

JICA's Support for South-South and Triangular Cooperation

For inclusive and dynamic development



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Growing South-South and Triangular Cooperation

In recent years, China, India, Brazil and other emerging countries have actively been providing development assistance (South-South cooperation) from the perspective of being developing countries themselves. Their development assistance has been highly independent and has taken a track that is different from the assistance provided by developed countries (South-North cooperation).

JICA assists South-South cooperation because it finds the fact that developing countries are mutually deepening their ties by helping each other achieve independent development highly significant. Further advancing this format, JICA is also collaborating widely in triangular cooperation, through which developed countries, international institutions, and developing countries work together to provide development assistance. This new type of framework for partnerships is being utilized worldwide to address global issues, including climate change and food security.

What South-South and Triangular Cooperation mean to JICA

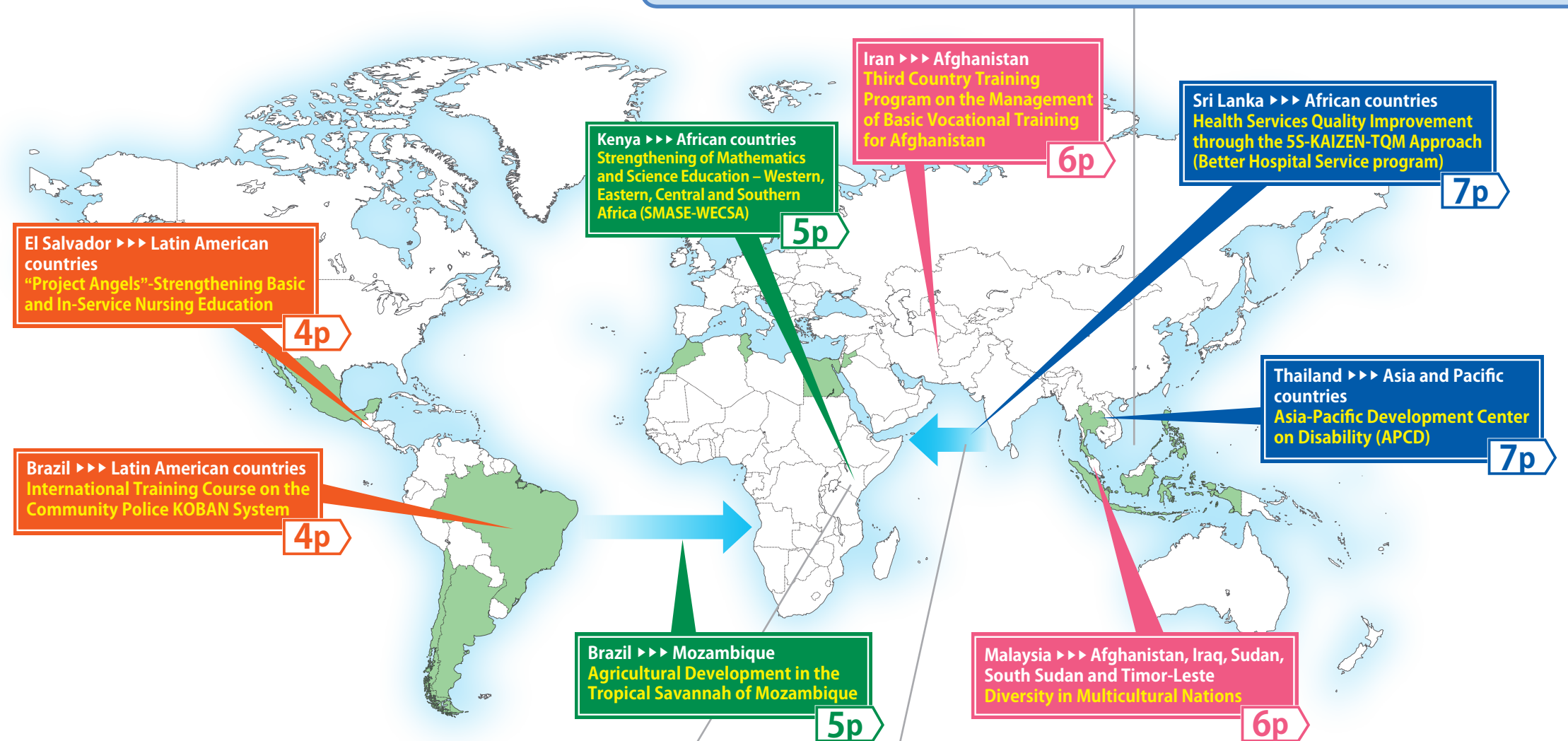
After joining the Colombo Plan 1954, Japan began providing technical assistance (South-South cooperation) while it was still undergoing postwar reconstruction and receiving financial assistance from other donor countries. Japan was an ex-recipient country with experience of being "a provider of South-South cooperation."

