that the Report should explicitly point out this aspect and conduct its in-depth analysis. Particularly this aspect should be emphasized as far as the prime objective of this study is the positioning of SSC in the strategies and policies of Three Parties.

In this connection, in the section entitled as the reason of selection of El Salvador as a study

country (Appendix 1), El Salvador is selected because it has the many records among the countries receiving JCPP. Many records would underline the general success, but a wider viewpoint may be required to analyze the factors of success. In the section of Latin America region, the Report takes Mexico as a reference country, therefore there are only two countries subject to the study: Chile as the implementing country and El Salvador as the recipient country. With these two countries alone, it is considered to be difficult to undertake a success/failure analysis from the wide aspect as stated above. In the field survey of Chile, no comparative analysis including several recipient countries is conducted, thus as far as Latin America region is concerned, it is suspected that the ground for drawing a conclusion of the facilitating and impeding factors in section 5.3.2 is missing. Moreover in conducting a comparative analysis among three regions in the world, the cases of Chile-El Salvador are prominently successful in Latin America region, therefore they may not properly represent the region.

Important is that an analysis of why the Chile-El Salvador cases succeed from a broad aspect (particularly the diplomatic and the long-term friendly trust relationships). In order to supplement the Report, a comment below is provided. As an element of success, it needs to cite the long friendly relationship between Chile and El Salvador, which has been nurtured by two counties. It goes back to the era of President Carlos Ibañez del Campo of Chile, and in recent years it has developed on the basis of such as the reform of El Salvador economy with the assistance of many Chilean macro-economists and the continuous cooperation of the Chilean police to the El Salvador police. The active and sincere diplomatic efforts of the Chile Embassy in El Salvador for strengthening the friendly relationship should attract a particular attention. For example, even before the current El Salvador government of Antonio Saca was established, Chile invited many important persons in the central positions of the government, which has been continuing after the start of the government. The President Ricardo Lagos of Chile, who attended the inauguration ceremony of President Saca, gave a speech before many invited leaders of government and the private sector, and indicated the main features of social policies and the elements of its success. Afterward, the Saca government brought the Red Solidaria Policy into effect in a short period, which was similar to those conducted in Chile as the poverty mapping and the Chile Solidario Program. With the relationship between the implementing and recipient countries as the background, it should not be underestimated that the success and expansion of JCPP in El Salvador was realized.

The second point to be indicated is the incessant effort of the local ODA task force in El Salvador (hereafter called the local ODATF) toward the success of JCPP. The staff of the Chilean Embassy in El Salvador is small in size, and the budget locally available is also limited. At the outset, the Ambassador of Chile and the staff of Embassy had not enough information of the significance of JCPP as well as the outcomes of the Japanese cooperation to Chile. There were two occasions that the Ambassador of Chile acknowledged these matters. One of the occasions was that

when in the "Global Families (Chikyu-Kazoku)", a NHK television footage produced by JICA, the salmon project in Chile dubbed in the Spanish was broadcast by a local television station, the Ambassador of Chile played a role. At this occasion, a document analyzing the salmon project history from the Chilean side, published by Fundación Chile, was provided and referred to.

The second point is the fact that Mr. Arturo Vergara, Ms. Mami Yamada (an expert then succeeded by Mr. Fuse) and others from Chile often visited El Salvador, exchanged the views and shared the information and acknowledgement with the concerned people regarding the desirable features of JCPP. For example, this year, to make planning for the fiscal year of 2006, a two-day meeting was held composing of the local ODATF (the core members), the Ambassador of Chile, the staff of Embassy, Mr. Vergara and other mission members from AGCI, the Director of External Cooperation Department of the Ministry of Foreign Affaires of El Salvador and its staff, which was followed by two gatherings with dinner. Moreover in the occasion of "the Seminar of Capacity Development for SSC: the Evaluation/Follow-up Meeting on the Basis of the Bogota Agreement" held in El Salvador, the core members of local ODATF actively participated and made an effort to generate a consensus among the concerned people regarding the desirable features of SSC. While the above examples took place since the beginning of 2006, similar activities have been continuously carried out, and each time when a JCPP mission visits El Salvador a dinner gathering is held in inviting the concerned people of the Japanese or Chilean side, it is considered that such an incessant effort by the concerned people must greatly contribute to the success of JCPP in El Salvador.

The third point is the active campaign and dissemination of outcomes concerning the significance of JCPP by the concerned people at both Japanese and Chilean sides in El Salvador. From such a point of view, the participation of private organizations, which meet such conditions that they are well known internationally, recognized by the government and play a role of opinion leaders, is also indispensable. In El Salvador, as an example, the El Salvador Economic and Social Development Fund (FUSADES) is referred to. It is highly important to conduct these activities with the participation of not only the agencies/institutes related to the government but also the private organizations like FUSADES, from the aspect of the dissemination of cooperation outcomes and for enhancing the acknowledgement of both the state and private sectors regarding JCPP.

Moreover regarding the campaign and dissemination of SSC centering on JCPP, a 300 pages report entitled "the Cooperation Model in the 21st Century: Chile, El Salvador and Japan" edited by the Chilean Embassy in El Salvador and the local ODATF staff is the first and epoch-making publication concerning JCPP. This publication is distributed and widely read among the concerned people of the El Salvador government and the private sector. The editing work was enormous, and the efforts devoted by the Ambassador of Chile in El Salvador, the local ODATF, Ms. Mami

Yamada, who was assigned as an expert to AGCI, and other persons are highly appreciated.

3.   Regarding the Recommendation

In Chapter 6, under the title of "Cross-regional Issues and Recommendations", various recommendations are made. Since some of the recommendations need more information for preparing the comment, thus I withhold it for the time being. Instead, a comment is given to the following points:

At first, regarding the clarification of the positioning of Support for SSC in the concerned agencies/institutes in recipient countries, the role to be played by the local ODATF is described ((1)-a)). I feel that it may give an abrupt impression to many people. It is because the effort paid by ODATF so far is not examined at all in the main text of the Report. Furthermore as far as I read the Report, the word of ODATF only appears in two places where the existence of the local ODATF is referred to as the selection criteria in Appendix 1.

As a detailed description of the local ODATF is found, for example, in "the ODA White Paper 2004", according to which from March 2003 to the time of this evaluation study was conducted (August 2005), they were established in 68 countries and have been engaging in the activities. In El Salvador as well, the local ODATF has already been working for about 3 years, and its incessant effort (especially of its core members) for leading JCPP to success, as stated earlier in the memorandum, is however not touched on in the Report, even in the part of Latin America region.

I fully agree with the role of the local ODATF. However, if its role is emphasized in "Recommendations", as its pre-condition, a sufficient review on the effort so far made and the role played by ODATF should have been undertaken in the main part of the Report.

Next in (2) d), encouraging the communications between the implementing and recipient countries is mentioned. And finally in order to attain the objective, the Report proposes that in Africa and Latin America regions such system and institution as JARCOM, which encourages the communications among agencies/institutes in implementing as well as recipient countries, are to be established. Communications are important and nobody argue against this, but taking Latin America region as an example, an establishment of system and institution for facilitating the communications within the region is a future issue. At present the voices for establishing "a local ODATF of Central America-wide" are strongly heard. It follows the direction of the Tokyo Declaration and Its Action Program. In reality, however, the system connecting the recipient countries/region of Central America with the implementing countries (Chile, Mexico and others) would be built among the appropriate agencies/institutes in implementing countries, being "the local ODATF of the Central America-wide" as its center.

In (3) h), a recommendation is made with the title of "Reviewing the Process of Planning and Implementing Third Country Group Training" Here as the outstanding issue, it is pointed out: "the official procedure for those programs have been carried out through diplomatic channels, such as local organizations in charge of international cooperation in implementing countries, and embassies in recipient countries. This means that actual implementing organizations and recipient organizations are not directly linked". If such a situation is regularly seen in Latin America region, it is certainly an important issue, and to facilitate to build such linkage will be one of the main roles of the local ODATF. It is equally important at the same time to link with the local ODATF in implementing countries.

Following the issues and recommendations common to all three regions, the recommendations for each region are presented. Among them in (2) Latin America region, the following three indications are found: "although Japan has concluded JCPP with Chile, the Japan's aid strategies precedes that of Chile's, in actual implementation of support programs on SSC."; "the Chile's capability as a donor country has been steadily developing. It is expected that, before long, Japan and Chile will become equal partners, instead of being in vertical relationship, and conduct the programs jointly."; and "on the other hand, the approaches of Japan and Chile towards support programs are quite different in that Japan strongly requires the immediate effects of each specific program and country, while, Chile tries to broadly accommodate common needs of multiple recipient countries.".

