

Human Development

Basic Education/Higher Education, Technical and Vocational Education and Training/Health/Social Security



Project staff and a Japanese expert explaining maternal and child health handbook at the event site of Free Diagnosis Day (Palestine)

Overview of the Human Development Field

In the human development field, JICA provides technical cooperation in three sectors: (1) education (basic education, higher education, technical and vocational education and training), (2) social security (social insurance and welfare, support for persons with disabilities, labor and employment), and (3) health (infectious disease control, maternal and child health, reproductive health, health systems, human resource development for health). These are all fundamental and important issues in human life closely related to the concept of human security. They are also related to five* of the eight Millennium Development Goals (MDGs) that were adopted by the UN as being important for the future prosperity of humankind.

In the basic education area, JICA works to increase the enrollment rate of students by encouraging community participation and increase the quality of education by improving teaching methods, textbooks, teaching materials, etc., as well as cooperating in educational administration. In non-formal education (educational activities organized outside of school education systems), literacy education, which is important from the perspective of human security, is also supported.

Higher education, technical and vocational education and training are essential for economic development, and JICA supports human development at universities and research centers to respond to the needs of the industrial world. In particular, the importance of science and technology such as information technology (IT) in developing countries has been reaffirmed recently. Under such circumstances, these countries also have expectations for Japan to support higher education organizations that are key players in development and extension of science and technology.

In the social security sector, support for medical security and pension policy, assistance related to social welfare policy targeting elderly people and children, assistance enabling persons with disabilities to participate in social activities, and assistance related to labor and employment problems are provided in line with needs of each country based on Japan's experience and knowledge.

In the health sector, JICA carries out activities aimed at strengthening the capacity of people as well as that of governments, municipalities, citizen organizations, and residents that are engaged in health and medical activities in developing countries, for the purpose of expanding and upgrading fair health and medical services. JICA also implements projects related to infectious disease control, such as avian influenza, SARS, HIV/AIDS, and malaria, which are especially serious in Africa, promotion of maternal and child health to protect the health of women and children, improvement in vulnerable health administration systems in developing countries, and developing human resources engaged in health and medicine.

Through these activities, JICA aims to secure the existence, livelihood, and dignity of humankind within the meaning of human security in developing countries in the human development field.

*The MDGs related to human development are (1) achieve universal primary education, (2) promote gender equality and empowerment of women (elimination of gender disparity in education), (3) reduce child mortality, (4) improve maternal health, and (5) combat HIV/AIDS, malaria and other diseases. (The other three goals are to eradicate extreme poverty and hunger, ensure environmental sustainability, and develop a global partnership for development.)

Basic Education

Overview

Today, the international community is working for free and high quality primary education, improved adults literacy rate, and gender equality in education based on "Education for All-Dakar Framework for Action," which sets a target year of 2015. Though the enrollment rate in primary education is increasing, there are still about 77 million children worldwide who do not attend school. While the enrollment rate in the first grade is on the rise, many children cannot reach the final grade.

There are more children who do not attend school in the lower classes among those who are under the poverty line group than



Learning about the function of their taste organs (tongues) through experiments (Strengthening of Mathematics and Science in Secondary Education Project Phase 2 in Kenya)



Children in higher grades take their class outdoors due to the shortage of classrooms at a primary school in Mwanza, Malawi; there is a shortage of desks, chairs, and textbooks, too. (Photo by Katsumi Yoshida)

there are in the wealthy classes, more in rural areas than in urban areas, and 57% of them are girls.

There are also about 781 million adults in the world who do not have the minimum level of literacy. This is equal to one-fifth of the world's population and two-thirds of this portion are women.

JICA's Efforts

In order to respond to these issues, JICA has expanded cooperation in the basic education sector. The actual amount and share of JICA's entire cooperation for education at the beginning of the 1990s was about ¥15 billion annually (about 12% of JICA's operation); however, it has now increased to about ¥25 billion annually, which accounts for about 20% (Figure 3-5).

Under the basic policy of providing cooperation in line with the needs of developing countries, JICA has identified the following five points as priority areas for cooperation in basic education.