JICA considers that South-South and triangular cooperation are effective in 1) disseminating successful efforts including those achieved through Japan's cooperation, 2) contributing to the promotion of regional and global cooperation, and 3) complementing and supplementing bilateral cooperation with the knowledge and experience of developing countries to achieve development results.

Towards formulating needs-oriented South-South Cooperation

JICA launched the JICA-ASEAN Regional Cooperation Meeting (JARCOM) in 2002 and started supporting the formulation of needs-oriented South-South cooperation in the ASEAN region. In 2009, JARCOM was redirected to a new mechanism, the Japan-Southeast Asian Meeting for South-South cooperation (J-SEAM), which aimed to formulate and implement well-prepared South-South technical cooperation, improve its quality and enhance the network of member countries and relevant agencies in the region. The activities included their Annual Meeting for discussion on needs and needs-resource matching among the member countries, Project Formulation Activities (fact-finding missions, study missions, workshops and seminars) and the quarterly monitoring of project formulation activities.

In 2012, JICA dissolved J-SEAM in order to extend its support for regional cooperation in a way that is aligned with ASEAN's own initiatives and processes.



Partnership Program

The Partnership Program (PP) is a comprehensive framework established between the Japanese government and the government of a pivotal country to jointly support the development endeavors of developing countries and regions. Under this framework, JICA, in collaboration with the partner country, dispatches and receives personnel and provides other forms of cooperation including seminars in a comprehensive and systematic manner. To date, Japan has concluded PPs or Technical Cooperation agreements similar to PPs with 12 countries (Thailand, Singapore, Egypt, Tunisia, Chile, Brazil, Argentina, Philippines, Mexico, Morocco, Indonesia and Jordan).

 Partnership Program Member Countries (as of March 2013)

CARD for Community-based Reduce Rural Poverty Initiatives to

JICA, in partnership with the Alliance for a (AGRA), launched an initiative now known as Development (CARD)" on the occasion of the Conference on African Development (TICAD in May 2008. CARD is a new comprehensive of African countries aiming at doubling African It also forms a consultative group of donors, relevant organizations to work with rice producing

Green Revolution in Africa the "Coalition for African Rice Fourth Tokyo International IV) held in Yokohama, Japan initiative to support the efforts rice production within ten years. research institutions and other African countries.

Asia-Africa Knowledge Co-Creation Program

The promotion of Asia-Africa cooperation has been one of the main pillars of JICA's support for South-South cooperation ever since the Japanese government pointed out and reaffirmed its importance at the time of the third Tokyo International Conference on African Development (TICAD III) in 2003.

In November 2004, JICA proposed a new initiative, the Asia-Africa Knowledge Co-Creation Program (AAKCP). The program aims to provide an in-depth sharing and exchange of knowledge and experience with the goal of generating new knowledge, ideas, perspectives or approaches that would be appropriate and valuable for development efforts in Africa. Various knowledge exchange activities in the fields of rural community development and health have been conducted as sub-programs of the AAKCP.

“Project Angels” - Strengthening Basic and In-Service Nursing Education El Salvador ►►► Guatemala, Honduras, Nicaragua, Dominican Republic, Costa Rica and Panama

In Central America and Caribbean countries, which share many similar social and economic aspects such as history, language and religion, the improvement of health and medical services is a common priority area for development. In order to provide better health and medical services, improvement of the quality of basic education and in-service training in nursing is an important issue.