Since these three indications appear to be made in assuming of the description of the issues for promoting SSC in Latin America region in Chapter 3: Case Study Analysis for the Region, the comment is made here in line of this description. In the description, the technical cooperation among developing countries (TCDC) is emphasized. It is because it "would lead to an enhancement of the Japanese presence in the region". Moreover the Report states: "it needs to change the approaches in the aspect for enhancing the Japanese presence from how the partner countries to be involved in the Japanese aid to how Japan can cooperate with the aid initiated by the partner countries.". In this context, the Report mentions the region-wide seminars like "International Diploma in Quality and Equity Education" as examples.

This acknowledgement of the issue and the subsequent recommendations take the stance emphasizing the Japanese presence, and closely relate to the notion of "Aid with visible faces" in SSC as pointed out for some time. In this case, it may need to examine the region-wide seminars conducted by Chile in the framework of the technical cooperation among developing countries, in comparing them with other SSC schemes in terms of the effectiveness of enhancing the Japanese presence. Particularly as pointed out in the Report, Chile places an emphasis on the response to the

common need of several recipient countries, thus its approach is different from the Japanese one. Chile, as one of the means in this direction, has been actively conducting seminars. However as far as these seminars are conducted in the framework of JCPP, even Japan bears a considerable portion of cost, the lecturers of seminars are overwhelmingly the Chileans, thus it is suspected that these seminars may not strengthen the Japanese presence.

When a recommendation for changing the approach toward TCDC is made from the aspect of enhancing the Japanese presence, at the same time it needs to examine and to present a recommendation on how to secure the enhancement.

Now back to Chapter 6: Recommendations, the part of Latin America region. As stated earlier, after indicating the above three points, the following recommendation is made: "Therefore, for the effective support programs on SSC in this region, the need of close discussion with implementing countries should be emphasized for formulating and implementing the programs. The following aspects should also be taken into consideration; 1) maintaining the Japanese policies on international aid, 2) understanding the conditions of programs, such as implementing countries' policies, budget, and partially developed aid delivery mechanisms, 3) programs being beneficial for both Japan and implementing countries, and 4) achieving positive outcomes for recipient countries.". I basically agree with this as it is the far-reaching goal, but at the same time ponder that many people might suspect whether there is a realistic means so as to actually conduct activities following the recommendation. This suggestion is also annexed with a footnote stating to refer to: "(1) Asia Region, b) Promotion of Reviewing the Partnership".

Looking into the recommendation of the corresponding part, which states: "when engaging in programs with a partner country of PP, the type of programs whether it would be "PP-programs (where partners take equal roles)" or "Japan's programs with some support of the partner country" should be clarified. ---- In order to make technical cooperation more effective, the technology and experience of the developing countries are very valuable. Therefore, PPs should be increased, and the joint projects under the PPs should be given more recognition."

This recommendation is originally referred in the footnote, but it is not clear how to refer to the recommendation, yet at least the definition of "PP projects" should be indicated in details. For example, some JCPP projects may support the Japanese bilateral assistance in recipient countries while some may support the Chilean bilateral assistance in recipient countries. At present the number of bilateral assistance projects of Chile is substantially small compared with that of Japanese bilateral projects, therefore the support for the Japanese bilateral assistance appears to be large, but as Chile makes a progress as a donor, the above two categories of assistance will be more balanced. Also in terms of the support for bilateral assistance, it may be possible to increase its

weight in transferring it to the collaboration with bilateral assistance. In addition, there remains a doubt that the cases in Asia cannot be discussed in an equal dimension as those in the Latin America.

4.   Comment on Chapter 3-2: the Case Studies in Latin America Region

As the general comment, it is regrettable that in reviewing the outcomes of JCPP cooperation in El Salvador, little reference is made to the evaluation by the government and private sector of El Salvador. Above all, it is a surprise that the exchange of views was not held at the President Office which carries out the planning and formulation of foreign aid in connection with the Social and Economic Plan. The counterpart of the local ODATF for consulting the economic cooperation policy is the Chief of the President Office (the Chief Cabinet Secretary). Also the voice of the private sector is seldom reflected in the section. As stated earlier, FUSADES is always cooperative to JCPP and puts a high value on JCPP. It is felt that at least the opinions of FUSADES should have been referred to, which is also regrettable.

Next, the comment relating to the evaluation of several concrete projects is presented. At first regarding the cooperation with the ICESPO (Instituto Centroamericano de Estudios Superiores de Policia) seminar, the Report states: "it was confirmed that it contributed to improve the security situation in the Central America region as a whole." The security situation of the region however has been aggravating for last few years. It may be useful if the following detailed descriptions could have been presented: if its contribution was confirmed then how, and if it contributed to a great extent, whether its further expansion would be desirable. In this part of the Report, the detailed review of individual projects is conducted and presented in the Boxes, and I appreciate the effort. While I have some other comment, it is omitted due to the limitation of space.

In the section of the impeding factors, there is a part entitled "Issues for Consideration", where it states: "the JICA El Salvador Office felt that depending on activities, the management and operation of Support for SSC become a burden." In this connection, I would point out that how much resources (staff and budget) are allocated to the JICA Office in a recipient country in case of such schemes as JCPP, because it may relate to whether they feel it as a burden or not. This question is also applied to the local ODATF, which is expected to play a role in the first part of Recommendations of the Report. If the local ODATF is expected to play such a role, it is hoped to discuss about the allocation of necessary resources.

5.   Conclusions

Since this memorandum was written within the limitation as stated at the beginning, thus I have not expressed my views as full as I had hoped. Since the Report includes many important contents, it is felt that more time could have been given. As the length of memorandum exceeds the

pages initially allocated, and due the limitation of length, some parts could not express the views as fully as being hoped. For example, while there are many points that I agree, they could not be included due to the space limitation. As a consequence only questions are pointed out. Since I am highly interested in SSC like JCPP, and strongly wish its further development, I sincerely hope that the comment could provide some future reference so as to help the development. In any case, I acknowledge the Report, which is the first attempt in this sort to review a great amount of references, and carry out comparative analysis among regions under many restrictions, and highly appreciate the effort of the study team to this effect.

On the other hand, in view of the nature of study, it is considered to be difficult to conduct an in-depth study on the very contents of cooperation and in fact it had little time. From the standpoint of a commentator, it was hoped to provide the comment in fully taking the contents of cooperation in consideration. It is because I am highly interested in why the contents and outcomes of cooperation are available specifically to SSC, which cannot be conducted within the schemes of the conventional bilateral assistance. To embark a wide-ranged study and evaluation in future on what kinds of outcomes could be achieved through SSC on the basis of the contents of cooperation would be important. From this standpoint, I appreciate the in-depth study of some cases in the Latin America in the Report in presenting it the Boxes. In any case, I admit that this memorandum are obliged to provide the comment different from that of, for example, another Thematic Evaluation Report on "Mathematics and Science in the Primary and Secondary Education", which principally relates to the contents of cooperation.

It is desirable to include the lists of references and referred information in this kind of reports. It is because such lists should be useful to the studies of similar themes and to the promotion of SSC.

Finally it is sincerely hoped that in taking this Report as an opportunity, the debates on SSC would be intensified, which would lead to its further development.

Comment on the Report: Thematic Evaluation on "South-South Cooperation"

Hiromitsu MUTA (Dean, Tokyo Institute of Technology)

This Report analyzes the present situation of the assistance to developing countries generally called South-South Cooperation (SSC), and describes its future issues. It is a unique evaluation report and has many implications. The following is the comments on the significance and several points of the future issues.

1.　　The Report Presents the Actual Situation of Various Forms of SSC

The word of SSC is often heard, but its contents are more complicated than what is generally thought. According to the relationship of the implementing countries/organizations of SSC and the recipient countries/organizations, SSC is classified into the following five functions; (i) effective use of the resources of developing countries (including the graduated countries from receiving aid) - Third Country Expert Dispatch etc.; (ii) Dissemination of the outcomes of Japan's technical cooperation - Third Country Training etc.; (iii) Collaboration among donors (the developing countries as partners and Japan) - Partnership Programs etc.; (iv) Support for technical cooperation among developing countries (TCDC) - the region-wide seminars etc.; and (v) Support for developing countries to become donors - technology transfers related to the formulation/ management/ evaluation of aid projects, etc. Needless to say, while an SSC activity may have more than one function among those described above, the Report, in applying those five functions, has successfully put many case studies in Asia, Latin America, and Africa in order, regarding the degrees of involvement and acknowledgement of the outcomes by concerned agencies/institutes.

