

IDEAS 20th Anniversary
Workshop on the
New Trends in Development and Human Resource Development (HRD)
-Nurturing Development Experts for the Next Decade-

“Japanese Development Cooperation for HRD in Developing Countries

- Focusing on Educational Cooperation -”



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Background of Japanese Educational Cooperation - Responses to the International Trends

- World Conference on Education for All (1990)
- World Summit for Social Development (1995)
- OECD/DAC New Development Strategy (1996)
- World Conference on Higher Education (1998)
- World Education Forum in Dakar (2000)
- Millennium Development Summit (2000)
- G8 Summit (2000-2009) , etc.



Dakar Framework for Action Goals

1. Expand and improve comprehensive **early childhood care and education**, especially for the most vulnerable and disadvantaged children.
2. Ensure that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have **access to and complete free and compulsory primary education** of good quality.
3. Ensure that the **learning needs of young people and adults** are met through equitable access to appropriate learning and life skills programs.



Dakar Framework for Action Goals

4. Achieve a **50 percent improvement in levels of adult literacy** by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. **Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015**, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. **Improve all aspects of the quality of education** and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.



Millennium Development Goals


- Goal 2: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to **complete a full course of primary schooling**.
- Goal 3: **Eliminate gender disparity** in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015.

→Dakar and MDGs are children of the happy marriage of Human Rights Approach and Development Approach



World trends of international cooperation in education

- (1) Basic education-EFA
- (2) Girls' and women's education
- (3) Quality of education
- (4) Criticism on higher and vocational education and redefinition in the context of rising knowledge economy
- (5) Donor coordination and SWAPs
- (6) Post conflict/disaster reconstruction of education



Japanese Aid to Basic Education was not active before Jomtien (1990) – Why and Why not?

- Education is a key for development and national integration. (Positive)
- Policy focus on assistance for economic infrastructure building (Negative)
- Japanese pre-war experience (Negative)



Policy Change after 1990-MOFA

- Official Development Assistance (ODA) Charter (1992, 2003)
 - Fifth Medium-Term Target of ODA (1993)
 - Medium Term Policy on ODA (1999, 2005)
- Japanese ODA policy started to emphasize developing human resources and education



Policy Change after 1990-MEXT

- Conference for Educational Cooperation Responding to Current International Needs (1995)
 - Committee for International Cooperation in Education (2000, 2002, 2006)
- MEXT became involved in policy making on international cooperation in education.



Recommendations from the Aid Study Committee on Development and Education by JICA, 1994

- Increase assistance to education (including vocational training) to approximately 15% of Japan's ODA.
- Place top priority on basic education as the foundation for development.
- Understand the educational development of recipient countries, considering the balance between basic education, vocational education and higher education. Then, offer step-by-step assistance to the most needed areas.



BEGIN: Basic Education for Growth Initiative

- Announced by Prime Minister Junichiro Koizumi at the G8 Kananaskis Summit (2002)
- Japan's first sectoral development policy (initiative) in the basic education sub-sector
- Drafted by MOFA with MEXT, JICA and JBIC
- Japan also committed to provide ODA in education sector over the next five years with the amount of more than 250 billion yen (approximately 2 billion US\$).



BEGIN: Basic Education for Growth Initiative

Basic Philosophy

- Emphasis on a commitment by the governments of developing countries and support of ownership for self-reliance and sustainability
- Recognition of cultural diversity and promotion of mutual understanding
- Utilization of Japan's experience in education



BEGIN: Basic Education for Growth Initiative

Basic Philosophy

- Collaboration and cooperation with the international community (partnership)
- Promotion of community involvement and the utilization of local resources
- Linkages with other development sectors



BEGIN: Basic Education for Growth Initiative

Priority Areas 1

Assistance for ensuring access to education

- Construction of school buildings and related facilities serving various needs
- Assistance for elimination of gender disparities (girls' education)
- Assistance for non-formal education (promotion of literacy education)
- Active utilization of information and communication technology (ICT)