- 1) Increase of enrollment in primary and secondary education
- 2) Improvement of the quality of primary and secondary education
- 3) Reducing gender disparities
- 4) Promotion of non-formal education
- 5) Improvement of education management

In order for all children to go to school, it is not enough to carry out efforts only at school; cooperation with the community and families is also vital. In an area where there is no school near homes or there are not enough classrooms for the increasing number of pupils, school buildings must be constructed, but even that is not enough. There are many children who cannot go to school because they have to work or they do not have money to buy textbooks and uniforms. JICA provides cooperation to increase the enrollment in primary and secondary education by deepening the understanding of parents and communities and improving school operations and education man-

agement in line with the different needs of individual communities and schools, in addition to school building construction.

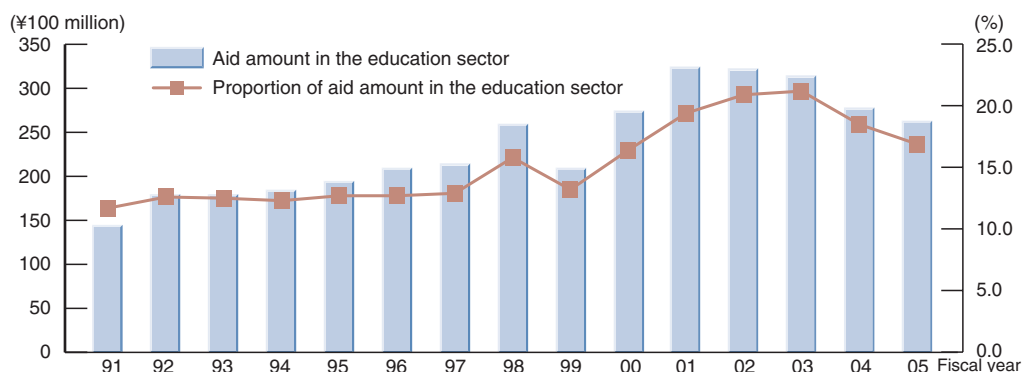
In many developing countries, education focused on rote memorization is provided in class where teachers write on the blackboard while lecturing and children just listen. However, the demand for classes that deepen children's understanding and boost their ability to think has increased. In response, JICA extends assistance aimed at improving the quality of education by increasing teachers' teaching capacity through pre- and in-service teacher training and developing teachers' manuals that are useful in improving classroom activities.

Especially in the science and mathematics education sector, cooperation utilizing Japan's abundant experience has been extended for a long time. The dispatch of JOCVs who are science and mathematics teachers started in 1966 and 2,146 JOCVs had been dispatched to 57 countries by 2006. In 1994, the Package Cooperation for the Development of Elementary and Secondary Science and Mathematics Education commenced in the Philippines. Similar projects have been implemented in 27 countries so far. Some projects such as Strengthening of Mathematics and Science in Secondary Education Project in Kenya and the Project for the Improvement of Teaching Method in Mathematics in Honduras are attracting attention from the surrounding countries and prompting nationwide cooperation, which is then extended to other countries.

In more concrete terms, in addition to teacher training and teachers' manual development, the introduction of experiments, practical work, exercises that are especially important for science and mathematics, improvement in the ability to draw up teaching plans, and improvement of class operation ability through lesson study are supported. Science and mathematics education not only helps improve children's scientific perspectives and thinking processes, but also forms the basis of various living skills such as improved health and hygiene and improves agricultural productivity. Since Japan has high-level science and mathematics education and has the experience of cultivating human resources who have supported economic growth so far, there are great expectations for Japan's cooperation.

Moreover, in order to ensure opportunity of basic education for all, school education is not enough. Non-formal education as a substitute for school education and assistance in literacy education for those who did not have opportunities to go to school during their childhood have recently been expanded and upgraded. Support for the promotion of girls' enrollment, which is below that of boys, is also provided.