The Ministry of Public Health and Social Welfare (MSPAS) in El Salvador has been working on the development and strengthening of education in nursing with JICA's technical assistance since 1997. Utilizing this experience and resources, such as teaching materials and human resources, JICA has expanded its cooperation to other Central America and Caribbean countries (Guatemala, Honduras, Nicaragua, Dominican Republic, Costa Rica and Panama).

This regional and South-South approach is efficient and effective not only in building capacity through the sharing of experience and teaching materials, but also in helping strengthen regional cooperation such as the formulation of regional teaching mechanisms and regional networks of instructors who received Training of the Trainers (ToT).



International Training Course on the Community Police KOBAN System Brazil ►►► El Salvador, Honduras, Guatemala, Nicaragua and Costa Rica



Photo: Shinichi Kuno



Photo: Hikaru Nagatake

KOBAN is based on the idea of direct community policing, and originated in Japan. Small police units are stationed in neighborhoods and, after securing the trust of their communities, can more effectively tackle problems ranging from providing emergency services or solving crimes to other assistance such as a “lost and found” service or giving directions.

The State of Sao Paulo in Brazil and its state capital first introduced the KOBAN concept in 1997 and in the latest project that ended in 2011, Japanese police experts regularly visited Sao Paulo and local officials came to Japan for advanced training. Impressive results include a decrease in the homicide rate in Sao Paulo city and in one particularly dangerous district, Ranieri, by 70%. Nearly half of Brazil's 26 states and the Federal District have now embraced the idea.

As Sao Paulo's KOBAN system gradually produces results, other Latin American nations searching for ways to improve public safety have taken a serious interest in it. Brazil hosts seminars and training courses for police officials from neighboring countries such as El Salvador, Honduras, Guatemala, Nicaragua and Costa Rica.

Strengthening of Mathematics and Science Education – Western, Eastern, Central and Southern Africa Kenya ►►► African countries

JICA started its first education project for Africa in 1998 in Kenya. The project aimed to assist in establishing institutionalized in-service training for teachers in order to overcome the challenges Kenya faced providing mathematics and science education, for example, the poor performance of the students in these subjects and the necessity of transforming the lessons from being teacher-centered to learner-centered.

After training 20,000 secondary education mathematics and science teachers, the classroom environment has changed remarkably. Students have become more interested in these subjects and are more proactive. Improved academic performance of the students has also been observed.

Based on this success at the secondary education level, the Kenyan government became further committed to training 60,000 primary mathematics and science teachers.

The “Strengthening of Mathematics and Science Education in Western, Eastern, Central and Southern Africa (SMASE-WECSA)” Network was established in 2001 and currently has 34 member countries and one region (as of February 2013). Through this network, the successful experience of Kenya has been shared with the rest of Africa. So far, more than 1,300 educators from the region have undergone training in Kenya. In 14 of the region's countries similar projects have started with JICA's support. In total, approximately 90,000 teachers have undergone in-service training.



Agricultural Development in the Tropical Savannah of Mozambique Brazil ►►► Mozambique



Photo: Mika Tanimoto



JICA, Mozambique and Brazil signed a tripartite agreement in 2009 to launch a project to build new models of sustainable agricultural development with reference to the experience gained from a scheme in the 1970s that turned Brazil's own savannah area called the “Cerrado” into an agricultural breadbasket.

Starting in the 1970s, JICA has provided technical and financial assistance for agricultural development in the Cerrado, which has helped transform it into a farming bonanza producing huge harvests of soybeans, corn, beans and other crops. It was hailed subsequently as “one of the great achievements of agricultural science in the 20th century” and the idea is to replicate its success in Mozambique.

A joint study by JICA, the Brazilian Cooperation Agency and the Ministry of Agriculture of Mozambique confirmed that there are several points of similarity between the Brazilian Cerrado and the Mozambican tropical savannah and that many examples of agricultural techniques used in Brazil can be transferred to Mozambique.

