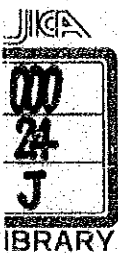


EDUCATION FOR ALL AND JICA'S EXPERIENCES

JAPAN INTERNATIONAL COOPERATION AGENCY



J I C A



1. Introduction

With a view to promoting international cooperation for the social and economic development of the developing world, the government of Japan established the Japan International Cooperation Agency (JICA) on August 1, 1974 under the Japan International Cooperation Agency Law.

JICA is the official agency of Japan whose main function is to extend technical cooperation to developing countries based upon agreements reached between the Japanese government and the governments of these countries. Such technical cooperation is designed to help developing countries in their economic and social development. For this purpose JICA :

- (1) invites people from developing countries for technical training in Japan,
- (2) dispatches Japanese experts and Japan Overseas Cooperation Volunteers (JOCV) members,
- (3) dispatches survey teams to help in formulating development plans and projects,
- (4) recruits and trains Japanese experts to be dispatched abroad, and
- (5) supplies necessary equipment for technical cooperation.

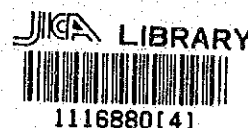
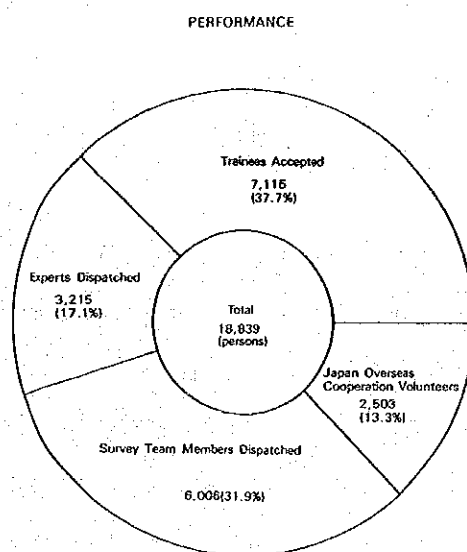
Through the combination of the acceptance of trainees, the dispatch of experts, and the grant of equipment, JICA extends integrated cooperation (known as project-type technical cooperation). In addition JICA also extends capital grant assistance to the developing countries for building schools, hospitals and other facilities related to technical cooperation. Under certain conditions, JICA also provides financial assistance to private Japanese enterprises to help them in their development cooperation. For Japanese people wishing to emigrate, JICA serves as an information center, and for those who have already emigrated, JICA extends assistance.

Since its establishment in 1974, JICA has always considered human resources development to be the key to a country's development. This is shown in JICA's motto in Japanese, "hitozukuri wa kunizukuri no kiso". Therefore, JICA has cooperated in many educational and vocational training projects. However, as it is understood by JICA that basic education is deeply interconnected with a country's history and value system, JICA could not find many suitable projects in this field of basic education in the past. As a result, the past records show many projects in higher education rather than in basic education, vocational training, and non-formal technical training.

The following pages show some of the examples of cooperation in the field of basic education which may be of some interest to the participants of "Education for All". The examples are not intended to show limits by JICA on the areas for cooperation; on the contrary, we are anxious to seek suggestions and requests from developing countries.

JICA will try to meet those requests from YOU.

TECHNICAL ASSISTANCE PERFORMANCE BY PROGRAM IN 1987



2. Training Activities

In 1988, JICA invited 7,115 trainees from developing countries for training in Japan. Two types of training are provided in Japan.

One is Group Training, for which courses are organized according to the greatest common needs of developing countries. The number of courses of this type averages 230 each year. The other is Individual Training, for which courses are organized in accordance with the specific requirements of a particular region or country. JICA also organizes special training programs requested by the United Nations and other international organizations, including UNDP, UNESCO, and others.

The trainees are mainly administrative officers, researchers and middle-level technicians from public bodies and private sectors.

In addition to these two types of training, JICA's Friendship Programme for the 21st Century aims at fostering friendly relationships between Japan and Asian and South Pacific countries. A total of 1,034 youths from six ASEAN countries, two countries in the South Pacific, Myanmar, China and Korea participated in the programme in 1987. Participants are youth leaders, students, and teachers.