Figure 3-5 Performance of JICA's Cooperation in the Education Sector



Source: "Global Issue 2005" JICA Planning Group, Planning and Coordination Department

Higher Education, Technical and Vocational Education and Training

Overview

In many developing countries, opportunities to receive quality education and training tend to be limited. Consequently, human resources are not effectively utilized, thus opportunities to gain sufficient earnings are limited. The fact that human resources that lead industries are not developed has become a major bottleneck to industrial promotion and development.

At the same time, as globalization progresses and promotes knowledge intensive economies and information communication, the role of higher education that cultivates core human resources necessary for economic development and provides and spreads knowledge has recently been growing even in developing countries.

Today, as basic education is being expanded worldwide, providing a rapidly increasing number of graduates of basic education with more options is our next task. In order to ensure their social participation and lead to further economic development, response to education and training after basic education is becoming more important.

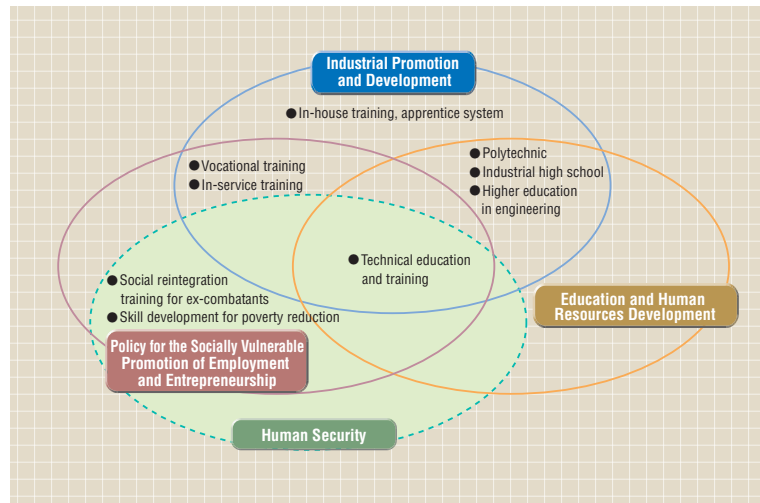
JICA's Efforts

Higher Education

In today's society, which is called the society of knowledge economy, higher education institutions are strongly required to create (research), diffuse (education), and use (social contribution) knowledge and information. In developing countries as well, the role that should be played by higher education institutions has become greater to cultivate human resources that will lead nation-building, improve the intellectual level of the entire society, and meet the expectations of society, such as contributing to industrial and regional development. These days, the importance of science and technology such as IT has been reaffirmed, and expectations for higher education institutions are increasing even more.

In response to these changes in roles, JICA's policy of supporting higher education is altering. JICA's cooperation has been conventionally focused on installing and expanding faculties and departments in the technical, engineering, and science fields that are considered directly beneficial to industrial promotion and technical development. However in recent years, JICA's cooperation

Figure 3-6 Conceptual Diagram of Issues in the Higher Education, Technical and Vocational Education and Training



has been extended to support higher education administration, social science education, and management of universities. JICA is also making efforts to improve the research capabilities of graduate schools and research centers, strengthen collaboration with the industry, promote regional integration by utilizing intra-region network connecting universities, provide distance and nationwide education, and expand support for students coming from surrounding countries. From the global and long-term perspective, flexible cooperation activities meeting the situations and the needs of the partner countries are provided.

The ASEAN University Network/Southeast Asia Engineering Education Development Network (AUN/SEED-Net), currently implemented in Southeast Asia, aims to establish an education and research cooperation network with the participation of 19 universities from 10 ASEAN member countries and 11 Japanese universities; and improve the education and research capabilities in the engineering field of participating universities in cooperation with the Japanese universities. The network including the Japanese universities established in a common educational area is expected to be the foundation for improving the education and research capabilities even after JICA's cooperation project is completed. The regional study abroad programs and research networks not only lead to improvements in educational standards of regional universities as part of South-South cooperation but also are

The Project on Improvement of Vocational Training in Ecuador

CASE STUDY

Ecuador, which is located right on the equator in South America, is aiming for economic development by means of productivity improvement in its domestic industries, and human resources development in the industrial field is the most important issue. In particular, human resources with advanced technical skills that the industrial world seeks are in short supply in the country, and the Ecuadorian Occupational Training Service (SECAP), which is a national vocational training agency, is expected to implement training in line with the needs of the labor market.