Moreover in conducting a study by questionnaire to the JICA Offices and agencies in charge of international cooperation in implementing as well as recipient countries, the Report analyzes such issues as the positioning of SSC and its strategies, the collection and utilization of the information of SSC results, the involvement in planning and implementation of Third Country Training, and the understanding of follow-up and outcomes. As a result, the Report draws such issues that the involvement of organizations in recipient countries is generally low compared with those in implementing countries, and the understanding of outcomes and follow-up are weak even in implementing countries, yet it shows the facts that the difference among regions are wide and various conditions affect the implementation of SSC as well as the acknowledgement of concerned parties.

2.   It Needs to Examine Who the Real Beneficiaries Are

Why the acknowledgement of outcomes is low in recipient countries. If the objectives and goals of individual SSC activities are clear, the recipients including organizations and individuals can be identified. It leads to make it possible to measure of the outcomes. This also relates to the matter of whether SSC is itself an objective or a scheme. Even if it is an objective, the real beneficiaries must exist. In assuming that the outcomes of cooperation enhance the utility at the recipients, it is basically important to strengthen the involvement of the JICA Office and concerned organizations at the recipient side so as to realize the outcomes. In other words, in the course of implementation of individual projects, such actions that the organizations in recipient countries including the JICA Offices procure the experts from third countries, and dispatch the trainees to third countries for making them receive the necessary training are the schemes that can be conducted on a regular basis. They are also acceptable from the efficiency viewpoints and clearly shown in the study results.

While Third Country Training takes place an important part of the JICA's training activities, in Third Country Training Program for Group conducted by Japan and implementing countries the recipients are diverse, and therefore the outcomes are not clearly acknowledged. Recipient organizations are passive and perceive the training offers as optional, thus a part of career development of the staff. Mismatches of needs and unbalances of required levels are observed. When they are not aware of the objectives, the outcomes would not be obtained. The Report also states that implementing organizations take training as the opportunities for promoting their overseas business and expanding the training activities within countries. If so, the beneficiaries are not only the trainees and the organizations to which trainees belong but also the implementing organizations. Then the outcomes are to what extent their training capacity is enhanced as a result of follow-up assistance to the organizations created by the past Japanese assistance.

On the other hand, in cases that Japan assists developing countries to become donors, or collaborates with them as the partners, it matters what the objectives are and what the final impacts are. The real outcomes may be the developing countries to become donors and from the sustainability aspect to become independent as donors. If so, the beneficiary is the implementing country. Needless to say, it needs to enhance the capacity of formulation, implementation and management of projects, and at the same time they should have the sufficient financial ability. To become donors is based on the autonomous development of economy. Among the countries that Japan has cooperated so far, some became donors. This is not the outcome of SSC, yet it is possible to say that Japan has assisted an aid receiving countries to become an assisting country. However a partner to become a donor should have its own goal different from that of Japan, thus it needs to examine to what extent the Japanese ODA should assist this process.

3.   Toward the Effective and Efficient SSC

It is logical to consider that SSC is a modality of international cooperation, therefore is not an objective as its own. Accordingly SSC should not be expanded in the manner of however expenses are, instead only when SSC will bring the outcomes and can be conducted in an efficient manner, it should be implemented. Although SSC has the above five functions, in future all functions are not necessarily treated on an equal basis. It is important to conduct SSC activities in considering respective costs and benefits.

This Report analyzes the degree of acknowledgement of the outcomes of SSC. Since without acknowledgement no outcome realizes, it is possible to analyze the degree of acknowledgement of outcomes as the indicator of outcomes prior to the realization stage. However beyond the acknowledgement of outcomes, what is actually brought by SSC needs to be fully analyzed in a separate occasion. While Third Country Training in terms of travel and daily allowances is certainly less costly compared with the training in Japan, the outcomes may not be the same. Simply to acquire the knowledge and technology, if the essential part of the objectives of training is to make the trainees to recognize that is the Japanese cooperation, the conventional training may be better. If the outcomes of training held in Japan would be large depending on the trainees or the objective/goals of training, the training in Japan would be more effective in spite of its higher cost. It is meant that if such a distinction is possible, it is possible to enhance the cost-benefit ratio of the training conducted by JICA as a whole.

In spite of a seemingly good concept of SSC, it appears that its acknowledgment is low, since not only the outcomes spread over many countries but also there is a structural problem that the implementing countries are different from the recipient countries. Unless the involvement of recipient countries becomes high, the outcomes do not realize. It may be worthwhile to introduce a mechanism, in addition to the improving measures as described in the recommendation, that the JICA Offices in recipient countries share costs for implementation of SSC according to the extent of benefits. There is no improvement of service as far as a recipient enjoys it for free. The cost sharing would enhance the awareness and involvement of concerned parties, thus the outcomes. Taking a step forward, this can be applied not only to Third Country Training but also to the training in Japan. If the JICA Offices in recipient countries bear the burden of the training cost, the question is how many training courses could acquire the sufficient number of trainees.

Otherwise, it may be possible that the JICA Regional Support Offices covering both implementing and recipient countries would be responsible to SSC. As far as the responsibility of implementation, the degree of benefits and the cost sharing are separated each other, the management of effective and efficient cooperation activities would be difficult. Only a call for awareness enhancement cannot improve the cost-benefit ratio.

4.   Achievement as an Evaluation Report

Although the Report is appreciated for its ambition of tackling with the difficult topic, a room remains for improvement as an evaluation report. At first, the way of arrangement of the contents and showing figures and tables vary by chapters. As several writers are involved, the coordination of the Report as a whole is not sufficient.

Secondly, from the viewpoint that SSC is not an objective but a scheme, the posture for analyzing the effectiveness of the scheme is not sufficient, and the arguments are not well focused. While there are descriptions that SSC should be a scheme, there are descriptions that it is an objective. Some confusion is observed.

Thirdly, while the utilization of third country experts and training opportunities expands the options of resource uses, and contributes to improve the aid efficiency, the analysis of such merits is not sufficient. For example, as Third Country Training are referred to in many places in the Report, an analysis and recommendations are hoped to be made in comparing it with a training program held in Japan or a distance training program, on which way is superior or inferior, and under what conditions it should be conducted.

The fourth point is that the recommendations are too general. Unless detailed proposals in respects of such issues as institutional building, positioning, coordination and sharing are made, the recommendations would not lead to the actual improvements.

Attachment

The methodology and justification of selecting target countries for field survey is mentioned below.

1   Methodology of selection

1.1   Criteria for selection

The criteria for selecting target countries for this study are established as a table below.

Table a-1   Criteria for selecting target countries for field survey

Viewpoint for Selection		Indicators
1. Effect of each scheme by JICA's Activities on Support for South-South Cooperation	=	Presence of TCTP and TCED implementation
2. Effect of PP	=	Presence of PP
3. Strategy for SSC	=	Presence of ODA Task Force, Presence of Country Assistance Program
4. Strategy for Donor Coordination	=	Presence of ODA Task Force (implementing country), Presence of PRSP(recipient country)
5. Strategy for Regional Cooperation	=	Presence of a regional base of JICA and other organizations, Existence of capacity building programs for SSC implementation, Existence of achievement of regional cooperation such as Region-wide cooperation or Triangular Cooperation

1.2   Procedure for Selection

In order to select JICA's Activities on Support for South-South Cooperation for this field survey, the achievement of TCTP and TCED, which is indicators of the viewpoint for selection 1 in the table was put together. Firstly, the achievement of last two years was adopted as the achievement of 2002 and 2003 was the most fulfilled among the obtainable data. Secondly, among the countries that implement TCTP and TCED, the achievement of indicators for Viewpoint for Selection number 2 number 5 was put together in "Table a-4 List of achievements and implementation structure of JICA's Activities on Support for South-South Cooperation". The target countries were selected by those comparisons. In the case of Africa region, Zambia is the only country which is implementing both TCTP and TCED, the achievement of Kenya which has a regional base was put together for comparison.

In other to select target recipient countries of the Support for SSC, countries that have an achievement to receive TCED are proposed as candidates. Among these candidate courtiers, the achievement for viewpoint for selection 1, 3, 4 was put together in the Table a-5 "List of achievements and implementation structure of Support for SSC recipient countries". After the comparison, the target countries were selected.   The selected countries send participants to TCTP though a number of participants vary.

2   Justification for Selecting Target Countries

2.1   Asia Region

(1) SSC implementing countries   Thailand, Indonesia (ASEAN Secretariat)

< Thailand >

- The achievement is outstanding in the context of a number of TCED.
- In the SSC joint implementation with Japan, matching of recipient needs and resources is much emphasized.
- A Secretariat of JICA-ASEAN Regional Cooperation Meeting (JARCOM) is located in JICA Asia Regional Office.

   < Indonesia >

- JARCOM is beginning to consider cooperation with the Initiative for ASEAN Integration.