Training in the Field of Basic Education

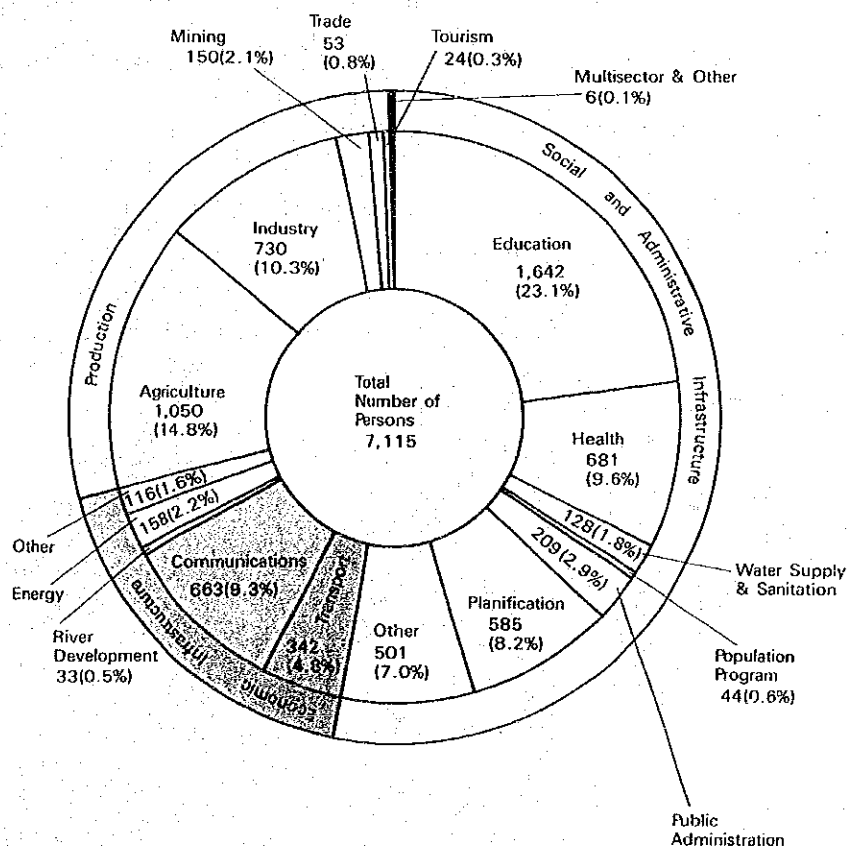
JICA's training programmes in the field of education are expanding. One is a training course for producers of educational TV programmes. The main purpose of this course is the transfer of Japanese technology and know-how for such kinds of TV programmes to developing countries. In this programme, the technology and know-how covers not only hardware such as maintenance of equipment but also software such as analysis of teachers' demands for audio-visual materials to be used in basic

education. After returning to their home countries, the trainees can use their technical knowledge acquired in Japan as an effective and efficient means for carrying out basic education activities.

Another is inviting teachers from developing countries under the Friendship Programme for the 21st Century. During their one month stay in Japan, the teachers get an opportunity to study the Japanese educational system by visiting primary and junior high schools, staying with Japanese families and exchanging views on education with Japanese teachers and parents.

Through these courses, participants recognize that education is one of the keys of Japanese economic performance and also that the linkage between new technological methods and education is a great help for human resources development.

Performance of Training by Sector



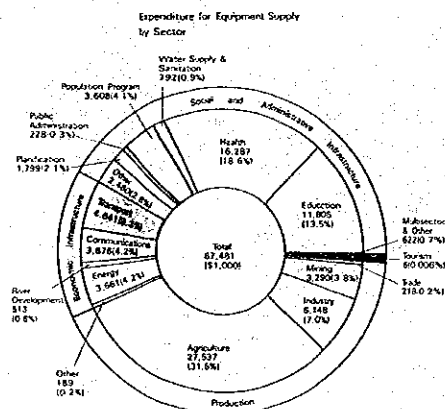
3. Grant of Equipment

The equipment supply programme was initiated in 1964 as part of Japan's technical cooperation. The objective of the program is to contribute to the economic and social progress of developing countries through supply of needed equipment at the request of the countries.

Principal equipment for this purpose includes: (1) that which makes more effective the work of the assigned experts and JOCV volunteers, (2) that needed by the returning trainees so that they can use effectively their knowledge and skill gained in Japan. The programme is designated to increase the effectiveness of technical cooperation through, so to speak, an organic combination of man and equipment.

A wide range of equipment is supplied under this programme, including agricultural tools and machinery, textile equipment, fishing equipment, medical equipment and broadcasting equipment.

This supply of equipment by JICA is done not only under this programme but also under the Project-Type Technical Cooperation Programme, Expert Dispatch Programme and JOCV Programme.