In the Project on Improvement of Vocational Training, the implementation system of training courses for advanced engineers in the

electric, electronics, machine, and metal fields are being established at the main center of SECAP, and trainers in three regional centers are being retrained. In the grant aid cooperation implemented together with this project, the training equipment at six SECAP centers was upgraded to make a base to implement high quality training at the national level. With such cooperation, SECAP has successfully implemented good quality training for over 5,000 people since the beginning of the project in 2002. It has received offers for partnership in practical training from universities inside the country, showing that the center is highly valued.

important for the integration of ASEAN.

Technical and Vocational Education and Training

Human resources demanded by society differ depending on the state of development in each country. In middle-income countries represented by ASEAN and South American and Middle Eastern countries, with economic development by investment of foreign capital in the background, cultivating human resources to meet the needs of industry is needed. In these countries, it is necessary to provide appropriate education and training in line with the needs of the industry. To that end, JICA establishes and strengthens the system and organization of industrial technology and vocational training, plans and implements training courses working with the industrial world, and provides employment support. For example, in Jordan, a project to strengthen the operation and management capacities of a vocational training center has been implemented so that the center can understand the needs of the industry and employment in the area and reflect them on the training course.

In contrast, industries are undeveloped and employment in large enterprises is not really anticipated in the least less-developed countries and post-conflict countries. Therefore, it is necessary to cultivate human resources that can work in small businesses or start-up businesses based on the concept of acquiring practical basic skills, addressing poverty reduction and improve-



Lecture given to trainers of the Juba Multi-Service Training Center by a counterpart of a JICA project (Sudan)

ment of livelihood. Especially in post-conflict countries, it is important not only to restore the function of training centers that were destroyed in conflicts but also respond to the training needs of ex-combatants and returnees immediately. For example, in the Project on Improvement of Basic Skills and Vocational Training in Sudan, the vocational training center that was barely functioning during the civil war has been restored and basic training in response to urgent needs was entrusted to an NGO. At the same time, employment of trainees who have completed the training course has been supported. A better tomorrow for the residents is being sought with such a multi-layered approach.

Health

Overview

Recent rapid globalization has brought great benefits to developing countries, including active trading and improved economic conditions. On the other hand, the cross-border flow of goods and people has generated a new threat of global pandemics of emerging infectious diseases (such as SARS and avian influenza) and disparities between the poor and the rich have widened in the course of economic development, generating a serious situation where the poverty group and the socially vulnerable who are left behind in development cannot receive necessary health and medical services. Japan announced the Health and Development Initiative in 2005 to provide comprehensive support for such problems in the health sector. At the St. Petersburg Summit in July 2006, developed countries including Japan announced they would strengthen infectious disease control against HIV/AIDS, malaria, tuberculosis, and avian and new strains of influenza.

Under these circumstances, JICA is working to enhance and upgrade fair health and medical services based on the principle of human security. To strengthen the capacity of people as well as that of governments, municipalities, and citizen organizations that are engaged in health and medical activities in developing countries, the following projects are being implemented in cooperation with relevant government departments and institutions.

JICA's Efforts

Infectious Disease Control

Infectious diseases such as HIV/AIDS, tuberculosis, and malaria are serious problems in developing countries, especially in Africa. Based on the Action Plan in Combating Infectious Diseases in Africa announced by the Japanese government in May

2006, JICA is committed to promoting infectious disease control programs, respecting each country's ownership. In the HIV/AIDS area, importance has been placed on cooperation related to improvement of strategy formulation and project management capabilities of developing countries and strengthening preventive measures centered on Voluntary Counseling and Testing (VCT).

Infectious disease control activities at the grass-roots level are also emphasized. In fiscal 2006, 105 JOCVs were dispatched to Africa, Latin America, etc., to carry out various educational activities for prevention.