BEGIN: Basic Education for Growth Initiative

Priority Areas 2

Assistance for improving quality of education

- Assistance for science and mathematics education
- Assistance for teacher training
- Assistance for improvement of school administration and operation



BEGIN: Basic Education for Growth Initiative

Priority Areas 3

Improvement of management of education

- Enhancement of support for formulation of education policies and education development plans
- Assistance for improvement of educational administration system

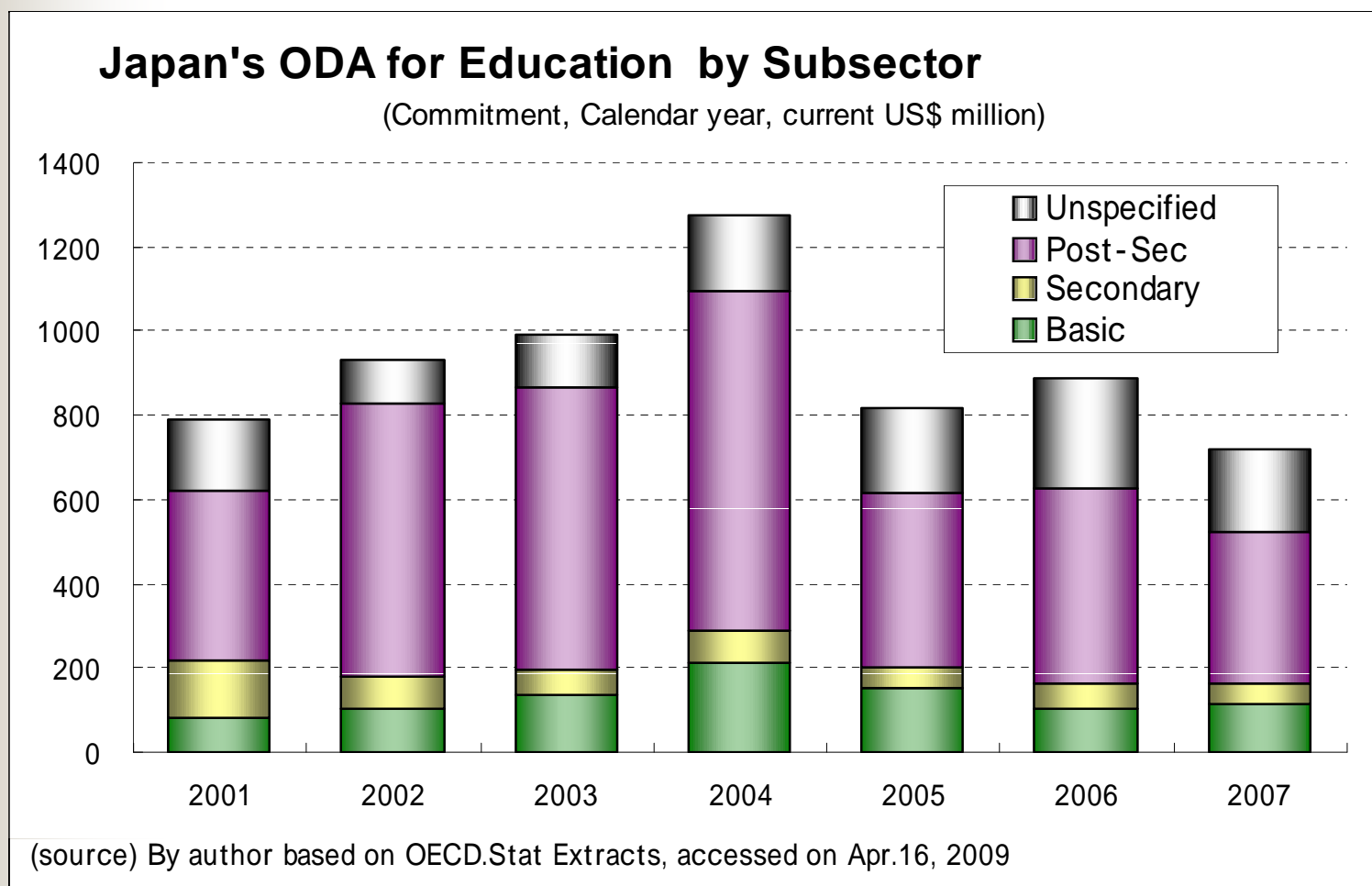


BEGIN: Basic Education for Growth Initiative

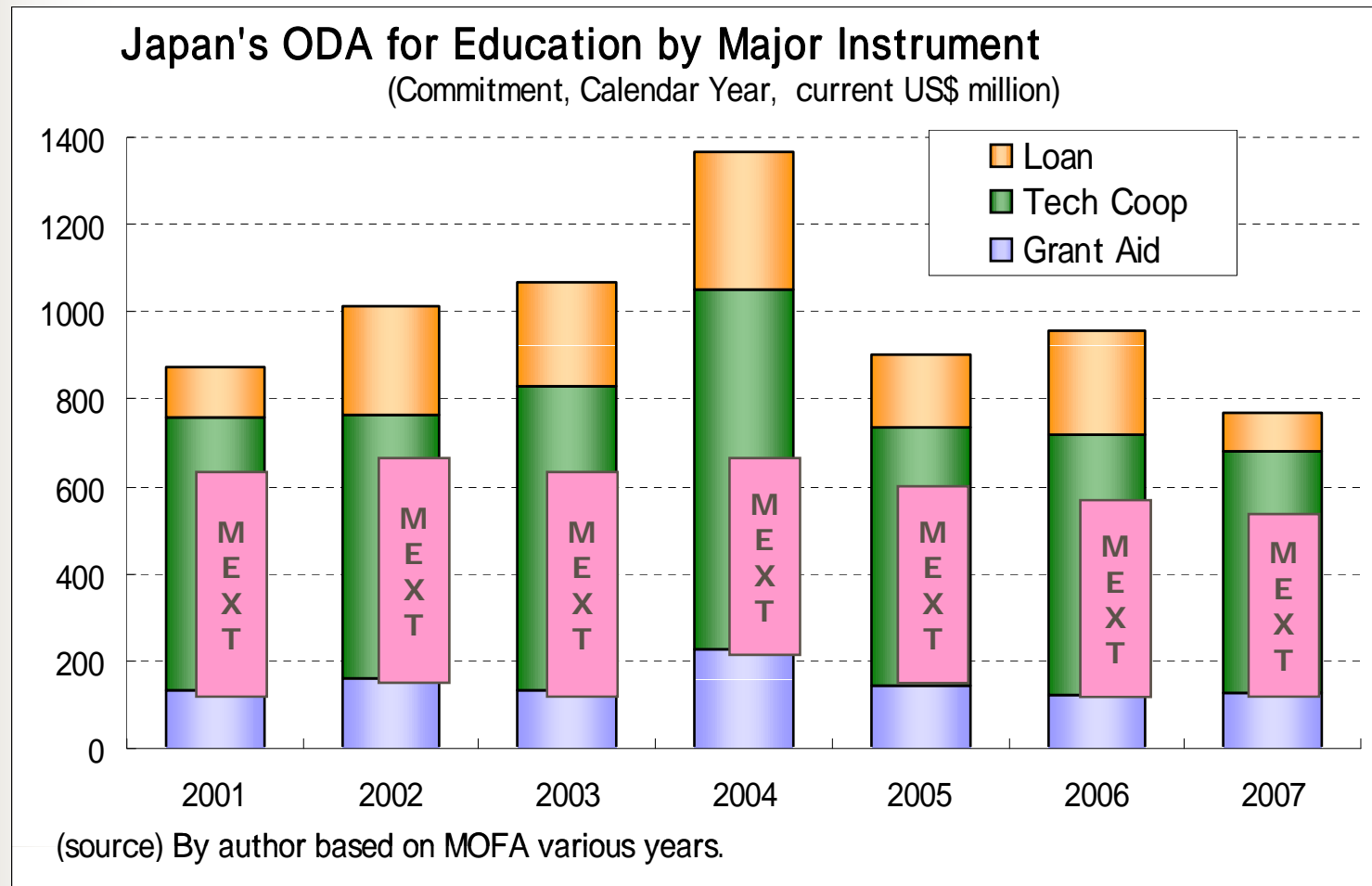
New Efforts by Japan

- Utilization of Japanese in-service teachers
- Establishment of "cooperation bases" in Japanese universities
- Support for education for post-conflict nation-building
- Promotion of wide-ranging collaboration with international frameworks
 - Support to UNESCO
 - Support to UNICEF
 - Consideration on the Fast Track Initiative
 - Participation in ADEA