4. Dispatch of Experts

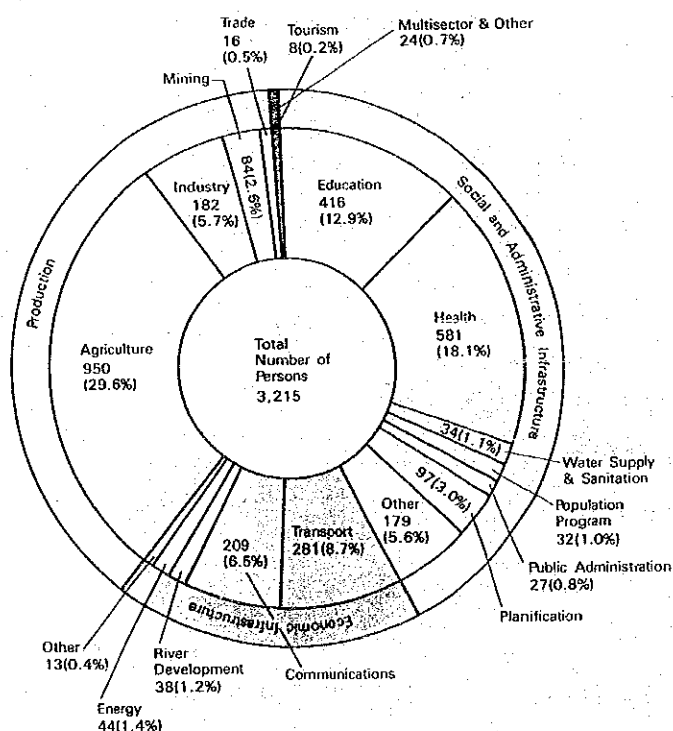
JICA sends abroad a growing number of Japanese specialists. They provide technical guidance, consulting and advisory services and engage in planning, survey and research at government agencies, technical training centers, experimental stations and research institutes in the developing countries. These experts are active in various fields such as agriculture, forestry, fisheries, medicine, civil engineering, transportation, telecommunications, mining, manufacturing, etc.

JICA also sends experts in the field of education. The following table shows some examples of the activities of Japanese experts in education for the last two years.

| Classification of experts | No | Type of activity | Country |
|---|----|---------------------------------|-----------|
| 1) <u>Policy advice</u> | | | |
| education policy | 1 | research and advice | Thailand |
| 2) <u>Curriculum advice</u> | | | |
| science education | 5 | research and advice | China |
| science education | 1 | planning and advice (Chemistry) | Thailand |
| science education | 2 | teacher training (Physics) | Thailand |
| 3) <u>TV program</u> | | | |
| TV program | 1 | advice and training | Sri Lanka |
| radio & TV studio | 2 | radio & TV studio design | China |
| radio and TV program | 1 | | Thailand |
| production and broad-casting technology | 3 | training | Thailand |
| 4) <u>Educational TV</u> | | | |
| educational TV program | 3 | program production and training | Mexico |
| educational TV broadcast | 1 | studio advice | Mexico |

| | | | |
|-------------------------------------|---|---------------------------------|-----------|
| educational TV | 1 | planning and advice | Peru |
| 5) <u>Special education</u> | | | |
| rehabilitation for disabled persons | 2 | planning and advice | Indonesia |
| rehabilitation for disabled persons | 2 | training | Jordan |
| special education | 2 | research and advice | Mexico |
| 6) <u>Village technology</u> | | | |
| dress maker | 1 | extension services and training | Nepal |
| village reforestry | 1 | planning and advice | Senegal |
| village reforestry | 1 | planning and advice | Tanzania |
| 7) <u>Japanese language</u> | | | |
| Japanese language | 4 | teaching | Malaysia |
| Japanese language | 3 | teaching | Papua New |

Performance of Expert Dispatch by Sector



5. Project-type Technical Cooperation

The acceptance of trainees, the dispatch of experts, and grant of equipment constitute the three basic components of JICA's technical cooperation programmes.

These three components can be implemented separately, but in the interest of better coordination and effectiveness, they are sometimes combined to form a technical cooperation scheme which is called "project-type technical cooperation". These three components integrated into a specific development project will serve the project comprehensively and systematically, from planning to follow-up evaluation.

1. The Educational TV project in the Republic of Chile

The project was agreed upon by the governments of Chile and Japan in August 1988. The objectives of the project are to improve the quality and quantity of educational programmes and contribute to the further development of educational programmes and broadcasting in Chile.

JICA has provided equipment worth 240 million yen, in addition to three full-time experts. The areas of expertise are educational programmes planning and production, production technology, computer graphics and research and development. JICA also has sent experts for short-time assignments (i.e. less than one year) as needed.

JICA also accepted four counterparts for training in Japan in 1988.

