Human Development

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

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 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, 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 is working to increase the enrollment rate of students by encouraging community participation, and also to increase quality by improving teachers, education, textbooks, etc. In the educational administration area, JICA cooperates in the formulation of education development plans. In the non-formal education area, literacy education, which is important from the perspective of human security, is also supported.

Higher education and technical 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. From the perspective of peace-building, programs related to social reintegration of ex-combatants are implemented as well.

In the social security sector, JICA provides cooperation for welfare enhancement to protect the socially vulnerable, medical and vocational rehabilitation for persons with disabilities, and occupational safety.

In the health sector, JICA implements projects related to infectious disease control such as avian influenza, SARS, HIV/AIDS, malaria and maternal and child health to protect the health of women and children. In addition, JICA provides cooperation for improving vulnerable health administration systems in developing countries and developing human resources for health.

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

Even in the 21st century there are about 800 million illiterate adults worldwide and the number of children who do not attend school stands at about 100 million (55% of whom are girls). Under such circumstances, the World Education Forum was held in Dakar, the capital of Senegal, in 2000. Delegates from 181 countries, international organizations, and NGOs participated in the forum, which reconfirmed the importance of basic education* and adopted the Dakar Framework for Action. The framework set up goals such as ensuring access to primary education of all children by 2015 and eliminating gender disparities in primary and secondary education by 2005. Two of the eight MDGs announced in the UN General Assembly in 2000 are related to basic education, and various activities are implemented in respective countries to achieve these global common goals.

In line with such international trends, Japan’s ODA policy prioritizes support for basic education. In the Basic Education for Growth Initiative (BEGIN) announced by Prime Minister Koizumi at the G8 Kananaskis Summit in 2002, the Japanese gov-
JICA’s Efforts

Under the basic policy of providing cooperation in line with the needs of partner 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

Increase of enrollment in primary and secondary education

Activities for quantitatively expanding primary and secondary education include building schools and facilities, and improving the educational environment surrounding children inside and outside of school.

There are various reasons why children are not enrolled: for example, parents cannot afford to pay the tuition; children have to work so they cannot go to school even when they have access to school. One of the more notable reasons is that children cannot learn sufficiently even if they go to school because of a shortage of teachers. To raise the enrollment rate, it is necessary to not only construct schools but also to develop an environment inside and outside of school under which children can go to school.

For these reasons, in order to increase the understanding of parents and communities, efforts are made such as an awareness campaign, a school management committee, school construction and improvement by community participation, teaching material development, and teacher development. For example, a project in Niger called School for All is working on expanding educational opportunities and improving the educational environment by training principals, teachers, parents and community members, who all constitute a school management committee, and improving capacity of local education administrators.

In developing countries where gender disparities in education are significant, emphasis is placed on improving education for girls as well.

Improvement of the quality of primary and secondary education

In developing countries, there are not a few classes focused on rote memory, and the demand for classes that boost children’s interest and understanding is becoming more intense. In response to these needs, JICA has been working to enhance teacher quality by improving both pre- and in-service teacher training, improving teaching methods, and developing and disseminating textbooks and teaching materials. Japan’s science and mathematics education is of particular high interest to the developing world and since the middle of the 1990s, JICA has implemented projects for training pre- and in-service teachers as well as developing teaching methods, textbooks, and teachers’ manuals. As in Strengthening Child-centered Approach in Mynamar Education, Niger is one of the poorest countries in sub-Saharan Africa. The total enrollment rate for primary education is the lowest in the world, and regional and gender disparities are significant, too. The factors that contribute to the low enrollment rate are considered to be the absolute lack of schools and the community’s and parents’ mistrust of schools. For the former factor, Niger government constructed schools jointly with many donors, including the World Bank, and Japan also supports it with grant aid.

For the latter factor, the Niger government is promoting the establishment of a school management committee (COGES) consisting of six members: the principal, a teachers’ representative, PTA representative, and a mothers’ association representative. This is an effort to eliminate community mistrust in schools and change the recognition of schools by having the community participate in school management.

