

## Education

### Overview

In the education sector, JICA has provided support for primary education and higher education.

In higher education, JICA has been conducting facility improvement and providing materials and equipment for leading universities from the 1970s to the present day. Partner universities include the University of Indonesia, University of Gadjah Mada, Bandung Institute of Technology, Bogor Agricultural University, Hasanuddin University, and Syiahkuala University. Beginning in the 1990s, the Higher Education Development Support (HEDS) project was started to improve research capacity by forming an inter-university network. JICA launched this project in coordination with the United States Agency for International Development (USAID), with the US side supporting economic faculties and the Japanese side supporting engineering faculties. Targeting engineering faculties in 11 universities on Sumatra and Kalimantan, JICA provided assistance toward helping instructors obtain degrees, improving research facilities, and forming a research network. As a result, motivation to conduct research among instructors rose and a research exchange network was built among domestic universities as well as international institutions. Entering the 2000s, the Southeast Asia Engineering Education Development Network (SEED-Net) project was launched as an approach that developed and inherited the results of HEDS. Thus, JICA is providing support for the formation of a research network that includes not only universities in Indonesia and Japan but also those in ASEAN.

In terms of the link of JICA's cooperation in the education sector to industrial development, in the 1980s, JICA began extending cooperation to the Electronic Engineering Polytechnic Institute of Surabaya (EEPIS), which is a polytechnic institute for higher vocational education. And in the 2000s, JICA provided cooperation to University of Gadjah Mada for the purpose of encouraging industry-academia-community collaboration.

As for cooperation directed at primary education, JICA began assisting in the building of junior high schools and improvement of teacher training colleges for math and science education in the 1990s. As decentralization in Indonesia gained momentum, JICA launched the Regional Educational Development and Improvement Program (REDIP) at the end of the 1990s. This approach sought to build a new model for school management, incorporating a participatory approach for junior high schools. REDIP was a response to regencies' and municipalities' handling of primary education and their expanding authority in school management that were results of decentralization. The REDIP model that was created here is showing signs of gaining a broader foothold, as it is being supported by individual budgets of the Ministry of Education and local governments.



Combustibility test of biodiesel fuel in Bandung Institute of Technology (SEED-Net Project)



### Cooperation to the Electronic Engineering Polytechnic Institute of Surabaya (EEPIS)

JICA began its cooperation to EEPIS in 1986. JICA established facilities, equipment, and materials, and helped improve the capacity of instructors and school management. Instructors first underwent training at national colleges of technology in Japan and then received instruction from Japanese experts in Indonesia. In this way, an organizational culture of "face-to-face lessons," "preparation of textbooks," and "emphasis on practical study" was cultivated.

Since accepting its first students in 1988, EEPIS has sent 5,150 leading technicians capable of manufacturing products into industry as of 2009. In terms of its technical level, EEPIS is one of the top institutes in Indonesia, as it consistently places No. 1 in the national Robot Contest (Robocon) and has ranked highly in international Robocon (first prize in 2001). At the same time, EEPIS works in partnership with JICA to implement training for other countries. Thus, the results of JICA's cooperation are extending beyond Indonesia's borders.



EEPIS consistently places No. 1 in national Robot Contests (Robocon) and has ranked highly in international Robocon (first prize in 2001)

### Results

Japan is Indonesia's largest bilateral donor in higher education and has supported improvements in leading universities, formation of research networks, and other undertakings. Japan has also provided cooperation for the purpose of improving educational quality in primary education. As a result:

- In higher education, JICA provided support in infrastructure-related areas (facility improvement) as well as human-related areas (improvement of instructors' research capacity and network formation) and helped improve the quality of higher education personnel in Indonesia.
- JICA helped engineering-oriented universities and polytechnics improve their facilities and raise their research and education capacities, and produce human resources capable of leading industrialization.
- JICA built a new public-participatory school management model (the REDIP model) that is suitable for Indonesia's on-going decentralization.