2. ASEAN Human Resources Development Centers

Under the directive of the then Japanese Prime Minister Mr. Zenko Suzuki, six HRD centers were built in ASEAN countries and Japan, and JICA has sent up to ten experts in various fields to each of them. For example, for the center in the Philippines three experts in hand-craft making were sent to train people and instructors in rural areas. The project was

completed in 1987, and now products made through the assistance of the center are on the markets of the main cities in the Philippines.

3. The Horticultural Development Project in the Kingdom of Nepal

The objectives of the project are to improve the usage of small mountainous areas, to diversify agricultural production, to increase the income of farmers, to improve the nutrition of the people and to develop products for export. The project consists of the main center, subcenters, a demonstration farm and extension services.

The building and equipment, worth ¥850 million, were provided under a Japanese grant-aid scheme, and JICA has sent 5-7 full-time experts at a time since 1985 and also some short-term experts, as needed.

Every year, three or four trainees, selected from out of the project are invited to Japan for further training.

6. JOCV Activities in the Field of Basic Education

During its 24 years of operation, JOCV has dispatched over 9,000 volunteers to 45 developing countries in Asia, Africa, the Middle East, Latin America and Oceania. More than 1,900 volunteers are currently in service in 41 countries. Their contributions are highly appreciated in these countries, since these volunteers are specialists from a wide variety of technical fields.

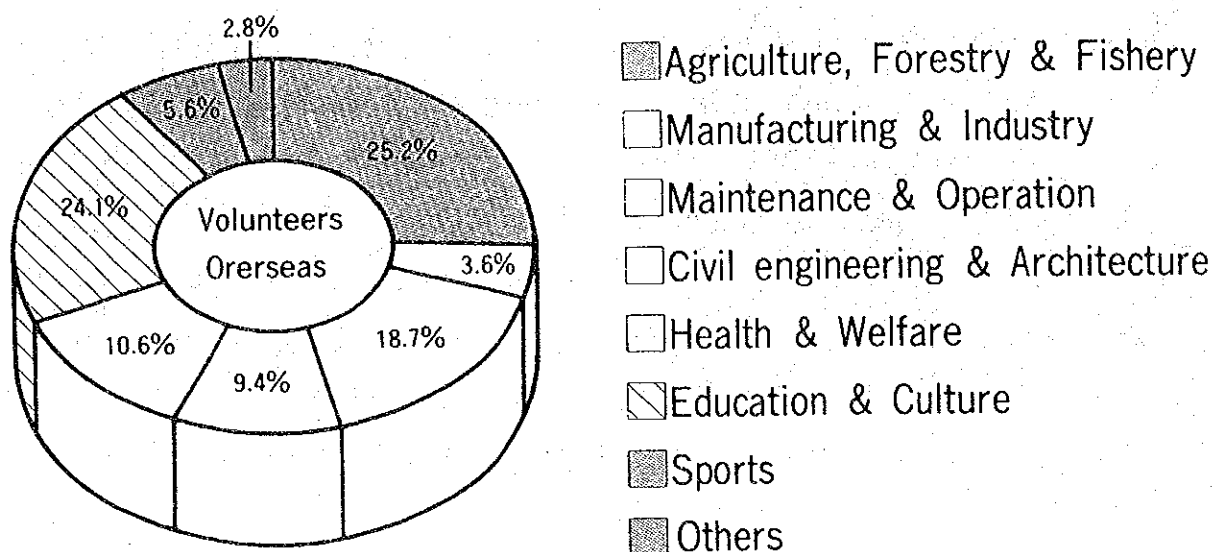
In the field of Education, the volunteers provide guidance and practical training in areas such as teacher training, science, mathematics, home economics, music, arts and crafts, etc.

JOCV's Activities in the Field of Education (As of march '90)

| Area | before '86 | 86 | 87 | 88 | 89 | 90 | Total |
|-------------------|------------|------------|-----------|-----------|-----------|------------|-------------|
| Primary School | | | | | | | |
| Instruction | 10 | 4 | 2 | 1 | 3 | 5 | 25 |
| Science and Maths | 451 | 60 | 51 | 51 | 38 | 95 | 746 |
| Music | 67 | 19 | 19 | 16 | 18 | 37 | 176 |
| Arts | 43 | 3 | 8 | 1 | 6 | 8 | 69 |
| Crafts | 18 | 9 | 1 | 8 | 11 | 19 | 66 |
| Home Economics | 51 | 15 | 11 | 17 | 14 | 31 | 139 |
| AV Education | -- | -- | 4 | 5 | 7 | 14 | 30 |
| Youth Activities | 3 | 1 | -- | -- | 1 | 1 | 6 |
| T o t a l | 643 | 111 | 96 | 99 | 98 | 210 | 1257 |

Fields of Service

(As of 30 September 1987)



In Honduras, volunteers cooperate with the Ministry of Education in programmes to re-educate primary school teachers, especially in the fields of science and math.