However, COGES are not functioning sufficiently in many schools. In response, JICA is demonstrating an operation model for COGES in this project. JICA also conducts educational activities to raise interest in education and training for local education administrators, principals, teachers, and local residents with the aim of promoting capacity development (enhancement of skills to deal with development issues by developing countries themselves) for local education administrators.
cooperation to improve teaching methods in subjects other than science and mathematics has been provided. In addition, in Africa and Central America, regionwide cooperation in which the outcomes of teacher training projects in Kenya (Strengthening of Mathematics and Science in Secondary Education, Phase 2) and Honduras (The Improvement of Teaching Method in Mathematics, Phase 2) are spread to other countries in the region has started.

Recently, cooperation in the integrated areas between education and health such as infant care, early childhood development (ECD), and school health has also begun.

Promotion of non-formal education

Education needs are too large to be accommodated by school education alone. Cooperation for non-formal education that is defined as organized educational activities outside the school education system is very important from the viewpoints of satisfying basic learning needs and realizing human security that ensures the existence, livelihood, and dignity of humankind and assures the freedom to act for oneself. Non-formal education is widely intended for people from adults to children and specific activities include promotion of literacy programs and life skills* acquisition programs.

Non-formal education excels in diversity, flexibility, and readiness, and contributes to various fields such as health, natural environment conservation, peacebuilding, and livelihood generation, in addition to education. JICA has been strengthening activities in this field recently, and projects have been implemented in countries such as Pakistan, Nepal, and Afghanistan.

*Life skills is a collective term for various types of know-how and skills necessary for life; for example, social life skills such as decision-making, problem-solving, critical thinking and effective communications and simple vocational training, environmental education, health and hygienic education and infectious disease control such as HIV/AIDS, in addition to literacy and numeracy. Study Report: Approaches for Systematic Planning of Development Projects by JICA 2002.

Improvement of education management

Education management, including education administration and finance, formulation of education plans, decentralization, and school management, is an issue common to all educational stages. Improvement in this area is crucial for the self-sustaining development of education. For education development, it is critical to formulate development plans that reflect local needs, secure education budget, ensure an effective use of the budget, and establish education statistics. In addition, at the school level, securing an adequate school budget, promoting student enrollment, and improving teaching skills by providing teacher training are the keys to improving the quality and quantity of education.

Establishing a cooperative relationship with communities is also an important factor for improving education. It has come to our attention that if the community participates in school management through discussions and collaborative activities and their interests in schools increase, parents are more likely to send their children to school, resulting in improved working situations for teachers and a positive impact on their teaching.

### Higher Education, Technical Education and Training

#### Overview

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

In addition, in response to globalization, which has promoted transition to knowledge intensive economies and progress of information communications, the role of higher education that cultivates core human resources and provides and spreads knowledge has been growing recently.

Today, as basic education is being expanded worldwide, providing basic education graduates with more options is our next task. In order to ensure their social participation and lead to further economic development, JICA considers response to education and training after basic education to be important.

#### JICA’s Efforts

**Higher Education**

In today’s global society, which is called the society of knowledge economy, higher education institutions are strongly required to collect, create, diffuse, and use 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 regional development.

In response to these changes in roles, JICA’s policy of supporting higher education is changing. 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 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 regionwide education, and expand support for students coming from surrounding countries. From the global and long-term perspective, flexible cooperation activities meeting the needs and the situations 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 1) establish an education and research cooperation network with the participation of 19 universities from 10 ASEAN member countries and 11 Japanese universities; and 2) improve the education and research capabilities in the engineering field of participating universities in cooperation with the Japanese universities. The education and research net-
work 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 important for the integration of ASEAN.

Technical Education and Training

Human resources demanded by society differ depending on the state of development in each country. In ASEAN and countries in South America, with economic development by investment of foreign capital in the background, cultivating human resources to meet the needs of industry is needed. In contrast, in sub-Saharan Africa, Southwest Asia, and post-conflict countries, industries are undeveloped and employment in large enterprises is not much expected. 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, thus addressing poverty reduction and improvement of livelihood. Especially in post-conflict countries, ex-combatants who have just been demobilized are given technical training to promote social reintegration.

