

## Section 2

# Human Resource Development: Japan's Cooperation which Forms the Foundation of Nation-Building

For the sustainable development and stability of developing countries, fostering human resources who will play an important role in the development process is crucial as the foundation of nation-building. Japan, in addition to infrastructure development assistance, has proactively supported human resource development as “investment in the future.” Human resource development cooperation in various sectors via ODA has not only contributed to the development of developing countries, but also to strengthening the friendship and mutual understanding between Japan and developing countries.

In the following examples of Japan's technical cooperation in Southeast Asia for human resource development – one of Japan's top priorities, the efforts for fostering and utilizing human resources are recapped.



Ms. Watanabe, a JOCV (occupational therapist) (front) who has been dispatched to a hospital in Ho Chi Minh City, Viet Nam. Looking at the X-ray, she and her colleague consult each other about the treatment method. (Photo: Yuki Kato / JICA)

## ■ Timor Leste, “Capacity Development of the Faculty of Engineering, Science and Technology, the National University of Timor-Leste”

The National University of Timor-Leste (UNTL), which opened in November 2000, is the only public institution of higher education in Timor-Leste. Plagued by many years of political turmoil, educational institutions suffered from significant deterioration. At UNTL's inception, the faculty lacked the necessary teaching knowledge, and more than 70% of the school's buildings and educational equipment were damaged due to the turmoil accompanying independence in 1999. Against this backdrop, Japan began extending assistance to UNTL's Faculty of Engineering in 2001, and implemented various cooperation, including the installation of educational equipment, dispatch of experts, and faculty training.

Following-up on the assistance extended continuously since 2001, this project was initiated in 2011 to ensure the provision of high quality engineering education under appropriate management and operations. In 2013, the third year of the project, a teaching curriculum was

developed, the number of faculty with a master's degree increased from 24 to 44 people, and research activities gained further momentum.

As indicated by Timor-Leste's Strategic Development Plan established in 2011, which states that “The government will strengthen institutions of higher education beginning with UNTL to train human resources who will be the future leaders of the country,” extraordinary expectations are attached to the Faculty of Engineering at UNTL that fosters human resources who are responsible for the future of technology. This project, designed to improve the education and research capabilities of the Faculty of Engineering, is expected to contribute to agriculture, the country's current primary industry, as well as to the development and improvement of economic and industry bases over the country's future by producing promising human resources who are equipped with advanced technologies.



Local staff in Timor-Leste receiving an explanation on the experiment apparatus from Japanese experts (Photo: JICA)