

# Human Resource Development

## Quality Health and Education Are Key to Human Security



Of the 17 Sustainable Development Goals (SDGs), strongly associated goals are shown in color.



Zambia: Students work on a science experiment at the Malcolm Moffat College of Education in the Project for Improvement of Pedagogical Content Knowledge: Linking Pre-Service and In-Service Education.

### Sectoral Issues

- ➔ Two out of every five primary school-age children lack basic literacy and numeracy skills.
- ➔ Many people in the world lack access to basic health services. Every year, 100 million people are pushed into poverty because of health-care costs.
- ➔ Efforts also need to be made to cope with an aging population.

### Fiscal 2016 Initiatives

- ➔ JICA took advantage of Japan's strengths to support institution building and human resources development for providing all people of all ages—including women, the poor, persons with disabilities and conflict-affected people—with access to quality education, health services (universal health coverage or UHC\*), and social security.
- ➔ JICA actively shared its activities at international conferences such as the G7 Summit and the Sixth Tokyo International Conference on African Development (TICAD VI).

### Future Cooperation

- ➔ Taking a holistic view of the education sector, JICA will help developing countries provide quality *learning continuity* according to people's different needs.
- ➔ In the health sector, JICA will capitalize on Japan's experiences and strengths to assist developing countries in building the capacity to achieve UHC through global mutual learning.
- ➔ In social security, JICA will focus on institution building that is essential for ensuring inclusiveness, social participation of persons with disabilities, and active aging.

## Education

### ● Overview of the Issue

Education is a fundamental human right that everyone must enjoy; it is an enabler for achieving all the other Sustainable Development Goals (SDGs). In addition, education lays foundations for a peaceful and inclusive society by fostering understanding of diverse cultures and values.

However, 58 million primary school-age children worldwide still remain out of school (UNESCO, 2015). It is estimated that at least 250 million children have failed to acquire basic literacy and numeracy skills (UNESCO, 2014). In addition, there are disparities in education due to the factors associated with poverty, gender, disability, ethnicity, language, and place of residence. Ensuring quality education for all children is high on the agenda.

Furthermore, global youth unemployment has been on an upward trend, with some 225 million not in education, employment, or vocational training (ILO, 2014). It is necessary to expand access to technical and vocational education and training and improve their quality.

While access to higher education has been improving steadily, with the gross enrollment ratio jumping 16% in 2004 to 29% in 2014 (UNESCO, 2015), the pace of developing the teaching force, upgrading educational facilities and equipment, and securing research funds is lagging behind, leaving significant challenges

in terms of the quality of higher education and research.

### ● JICA Activities

Taking a holistic view of the education sector—ranging from pre-primary, primary and secondary, technical and vocational education and training, to higher education and non-formal education—JICA assists the partner countries in achieving quality *learning continuity* to meet each individual's learning needs [ → see the Case Study on page 52].

#### 1. Improvement in Children's Learning

JICA provides assistance to ensure that children acquire not only basic skills but also the ability to learn and think independently and enhance their motivation for continuous learning, while respecting the perspectives of partner countries and their societies. Paying attention to the consistency and coherence between curriculum, textbooks, teaching and learning materials, lessons, and assessment, JICA provides comprehensive solutions to improve children's learning [ → see the Case Study at right]. Furthermore, JICA conducts education-sector diagnosis for each partner country and delivers integrated assistance that involves developing education policies and systems, improving the learning environment and school-based management (SBM), and training teaching personnel in an optimal mix.

#### 2. Human Resources Development for Innovation and Industrial Development

Higher education institutions are expected to train people who can come up with innovations in order to address a range of issues that are increasingly sophisticated and complex amid globalization and the transition to a knowledge-based society. To support this, JICA assists in establishing—and building the capacities of—universities that play a pivotal role in partner countries, strengthening networks among universities, and building institutions for assuring the quality of education. A primary focus is placed on engineering education, in which Japan has vast experience.

