

Chapter 3 • Africa



Africa

Pillars of Aid Ultimate Goal of “Poverty Alleviation”

After the end of the Cold War era, aid from Europe and the United States to Africa did not increase significantly. Considering the importance of Africa in terms of international politics, etc., Japan hosted, as a co-organizer, the First Tokyo International Conference on African Development (TICAD) in 1993 and TICAD II in 1998. The aim of these conferences was to stress the importance of African Development to the international community and to increase understanding of and support for Africa.

Based on the guidelines for Japanese aid, Tokyo Agenda for Actions presented at TICAD II, and the common goals of international soci-

ety such as Millennium Development Goals (MDGs)*, JICA is providing support for human resources development and capacity building to achieve the ultimate goal of “Poverty Alleviation.”

The following are JICA’s priority areas.

- 1) Social development with emphasis on education, health, and water supply
- 2) Agricultural and rural development for food security and pro-poor growth
- 3) Development of the private sector by strengthening market economy systems and promoting small and medium enterprises

- 4) Democratization, prevention of conflict, and post-conflict recovery as the foundation for development

In providing cooperation in these areas, JICA is promoting South-South cooperation* such as Asia-Africa cooperation and intra-regional cooperation among African countries. JICA is also actively participating in formulating, implementing, and monitoring process of the Poverty Reduction Strategy Paper (PRSP)* and Sector Programs (SP)* to strengthen ownership* of African countries and partnership and coordination of donors*.

Current State of Development

■ 40% of the Population Live on Less than US\$1 a Day

Africa (Sub-Saharan Africa excluding Sudan, which is classified as a Middle East country) is a vast region covering an area of 21.25 million km². It has a truly diverse climate, ranging from desert-like arid regions to hot and humid tropical rain forest regions, and is home to more than 600 million people in 47 countries.

Although most African countries gained their independence during the 1960s, many, still influenced by their colonial past, have inherited economic structures that rely on specific primary products. These monocultural economic systems are vulnerable to drought and other natural disasters and fluctuations of international commodity markets.

Limited access to education has also hindered national development by undermining their human resources. They had to face many difficulties in socioeconomic development following independence.

During the 1960s, these countries benefited from an international economic environment characterized by stability in the international prices of primary products for export and were able to achieve steady growth. However, with the exception of a few countries, their economic growth has become sluggish since the 1970s owing to a long-term fall in the prices of primary products; the failure of economic management; unstable political foundations; drought, flooding and severe climate changes; regional conflict; and civil war. Since the

1980s, the external debt of many countries grew to enormous proportions. In these countries, governments suffered from a constant shortage of funds for development (for new investments) but also funds for recurrent costs to provide basic social services.

The stagnation or even decline of economic production and increased burden of debt have led to a serious situation in which 34 of the world's 49 least developed countries (LDCs)* are in Africa. Approximately 40% of the total population of Africa live under the poverty line of one dollar per day.

In addition, infectious diseases such as HIV/AIDS, malaria, and tuberculosis, and marginalization from the world economy in terms of investment, trade, and information is aggravating African poverty.

■ Support for Africa in Transition

African countries have been in transition in terms of political, economic, and social development since the 1990s.

Politically, many countries have made the transition to a multiparty system, and progress in democratization can be seen in some countries in Africa; for example, peaceful changes of government took place in Kenya (2002) and Senegal (2000). The African Peer Review Mechanism (APRM) has been introduced into the New Partnership for Africa's Development (NEPAD), a development initiative emphasizing the ownership of African countries. This sys-



HIV/AIDS test JICA supports in Kenya

tem, which mutually monitors the democratization of other countries, has drawn attention from the international community. On the other hand, it must be noted that 19 countries have experienced conflicts since the 1990s, generating more than four million refugees, which accounts for one-third of the world refugee population. It is widely understood that peace and good governance are prerequisites to development. Therefore, the reinforcement of new approaches under the initiative of African people to secure peace and good governance* has become important.

As a result of the economic and financial difficulties in

many countries mentioned earlier, a policy shift has been attempted since the 1980s to liberal economic policies from the conventional public-driven and controlled economic policies with the aim of liberalizing economies and restoring financial and international balance of payments. After the 1990s, the foundation of economic policies based on market mechanisms must be consolidated while paying close attention to the poverty group (reconstruction of public services such as health care and education, etc. and broad based economic development).