Implementation-by subsector

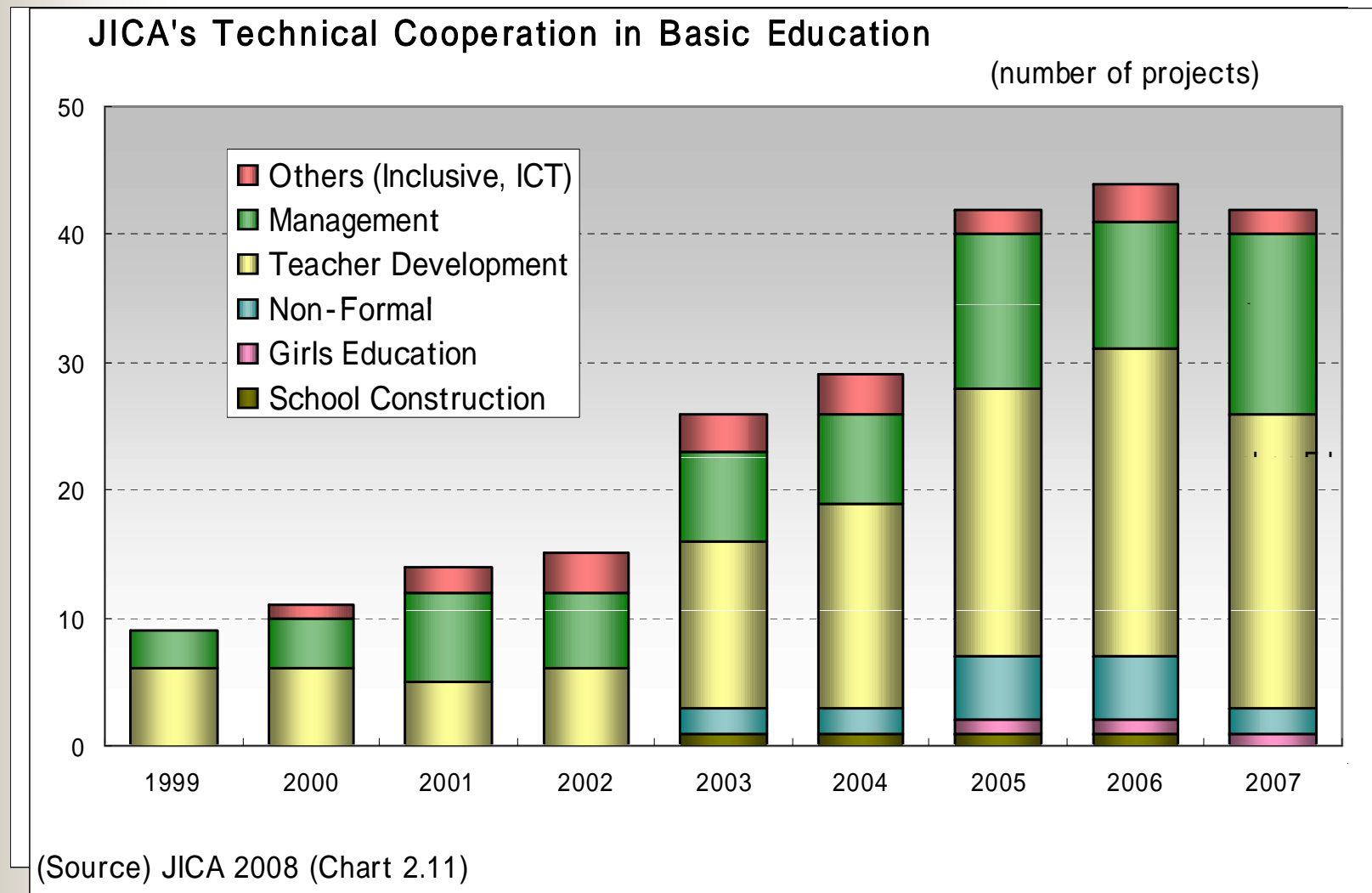


Implementation-by Tools

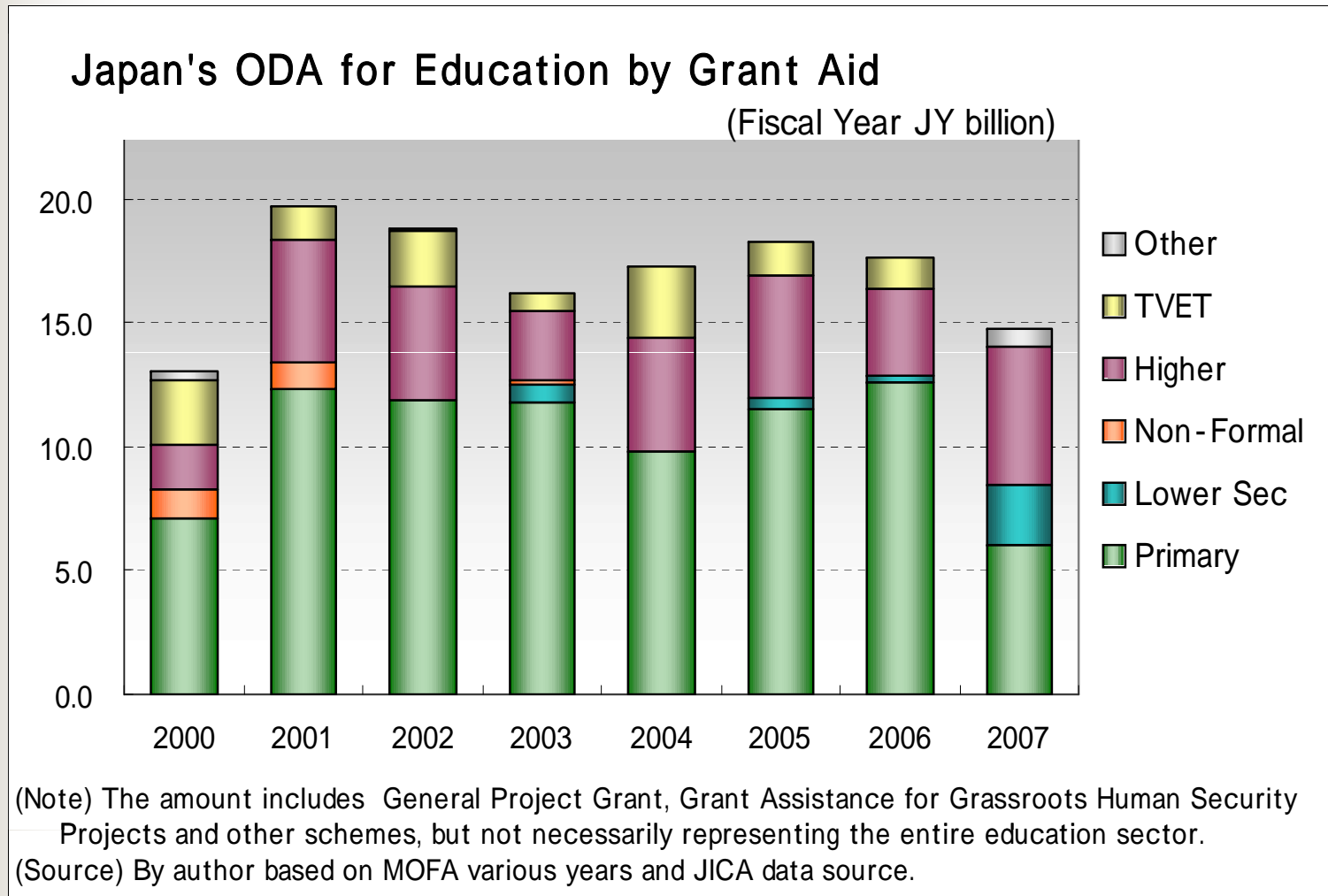


MEXT: Monkasho scholarship indicative only, do not scale

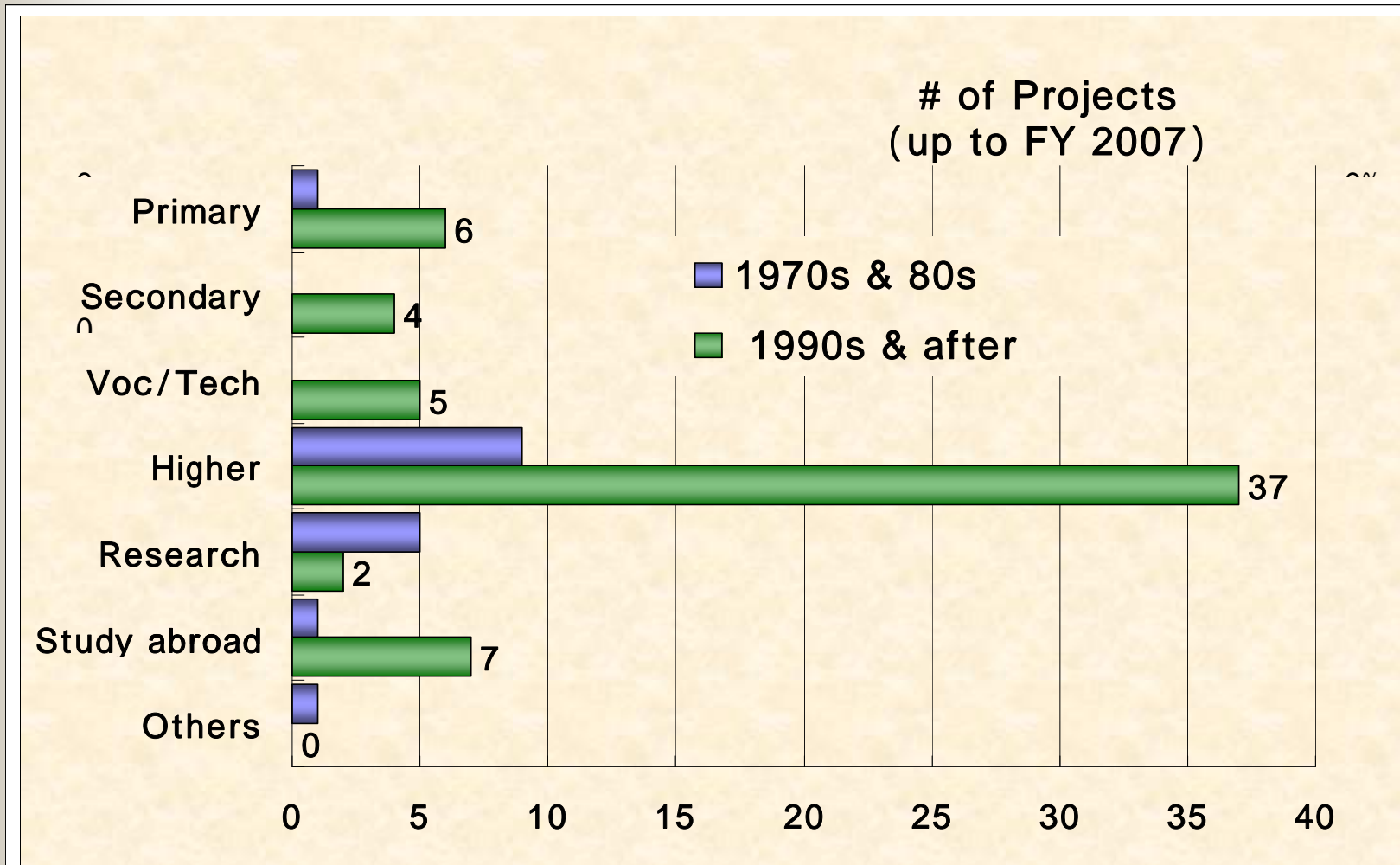
Implementation-by JICA-TC



Implementation-by Grant Aid



Implementation-by Loan Aid



(Source) By author based on JICA Website Loan Project Search: <http://www.jica.go.jp/>



Directions of Japanese Educational Cooperation

(1) Actual Expansion

- Target - 15% of Total ODA
- Actual - 5%-9% of Total ODA
- Still spending less in basic education than in higher and vocational education
- Possibility of expansion of loan aid for education



Directions of Japanese Educational Cooperation

Institutional Reform for Donor Coordination