In order to train industry-ready personnel as well as engineers and technicians who can flexibly and skillfully meet the needs of the private sector, JICA also takes advantage of Japan's experiences in education (including those surrounding technical colleges) toward assisting developing countries in promoting industry-academia collaboration, increasing access to technical education and vocational training (TEVT), and improving the quality of TEVT. In addition, JICA supports human resources development that contributes to enhanced functions of public administration, a stronger foundation for socioeconomic development, and a harmonious relationship between Japan and partner countries [ → see the Case Study on page 31].

#### 3. Education for Building Inclusive and Peaceful Societies

Toward the realization of the SDGs' aim of realizing a world in which no one will be left behind, JICA steps up its efforts to reach socially and culturally vulnerable and disadvantaged populations and incorporates a gender and disability-sensitive and pro-poor approach into all its programs and projects in the education sector.

Specific focus is placed on bolstering girls' education as well as on addressing inclusion from both tangible and intangible aspects in the context of disabilities and education. JICA assists disaster and conflict-affected countries in providing a safe learning environment as well as helping public administrators develop their capacity through its scholarship programs to become a driving force behind post-disaster recovery and the development process. In areas where out-of-school children and illiterate people face challenges, JICA will broaden its partnership with other sectors in order to provide non-formal education support in literacy and life skills.

Case Study

#### Myanmar: The Project for Curriculum Reform at Primary Level of Basic Education



### Supporting the Development of Primary School Textbooks and Teacher's Guides on 10 Subjects

In Myanmar, the child-centered approach has been applied in the education sector. Still, lessons on most subjects have long been given based on the textbooks that were compiled some 20 years ago under military rule. Achievement tests are traditionally designed to assess how much pupils have memorized things. The learning environment is not conducive to encouraging pupils to study on their own.

Following the transition to civilian rule in 2011, Myanmar's Ministry of Education embarked on comprehensive institutional reforms that covered curricula, textbooks, pre-service and in-service teacher training, and achievement tests (assessment).

JICA provides integrated assistance that involves the development of textbooks for all grades in primary school (grade 1-5) on 10 subjects—Myanmar, English, mathematics, science, social studies, morality and civics, life skills, physical education, performing arts, and visual arts—and teacher's guides for these textbooks, as well as offering induction training for teachers and pre-service training at Education Colleges.

The textbooks for the first grade and associated teacher's guides that were developed with assistance from JICA were distributed among 1.3 million pupils and 60,000 class teachers across the country for the new academic year that began in June 2017. Textbooks for all grades in primary schools and teacher's guides will be developed by 2021. New textbooks are expected to allow pupils across the country to acquire the ability to think and solve problems on their own.



New curricula nurture the curiosity of pupils.

## Social Security

### ● Overview of the Issue

Social security is not only an internationally established human right but also a means to create a more stable society through reducing poverty and enabling people to live a secure life. From a viewpoint of improving the quality of lives of all citizens, formation of social security systems, such as health insurance and pensions, is a pressing policy issue in developing countries too. The populations of many middle-income countries, particularly in Southeast Asia, are aging at a rapid rate, and it has become necessary to cope with emerging needs, including long-term care services for the elderly.

Furthermore, participation of socially vulnerable people, including persons with disabilities, in communities and in economic activities will lead to forming a country with inclusive and sustainable growth and vitality. The Convention on the Rights of Persons with Disabilities, ratified by more than 162 countries, including Japan, stipulates that participation of persons with disabilities must be secured in international cooperation activities. The elimination of social, cultural, economic, political, or physical barriers that prevent persons with disabilities from social participation is a major challenge.

Moreover, in developing countries, industrial accidents are increasing along with economic development. However, the establishment of a legal framework in the field of occupational health and safety and its enforcement have not been sufficient. Believed to be a remote cause of the Arab Spring, it is also necessary to address the problem of youth unemployment.