Front Line

● Kenya Strengthening Project for Secondary Mathematics and Science Education

Class Reform Movement Spreading in Africa

Technical Cooperation Project

Student-centered class

Kenya has set a goal to achieve industrialization by 2020, however, the academic achievements of elementary and secondary school students who will play an important role in achieving the goal are not particularly prominent, and those in mathematics and science, in particular, are low. Thus, JICA sends Japan Overseas Cooperation Volunteers to improve mathematics and science education and launched the Strengthening Project of Mathematics and Science in Secondary Education (SMASSE) in July 1998.

Nine target prefectures out of 70 in Kenya were selected, and retraining systems for mathematics and science teachers in secondary schools were established (central training and regional training). The system involves promoting class reform movements using principles called ASEI—"A" for activity; "S" for student-centered; "E" for experiment; and "I" for Improvisation—and PDSI—"P" for plan, "D" for do, "S" for see, and "I" for improve. Lessons were changed from being teacher-centered to being student-centered so that students could enjoy the lessons; consequently, they achieved better academic records. The

effectiveness has already been recognized by the students, the teachers, and the principles on the project sites. Requests were made to carry out the project in other prefectures. In response, the Kenyan government decided to provide training nationwide with continuous support from Japan.

Network of mathematics and science education

Participants of this training program in the project do not receive daily allowances since they are beneficiaries themselves, although they customarily receive allowances in developing countries, including Kenya. This scheme was not fully understood at first; however, complaints ceased once they realized that the training program was attractive and the response from the students was positive when the learned teaching methods were applied to classes. Also, a new scheme of applying a portion of the school tuition paid by students to the operation and management of the project was established in the regional training. Through such efforts, a low-cost and sustainable training system was realized and 40% of the total cost is now borne by Kenya.



Mathematics and science education in school

In order to share the experience and accomplishments of Kenya, African regional conferences were held twice. There, Kenya's class reform movements advocated by SAMSSE gave birth to a network called SMASSE-WECSA (Western, Eastern, Central and Southern Africa) with the consent of 12 neighboring countries in June 2002. This organization was introduced at the World Summit on Sustainable Development held in South Africa in August 2002 and is deemed an important partner in Japan's cooperation in mathematics and science education in Africa. The future of SMASSE to disseminate the reform movements of mathematics and science classes from Kenya seems quite promising.

(JICA Kenya Office)

Addressing Priority Issues in JICA Programs

■ Building on TICAD

In fiscal 2002, JICA provided technical cooperation worth 20.8 billion yen. When grant aid (based on Exchange of Notes) is added, Japan extended support of more than 62 billion yen and has attained the position as a major donor country for Africa.

The Japanese government held TICAD and TICAD II jointly with the United Nations Development Programme (UNDP) and other organizations in 1993 and 1998, respectively, in order to draw the world's attention to the importance of African development. TICAD III took place in September/October 2003. On the basis of the results of the meetings and with the awareness that the goal of African development is poverty alleviation, JICA will actively support capacity building* in African countries in connection with the approaches and priority issues described below.

■ Development Approaches for Africa

1. Emphasis on Capacity Development

In Africa, efficient administrative services provided by the government in sectors such as education, health care, agriculture and rural development, as well as local residents' capacity development for protecting themselves and improving their living standards, are more important than they are in other developing regions. This makes human resources development at the level of both government and civil society essential. JICA perceives human resources development in Africa and capacity development of administrative institutions and local residents as priority issues. JICA will attempt to achieve sustainability that is deeply rooted in regional communities.

2. Promotion of South-South Cooperation

Africa is a conglomerate of various countries and different communities. At the same time, there are many issues that can be solved by the concerted efforts of several countries in the region. A similar experience in one country can be a good model to solve a problem in another. For example, at the African Institute for Capacity Development (AICAD), Kenya, Tanzania, and Uganda have established a network to tackle issues of the region. AICAD conducts various activities including research, human resources development, and information transmission for the purpose of poverty reduction under the initiatives of African people.



Headquarters of the African Institute for Capacity Development (AICAD) Project

In addition to South-South cooperation in Africa, sharing development experience in Asia with Africa can be an effective aid approach in the sense that lessons can be learned from successful cases and precedents although they have different situations and historical backgrounds. This cooperation between Asia and Africa is an approach to aid that emerged from the TICAD process, and JICA will continue to work on the reinforcement of cooperative relationships between the two regions while trying to match African needs to possible areas of cooperation from Asia.

3. Collaboration with Other Donors

In a process to achieve successful aid in the region with financial difficulties more effectively, we are now in a transitional period in terms of aid approaches. In many cases, the administrative systems in Africa are less functional in terms of both human resources and finance than other regions. Independent and different implementations of various projects from various doors may cause operational difficulties in the recipient countries, and this may eventually become an obstacle to capacity development in developing countries. Therefore, the governments of donors and recipient countries need to share development strategies and programs when providing cooperation. As an embodiment of such cooperation,

approaches in line with Poverty Reduction Strategy Papers (PRSP) and Sector Programs (SP) have been undertaken by many countries since the latter half of the 1990s.