(2) SSC recipient countries   Cambodia, Laos

< Cambodia >

- Being PRSP planning countries, ODA Task Force is active.
- It is a target country of the Region-wide Project by Thailand.
- Triangular Cooperation (Indonesia, Philippines, Thailand, and Malaysia) is received.
- As the SSC Implementing countries and the project details are diverse, SSC is comparable.

< Laos >

- It receives many TCED from Thailand. (24 Experts in 2002~2003).
- As most SSC received from Thailand, the effects by Thailand can be measured.

2.2   Latin America Region

(1) SSC Implementing countries: Chili, Mexico

< Chili >

- Chili government is very positive among PP conclusion countries, and the evaluation from the viewpoint of capacity development is expected[1].

< Mexico >

- It has the JMPP and one of the projects in El Salvador is implementing by the input from JMPP.

(2) SSC Recipient country: El Salvador

- It has much achievement among JCPP recipient countries. (TCTP, TCED, Mini Projects)
- It receives cooperation from the JMPP and the comparison of effects between JCPP and

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[1]   For example, the budget for JCPP has increased from 40.000 dollars (2001) to 450,000 dollars (2004).

JMPP is feasible.

2.3　Africa Region

(1) SSC Implementing country: Kenya

- Based on the Action Plan adopted in TICAD II, the AICAD was set up at the JKUAT in 2000. Since then, it has spread out the Regional Cooperation which contributes social/economical development and poverty reduction of East Africa region.

- The AAKCP which is as the mechanism of Needs Resource Matching and new Project Formation was started since 2005. It is deepening the cooperation with the AICAD.

(2) SSC Recipient country: Uganda

- It is an implementing country of the AICAD and AAKCP.

- It sends many participants to the TCTP implementing in Kenya.

- Japan plays an important role in donor coordination, and the standpoint for SSC can be examined in the context of donor cooperation.

Attachment2 Data for Selecting Target Countries for Field Survey

Table a-2   TCTP   Results(FY2003)

Region	Name of Implementing Countries	Number of Course	Recipient Region
Asia Region 13 Countries, 74 Courses	India	1	South West Asia
	Indonesia	10	ASEAN
	Cambodia	2	ASEAN
	Singapore	16	ASEAN
	Sri Lanka	3	South West Asia
	Thailand	10	ASEAN
	Nepal	1	South West Asia
	Pakistan	1	South West Asia
	Philippines	11	ASEAN
	Vietnam	3	ASEAN
	Malaysia	10	ASEAN
	Laos	4	ASEAN
	China	2	East Asia
Africa Region 6 Countries, 16 Courses	Uganda	2	Africa
	Kenya	8	Africa
	Zambia	3	Africa
	Senegal	1	Africa
	Burkina Faso	1	Africa
	Republic of South Africa	1	Africa
Europe Region 2 Countries, 3 Courses	Hungry	1	Europe
	Poland	2	Europe
Oceania Region 2 Countries, 3 Courses	Fiji	2	Oceania
	Samoa	1	Oceania
Middle East Region 6 Countries, 27 Courses	Egypt	8	Middle East
	Syria	2	Middle East
	Tunisia	4	Middle East
	Turkey	2	Middle East
	Morocco	5	Middle East
	Jordan	6	Middle East
Latin America Region 11 Countries, 35 Courses	Argentine	4	Latin America
	El Salvador	1	Latin America
	Costa Rica	2	Latin America
	Colombia	1	Latin America
	Jamaica	1	Latin America
	Chili	6	Latin America
	Dominica Republic	1	Latin America
	Panama	1	Latin America
	Brazil	11	Latin America
	Peru	2	Latin America
	Mexico	5	Latin America

Note 1   Add up when implementing country is precise.
Note 2   TCTP implementing county is highlighted.
Note 3   Partnership Program concluded country
Source   Extracted from collected data of JICA South-South Cooperation Issue Based
Task Force

Table a-3 TCED Results(FY2002 2003)

Region	Name of Country (Expert)	Achievement of Dispatch		
		Total Number	Recipient Country	
			Name of Country	Number of Expert
Asia Region	Indonesia	7	Cambodia	3
			Papua New Guinea	2
			Madagascar	2
	Singapore	1	Vietnam	1
	Thailand	31	Cambodia	2
			Kenya	2
			Nepal	1
			Bhutan	2
			Laos	24
	Philippines	1	Malawi	1
	Malaysia	1	Bangladesh	1
Africa Region	Zambia	1	Swaziland	1
Middle East Region	Tunisia	5	Nigel	2
			Mauritania	3
	Morocco	3	Guinea	3
Latin America Region Region	Argentine	31	Costa Rica	1
			Nicaragua	1
			Paraguay	15
			Venezuela	1
			Peru	13
	Costa Rica	2	Panama	2
	Chili	16	El Salvador	2
			Guatemala	1
			Dominica Republic	5
			Panama	2
			Peru	2
			Bolivia	2
			Honduras	2
	Paraguay	1	Ecuador	1
	Brazil	60	Ecuador	1
			El Salvador	2
			Guatemala	8
			Nicaragua	6
			Paraguay	13
			Venezuela	3
			Peru	22
			Bolivia	5
	Peru	1	Ecuador	1
	Mexico	49	El Salvador	7
			Guatemala	3
			Costa Rica	3
			Nicaragua	9
			Paraguay	8
			Peru	17
			Bolivia	1
			Honduras	1

Note 1   TCTP implementing county is highlighted.
Note 2   Partnership Program concluded country
Source   Extracted from collected data of JICA South-South Cooperation Issue Based Task
Force

Table a-4　List of Achievements and Implementation Structure of JICA's Activities on Support for SSC

Region	Name of Implementing Country	Partnership Program	Technical Cooperation Project, Region-wide Cooperation, Triangle Cooperation etc.	Regional Base JICA	UNDP and Regional Organization	PRSP Planning	ODA Task Force	Country Assistance Program	Number of Course	Recipient Region	Total Number	Name of Recipient Country	Number of Expert
Asia Region	Indonesia	✓			ASEAN Office	✓	✓	✓	10	ASEAN	7		
												Cambodia	3
												Papua New Guinea	2
												Madagascar	2
	Singapore	✓							16	ASEAN	1	Vietnam	1
	Thailand	✓	Region-wide Technical Cooperation Project 6 projects including Asia Pacific Center for Disability JARCOM Office(Note3) Center of AAKCP Note 4	Asia Regional Office			✓	✓	10	ASEAN	31		
												Cambodia	2
												Kenya	2
												Nepal	1
												Bhutan	2
												Laos	24
	Philippine	✓			Mekong River Basin Regional Cooperation		✓	✓	11	ASEAN	1	Malawi	1
	Malaysia						✓	✓	10	ASEAN	1	Bangladesh	1
Africa Region	Zambia					✓	✓	✓	3	Africa	1	Swaziland	1
	Kenya			East-South Africa Regional Support Office, AICAD Secretariat Note 5			✓		8	Africa	None		
Latin America Region	Argentine	✓					✓		4	Latin America	31		
												Costa Rica	1
												Nicaragua	1
												Paraguay	15
												Venezuela	1
												Peru	13
	Costa Rica						✓		2	Latin America	2	Panama	2
	Chili	✓	Technical Cooperation Project "Strengthen JCPP"				✓		6	Latin America	16		
												El Salvador	2
												Guatemala	1
												Dominican Republic	5
												Panama	2
												Peru	2
												Bolivia	2
												Honduras	2
	Brazil	✓					✓		11	Latin America	60		
												Ecuador	1
												El Salvador	2
												Guatemala	8
												Nicaragua	6
												Paraguay	13
												Venezuela	3
												Peru	22
												Bolivia	5
	Peru						✓	✓	2	Latin America	1	Ecuador	1
	Mexico	✓	Technical Cooperation Project "The Support for SSC Strengthening Program"	Latin America Caribu Regional Support Office			✓		5	Latin America	49		
												El Salvador	7
												Guatemala	3
												Costa Rica	3
												Nicaragua	9
												Paraguay	8
												Peru	17
												Bolivia	1
												Honduras	1

Note 1　Consider PRSP as a tool of stakeholders coordination. Signify the activeness of stakeholders coordination in terms of presence of PRSP. Signify the aid implementation system in terms of presence of ODA Task Force.
Note 2　Add up when implementing country is precise (ex.Africa region is exception)
Note 3　JARCOM　JICA-ASEAN Regional Cooperation Meeting. Started in 2002.
Note 4　AAKCP　Asia Africa Knowledge Cooperation Program 2005 . Supervised by JICA Tokyo.
Note 5　AICAD　African Institute for Capacity Development. A Region-wide Technical Cooperation Project targeted East Africa 3 Countries (Kenya, Tanzania, Uganda). Started full- scale phase (5 years) since August, 2002.
Source　Extracted from JICA "JICA Annual Report 2003" "JICA Annual Report 2004" JICA Overseas Office HP Ministry of Foreign Affairs "ODA White Paper 2004" .