### ● JICA Activities

Based on Japan's knowledge and experience in social security, JICA is implementing activities aimed at improving social security in developing countries particularly focusing on the following three areas:

#### 1. Social Insurance and Social Welfare

In recent years, there has been a strong interest in Japan's experience in dealing with an aging society, as a country that faced similar challenges slightly earlier, particularly among middle-income countries in Asia. JICA supports the development of social insurance systems such as health insurance and income security, including pension insurance, as well as strengthening social welfare policies and long-term care services for the elderly. In these areas, JICA provides information about the establishment of Japan's social security systems and exchanges opinions with concerned personnel.

#### 2. Disability and Development

JICA views persons with disabilities as important contributors to development. It aims at realizing the full participation and equality of such persons in developing countries, with emphasis on cooperation that ensures their active participation in society. Reflecting the perspective of disability in all of its development activities, JICA focuses on such specific aspects as (1) mainstreaming disability by engaging persons with disabilities as beneficiaries and contributors; (2) empowering persons with

disabilities through leadership training and capacity building for their organizations; and (3) improving physical and information accessibility.

### 3. Labor and Employment

Through improving industrial health and safety and enhancing labor standards inspection, JICA assists in creating an environment where people can work free from anxiety. JICA is also supporting the development of career guidance systems aimed at promoting youth employment.

## Health

### ● Overview of the Issue and JICA Activities

Many people in the developing world lose their lives due to inadequate access to health care. In efforts to achieve SDG Goal 3, good health and well-being for all, JICA has compiled guiding principles specifically focusing on attaining universal health coverage (UHC).<sup>\*</sup> To this end, JICA works with various actors—including international organizations such as the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF), multilateral development banks such as the World Bank, bilateral donors, and private foundations—to address the following issues.

#### **\*Universal Health Coverage: UHC**

WHO defines UHC as “ensuring that all people can use the promotive, preventive, curative, rehabilitative and palliative health services they need, of sufficient quality to be effective, while also ensuring that the use of these services does not expose the user to financial hardship.”

#### 1. Health Systems Strengthening

“Health systems strengthening” is defined as a process to improve and expand the structural foundation, such as administration and finance, human resources, facilities, materials and equipment that provides both public health and medical services to people in need. Health systems strengthening is essential to achieve UHC, which aims both at preventing financial catastrophe due to health expenditure and at addressing geographic, financial, and sociocultural barriers to essential health services.

JICA has contributed to advocating UHC in global health and development through many international conferences and events. Eventually, achieving UHC was explicitly incorporated into the SDGs. In the preparation process of the G7 Ise-Shima Summit in May 2016, JICA took part in a Japanese research group to provide technical suggestions, which led to contribution to global advocacy. At the Sixth Tokyo International Conference on African Development (TICAD VI) held in August 2016 in Kenya, JICA, together with the World Bank, the World Health Organization (WHO), the Japanese government, and others, announced “UHC in Africa: A Framework for Action” [→ see the Case Study on page 67].

To steadily deliver on globally agreed goals, JICA also puts effort into bilateral cooperation. In Senegal, for example, JICA conducted a technical cooperation project designed to replicate

a model for a comprehensive continuum of care for maternal and child health (MCH) across the country. In addition to this project, the followings were also implemented; dispatching experts to the central ministry of health, providing development policy loans, and inviting Senegalese officials responsible for policies and systems to Japan for training. JICA also promoted mutual learning across countries. This is represented by a technical cooperation in Thailand and a third country training program in Egypt, training of trainers on KAIZEN in Tanzania, and a Latin American international health forum in the Dominican Republic.

## 2. Improving Maternal and Child Health

Approximately 99% of pregnant women who die during pregnancy or childbirth and the children who die before reaching their fifth birthday live in developing countries, indicating that the health and wellbeing of pregnant women and young children is a most serious issue in developing countries.

