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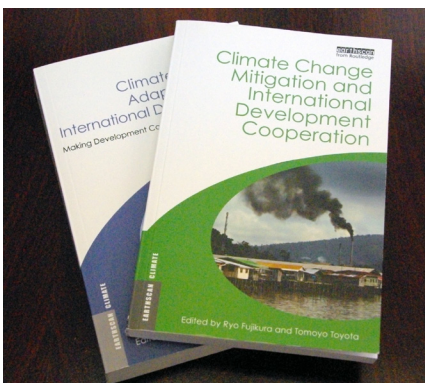
### Hot Issue

## JICA-RI Public Seminar Held on "Gender and International Development in Education"

On May 28, JICA-RI held an open seminar to commemorate the publication. At the seminar, JICA-RI Research Fellow [Dr. Takako Yuki](#) presented the interim results from the ongoing research project in Yemen.

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Over 120 people attended the seminar.



### Review

## JICA-RI Research Project on Climate Change Mitigation Published

This April, JICA-RI published a book titled "*Climate Change Mitigation and International Development Cooperation*," following its 2010 publication "*Climate Change Adaptation and International Development*." This new book focuses on issues over mitigation measures against climatic changes, specifically in Asia.

The book is edited by [Dr. Ryo Fujikura](#), Visiting Fellow at JICA-RI and professor at the Faculty of Humanity and Environment of Hosei University (photo left lower), as well as then Research Associate Dr. Tomoyo Toyota.



Dr. Fujikura is a chief researcher of the project "*Mitigation of Climate Change in Developing countries*." JICA-RI has conducted research on climate change since its foundation, one of the research areas in Environment and Development / Climate Change.

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# JICA-RI Public Seminar Held on “Gender and International Development in Education”

On May 28, JICA-RI held a public seminar on the theme of “Gender and International Development in Education.” This seminar was designed to commemorate the publication of a book aimed at stimulating the interest of students and practitioners in the field of gender and education in developing countries, as well as to outline the interim results from JICA-RI’s ongoing research project on gender and education in Yemen. About 130 people attended, actively exchanging their views.

In his opening remarks, JICA-RI Director [Dr. Akio Hosono](#) stressed the importance of gender equality in education, as referred to in the MDGs.

The MDGs aim at achieving universal primary education by 2015 to enable every child to complete a full course of primary schooling. The goal of eliminating gender disparity in primary education apparently progressed faster than other target indexes. However, with the 2015 deadline for the MDGs ticking down, it is unlikely that this goal is achieved in all countries and regions. In fact many children are still unable to get opportunities for education. UNESCO and other international bodies report that more than half of those children are girls. While the illiteracy rate is on a downward trend, about two thirds of the illiterate population of some 796 million is female, according to data from UNESCO in 2008. Since girls tend to be structurally marginalized from education opportunities, much more efforts should be made to improve this situation.

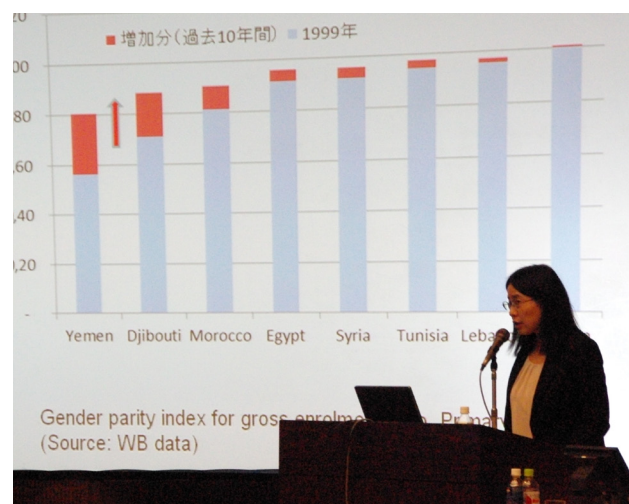
“A takeoff from the access-centered approach” is taken up in the debate on the post-2015 strategies for gender equality in education. This is an argument for the need to query fundamental fairness in the quality of education, existing framework of the education

system, and regional differences and cultural backgrounds, in addition to the numerical indicators such as school attendance rates.

This seminar also featured an interim report on a case study in the Arab world (Yemen).

The net enrollment rate for general primary education in Arab countries rose from 75.9% in 1998 to 85.6% in 2008, and there have been modest improvement in the Gender Parity Index (GPI). Gaps among countries, however, still exist. A complete realization of Yemen’s nine-year basic education remains far off, with a wide gap within the country. A survey of Yemen shows that 74% of girls in urban areas aged from 6 to 14 go to school, while the rate drops sharply to 30% in rural areas (Yuki 2008). In rural areas, a full-day labor needed for taking care of livestock or fetching water strips girls of their opportunity for schooling, which also acts as a barrier to advance educational opportunities.

The research on Yemen, one of the poorest countries in the Arab world, by a JICA-RI team led by Research Fellow [Dr. Takako Yuki](#), began with the objective of verifying the progress and problem in promoting gender equality in basic



Research Fellow [Dr. Yuki](#)

education. This research aims at analyzing the gender gaps in access to education at the governorate, district, community, and school levels quantitatively. The research, in parallel, analyzes the qualitative aspect of education including learning outcomes or people's awareness of gender issues.