Maternal and Child Health, Reproductive Health

In developing countries, the health problems of women and children are still serious too. In the world, more than 500,000 women die during pregnancy or childbirth every year. It is one of the primary issues related to women's health. More than 10 million children die of preventable diseases before their fifth birthdays.

Under such circumstances, with the aim of achieving MDGs, JICA is proactively committed to providing cooperation to improve the health of women and children. Based on Japan's experience in maternal and child health, maternal and child health handbook in the Middle East was introduced to Palestine to work on the health improvement of mothers and children. Additionally, cooperation to improve the medical services of pregnant and parturient women and newborn babies has commenced in Cambodia, Syria, Madagascar, etc., and cooperation to Expanded Programme for Immunization (EPI) has also commenced in China, Pakistan, etc., to protect children from diseases.

Strengthening Health Systems

In order to strengthen maternal and child health and infectious disease control programs in a sustainable manner, it is necessary to improve the entire health system; including development of administration and institutions, improvement of service providing facilities, optimization of drug supply, as well as ensuring financial resources. In recent years, many developing countries are experiencing institutional rapid changes such as decentralization and expansion of health insurance, which potentially have a significant impact on the access and quality of health services. JICA provides assistance in line with such trends.

In fiscal 2006, the health management information system responding to decentralization was completed, as a result of cooperation called the Development Study on Improvement of Management Information System in Pakistan. In the study, a national action plan on the health information system was devised. The system enables each municipality to collect necessary information on health and provide appropriate health services based on the information collected. JICA provides support to such post-conflict countries as Afghanistan and Iraq as an emergency mea-

sure to restore health systems.

Human Resources Development for Health

The key to functional health systems and necessary service provision is the human resources engaged in health and medicine. In many developing countries, there are problems with insufficient absolute number and imbalanced placement of health professionals and the inadequate quality of services provided. Responding to the needs of each country, JICA has been providing support to countries including Cambodia, Laos, Viet Nam, Uzbekistan, Senegal, and Saudi Arabia for basic education (pre-service education) and continuing education (in-service education) in nursing and other professions, and for strengthening government capacity in human resources development and deployment.

In addition to these ongoing undertakings, JICA is designing new projects for further human resources development in the health sector. Nursing education for Central America, basic health staff capacity development for Asia and medical education improvement for Asia are among the projects being planned.

Front Line Kenya

SPEAK Project (Strengthening of People Empowerment against HIV/AIDS in Kenya)

Endeavor to Reach People and Move Their Hearts

Combat infectious diseases with the local people

It is said that 25 million people are infected with HIV/AIDS in Africa, which accounts for two-thirds of infections worldwide. The spread of HIV/AIDS brings about serious social anxiety and a shortage of human resources in many African countries. In Kenya, over 1.3 million people, or 6.1 % of all adults, are reportedly infected.

The transmission of HIV/AIDS can be prevented with proper actions based on correct knowledge in many cases, since the disease is spread primarily through sexual transmission. JICA, which has supported HIV/AIDS control in Kenya for over 10 years, is now working to reach ordinary people and affect them from inside, through "SPEAK" project (Project for Strengthening of People Empowerment against HIV/AIDS in Kenya).

JOCVs are dispatched to the western part of Kenya where the infection rate is especially high. The JOCVs are helping the local people combat AIDS by conducting educational activities in villages with the local young people, renovating the HIV/AIDS testing and

counseling centers, and formulating regional HIV/AIDS control plans.

Every Sunday, BBC Swahili and its partner radio stations air programs on HIV/AIDS in the Swahili language. This popular program, which presents the problem of HIV/AIDS from various aspects through dramas, discussions, and interviews, is part of JICA's supporting activity. For the future, messages in tribal tongues other than Swahili will be broadcast from local radio stations.

Support the policy of the national government

Besides the cooperation to reach people directly, JICA supports the Kenyan government policy formulation. For example, efforts are being made to strengthen the government capability to constantly grasp the HIV/AIDS prevalence in the country and take appropriate measures. The development and diffusion of guidelines to improve the quality of HIV/AIDS control program is also being promoted.

