As development issues have become more complicated, there is a greater need for Japanese overseas cooperation to mobilize people, knowledge, and expertise, based on the concept of human security, in order to cope with diverse themes such as the MDGs.

Reflecting this drive to engage more with key actors of development, collaboration with non-governmental organizations (NGOs), universities, and local governments has become important for implementing effective ODA in areas such as education, health, and environment improvement, community development, peacebuilding, and reconstruction. JICA has been strengthening its engagement with these actors of civil society in a variety of forms, namely through dialogues, partnerships, and support programs.

**JICA Partnership Program (JPP)**

**Joint Implementation of Overseas Development Projects**

JICA implements JPP projects jointly with Japanese organizations that are ardent about implementing international cooperation projects, including NGOs, universities, local government entities and public-interest corporations. JPP is based on proposals from these experienced organizations, which helps benefit the local people in developing countries. JPP projects are unique as they directly contribute to improving the lifestyles and livelihoods of the people by carrying out detailed activities at the grassroots level. In fiscal 2011, JICA implemented 219 JPP projects in 48 countries. JPP projects consist of three schemes: Partner type, in which organizations with a certain level of experience in developing countries utilize their experience and skills; Support type, in which projects are carried out by organizations with less experience in developing countries; and Local government type, in which local government entities play a central role and utilize their know-how accumulated in their localities.

**NGO-JICA Japan Desk**

**Supporting Activities of Japanese NGOs**

JICA has “NGO-JICA Japan Desks” in 21 countries to support the activities of Japanese NGOs operating in developing countries. These desks offer consultation and information on various aspects, for example, on local laws, local systems, the social situation and the state of local NGO activities, which are also helpful for NGOs in implementing JPP projects.

**Support for Capacity Building**

**Strengthening Human Resources and Organization for Better International Cooperation**

To support international cooperation activities by NGOs and citizen groups, JICA provides a variety of support programs. These include Project Cycle Management (PCM) method training; training for organizational strengthening through human resource development; and dispatching of advisors with special expertise. In fiscal 2011, 378 persons participated in the training courses and advisors were dispatched to 28 organizations and 4 overseas projects.

**NGO-JICA Dialogue Meeting**

**Promoting Equal Partnerships**

JICA emphasizes the importance of dialogue between NGOs for ensuring deeper mutual understanding and promoting excellent collaboration. Through its headquarters, overseas offices and domestic offices, JICA exchanges opinions and information with NGOs on regional and sectoral issues. Also, JICA holds a quarterly dialogue meeting with NGOs, where both sides discuss the effective cooperation and promotion of equal partnerships.

**JICA Donation Fund for the People of the World**

**International Cooperation through Donations**

The JICA Donation Fund for the People of the World encourages citizens, corporations and groups to participate in international cooperation. The donations are used to support Japanese civil society groups’ activities aiming to alleviate poverty, improve healthcare, education, and environment of developing countries. In fiscal 2011, the fund supported 7 projects.
Case Study  JICA Partnership Program (JPP)


Partner Type Project

Lasta Woreda Community-based Rural Development Project – A Trial for Using Participation of the Public for a Sustainable Forestry Business
Futaro Fund for Forest (F.F.F.)

There has been a steady deterioration in living conditions in the area around the Ethiopian city of Lalibela, which is known for churches carved out of a single block of stone, a World Heritage Site. The cause is the loss of forests in mountainous areas and the improper disposal of trash. This project aims to improve the situation through planting vegetation by using compost and fertilizer produced by local resident groups from organic garbage, and to properly manage forests and rangeland and moreover to establish a sustainable system for growing and harvesting trees through activities centered on environmental education for children.

Training Teachers Who Can Be Accepted by Children with Disabilities

Support Type Project

The Project for Establishment of Training System on Inclusive Education in Dong Nai Province
Asia Rainbow

There are about 920,000 children with disabilities in Viet Nam. Only about 25% of these children have the opportunity to attend school. The Government of Viet Nam has established an education policy that includes “inclusive education” for enabling children with disabilities to attend ordinary public schools. However, many teachers have not received training in the field of disabled children. As a result, school teachers tend to have difficulty in giving adequate instruction and support to these children.

This project provides support to instructors for inclusive education in Dong Nai Province, an area that has many children with disabilities and was severely impacted by the use of defoliants. Lessons for elementary school teachers show how to make children with disabilities part of classes and provide them with better education. The goal is to establish a training system by the time the project is completed. The system will enable training key teachers for inclusive education and conducting continuous disabled child education training in Dong Nai Province. In 2012, there are 746 disabled children in the province who are attending a public elementary school near their homes and all of their teachers will undergo inclusive education training.

There were big obstacles to our inclusive education support project in Viet Nam. Schools in this country use a unified curriculum and method of teaching that are extremely busy, making the preparation of the individualized support and teaching plans necessary for inclusive education seem very difficult to attain. A constant process of trial and error took place before the project began. One year has passed since the project commenced and we are overcoming various obstacles one by one with outstanding teamwork.