In Paraguay, volunteers teach arts and crafts at primary schools. Other volunteers are involved in music education and give instruction in voice and instruments, as well as organize choirs and orchestras.

A large number of volunteers have taught science and mathematics in schools in many other countries, including the Philippines, Malaysia, Nepal, Tonga, Western Samoa, Honduras, Kenya, Tanzania, Ghana, Liberia, Malawi, and Zambia. They usually teach at rural secondary schools where resources are limited.

The JOCV volunteers' term of overseas service is, in principle, two years. However, a considerable number of volunteers have been requested by their recipient governments to extend their duration of services for a longer period.

7. Grant Aid Programmes

JICA has been also extending grant aid cooperation in the field of basic education. Grant aid cooperation is to offer funds needed to construct or extend facilities such as technical cooperation centers, hospitals, schools, research institutes and others in the developing countries.

The following are some examples of Japan's grant aid cooperation in the field of basic education.

(1) Project for Out-of-School Youth Education and Training in the Philippines

All over the world, more than 100 million children have no access to primary education. The low enrolment rate and high drop-out rate produce many out-of-school youth in the developing countries.

Education and training equipment amounting to 400 million yen were provided by JICA to the Foundation for the Youth Development in the Philippines for the purpose of out-of-school youth education in the rural areas. The equipment is used for more than 1,000 education and training courses per year (dressmaking and tailoring trade course, cosmetology and beauty culture course, food trades and processing course, secretarial instruction course, agriculture course, fisheries, handicraft and wood working course, etc.) given in the 15 Education Centers in various locations and has contributed to extending basic skills and knowledge to out-of-school youth.

(2) Primary Schools Construction Project in rural areas in Guinea

The lack of educational infrastructure is one of the obstacles to the advancement of education in developing countries.

With this in mind, JICA is now conducting a preliminary survey for the Primary Schools Construction Project in Guinea. The project aims at improving primary school enrolment, which is 29% at present, by construction of 10-50 primary schools in rural areas in the country. UNESCO cooperated with JICA by participation in the field survey and the giving of professional advice.

(3) Expansion Project for the Educational Television Broadcasting Network in Liberia

The progress of new educational technologies provides the possibility of resolving the present problems in education by different approaches. Accordingly, television and radio are more and more being used as new education delivery systems.

Japan extended grant aid cooperation to Liberia's Expansion Project for the Educational Television Broadcasting Network. The Liberian government's main aims were to develop TV programmes for school education, alphabetisation, hygiene education, basic agricultural education and others. To cooperate with this plan, Japan constructed and developed one main and three local transmitting stations and rehabilitated and improved the Monrovia TV studio. The project expanded population coverage of the TV broadcasting service from 10% to 45%. The project cost amounted to 1,500 million yen.

(4) Teacher In-Service-Training Center Construction Project in Honduras

Even though new technologies can contribute to educational development, teachers still play a crucial role in schools, and their quality often determines the quality of educational services.

The Teacher In-service-Training Center was constructed in Tegucigalpa under the Japanese grant aid (1,500 million yen). The center offers seminars to primary and secondary school teachers, as well as conducts research and produces teaching materials necessary for teacher in-service-training. The center accomodates seminar rooms, specialised laboratories and workshops, an AV studio, a data processing room, a gymnasium and other necessary facilities.

The total amount of Japan's grant aid has been steadily increasing and reached 133,000 million yen in the 1988 fiscal year. Besides the above mentioned four projects, approximately one tenth of the total amount of grant aid is allotted to the education sector.

As an example of one of the most comprehensive projects under a JICA scheme, a picture of the Jomo Kenyatta project is shown below.

The project is an example of comprehensive and integrated JICA activities, namely, Grant Aid, project-type technical cooperation (acceptance of trainees in Japan, dispatch of experts and grant of equipment), and JOCV volunteers.



To add to the above list, JICA has cooperated in many projects in the field of Human Resources Development, such as projects dealing with higher education (policy, methodology, science education, engineering, agricultural education etc.), technical and vocational training, research, and so on.



*Japan
International
Cooperation
Agency*

Shinjuku Mitsui Bldg.,
2-1-1, Nishi-Shinjuku, Shinjuku-ku
Tokyo, JAPAN
Tel.: 03-346-5311 Telex: J22271