JICA has been extending its cooperation to many countries to make comprehensive “continuum of care for maternal and child health” more widespread and sustainable. JICA uses maternal and child health (MCH) as its entry point to strengthen health systems for achieving UHC. Specific measures to this end include building policy-making and operational management capacities for delivering MCH services, strengthening the functions of health facilities, training health service providers, and raising the health awareness of communities. In particular, JICA assists developing countries in introducing an MCH Handbook as a tool for promoting the comprehensive continuum of care for MCH. In November 2016, JICA co-organized an international conference on this tool in Tokyo [→ see page 4]. JICA is now working with WHO to support the formulation of international guidelines on the MCH Handbook.

To address undernutrition among pregnant women and infants, JICA takes part in the Scaling-Up Nutrition (SUN) Movement, a global multiple-actor initiative designed to deliver effective measures for nutrition improvement. JICA provides training for member countries as part of its efforts to develop human resources for this purpose. JICA also trains Japanese potential human resources expected to work for nutrition improvement in developing countries and participates in the Nutrition Japan Public Private Platform as a co-chair to promote more public-private efforts to tackle nutrition problems.

## 3. Infectious Disease Control

Cases of malaria, HIV infection, and tuberculosis all decreased in number, achieving the relevant targets of the Millennium Development Goals (MDGs). Nevertheless, 9.5 million people in the world die of infection every year (WHO, 2015). Also, the outbreaks of emerging or reemerging infectious diseases such as Ebola virus disease pose a global threat. Accordingly, JICA assists in building robust health systems that are capable of preventing public health crises, such as infectious epidemics, by strengthening laboratory systems and surveillance to comply with the International Health Regulations (IHRs) and that are capable of containing any infectious outbreak and continuing to deliver regular health services without interruption.

Specific measures that have been taken to this end include

building vaccine production and vaccination delivery capacities through technical cooperation and procuring polio vaccines and other supplies through financial assistance, as well as developing rapid diagnosis kits and early warning systems and improving surveillance and laboratory capacities. JICA also contributes to infectious disease control in different regions by working with the regional hub laboratories that JICA has long been supporting. Such laboratories are expected to play an important role in controlling cross-border outbreaks of infectious diseases in Africa, where the networking of laboratories is being accelerated.

Private-sector technologies, including effective vaccines and medicines and rapid diagnostics, are also essential for infectious disease control. These technologies have been introduced in Tuberculosis Control Project Phase 3 which is being implemented in Afghanistan.

Case Study

Co-organizing a TICAD VI Side Event, “UHC in Africa”



### Announcing “UHC in Africa: A framework for Action”

On August 26, 2016, JICA cohosted with the Government of Kenya, the Government of Japan, the World Bank, the World Health Organization (WHO), the Global Fund to Fight AIDS, Tuberculosis and Malaria (GFATM), and the African Union Commission, a side event at the Sixth Tokyo International Conference on African Development (TICAD VI), titled “Universal Health Coverage (UHC) in Africa,” and announced UHC in Africa: A Framework for Action, a policy framework for African countries to address UHC.

This event was attended by some 250 people, including many dignitaries. Among them were Mr. Shinzo Abe, Prime Minister of Japan; Mr. William Ruto, Vice President of Kenya; Mr. Macky Sall, President of Senegal; Dr. Tedros Adhanom, Minister of Foreign Affairs of Ethiopia; Dr. Jim Yong Kim, President of the World Bank Group; Dr. Margaret Chan, Director-General of WHO; Dr. Mark Dybul, Executive Director of GFATM; Dr. Akinwumi Adesina, President of the African Development Bank; and Mr. Yasuhisa Shiozaki, Minister of Health, Labour and Welfare of Japan. The participants confirmed their high-level commitment to achieving UHC in Africa.

Serving as a moderator, JICA President Shinichi Kitaoka shared the progress of collaboration with co-organizers.

Based on this policy framework, JICA will continue its comprehensive cooperation, designed to achieve UHC in Africa, help partner countries improve financial protection and health services, and increase preparedness for health emergencies.



Prime Minister Shinzo Abe and other representatives of participating countries and organizations