Table a-5　List of achievements and implementation structure of Support for SSC recipient countries

Selected Item / Region	Recipient Country	Activeness of Stakeholders Coordination and Aid Implementation System Note 1			Achievement of Receipt	
		PRSP Planning	ODA Task Force	Country Assistance Program	TCED 2002 2003	Technical Cooperation Project, Region-wide Cooperation etc. (2004)
Asia Region	Cambodia	✓	✓	✓	5	Triangle Cooperation　Indonesia, Philippines, Thailand, Malaysia, Region-wide Project by Thailand
	Nepal	✓	✓		1	
	Bangladesh		✓	✓	1	
	Bhutan				2	
	Vietnam	✓	✓	✓	1	Region-wide Project by Thailand
	Laos	✓	✓	✓ (planned	24	Region-wide Project by Thailand
Africa Region	Ethiopia	✓	✓			
	Uganda	✓				AICAD　Implementing country) (Note 2),AAKCP(Note 3)
	Guinea	✓				
	Swaziland				1	
	Tanzania	✓	✓			AICAD　Implementing country　AAKCP
	Niger	✓				
	Madagascar	✓	✓		2	
	Malawi	✓			1	AAKCP
	Mauritania	✓				
Latin America Region	Ecuador		✓		1	JCPP(Note 4)
	El Salvador		✓		11	JCPP　Mexico
	Guatemala		✓		12	Mexico
	Costa Rica		✓		4	Mexico
	Dominican Republic		✓		5	JCPP
	Nicaragua	✓	✓	✓	16	JCPP　Mexico
	Panama		✓		4	JCPP
	Paraguay		✓		36	
	Venezuela		✓		4	
	Peru		✓	✓	54	JCPP
	Bolivia	✓	✓		8	JCPP
	Honduras	✓	✓		3	JCPP　Mexico

Note 1　Consider PRSP as a tool of stakeholders coordination. Signify the activeness of stakeholders coordination in terms of presence of PRSP. Signify the aid implementation system in terms of presence of ODA Task Force and Country Assistance Program.

Note 2　AICAD　　African Institute for Capacity Development. A Region-wide Technical Cooperation Project targeted East Africa 3 Countries (Kenya, Tanzania, Uganda). Started full- scale phase (5 years) since August, 2002.

Note 3　AAKCP　　Asia Africa Knowledge Co-Creation Program　2005). Supervised by JICA Tokyo.
Note 4　JCPP　　Japan-Chile Partnership Program

Source　Extracted from JICA "JICA Annual Report 2003" "JICA Annual Report 2004"　JICA Overseas Office HP　Ministry　of Foreign Affairs "ODA White Paper 2004".

1   Asia Region

1.1   Duration

August 21 ~ September 9, 2005(20 days)

Indonesia (Implementing country)   August 21 ~ August 24 (4 days)

Laos (Recipient country)   August 25 ~ August 28 (4 days)

Cambodia(Recipient Country)   August 29 ~ September 2 (5 days)

Thailand (implementing Country)   September 3 ~ September 9 (7 days)

1.2   Member

Evaluation Method/Evaluation Planning   Koichi Miyoshi

(Ritsumeikan Asia Pacific University, Graduate School of Asia Pacific Studies)

Statistical Analysis   Nariman Dahran

(Ritsumeikan Asia Pacific University, Graduate School of Asia Pacific Studies)

Evaluation Management   Toru Kobayakawa

(JICA Evaluation Planning and Coordination Team 8/28-9/9)

Survey Assistant   Surayati Binti Ibrahim

(Ritsumeikan Asia Pacific University, Graduate School of Asia Pacific Studies)(8/23-9/8))

1.3   Survey Schedule

Day	Date	Time	Survey Site
1	August 21(Sun.)		(Travel)Fukuoka–Jakarta
2	August 22(Mon.)	10:00	JICA Indonesia Office
		14:00	Embassy of Japan in Indonesia
3	August 23(Tue.)	10:30	Department of Foreign Affairs
		12:15	NAM CSSTC
		15:00	The ASEAN Secretariat
4	August 24(Wed.)		(Travel)Jakarta-Bangkok-Vientine
5	August 25(Thu.)	08:40	JICA Laos Office
		14:00	Ministry of Foreign Affairs
		16:00	Embassy of Singapore in Laos
6	August 26(Fri.)	10:30	Department of Housing and Urban Planning (DHUP)
		11:30	Water Supply Authority (WASA)
		14:00	The Faculty of Engineering of the National Laos University
			Laos, The Upgrading of IT Education Project (IT Bridge Course)
			Ministry of Health
		16:00	
7	August 27(Sat.)		Data Classification
8	August 28(Sun.)	18:20	(Travel)Vientiane–Bangkok–Phnom Pen
9	August 29(Mon.)	08:30	JICA Cambodia Office
		15:00	Ministry of Rural Development(Triangular Cooperation)
		16:00	Phnom Penh Water Supply Authority(Capacity Development)
10	August 30 (Tue.)	08:30	National Maternal and Child Health Center(Maternal Health)
		14:30	National Information Communications Technology Development

11	August 31(Wed.)	16:30	Authority(IT)
			Council for the Development of Cambodia
11	August 31(Wed.)	08:00	National Institute for Education(science and mathematics education improvement)
		14:30	do.
12	September 1 (Thu.)	09:00	JICA Cambodia Office, Person in Charge
		14:30	Ministry of Posts and Telecommunications
13	September 2(Fri.)	09:00	Forestry Administration, Ministry of Agriculture, Forestry and
		10:00	Fisheries
		14:30	Report to JICA Cambodia Office
			Forestry Administration
14	September 3(Sat.)	10:30	(Travel)Phnom Pen – Bangkok
15	September 4(Sun.)		Data Classification
16	September 5 (Mon.)	09:00	JICA Thai Office, JARCOM Secretariat
		13:30	TICA
17	September 6(Tue.)	09:30	ASEAN Institute for Health Development, Mahidol University(AIHD)
		13:30	Institute for Population and Social Research, Mahidol University(IPSR)
18	September 7(Wed.)	09:30	King Mongkut's Institute of Technology Ladkrabang
		13:30	Water Department
19	September 8 (Thu.)	09:30 PM	National Agricultural Extension and Training Center, Kasetsart University(NAETC)
			JICA Thai Office
20	September 9(Fri.)		(Travel)Bangkok–Fukuoka(Tokyo)

2   Latin America Region

2.1   Duration

August 28   September 16, 2005(20 days)

El Salvador(Recipient Country)   August 28~ September 6(10 days)

Mexico(Implementing County   reference)   September 6 ~ September 7(2 days)

Chili(Implementing Country)   September 8 ~ September 16 (8 days)

2.2   Member

Policy Evaluation   Mimi Sheikh

(International Development Center of   Japan (IDCJ))

Cooperation Impact Evaluation   Miyuki Okamura

(Kaihatsu Management Consulting. Inc. (KMC))

Evaluation Management   Makoto Iwase

(Japan International Cooperation Agency(JICA))(August 28〜 September 2)

Survey Assistant   Cruz Sanchez Alejandor

(Ritsumeikan Asia Pacific University (APU))

2.3   Survey Schedule

Day	Date	Time	Survey Site
1	August 28(Sun.)	21:00	Study Team, Arriving at San Salvador
2	August 29(Mon.)	09:00	JICA El Salvador Office
		10:30	Ministry of Foreign Affairs
		13:30	National Academy of Public Security