In order to develop industrial human resources, it is necessary to provide appropriate education and training in line with the needs of the industry by effectively coordinating with the industry. For example, in Ecuador, where human development in the engineering sector is necessary for economic development, JICA is implementing a project to foster trainers at Ecuadorian Occupational Training Service (SECAP) so that vocational training courses in line with the needs of local companies can be provided.

It is also necessary to make efforts to spread the outcomes of past cooperation projects to other countries and regions. In Uganda, upgrading training is provided to Ugandan vocational instructor and those from neighboring eastern African countries at the Nakawa Vocational Training Institute, where JICA provided support from 1997 to 2004 to spread the outcome of the project to surrounding areas.

### Health

**Overview**

While people’s health conditions have improved and average life spans have been extended in many countries throughout the world, many people’s health conditions remain unimproved or have deteriorated in some areas in developing countries. The MDGs adopted at the UN General Assembly in September 2000 specified a reduction of child mortality, improvement of maternal health, combating infectious diseases, etc. as development goals for the international community of the 21st century. In order to achieve the MDGs, in June 2005, the Japanese government announced the Health and Development Initiative so that individuals and regional societies can protect their own health. It declares that Japan will continue to provide comprehensive support for capacity enhancement of developing countries and indicates Japan’s policy to expand further its contribution to the health sector.

Under the initiative, JICA aims at achieving the MDGs through various projects, including infectious disease control, such as HIV/AIDS, improvement of reproductive health, improvement of health administration, and development of human resources for health.

**Infectious Disease Control**

The spread of emerging infectious diseases such as avian influenza has become a worldwide concern. Nevertheless, HIV/AIDS, re-emerging infectious diseases such as tuberculosis and malaria, and parasitic diseases remain threats to the people’s health in developing countries. While prompt countermeasures against emerging diseases are called for, the spread of HIV/AIDS in sub-Saharan Africa has escalated further.

JICA is pushing forward various projects in harmony with...
international aid trends against infectious diseases so that developing countries can proactively decrease threats of infection. Specifically, JICA provides cooperation for the promotion of influenza control by establishing laboratory systems in Viet Nam, infection prevention mainly in Africa, disseminating counselling, testing and care for HIV/AIDS control, tuberculosis control, malaria control, and parasite control to develop human resources and strengthen public systems involved in those health activities.

Maternal and Child Health, Reproductive Health

In developing countries, the health problems of women and children are still serious. 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 causes of death. More than 10 million children die of preventable diseases before their fifth birthdays.

Under such circumstances, based on the MDGs, JICA is proactively committed to providing cooperation to improve the health of women and children. Specifically, projects for improving reproductive health such as maternal care are implemented in Myanmar and Syria. Also, projects for strengthening health services and expanded program on immunization (EPI) for the purpose of improving the health of children, are carried out in Laos and Oceanic countries.

Health System Development and Reconstruction

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, 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 2005, the Study on Evidence-based Management for the Health System in Sri Lanka (development study) commenced. JICA provides support for the realization of the plan focusing on hospital management, chronic non-communicable disease control, which were selected from the national health development master plan that was developed with JICA’s support in Sri Lanka.

On the other hand, as conflicts occur in many parts of the world, prompt restoration of health systems are called for as an emergency measure after the resolution of conflicts in most cases. In that term, JICA provides support to Afghanistan and Iraq.

Human Resources Development for Health

People involved in health are the key to functional health systems and provision of necessary services. In many developing countries there are problems with insufficient numbers of health professionals and the inadequate quality of services provided. In response, JICA is implementing cooperation to develop health professionals in line with the situation of each country. In fiscal 2005, JICA started new cooperation projects in Laos, Viet Nam, Mozambique and Saudi Arabia.

Nurses, who make up a large portion of health professionals, are important actors in primary health care. JICA has compiled policies and points to remember in working on nurse training into thematic guidelines for nursing education. The guidelines are available on the JICA website.

The Project for Capacity Development for National Institute of Hygiene and Epidemiology to Control Emerging and Re-emerging Infectious Diseases in Viet Nam (Avian Influenza Control)

The avian influenza H5N1 virus that has been spreading widely in recent years has been proven to be highly pathogenic based on the fact that an enormous number of infected birds die. Although the virus does not spread to humans unless the humans are in close contacts with birds, there is concern that the H5N1 virus may mutate and become a new influenza virus strong enough to spread from human to human while remaining pathogenic, and thus result in a pandemic similar to Spanish influenza in the past.