## Training, Overseas Study, and Volunteer

### Overview

In addition to its support for specific sectors, JICA has assisted in human resources development in Indonesia through its training and overseas study schemes. Moreover, JICA has dispatched both young and older Japanese volunteers to Indonesia, where they have had a hand in Indonesia's social development.

JICA's training scheme began accepting trainees in 1954. As of 2008, the scheme had accepted more than 20,000 Indonesians for training in Japan. This total makes Indonesia the top country among all countries that JICA accepts trainees from. Under the training scheme, personnel affiliated with the Indonesian government and public organizations, NGO personnel, and others have been invited to Japan for training designed to give them knowledge and skills. Here, JICA has received the support of a broad range of organizations, including Japanese central government ministries, local governments, universities, public interest corporations, private enterprises, and NGOs. Such cooperation has allowed JICA to provide training that meets diverse needs, from cutting-edge technology to rural development know-how. The significance of training in Japan is found in trainees' gaining various perspectives by acquiring knowledge and skills, understanding the social background that nurtured the knowledge/skills, and then applying them to their work when they return home. In fact, JICA often hears trainees who have returned to Indonesia say, "Not only did I improve my knowledge and skills through training, but I was also influenced by Japan's motivation and approach to work." There are also examples where training in Japan sparked the introduction of new systems in Indonesia, such as maternal and child health handbooks and fire brigades in national parks. Furthermore, there are many trainees who are active in their own particular fields, among them three ministers and two vice ministers in the current second-term Yudhoyono administration who were participants in JICA training.

As for overseas study, Japanese higher education institutions have accepted more than 2,000 Indonesian students through various ODA schemes of cooperation. The holders of master's and doctoral degrees that were produced in this way are now contributing to Indonesia's social development by raising university education and research standards and improving capabilities among government personnel.

Looking at JICA's volunteer scheme, between the time the first were dispatched in 1988 and 2009, approximately 540 Japan Overseas Cooperation Volunteers (JOCV) have been dispatched to Indonesia. And between 1998 and 2009, approximately 220 Senior Volunteers have been sent to Indonesia. These volunteers are working at the grass-roots level with local residents and Indonesian counterparts to resolve issues and seek social development in various fields. By having Japanese and Indonesians enter and work in each other's society, the training, overseas study, and volunteer schemes enrich exchange between Indonesia and Japan. Their participants learn about not only skills and technologies but also society and culture, and thus they contribute to stronger relations between the two countries.



Volunteers work with local residents as they live under the same conditions

### JICA's volunteer scheme

The volunteer scheme was launched as a JICA-implemented program in accordance with the Japanese government's ODA budget. Based on requests (needs) from partner countries, JICA recruits people with the skills, knowledge, and experience needed to address these requests and who possess the desire to "utilize their abilities to help people in the partner countries." JICA then selects those people who are most suitable and dispatches them to the partner countries.

The volunteer scheme differs from technical cooperation projects in that volunteers provide technical guidance and other assistance as they live under the same conditions as the local people.

The volunteer scheme is largely divided into two programs; the Japan Overseas Cooperation Volunteers (for people aged 39 years or under) and the Senior Volunteers (for people aged 40 and above). JICA began sending JOCV to Indonesia in 1988, followed by Senior Volunteers in 1998.

### Results

Many Indonesians have studied in Japan since JICA began accepting trainees in its cooperation to Indonesia. At the same time, the volunteer scheme has been engaged in grass-roots activities in Indonesia. Through this cooperation:

- The training and overseas study schemes promoted the development of knowledge and skills, and facilitated their application in Indonesia. It achieved this by having trainees not only learn the relevant knowledge and skills but also gain an understanding of the Japanese society and culture that produced them.
- Through the volunteer scheme, Japanese volunteers gained understanding of the Indonesian society and culture, and broader perspective by providing cooperation as they lived in the Indonesian society. At the same time, exchange with Japanese volunteers was deepened in Indonesian society and the organizations that accepted them.
- The training, overseas study, and volunteer schemes develop human resources in both Indonesia and Japan that have a deeper understanding of the other country as they also strengthened ties between the two nations through interaction.