		14:30	Ministry of Agriculture and Livestock
		16:30	Embassy of Japan in El Salvador a courtesy call
3	August 30(Tue.)	08:00	Centro de Desarollo Pesquero (CENDEPESCA)
		09:00	"Plan to develop increased shellfish cultivation"
		11:00	Travel San Salvador-Puerto El Triunfo
		14::30	"Plan to develop increased shellfish cultivation" Project Site
		16:00	Travel Puerto El Triunfo–San Salvador
4	August 31(Wed.)	08:30	SICA, Direction of international cooperation
		11:00	Ministry of Education, Educational Planning
		14:15	USAID
		16:00	JICA El Salvador
5	September 1(Thu.)	08:00	Chili GCI JCPP Project "Support to improve the management of cattle reproduction and rearing and productivity of the Santa de Lima farming union (AGAL)"
		14:00	Survey Team Meeting
6	September 2(Fri.)	08:00	Ministry of Environment and Natural Resources
		10:00	Embassy of Chili in El Salvador
		15:00	EXPORTA
		16:30	Gregory Mendez JICA El Salvador
7	September 3(Sat.)		Data Classification
8	September 4(Sun.)	06:15	Travel San Salvador, Santa Rosa de Lima
		10:15	JCPP Project "Support to improve the management of cattle reproduction and rearing" Project Site, Dairy farmers (3 households)
		16:45	Travel Santa Rosa de Lima–San Salvador
9	September 5(Mon.)	09:00	Central American University("Project to improve construction technology to spread earthquake resistant homes"
		12:30	Ministry of Health("Vector Control of Chagas")
		16:00	JICA El Salvador Office : Reporting
		17:00	Embassy of Japan in El Salvador: Reporting
10	September 6(Tue.)	10:00	Tarvel San Salvador-Mexico
11	September 7(Wed.)	09:30	JICA Latin America and Caribu Regional Office
		11:30	Centro Nacional de Investigaciony Capacitacion Ambiental (CENICA)
		14:30	Center for Natural Disaster Prevention (CENAPRED)
		18:00	Travel Mexico–Chili
12	September 8(Thu.)	10:30	JICA Chili Office
		12:00	Embassy of Japan In Chili
		15:00	Meeting with a translator
		16:30	JICA Chili Office
13	September 9(Fri.)	09:30	Agencia de Cooperacion International(AGCI)
		14:00	Centro Nacional del Medio. Ambiente(CENMA)
14	September 10(Sat.)		Data Classification
15	September 11(Sun.)	07:30	(Okamura, Cruz Sanchez)travel Santiago-Valvidia
		09:30	(Sheikh, Suzuki)Travel Santiago–La Serena
16	September 12(Mon.)		(La Serena Team)
		09:20	Pesquera San José S.A.
		11:30	North Catholic University
		17:00	North Catholic Universit, Courtesy to Dean Faculty of Dept. of Oceanography Travel La Serena Santiago
		17:30	
			(Valvidia Team)
		09:30	National Center of Training and Capacitacion in Reproduction and Animal Management , Austral University(CENEREMA)
		12:00	Austral University, Dept. of Veterinarian Sciences
		14:30	Austral University Artificial Insemination Center

		16:00	JCPP Project El Salvador "Support to improve the management of cattle reproduction and rearing"
		17:20	Travel Valdivia-Santiago
17	September 13(Tue.)	09:30	Corporacion Nacional Forestal(CONAF)
		15:30	Direccion de Promocion de Exportaciones(PROCHILE)
18	September 14(Wed.)	09:30	JICA Chili Office: Final Report
		12:00	FAO Latin America Caribou Regional Office(RLC)
		16:30	(Sheikh and Okamura)Travel : Santiago–NY–Tokyo
		16:45	(Cruz Sanchez)Travel Santiago-Mexico
19	September 15 (Thu.)		(Travel)
20	September 16(Fri.)	18:00	Sheikh and Okamura Arriving at Tokyo

3   Africa Region

3.1   Duration

September 4~September 23, 2005 (20 days)

Kenya(Implementing Country)   September 4~13 (9 days)

Uganda(Recipient Country)   September 14~ 23 (9 days)

3.2   Member

Leader   Hiroshi Okabe

(Kaihatsu Management Consulting, Inc.)

Cooperation Impact Evaluation   Kenichi Machida

(Kaihatsu Management Consulting, Inc.)

Survey Assistant   Naomi Stenning

(Ritsumeikan Asia Pacific University)

3.3   Survey Schedule

Day	Date	Time	Survey Site
1	September 4(Sun.)	20:40	(Travel) Haneda – Kansai – Dubai – Nairobi
2	September 5(Mon.)	12:10	(Travel) Nairobi, Kenya
		15:30	JICA Kenya Office / JICA Regional Support Office for Eastern and Southern Africa
3	September 6(Tue.)	09:00	Ministry of Finance
		10:30	Directorate of Personnel Management, Office of Prime Minster
		11:40	Ministry of Agriculture
		14:00	Ministry of Education, Science and Technology
		15:40	Ministry of Health
4	September 7(Wed.)	09:00	African Institute for Capacity Development (AICAD),
5	September 8(Thu.)	09:00	Jomo Kenyatta University College of Agriculture and Technology (JKUAT),
		11:30	AICAD
6	September 9(Fri.)	09:00	Technical Cooperation Project, Strengthening of Mathematics and Science in Secondary Education Project (SMASSE)
7	September 10(Sat.)		Data Classification
8	September 11(Sun.)		Data Classification
9	September	09:00	Kenya Forestry Research Institute (KEFRI)

	12(Mon.)	14:00	Kenya Medical Research Institute (KEMRI)
10	September 13(Tue.)	09:00 11:30 14:00	United Nations Development Programme (UNDP), Kenya Department for International Development (DFID), Kenya JICA Kenya Office / JICA Regional Support Office for Eastern and Southern Africa
11	September 14(Wed.)	08:00 14:00	(Travel) Nairobi – Kampala, Uganda JICA / JOCV Uganda Office
12	September 15(Thu.)	10:00 14:30	Ministry of Finance AICAD, Uganda
13	September 16(Fri.)	10:00 14:30	Nakawa Vocational Training Institute Mpigi District Local Government
14	September 17(Sat.)		Data Classification
15	September 18(Sun.)		Data Classification
16	September 19(Mon.)	10:00 15:00	Nakasero Blood Bank Secondary Science and Mathematics Teacher's Project (SESEMAT)
17	September 20(Tue.)	10:00 14:00	Kitebi Secondary School Kyambogo University, Faulty of Science
18	September 21(Wed.)	10:00 12:00 14:00	Ministry of Health UNDP, Uganda The World Bank, Uganda
19	September 22(Thu.)	09:30 15:10	JICA / JOCV Uganda Office (Travel) Kampala – Nairobi – Dubai – Kansai - Haneda
20	September 23(Fri.)	19:45	(Travel) Haneda

Attachment 4   List for Interviewees for Field Survey (Title Omitted, Order of Interview)

1   Asia Region

1.1   Indonesia

JICA Indonesia Office

Takashi Tsuji	Deputy Resident Representative
Yukimi Shimoda	Assistant Resident Representative

Embassy of Japan in Indonesia

Hiroshi Nawata	First Secretary (Chief Officer-ASEAN Division)
Masashi Kawano	Second Secretary (Economic Section)

Department of Foreign Affairs

Linggawati Hakim	Director of Non-UN Economic, Financial, and Development Cooperation, Department of Foreign Affairs (Director of Non Aligned Movement Center for South-South Technical Cooperation (NAM CSSTC)
Devdy Risa	Directorate of Non-UN Economic, Financial, and Development Cooperation, Department of Foreign Affairs

NAM CSSTC

SUBANDIYO	Assistant Director of Non Aligned Movement Center for South-South Technical Cooperation

The ASEAN Secretariat

Wilfrid V. Villacorta	Deputy Secretary General Association of Southeast Asian Nations
Thongphane Savanphet	Coordinator for Plus Three Relations, Bureau for External Relations and Coordination

1.2   Laos

JICA Laos Office

Shuichi Ikeda	Deputy Resident Representative
Hiroshi Murayama	Assistant Resident Representative
Tomomi Ibi	Assistant Resident Representative (KIDSMILE Project)
Akihira Sano	Project Formulation Advisor

Ministry of Foreign Affairs

Latsamy Keomany	Deputy Director General, Department of International Economic Cooperation, Ministry of Foreign Affairs

Embassy of Singapore in Laos

Scott Loh Cee Heong	First Secretary

Department of Housing and Urban Planning (DHUP)

Wataru Takashima	JICA Long-term Expert, JICA/WASA
Masahiro Okada	JICA Long-term Expert (Project Coordinator)

Water Supply Authority (WASA)

Noupheuak Virabouth	Director, Department of Housing and Urban Planning (DHUP), Ministry of Communication Transport Post and Construction

The Faculty of Engineering of the National Laos University Laos,
The Upgrading of IT Education Project (IT Bridge Course)

Southisombath Khamphoui	Vice Dean for academic Affairs
Somphone Kathavong	Director, Lao-Japan Technical Training Center (LJTTC), Faculty of Engineering, National University of Laos
Susumu Ikeda	JICA Expert (Technical Advisor)
Somask Choomchuay (Ph.D., DIC)	Associate Professor, Microelectronics, Digital Signal Processing, King Mongkut's Institute of Technology Ladkranbang, Department of Computer Engineering
Wiboon Promphanich, M. Eng.	King Mongkut's Institute of Technology Ladkranbang, Department of Computer Engineering