Japanese experts and JOCVs who support HIV/AIDS control activities at the national and the grass-roots levels

respectively have regular meetings to report to each other their progress and challenges in the activities. More importantly, they work while always checking whether the government's actions reach the people, and whether the voices of people reach the government. JICA is committed to working hard so that all ordinary people will be able to protect themselves from the threat of HIV/AIDS.

(JICA Kenya Office)



A JOCV and the members of a local youth group appealing for HIV/AIDS test in the local language in a village

Social Security

Overview

The social security system is a framework to protect the lives of the citizens and guarantee the minimum standard of living for human beings. In the concept of human security, considering various factors that may threaten human existence, the risk of worsening situations should be reduced through social protection and the empowerment of people. The social security system is also designed to minimize various risks in the life cycle of each citizen in order to achieve this goal. Realization of a society where people can work free from anxiety is sought by preparing the security system in advance. The development level of the social security system greatly differs among developing countries. Some developing countries have developed a social security system that targets the majority of citizens while others have barely started to establish any systems. The diversity of the development necessitates responses according to the development level of the system. JICA provides the following cooperation based on the experience and knowledge of Japan related to the development of social security systems.

JICA's Efforts

Social Insurance and Social Welfare

The cooperation in this sector includes medical security and pension programs, which usually are provided in a form of social insurance, and social welfare measures for elderly persons, children, etc. It also includes protection of the socially vulnerable, such as delinquent youth and ex-combatants. Specifically, the Study on the Improvement of the Rural Pension Insurance System in China, the Project for Social Welfare Policies for the Elderly in Chile, the Project of Rehabilitation for Female Street-

children in Mexico are being implemented.

Support for Persons with Disabilities

Although welfare for persons with disabilities is usually included in social welfare, JICA does not regard persons with disabilities only as the beneficiaries of welfare services, but rather emphasizes support that assists them in living in local communities with non-disabled persons and proactively taking part in social activities as actors in development. Specifically, this field can be divided into sectors such as development of disabled leaders, development and strengthening of disabled persons' organizations, support for independent life, promotion of barrier-free societies, medical rehabilitation, vocational rehabilitation, community-based rehabilitation (CBR), education for disabled persons and children. Cooperation is being implemented in countries such as Thailand, Malaysia, Indonesia, China, Egypt, Syria, Jordan, Rwanda, Bosnia and Herzegovina, and Chile.

Labor and Employment

JICA implements cooperation in a wide-ranging sector covering labor policy, employment policy, employment service, labor standards, occupational safety and health, labor relations, as well as labor insurance such as unemployment insurance and worker's accident compensation insurance. In specific terms, dispatch of advisors in relation with labor policy and labor relations and support for improvement of employment service in Indonesia, strengthening of occupational safety and health administration in Malaysia, and capacity improvement of science technology for safe production in China are being implemented.

The Project for Skill Training Coordinator for Handicapped in Rwanda

CASE STUDY

Following the civil wars between Hutu and Tutsi over many years and the massacre that took place in 1994, the government of Rwanda started the Rwanda Demobilization and Reintegration Program with aid from the World Bank in 1997. Though many of the ex-combatants have disabilities, the assistance based on this program is limited to medical treatment and the provision of a rehabilitation apparatus, and does not include skills required for social reintegration. JICA has been promoting social reintegration for ex-combatants with disabilities by making the facilities of skills-training institutions barrier-free, cultivating trainers for skills-training, and supporting the implementation of skills-training, and as a result, 202 ex-combatants with disabilities have finished the skills-training program (as of March 6, 2007). Out of these, 144 have joined cooperative associations, earned employment in private companies, or have started making money from their own businesses, utilizing the skills acquired through the training. This project is expected to become the starting point for enhancing opportunities of skills-training not only for ex-combatants with disabilities but also for ordinary

persons with disabilities.



The trainees hope to acquire the means of living and return to the community.