Viet Nam suffered the most serious damage from the avian influenza with a death toll of over 40, and preparing for the emergence of a new type of influenza is an urgent task. For this purpose, the Vietnamese government requested Japan to provide cooperation for the construction of a laboratory at bio safety level 3 (BSL-3) that is necessary for discovering early and addressing promptly a mutated virus. Since there are currently no public BSL-3 laboratories in Viet Nam, JICA will first implement a technical cooperation project to improve the testing capabilities, establish a system to conduct the test safely, and improve the laboratory management skills before constructing a laboratory with grant aid.

Social Security

Overview

The economic crisis that affected Southeast Asian countries from July 1997 through 1998 had a substantial impact on the living situations of citizens in the region, as well as on the economy. As a result, the immaturity of the social security systems, which protect the socially vulnerable groups and form the medium- and long-term foundation that prevent people from dropping into the vulnerable group, was exposed in those countries, and the necessity for expanding those systems was reconfirmed.

JICA provides cooperation in the following sectors based on the experience and knowledge of Japan related to the development of social security systems:

Social Insurance and Social Welfare

This sector encompasses, medical security and pension pro-
grams, 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, projects for the development of the medical security information system in Thailand, improvement of the rural pension system in China (see p.42), strengthening the elderly welfare policy in Chile, and social rehabilitation support for street children in Mexico City, 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 medical rehabilitation, vocational rehabilitation, community-based rehabilitation (CBR), education for disabled persons and children, development of disabled leaders, development and strengthening of disabled persons’ organizations, support for independent life, and promotion of barrier-free societies. Cooperation is being implemented in countries such as Thailand, Malaysia, Indonesia, China, Egypt, Syria, Rwanda, Bosnia and Herzegovina, and Chile.

Labor and Employment

JICA implements cooperation for policy-making and institution-building 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 relation to occupational safety and health, JICA is implementing projects to support the establishment of a center to develop related human resources in ASEAN countries.

Community Based Rehabilitation Project

Address Issues of Persons with Disabilities in Communities

**Launch of cooperation that incorporates the CBR concept**

JICA’s cooperation in Syria for persons with disabilities had been conducted mainly at rehabilitation facilities and schools for the disabled. However, in line with the given cooperation period, this leads to limited number of beneficiaries. In reality, most persons with disabilities stay home isolated from the communities. In response, in 2003, JICA started a pilot project introducing the concept of community based rehabilitation (CBR) so that persons with disabilities can obtain the same opportunities for education and employment as non-disabled persons to participate in society.

Through the dispatch of experts and JOCVs to villages, in order to change the mentality of the communities towards persons with disabilities and promote their social participation, JICA has cooperated in creating opportunities where persons with disabilities can engage in activities with non-disabled persons in coordination with various local groups and facilities including the youth and women’s associations, schools, village offices, and health centers. JICA also provides technical support necessary for the vitalization of community activities as well as training villagers, including persons with disabilities, as CBR volunteers.

JOCVs stay in villages to make house visits, provide technical support in handcrafting to female groups of the village and assist in recreational activities and basic education by opening local schools up to the public. Persons with disabilities who stepped out of their own homes for the first time through CBR activities say, “I now have hope for life.” CBR activities have been creating many ‘first time’ opportunities.

**From small villages to change in the national consciousness**

Three years have passed since the project started. The Syrian government now recognizes the value of the CBR approach, and decided to organize national CBR committees in various fields and establish a five-year action plan at the national-level. This marks a big outcome where activities in small villages moved the government. Because CBR is still a new approach, JICA is expected to provide instruction and advice at a national-level and technical support to government officials as well as logistical support and skill dissemination in communities in order to support the initiative by the Syrian side.

Individual mind sets are the key to the realization of a community without discrimination. JICA will support to sustain the creation of many ‘first time’ opportunities.

(JICA Syria Office)

Training course to train CBR volunteers