Ministry of Health

Chansavong	Training, DOR, MOH

1.3   Cambodia

JICA Cambodia Office

Juro Chikaraishi	Chief Resident Representative
Hiroto Mitsugi	Deputy Resident Representative
Shigeki Miyake	Assistant Resident Representative
Maki Muroi	Assistant Resident Representative
Mitue Tamagake	Program Assistant
Nhean Tola	Program Assistant
Tin Fesol	Former Project Assistant Manager (Triangle Cooperation)

Phnom Penh Water Supply Authority (PPWSA)

Visoth Chea	Assistant General Director, Secretariat-Training
Keiko Yamamoto	JICA Expert (Chief Advisor)
Mina Yariuchi	JICA Expert (Project Coordinator)

National Maternal and Child Health Center

Izumi Suzumori	Project Coordinator, Maternal and Child Health Project
Koum Kanal	Director, National Maternal and Child Health Center

| Te Kuychiv | Anesthesiologist, Operation Department / ICU |
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Chin Bun Sean	Secretary of State
Meas Po	Deputy Director General of Dept. of Posts and Telecommunication
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Juan E. Illanes	Professor
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Eduardo Uribe	Professor
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Donety Vyeyr. Byabeure	Senior Medical Officer
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Iuuus Oiok	Head of Chemistry
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Attachment 5　History of SSC International Trends

Date		Venue	Name of International Conference	Adopted Action Plan	Overview
1950's	1950	Sri Lanka Colombo		Colombo Plan	Started to develop South Asia, South East Asia and Pacific Region. Located in Sri Lanka, Colombo and hold the General Assembly once in two years. Japan was affiliated in 1954. Japanese government acknowledges that Colombo Plan should play an important role to promote the SSC. In 1994, Japanese government established UNDP's Japanese Human Resources Development Fund for the purpose of raising new donors. JICA has dispatched long-term experts (JICA staff) to the secretariat since October 1998 to re-activate Colombo Plan. The experts have conducted political advice including the SSC support.
1960's	1961		Conference of Non-Aligned Nations	Non-Aligned Movement:NAM	Established by the call of developing courtiers that tried to maintain neutrality during the Cold War period. 114 affiliated countries as of August, 2003 (Japan is not affiliated.) Recently, tackled the North South Issues and the South South Issues. Adopted a resolution that put emphasis on the SSC in the Tenth Nonaligned Summit Conference in 1992.
	1964			Group of Seventy-Seven:G77	The negotiation group of developing countries that was organized to unite and take an action against developed countries at the time of economical deliberation in the UN and UNCTAD etc.
1970's	1974			UNDP SU/TCDC	UNDP established the SU/TCDC(SPECIAL UNIT FOR TCDC) after the General Assembly in 1974.
	1978	Argentine Buenos Aires	United Nations	Buenos Aires Plan of Action on Technical Cooperation among Developing Countries	International Conference on TCDC Note. . Recommended definite 38 actions on promoting TCDC. e.g. "International organizations and developed countries should give financial support to developing countries (or organizations) that can contribute to TCDC." "The policy and procedure on technical cooperation should be improved to support TCDC." Played a role of the first test case for promoting TCDC and expanding the SSC support.
1980's	May,1981	Venezuela Caracas	G77	Caracas Program of Action	After discussion on various branches of economics to promote ECDC Note 2), adopted as a detailed action plan for the promotion.
	Dec.,1983			Pere-Guerrero Trust Fund:PGTF	Established by G77 to implement "Caracas Program of Action", used for a seed money and fund for supporting developing countries.
	1987			The South Commission	Independent international commission composed of 27 members of well-known politician, researcher and diplomats from developing countries. Aimed at independence of the South and reasonable relationships with the North by means of promoting the SSC.
1990's	1990		The Committee of the South Final Meeting	The Challenge to the South	Advocate the necessity of SSC in the context of the united South claiming transformation from the existing international economical structure controlled by the North. "The South Centre", succeeding organization is providing information, analysis and advice on international economic, society and politics to the South.
	Oct.5-6, 1993	Tokyo	The Tokyo International Conference on African Development:TICAD	Tokyo Declaration	Aiming at promoting cooperation to Africa in the international society. About 1000 participants from 48 counties from Africa, 12 countries from recipient countries, EC, 8 international organizations. Specify the future promotion of SSC in terms of Asian experience and African development.
	Feb.,1994		Meeting on SSC		Cosponsored by Colombo Plan and OECD Development Center. Realized by Japanese initiative.
	Sep.,1994		Meeting for Sage		Japan proposed to make the SSC as the pillar of reactivating the Colombo Plan.
				UNDP "Fund for SSC"	Japanese government established the Fund for SSC as a part of UNDP's Japanese Human Resources Development Fund.
	Jan.,1997	Costa Rica San Jose		San Jose Declaration and Plan of Action	Adopted "San Jose Declaration and Plan of Action" promoting cooperation and self-help effort of developing countries, after re-examining the Caracas Program of Action by G77 and China.
	Oct.19-21,1998	Tokyo	TICAD II	Tokyo Agenda for Action	Cosponsored by Japan, UN and GCA. Participants from 80 countries, 40 international organization and 22 NGOs. Adopted Tokyo Agenda for Action that indicates definite goals. Based on the Tokyo Agenda for Action, AICAD for East African Region was set up at JKUAT in Kenya and expanded human development cooperation contributing to social/economical development and poverty reduction in the region. AICAD II is implementing from 2002 to 2007.
	2000	Cuba Havana	Ist Summit for the South	Havana Programme of Action	Positioned the SSC as an effective tool to solve problems caused by globalization. incorporated the proposal aiming at establishment of "Global Knowledge Partnership" in that developed countries will support the information technology of developing countries.
21 Century	Oct.,2001	New York	56th UN General Assembly	State of South-South Cooperation (Report to Secretary General)	
	Jul.,2002	New York	57th UN General Assembly	Measures to promote and facilitate South-South cooperation (Report to Secretary General)	
	Sep.29-Oct.1,2003	Tokyo	TICAD III	TICAD 10's Anniversary Declaration	Over 1000 participants including 12 African head of states, about 20 leaders of international organization and many Cabinet ministers. "TICAD 10's Anniversary Declaration" and "TICAD III Summery of the Chair" that would hand over the TICAD process to the future was released. As part of TICADIII follow-up, the promotion of SSC (Asia-Africa Cooperation, Africa Regional Cooperation) is planned. Cabinet ministers from Indonesia, Malaysia and Vietnam attended and made statements in the conference, besides Thailand and China contributed much.
	Dec.16-18,2003	Morocco Marrakech	G77 High-level Conference on SSC		Reported the progress of Havana Programme of Action, conducted the mid-term evaluation and discussed measures for further promotion of the SSC

Note   TCDC   Technical Cooperation among Developing Countries
Note2 ECDC   Economic Cooperation between Developing Countries

Source   Extracted from JICA "Thematic Guidelines   JICA's Support for South-South Cooperation" JICA HP "South-South Cooperation" http://jica.go.jp/global/detail/south/   Ministry of Foreign Affairs HP http://mofa.go.jp/mofaj/area/ticad/tc_0.html

1　　　UNDP

Among international organizations, UNDP has the Special Unit for SSC and it has been designing the plan of " Buenos Aires Declaration" which could be called the root of SSC. UNDP has ever been evaluated as an opinion leader and the mainstream of the SSC Support. Currently, it focuses on the SSC Support to achieve objectives which was established in the Millennium Development Goal and the G77 "Havana Program of Action", in the field of health, private sector development, environment and ICT. In recent years, the Special Unit for SSC mainly manages the Region-Region Cooperation (Asia-Africa Cooperation etc.). Regional Cooperation (ASEAN Cooperation etc.

Japanese government established " UNDP's Japanese Human Resources Development Fund" in 1986 for the purpose of human resource development of developing countries. It has contributed an additional fund since 1996, limiting expenditure to the SSC alone in order to promote the SSC. It contributed a total of 7.1 million dollars to the Fund from 1996 to 2002, including 3.5 million dollars for the part of SSC.

2　　　Other Donors

The development of SSC Support by other bilateral donors and international organizations is much sporadic and scarce compared with that of Japan and UNDP. In recent years, USAID put effort into the SSC Support in the field of health and implemented its evaluation in 2002. The outcome was published in the report called " The SSC and Its Lesson Learnt." . In the report, the importance of " Definite Objectives" , " Appropriate and Devoted Participants," " Continuous Monitoring" and " Follow-up Evaluation" is emphasized. It recommended that long-term support is much effective than short term one in terms of achieving capacity development.

EU aims at setting up the Free Trade Zone including EU and 12 Mediterranean countries and the regions. It promotes regional cooperation for the purpose of human resource development, promotion of cultural exchange and friendships. World Bank recently started free aids and it is supporting an environment protection project which is conducted by the cooperation between South Africa and Lesotho.