The PRSPs present poverty alleviation strategies with a comprehensive view of the national poverty issue, based on participation of all stakeholders, such as donors, governments, and citizens, and function as development guidelines with resource allocation mid-term plans. JICA participates in the formulation, implementation, and monitoring process of PRSPs with emphasis on cultivating ownership of African countries.

The "sector program" approach, which is important as a

driving force of the PRSP process at each sectoral level, is being promoted in such fields as education and health care. JICA is working to realize more effective cooperation by means of the SP approach. JICA is also working on such issues as the harmonization of aid procedures and improvement of the predictability of aid. As part of these efforts, JICA began a study on the support program for rural and agriculture sector development in Tanzania in March 2001. JICA aims to improve the capacity of the Tanzanian government by providing support for the formulation of a development strategy and sector program in this area.

Front Line

● Madagascar Reform Plan for the General Hospital Center of the University of Majunga Technical Cooperation Project between Japan and France

Technical Cooperation Project

Improve regional medical care

Majunga Province, located in Northwest Madagascar, is in an all-year-long tropical climate zone, and many villages become isolated due to heavy precipitation during the rainy seasons. Most villages in the vast area are poor, and residents do not receive sufficient health services and medical care. Facilities of the provincial central hospitals have not been improved for a long time, though they are required to treat patients with special diseases and serious illnesses. Such special care cannot be provided by the primary health care centers or local hospitals where only simple medical procedures can be performed.

This project started in 1999 in a collaboration between the governments of Japan and France to improve Majunga University Hospital as the provincial central hospital and extend its services to the local community. The development of medical equipment at the university hospital by the Japanese government is the core of the project. The improvement of hospital management and operations (France), the reinforcement of the referral system linking regional health care

and the hospital (Japan), and the improvement of patient care that can be trusted by local residents are all supported by the two countries with a clear distinction of roles.

Unlike conventional technical cooperation, the role of health care experts from Japan and France in this project is to assist local medical professionals and officials in charge of medical care policies so that they can lead the project to success on their own, and to work on individual activities together with them. Through this project, the trust of the community has gradually increased, and the number of people who came to the hospital has risen. The quality of patient care has steadily improved: many premature babies with complications of pneumonia could not be saved before, but the mortality rate of such babies has dropped below 20%.

Mutually complementary assistance

This was the first attempt to implement a health care technical cooperation project from the planning and implementation to evaluation in the form of the



A student of Majunga University interviews local citizens of the province.

cooperation between Japan and France. In French-speaking African countries, cooperation from the French government has a long history, so it has already improved the infrastructure* necessary for technical cooperation, including human resources training and equipment maintenance. On the other hand, since Japan has no relations with those countries as a former suzerain state, we can take more neutral approaches. The provision of mutually complementary assistance from the two countries can more than double the effect. This new approach can be applied to other areas of cooperation and in other French-speaking African countries.

(JICA Madagascar Office)

■ Actions for Priority Issues

1. Setting Poverty Reduction as the Ultimate Goal

In light of Africa's severe poverty, social development fields such as health care and education play an important role, and at the same time economic development is indispensable for sustainable poverty reduction. Along with cooperation in social development fields, JICA actively provides development in fields that facilitate economic growth (development of agriculture, forestry, and fishery, and rural development, secondary education and vocational training, income improvement, infrastructure* building, etc) while paying close attention to providing benefits to as many people as possible.

2. Social Development: Human-centered Cooperation

In the field of health and medical care, cooperation is being provided to improve capacity in relation to prevention and early treatment of infectious diseases that are serious problems in Africa with an emphasis on strengthening primary health care (PHC). While assisting with improving the organizations and institutions of health and medical care administration, JICA is also training medical practitioners working in the field as a priority issue. Concerning infectious diseases that constitute a urgent issue in Africa (such as HIV/AIDS, malaria, and tuberculosis), projects are being implemented in Kenya, Ghana, and Zambia to provide support in capacity improvement of research institutes and test laboratories, as well as education and enlightenment activities in collaboration with volunteer projects and local NGOs.

In the field of water supply, Japan is attempting to further expand regional water supply projects (including deep well construction), which is in line with priorities of TICAD. For example, in order to raise the maintenance and administration capacity of water supply facilities and to expand hygiene education, we are implementing technical cooperation aimed not only at engineers but also at community organizations, such as water administration unions in Ethiopia and Senegal.