While it is expected that Brazilian know-how will contribute to the greater agricultural productivity of the Mozambican tropical savannah, it is also expected to create new models of sustainable agricultural development specific to Mozambique, considering that the Mozambican socioeconomic situation differs greatly from that of Brazil.

Third Country Training Program on the Management of Basic Vocational Training for Afghanistan

Iran ▶▶▶ Afghanistan

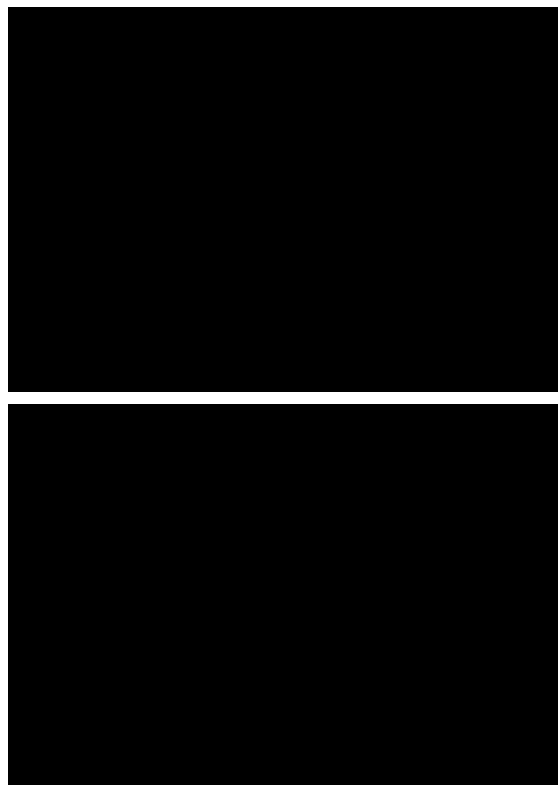
Following a diplomatic meeting between the foreign ministers of Japan and Iran in 2009, both countries agreed to support Afghanistan reconstruction by implementing joint projects considering the similarities between Iran and Afghanistan in terms of their languages and cultures. This project was one of the agreed projects designed for both managerial and trainer levels from the Ministry of Labor, Social Affairs, Martyrs and Disabled of Afghanistan. After preparation and discussions to find the proper training course, the participants came to Iran and the training courses were conducted three times from 2010 to 2012 at the Instructor Training Center (ITC) in Karaj city of Iran.

During these courses the Afghan participants learnt about the objectives, roles and national system of Technical Vocational Training and they received 30 hours of theoretical and 90 hours of practical training for each course.

In Iran, JICA assisted ITC to improve its instruction capacity during the period 2002-2006. Textbooks provided then were translated into Farsi and distributed to the Afghan participants.

In Afghanistan, JICA implemented a technical cooperation project from 2005 to 2009, aiming to establish a vocational training system.

Bringing together the outcomes of previous projects and the human resources developed by them to support this training, the knowledge and technology accumulated at ITC were effectively and efficiently transferred to the Afghan participants.