	Name of Organization	Overview of SSC Activities	Scope of Cooperation	Type of Cooperation
International Aid Organization	UNDP	Besides the Interregional Cooperation is implemented in the Special Unit for SSC, the Regional Cooperation is actively promoted in each regional bureau and country office. Headquater:New York	Interregional Cooperation Regional Cooperation	Project, Training, Seminar, Symposium, Research, Expert Exchange
	FAO	The dispatch of TCED is implemented in the SPES started in 1994. Headquarter Rome	Interregional Cooperation Regional Cooperation	TCTP
	UNIDO	The technical transfer in the industrial field is implemented through the SSC. In the training in India, the low cost architectural technology was introduced to African countries. The Brazilian expert of mango food processing technique was dispatched to Senegal. Headquarter: Geneva	Interregional Cooperation Regional Cooperation	TCED TCTP
	UNCTAD	The Trade Agreement between developing courtiers is occasionally agreed together with the technical cooperation. UNCTAD is promoting the development. (The cooperation in the field of science technology and IT is agreed between India and Mercosur.) Headquarter: Geneva	Interregional Cooperation Regional Cooperation	Seminar, Symposium
	UNDRD	The UN organization that is conducting the training and research on regional development in developing countries. TCTP in the field of environment in China and Thailand was achieved. The partnership conclusion between Phnom Pen and two cities of the Philippines for the purpose of capacity development of local autonomy was also achieved. Headquarter: Nagoya, Regional Office: Kenya, Colombia	Interregional Cooperation Regional Cooperation	TCTP Promotion of Bilateral Partnership
	World Bank	The Cooperation to share the traditional knowledge between South Asia and East Africa is implemented. Although the joint research project for environmental protection between the South Africa and Lesotho is implemented, the regional cooperation is sporadic in general. In the Poverty Reduction Scale-Up Conference in May, 2004 at Shanghai sponsored by the WB, it defined the SSC as an important tool to scale up poverty reduction through sharing knowledge, transferring resources and strengthening capacity.	Interregional Cooperation Regional Cooperation	Study Tour Supporting Joint Research
	EU	The regional cooperation is promoted for the purpose of setting up the Free Trade Zone, human resource development, cultural exchange and friendship promotion by 2010 in the framework of the EU and Mediterranean Partnership (established in 1995). Headquarter: Belgium	Regional Cooperation	Seminar, Symposium
	CIDI Inter American Council for Integral Development	Established at Interamerican organization in 1996, it promotes various multi-lateral cooperation for the purpose of correcting disparity in the region. The horizontal cooperation is actively implemented to share the information, know-how and experiences in the region. Belgium Washington DC	Regional Cooperation	Expert Dispatch Training, Seminar, Symposium
	SAARC	The regional cooperation for economical, social and cultural development is implemented. Headquarter: Nepal	Regional Cooperation	Conference
Bilateral Aid Organization	CIDA	The Project formation and implementation in the third countries through the triangle cooperation is implemented in the framework of the support for donarization to the Middle Europe. The SSC including the ASEAN Regional Cooperation is actively promoted.	Bilateral Cooperation Regional Cooperation	Project, Training
	USAID	"The SSC and its Lesson Learnt" was published in collaboration with the American Epidemic Management and Prevention Center. In the publication, the evaluation on the SSC is implemented and the recommendation for effective cooperation is made based on interviews to the USAID SSC	Bilateral Cooperation Regional Cooperation	Network Support, Study Tour, Training, Conference
	AusAID	The joint economical cooperation in the third courtiers was agreed in 2001-2002 for the purpose of support for donarization to Thailand.	Bilateral Cooperation Regional Cooperation	Partnership

Source Extract from the organization's HP

(Questionnaire for JICA Oversea Office)

Questionnaire of the Specific Topic Evaluation "South-South Cooperation"

Name of Office

Q1: What are the underlying policies of your organization for South-South Cooperation

Q2: What are the strategies of your organization in implementing Third Country Training Program and Third Country Expert Program?

Q3: Please explain administrative procedure in implementing the Third Country Training Program and dispatching experts supported by JICA. How does your organization accumulate information and data on the Third Country Training Program and the Third Country Expert Program? If any, how and for what purposes does your organization utilize these information and data?

Q4: How and to what degree is your organization related to the formulation and implementation of the Third Country Training Program and the Third Country Expert Program?

Program Formation and Planning

Program Implementation

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Q5: How do your organization conduct follow-up for the Third Country Training Program and the Third Country Expert Program?

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Q6: What do you think were positive and negative effects of the implementing the Third Country Training Program and the Third Country Expert Program? How do you conduct the evaluation?

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Q7: Has your office implemented any modality other than Third Country Training Programs and Third Country Expert Programs supported by JICA?

    □   Yes.   →please go to **Q8**

    □   No.   →please go to **Q9**

Q8: Please describe the summary and characteristics of modalities other than Third Country Training Programs and Third Country Expert Programs supported by JICA.

Name of Modality	Summary	Characteristics (Differences with JICA Program)

Q9: Please write freely here about your impressions and opinions regarding the Third Country Training Program and the Third Country Experts Program.

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Thank you for your cooperation.

(Questionnaire for Implementing County)

COUNTRY:

NAME OF YOUR ORGANIZATION:

Q1: What are the underlying policies of your organization for South-South Cooperation?

Q2: What are the strategies of your organization in implementing Third Country Training Program and Third Country Expert Program?

Q3: Please explain administrative procedure in implementing the Third Country Training Program and dispatching experts supported by JICA. How does your organization accumulate information and data on the Third Country Training Program and the Third Country Expert Program? If any, how and for what purposes does your organization utilize these information and data?

Q4: Please give your comments on the administrative procedures concerning in the **Q3**, for future improvement.

Q5: How and to what degree is your organization related to the formulation and implementation of the Third Country Training Program and the Third Country Expert Program?

Q6: How do your organization conduct follow-up for the Third Country Training Program and the Third Country Expert Program?

Q7: What do you think were positive and negative effects of the implementing the Third Country Training Program and the Third Country Expert Program?

Q8: Has your agency involved in programs other than Third Country Training Programs and Third Country Expert Programs supported by JICA (For example, programs supported by UN or other international/multinational/regional agencies)?

□ Yes.   →please go to **Q9**

□ No.   →please go to **Q10**

Q9: What do you think were different of these programs with JICA's program?

Name of program	Funding Agency	Characteristics (differences with JICA's program)

Q10: Has your agency involved in modality of South-south cooperation other than the Third Country Training Programs and the Third Country Expert Programs? (For example: regional technical cooperation project, regional seminar, partnership program, mini project, and so on)

□ Yes.   →please go to **Q11**

□ No.   →please go to **Q12**

Q11: What do you think were different of these modalities with the Third Country Training Programs (TCTP) and the Third Country Expert Programs (TCEP)?

Name of Modality	Funding Agency	Characteristics (differences with TCTP and TCEP)

Q12: Please write freely here about your impressions and opinions regarding the Third Country Training Program and the Third Country Experts Program.

Thank you for your cooperation!

(Questionnaire for Recipient County)

COUNTRY:

NAME OF YOUR ORGANIZATION:

Q1: What are the underlying policies of your organization for South-South Cooperation?

Q2: What are the strategies of your organization in sending trainees to participate in the Third Country Training Program and in receiving experts of Third Country Expert Program?

Q3: Please explain administrative procedure in sending trainees to participate in the Third Country Training Program and in receiving experts supported by JICA. How does your organization accumulate information and data on the Third Country Training Program and the Third Country Expert Program? If any, how and for what purposes does your organization utilize these information and data?

Q4: Please give your comments on the administrative procedures concerning in the **Q3**, for future improvement.

Q5: How and to what degree is your organization related to the formulation and implementation of the Third Country Training Program and the Third Country Expert Program?

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Q6: How do your organization conduct follow-up for the Third Country Training Program and the Third Country Expert Program?

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Q7: What do you think were positive and negative effects in sending participant to the Third Country Training Program and receiving experts of the Third Country Expert Program?

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Q8: Has your agency involved in programs other than Third Country Training Programs and Third Country Expert Programs supported by JICA (For example, programs supported by UN or other international/multinational/regional agencies)?

    □   Yes.   →please go to **Q9**

    □   No.   →please go to **Q10**

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    □   No.   →please go to **Q12**

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Name of Modality	Funding Agency	Characteristics (differences with TCTP and TCEP)

Q12: Please write freely here about your impressions and opinions regarding the Third Country Training Program and the Third Country Experts Program.

Thank you for your cooperation!