In the field of basic education, in addition to construction of school buildings with grant aid, we are making efforts to improve the quality of secondary mathematics and science education in Kenya, Ghana, South Africa, and other countries. In recent years, we have been working on administrative capacity development (study on school conditions, improvement of planning ability in local education administration, training for school principals, etc.) and the promotion of school management with the participation of parents and the community.

In Africa, women play the major role in agriculture and



Training course for teachers of mathematics and science in Ghana

other economic and production activities, housework, and child-rearing, yet they have limited access to education and other social services, which places them in a socially vulnerable position. Based on such recognition, JICA tries to ensure that the benefits of social services are received equally by women and men. We encourage beneficiaries of our activities to participate in the development process at local communities from the initial stage. We are striving to introduce community participatory development* methods in order to improve our operations and encourage the idea of ownership.

3. Poverty Alleviation Accompanying Economic Development

Most of the African population is involved in agriculture, and most people continue to produce food for their own self-sufficiency. It is important therefore to contribute to the alleviation of poverty in rural areas through efforts to raise the productivity of small-scale farmers and to diversify sources of cash income. JICA is thus assisting with the planning of development programs in the field of agriculture in Tanzania, while providing cooperation in technical development and dissemination of agricultural techniques designed for small-scale farmers in countries including Tanzania, Kenya, and Ghana.

Furthermore, in the midst of a transition of economy systems in Africa as a whole, development and reinforcement of market economy systems, promotion of trade and investment, and private sector development, including cultivation of small and medium-scale enterprises, have become important issues. Therefore, emphasis is placed on cooperation in human resource development in these fields. As for construction of infrastructure such as roads, bridges, broadcasting and communication systems, assistance is provided mainly in the form of grant aid. Some efforts are also made on personnel training to improve the maintenance and management skills necessary at the post-construction stage.

In addition, in the area of basic education and human resources development, the cultivation of human resources

in secondary mathematics and science education and vocational training are taken seriously as a means of economic development.

4. Good Governance and Peacebuilding

Good governance and peacebuilding are important as prerequisites for promoting development. Taking into account the historical and cultural backgrounds of African countries, it is important to plant the basic principles of constitutionalism,

democracy, and basic human rights, and to raise transparency and efficiency of government. In addition, in such a conflict-prone region as Africa, conflict prevention through improvement of governance and post-conflict reconstruction and peacebuilding are essential. Although not many projects have been implemented in this area of cooperation, JICA is extending support to the development of refugee-affected areas in Tanzania and re-integration in Eritrea.

Front Line

● Niger

Dispatch of Japan Overseas Cooperation Volunteers in Physical Education

Accomplishment by JOCVs in the Past

Japan Overseas Cooperation Volunteers

Volleyball attracts attention

Dosso City in Niger, Western Africa, is a medium-sized town located about 130km from the capital, Niamey. The sport that attracts the most attention in Dosso City is volleyball. The men's volleyball team of Dosso was the first runner-up and the women's team was the winner of the first national volleyball competition in Niger held in December 2002. Such impressive achievements have fueled the citizens' interest in volleyball. It was a Japan Overseas Cooperation Volunteer (JOCV) who introduced and popularized volleyball in this city.

In 1994, a JOCV was dispatched to teach physical education for the first time in Dosso City. The only sport the people knew back then was football. The volunteer came up with the idea of introducing volleyball and started teaching how to play the game because it could be easily played by girls as well as boys and equipment was available even in Niger, one of the world's most destitute countries. Since then, a total of eight JOCVs

have been dispatched to three junior high schools in the city to teach volleyball as extracurricular activities. Every member made sure that his or her predecessors' efforts would not be in vain, and the results of such efforts has gradually emerged.

Together with their students

Most of the players who played in the national volleyball competition are the students of the JOCVs, and some are now teaching lower classes as coaches. As volleyball gained popularity, the Volleyball Association was established in Dosso City. Former participants who went to Japan for training under the Acceptance of Technical Training Participants Program organized a club team there.

Even now JOCVs are on service in Dosso City teaching volleyball to junior high school students. One colleague



A volleyball team coached by JOCVs performs well in the national competition.

who is engaged in volleyball coaching in the city said to the JOCV that he would not be here if it were not for the Japanese coaches and volleyball.

The legacy of the JOCV activities in Dosso City and among the local people is not limited to the spread of volleyball or its teaching skills; it is also evident in the strong ties with the local people, which were formed by their coaching.

(JICA/JOCV Niger Office)