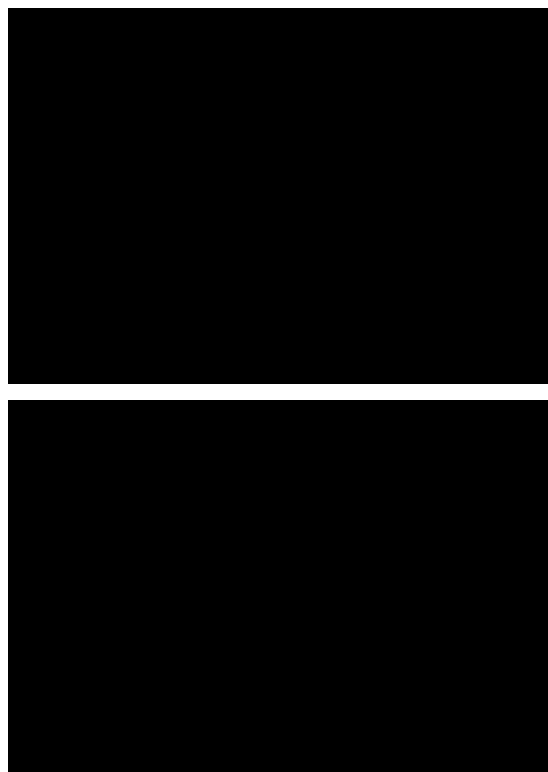
Diversity in Multicultural Nations

Malaysia ▶▶▶ Afghanistan, Iraq, Sudan, South Sudan and Timor-Leste

Today, the concept of “security” has undergone significant changes to encompass all aspects or characteristics of a functioning society – political (including legal), economic, social (including psychological), military, etc. Multicultural societies are particularly vulnerable to political fault lines developed along ethno-nationalism. Hence, it is imperative that the process of nation-building in these societies is geared towards managing diversity.

While Malaysia has not experienced serious civil or regional conflicts, as a multi-ethnic society, it offers successful development experience to countries that are involved in conflict or are rebuilding their communities after conflict. This is because many of Malaysia's policies and accompanying programs have contributed to sustaining peace and stability. In addition, Japan's vast experience in post-war reconstruction and its experience gained through peace-building efforts complement Malaysia's experience.

In this training program, the participating public officials from Afghanistan, Iraq, Sudan, South Sudan and Timor-Leste enhanced their multicultural understanding based on the experience of Malaysia and Japan and developed viable public policies and political mechanisms for managing potential areas of conflict and in order to attain the goals of peace, development, and nation-building. They also learned the principles of constitutionalism, institutional building, and good governance in a multicultural society.



Asia-Pacific Development Center on Disability

Thailand ▶▶▶ Asia and Pacific countries

Asia-Pacific Development Center on Disability (APCD) project has been facilitating collaboration among organizations of persons with disabilities in 37 countries in the Asia-Pacific region to promote their empowerment and an inclusive, barrier-free and rights-based society.

Since its establishment in 2002, the APCD project has conducted various training programs and workshops on disability issues, in which persons with disabilities from the region share their expertise, including in the strengthening of self-help organizations and implementing community-based rehabilitation activities. Many ex-participants of the APCD project activities have participated in the policy-making process and are recognized as resource persons in their own country and in the Asia-Pacific region.

One of the notable results is the creation of self-help groups of Deaf persons and persons with intellectual disabilities. Thai Deaf leaders, who have acquired knowledge and enhanced their leadership skills through attending APCD project activities, are actively supporting Deaf persons in Cambodia, Laos, Myanmar and Viet Nam. They have conducted various workshops in these countries, encouraging Deaf persons to form their own organizations and promote understanding of their family members regarding the needs and potential of Deaf persons. Thai leaders with intellectual disabilities have also shared their knowledge and supported the establishment of the first ever self-help groups of persons with intellectual disabilities in Myanmar and Cambodia.



Health Services Quality Improvement through the 5S-KAIZEN-TQM Approach (Better Hospital Service program)

Sri Lanka ▶▶▶ African countries



As a sub-program of AAKCP (see p.3), the “Health Services Quality Improvement through 5S-KAIZEN-TQM Approach”, namely the *Better Hospital Service program*, was launched in 2007 to respond to the challenges faced by the African region, including the chronic shortage of financial, logistic and human resources.

The main objective of this initiative is to equip both health ministry officials and medical and health practitioners with an effective change management approach for improving the quality of health facilities and services. This approach consists of the three stages of 5S, KAIZEN and TQM. “5S” (Sorting, Setting, Shining, Standardizing and Sustaining for a better working environment) is the entry point and is followed by the KAIZEN stage, a participatory productivity improvement method through incremental and reflective group actions. Total Quality Management (TQM), a management tool for improving overall performance and quality that was first introduced in Japanese industry, is the final stage of this approach for system-wide management actions in the pursuit of higher quality services.

This approach, based on its excellent practice in Sri Lanka, has been rolled out in 15 African countries. Among them, Tanzania has mainstreamed and institutionalized 5S, KAIZEN and TQM, as a driver to improve health services. A reduction in overstocked inventory in medical stores sections and cutting the waiting time for patient consultations down to one third (from 46 min. to 15 min.) are among the outcomes that materialized in Tanzania.