

IN THIS ISSUE:

Hot Issue

Pioneering “Triangular Cooperation”: JICA-RI Reports Filling the Knowledge Gap on Triangular Cooperation are Released

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Review

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Review

Reaching the Last 5% of Children out of School: JICA-RI Launches a Research Project Focused on Education for Children with Disabilities

Research Fellow Yuriko Kameyama, the research coordinator for this new project, introduces the background and the objectives of the research.

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Pioneering “Triangular Cooperation”: JICA-RI Reports Filling the Knowledge Gap on Triangular Cooperation are Released

The rising relevance of new actors, such as emerging countries has drastically transformed international development cooperation dynamics and schemes. In these circumstances, “Triangular Cooperation (TrC)” mechanism also faces challenges to change. For more than 40 years, JICA has been pioneering innovative efforts to South-South Cooperation and TrC. Responding to the ever-increasing demand for opportunities to share innovative field practices, JICA-RI has undertaken case studies to explore more effective approaches to TrC.

Two reports on TrC mechanisms were introduced at the first High-Level Meeting of the Global Partnership for Effective Development Co-operation held in Mexico in April 2014.

Summaries of each report are as follows.

“Triangular Cooperation Mechanisms: A Comparative Study of Germany, Japan and the UK”



While there is increasing recognition of the significance of TrC as effective development cooperation approach, information is unfortunately still lacking at present on how TrC is planned and promoted by

major bilateral donors. To fill this knowledge gap, the Organisation for Economic Co-operation and Development (OECD) undertook a series of activities from 2012 to 2013, including the publication of two analytical reports on the state of TrC by each donor. The results were discussed at the Policy Dialogue on Triangular Co-operation of the OECD Development Assistance Committee (DAC) held in Lisbon, Portugal in May 2013. This paper has been prepared as one of the follow-up activities of its Policy Dialogue. It summarizes the mechanisms of TrC of the DAC members engaged in such cooperation. Three countries—Germany, Japan, and the UK—active in using TrC are selected as case studies with comparative analysis focusing on their planning, financing, and budgeting.

“Japan’s Triangular Cooperation Mechanism: With a Focus on JICA’s Activities”



TrC is attracting more global attention as one of the most promising approaches for development cooperation towards the realization of sustainable development. JICA, as a leading aid implementing

agency in Japan, has been promoting this pioneering approach over the last 40 years.

This report focuses on JICA's efforts. It outlines several key characteristics of patterns and operational mechanisms as well as the achievements. TrC is positioned in one of the most important aid approaches of the Japanese Government and JICA. Its implementation patterns range from the simple dissemination of knowledge among the limited communities and countries to more complex thematic networks for mutual learning among multiple stakeholders.

UN University Rector David Malone Talks on International Development: Ideas, Experience, and Prospects

Dr. David Malone, Rector of the United Nations University and Under-Secretary-General of the United Nations, lectured on international development at JICA-RI on April 21. He, as an editor, introduced the book *International Development: Ideas, Experience, and Prospects* published in February 2014. The book examines the ideas behind development: their origins, changes and inspirations given to different countries and organizations. Referring to the book and his own experience, he gave an overall picture of theories and methodologies in development, as well as the future prospects on development.

Dr. Malone first explained the objectives in publishing this volume: to examine how the international policies on development have been formed after World War II; how they influenced practices; and how experience in practice translated into theories.

Dr. Malone re-examined the theories and experience in the development for the last several decades. He pointed out that in the early aid initiatives, policymakers and practitioners attempted to apply the success model of the reconstruction of Japan and Europe to developing countries that had been decolonized. They, however, failed in developing countries where

industrialization had been still on the way. Applying the technology of developed countries to developing communities did not fully function. In light of these experiences, Western countries created development models as “prescriptions” or “recipes,” which is, in some cases, referred to as the Washington Consensus. Dr. Malone noted that these “recipes” did not produce expected results either. He pointed out that an excessive emphasis placed on the economy, neglecting to consider various aspects of societies in developing countries, caused these failures.

Dr. Malone, at the same time, stressed that despite the challenges in development aid, we should acknowledge that there have been a great improvement in such indicators as average life expectancies and literacy rates over the last 50 years. Referring to the on-going United Nations discussion on the post-2015 development framework, he stated that the main agenda in development is shifting from “quantity” to “quality.” He also noted that amid the globalization of goods and funds, migration has been growing, as are its opportunities and risks, and that the influence of international financial flows are intensifying as seen in the financial crisis. Dr. Malone stressed the need of collective efforts to manage those risks and to combat climate change.



Reaching the Last 5% of Children out of School: JICA-RI Launches a Research Project Focusing on Education for Children with Disabilities

Research Fellow Yuriko Kameyama, Coordinator for a new research on “Disability and Education,” talks about the project.

Background to the Study

UNESCO says that around 57 million children of primary school age are out of school worldwide (2012). Achieving a universal primary education is a goal declared at the World Conference on “Education for All” held in Jomtien, Thailand in 1990, as well as one of MDGs. Securing learning opportunities for the children, the last 5% out of school; especially those who face the most difficult situation—children with disabilities, remains a challenge to achieve the goal. However, the precise information and assessment of the circumstances of the children with disabilities are unavailable. Effective solutions for ensuring learning opportunities for those children, therefore, have been unidentified yet. Furthermore, it is believed that many of the children who attend schools cannot keep up with classes, and end up dropping out of school. The actual situation of these children has not been researched, either.

Not only educational opportunities but the quality of education matters. What type of education (special needs education, inclusive education and others) or policies is more appropriate; and what roles of major stakeholders such as schools, parents, guardians, and the community should play in implementing policies. To respond to these questions, intensive field surveys and empirical studies from a micro perspective are needed.

Overview and Objectives of the Study

In light of the background, JICA-RI launched its “Disability and Education” research project in April 2014. In this project, the impacts of different types of education on the children with disabilities, from the perspectives of human

rights, cost-effectiveness, and pedagogy, will be examined. Besides, how teachers, parents and guardians, and the children themselves perceive and assess the policies and practices of the special needs education and inclusive education will be analyzed. In addition, the project will conduct a life history survey of athletes with disabilities from the ASEAN region. The survey is expected to reveal the effects of sports in schools and the community on the people with disabilities and the society. In the project, we plan to conduct case studies in Nepal, Mongolia, Cambodia, and the ASEAN states.



Research Fellow
Kameyama

Challenges and expected outcomes of the Project

Numerous research papers on educational development have been published to date, whereas empirical research or data on children with disabilities in developing countries is hardly available. Tracking down those “invisible children” is the most difficult challenge that the project will face. The project attempts to examine not only the cognitive level of achievement in learning, but also non-cognitive skills. Based on our empirical research, we will make policy recommendations on effective and pragmatic measures to support children with disabilities.

We intend to contribute to fill the knowledge gap in the area with few empirical studies, and to elicit effective suggestions for JICA’s new educational strategy towards the post-2015.