Dr. Yuki interviewing in Yemen (left)

JICA-RI, with the cooperation of the Yemen Educational Research and Development Center (ERDC), selected the governorates of Taiz and Dhamar as target areas and conducted a survey in 2011. The survey covered sample schools and their adjacent villages in ten rural districts with serious gender disparity in 2004, right after the Yemeni government started its strategy for developing basic education by 2015. The provisional analysis in this interim report found that by 2011 improvements were seen in majority of the schools where gender disparity had been significant. When observing the development in the sample schools over a long-term basis, those where GPI improvement was smaller over the first three years of the research tended to show greater improvements in the last three years. Determinants of an improvement level and implications for policies are to be analyzed. As the connection between the GPI improvement level and the test scores of mathematics differs across governorates, the data should be further examined and studied.

Dr. Yuki commented, "I want to work on the analysis to contribute to help motivate the government, the community, and the schools to be all linked as agents for education. I will focus on learning outcomes as well as better access to education, so that these agents may make strides toward 'takeoff from the access-centered approach.'" After the data is comprehensively organized, the final results of the analysis are planned to be presented as literature for the coming year.

JICA-RI Visiting Fellow [Dr. Kazuo Kuroda](#) (professor at Waseda University) also gave a presentation titled "Suggestions for a Global Post-Education for All (EFA) Debate." He introduced the goals of EFA from "the Dakar Framework for Action" which was adopted at "World Education Forum" in Dakar, Senegal in 2000. The goals he listed included: giving access to compulsory education to girls and children in difficult circumstances and of ethnic minorities by 2015; mandatory education, and achieving gender equality in education and a 50% rise in the literacy rate for adults (especially women).

Dr. Kuroda also touched on the "takeoff from the access-centered approach," explaining his views, "In general, I support the idea, but we need to think of the educationally disadvantaged who fall into the remaining 5% or 10%, such as ethnic minorities, persons with disabilities, residents in rural or remote areas, orphans, and street children."



Visiting Fellow Dr. Kuroda



# JICA-RI Research Project on Climate Change Mitigation Published

This April, JICA-RI published a book titled “*Climate Change Mitigation and International Development Cooperation*,” following its 2010 publication “*Climate Change Adaptation and International Development*.”

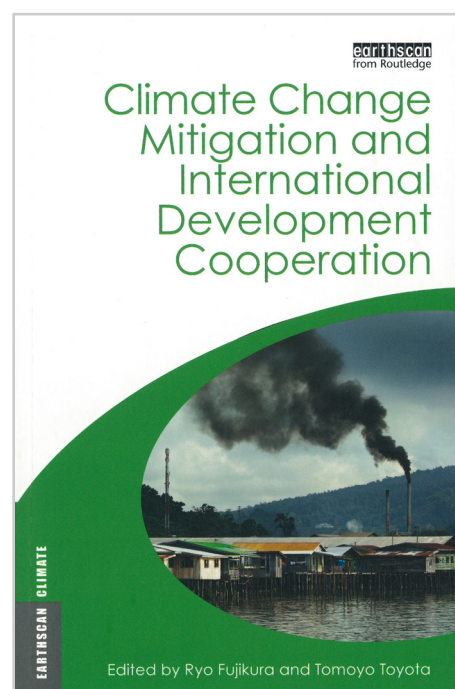
JICA-RI Visiting Fellow [Dr. Ryo Fujikura](#) (professor at Hosei University) edits this new book, with then JICA-RI Research Associate Dr. Tomoyo Toyota.

The book wraps up the current state of affairs with regard to international frameworks for climate change mitigation, and introduces a series of case studies in Asia. It presents knowledge and information about climate change mitigation for practitioners of developing country governments, development assistance organizations, and non-government organizations (NGOs). Asia has been chosen as the coverage area in view of Japan’s accumulated experience in international cooperation for the climate change mitigation with the Asian countries. Another reason for focusing on Asia is that this region is the world’s heaviest producer of greenhouse gases (GHG) and is also expected to rapidly increase GHG emissions with a sharp rising population in the area.

Asia’s share of the world’s carbon dioxide emissions grew from 23% in 1990 to 28% in 2008. The rise in emissions in developing



Bakreswar thermal power station in India, build by JICA.  
(Photo: Osamu Funao)



countries is especially noticeable in large cities where a large amount of energy is consumed. Now Asian countries are reducing the GHG emission intensities of GDP. However, whether developing countries can leapfrog from an existing business-oriented situation to a low-carbon society still depends on whether or not they can procure the required funds and technologies. One way to promote energy conservation and expand a new energy market might be to encourage developing countries to incorporate the low carbon perspective of Nationally Appropriate Mitigation Actions (NAMAs) into their development strategies, through development policy lending on climate change.

For the publication of this book, researches have been conducted on mechanisms which facilitate developing countries to adopt and implement effective mitigation policies, as well as on roles of developed countries to support them. As a follow-up to this publication, a separate research on mitigation effect of JICA projects such as climate change program loans or yen-loan-financed projects of high-efficient coal-fired power plants is under preparation.