- PRSP and SWAPs
- Fast Track Initiative
- ADEA
- UNESCO
- Donor cooperation for reconstruction of post-conflict countries



Directions of Japanese Educational Cooperation

Institutional Reform for Efficient Implementation

- School Construction?
 - High cost structure
 - Lack of community participation
- Changing Approaches
 - Community participatory school construction
 - School mapping and micro planning
 - Proposal based school reform



Directions of Japanese Educational Cooperation

Diversification of Technical Cooperation

- Science and Math Education
 - Rapid increase
 - Improvement for systemic approach
- New Areas
 - Women's education
 - Environmental education
 - Health education
 - Education for handicapped children



Directions of Japanese Educational Cooperation

Appropriate Utilization of Japanese Experience

- Japanese ODA policy has emphasized ownership and self-help-effort of recipient countries.
- Japanese critical view on educational aid
→recent policy change
- Utilizing or forcing Japanese experience in education?



Very New Directions of Japanese Educational Cooperation

- Education for Peace
- Comprehensive Approach
- Network Formulation Approach
- Inclusive Education
- Scheme Harmonization



Key Recommendations by MOFA's External Evaluation on Japanese Educational Cooperation

- (1) Yen loan scheme should be more utilized for basic education sub-sector.
- (2) Grant aid scheme should be reformed to be more flexible to link effectively with technical cooperation scheme.
- (3) Budget support scheme should be more utilized on the condition that Japanese self-reliance principle is well integrated in the operation.
- (4) Formulate an “all-Japan” implementation machinery
- (5) Design and implement “post-BEGIN” to show the clear direction of Japan's ODA after the creation of New JICA.



Thank you!

- If you are interested more in Japanese educational cooperation, please visit the following sites.

MOFA http://www.mofa.go.jp/mofaj/gaiko/oda/seisaku/seisaku_2/education/index.html

JICA <http://www.jica.go.jp/global/education/index.html>

MEXT http://www.mext.go.jp/a_menu/kokusai/index.htm

Hiroshima University <http://home.hiroshima-u.ac.jp/cice/cice-j.html>

- The slides 18-22 were developed by Prof. Kazuhiro Yoshida of Hiroshima University and were used here with his kind permission.