

# Partnerships with NGOs and Other Organizations

## Collaboration with Diverse Actors of International Cooperation

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.



A study of conditions at the beverage can recycling facility in the Vava'u Islands of Tonga (Tonga Great Vava'u and Okinawa Mottainai Movement Project, a local government type project backed by the Naha City/Okinawa Citizens' Recycling Movement)

### 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.

## Growth for Forests and People – Establishing Community Forests by Using Deep and Long-term Ties with Regions

### 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.

NGO Staff

#### Project Coordinator Kenji Fujimura

This project started in 2009, and aims to plant more than 1.5 million seedlings in three years. Hard work was required to grow the

seedlings and to secure the land for forests. But on top of that, managing the trees after planting the seedlings was the biggest problem of all. The village decided to keep the livestock out of the areas where seedlings were planted. However, animals entered some of these areas and destroyed many of the seedlings that were planted. I realized that all of our efforts would be worthless without the cooperation of the local residents. This is why we are now focusing on two themes. First is to foster the development of leaders who can oversee self-management activities by residents themselves. Second is to build sustainable management systems that incorporate revenue from sales of grass for feeding animals.

Fiscal 2011 began with a number of unforeseen difficulties. In particular, the March 2011 earthquake in Japan cut off communications with the head office in Soma, Fukushima prefecture. All the staff and the local people who were involved in this project



Human resources development by holding environmental education classes for elementary school students

were very concerned, but after being informed that the office and staff in Japan were all safe, Ethiopian people became even more dedicated to achieving the goals. I believe that everyone here has become even more supportive of our activities.

I want to express my gratitude to everyone who helped support our activities even though they were dealing with the aftermath of the Great East Japan Earthquake.

## 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 a 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.

NGO Staff

#### Project Manager Yumiko Baba

There were big obstacles to our inclusive education support project in Viet Nam. Schools in this country use a unified curriculum and



Classes using portable blackboards and sign language for children with visual and hearing disabilities

have a relatively large number of children in one class. Many people were suspicious about achieving this inclusive education with no teachers to give individual support to the students. And also the teachers in Viet Nam were 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.