

JICA Basic Education Cooperation in Africa

The Joy of Learning for All Children



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AFRICA

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Japan International Cooperation Agency

Africa's Challenges

As Africa continues to grow rapidly, ensuring children are provided with quality education is fundamental in leading the continent toward a sustainable future.

The population of Africa will reach 2.5 billion by 2050, with young people comprising 60 percent of its total. To align these demographic changes with Africa's socioeconomic development, we must ensure quality education is accessible to all the continent's children.

Although school enrollment rates in Sub-Saharan Africa have dramatically increased in the last 20 years, approximately 60 million children still do not attend school today. Additionally, education quality remains an enormous challenge, due to poorly constructed lessons and a lack of textbooks and resources. According to UNESCO, 200 million, or nearly 90 percent, of these children have not reached minimum proficiency in reading and math.

Sparking the Joy of Learning

With the aim to equip children in Africa with necessary academic skills, like proficiency in basic literacy and numeracy, JICA helps to build the capacities of math and science teachers, as well as enhance school management abilities and create better learning environments. Through these efforts, JICA seeks to not only build teachers' capacities but also enable students to learn independently and think critically, while spurring their motivations to learn.

Learning

Provided high quality learning for **24 million** children
(data from 2013-2018)



Enhancing Capacity Building for Teachers

In order to improve children's learning, it is essential to train teachers to enable them to teach classes effectively. JICA supports their professional development by providing in-service training for math and science teachers.

Teacher Training

Conducted math and science teacher training for **260,000 teachers** in **13 countries**
(data from 2013-2018)



Improving Learning through Community-wide Collaboration

Schooling is not the only avenue to foster learning - local community engagement is equally vital. Under this vision, JICA will scale up the "School for All" approach in Africa to facilitate collaboration among communities, schools and local governments to improve school management and children's learning environments.

School Management

Introduced the "School for All" project to **37,000 schools** in **3 countries**
(data from 2013-2018)



Sparking the Joy of Learning in Africa

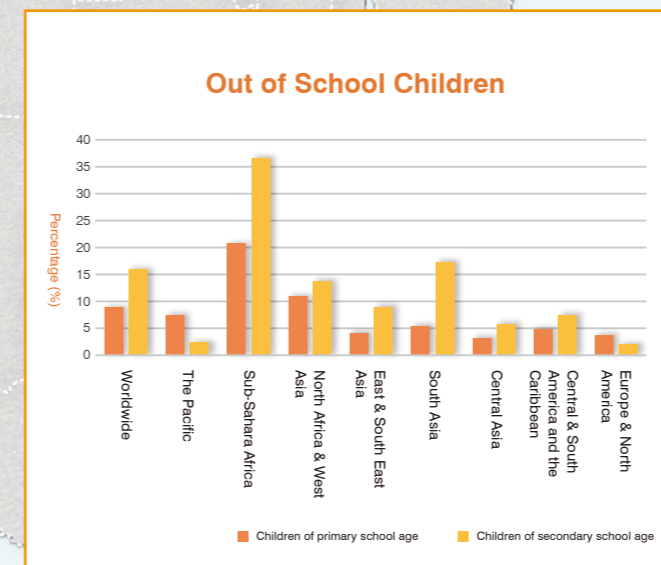
To help build a prosperous Africa, JICA will continue its cooperation in basic education.

Since the 1990s, JICA has expanded its cooperation with Africa in the basic education sector. Since then, JICA has worked hand-in-hand with African countries and like-minded partners to expand access to education, improve education quality, and strengthen school management.

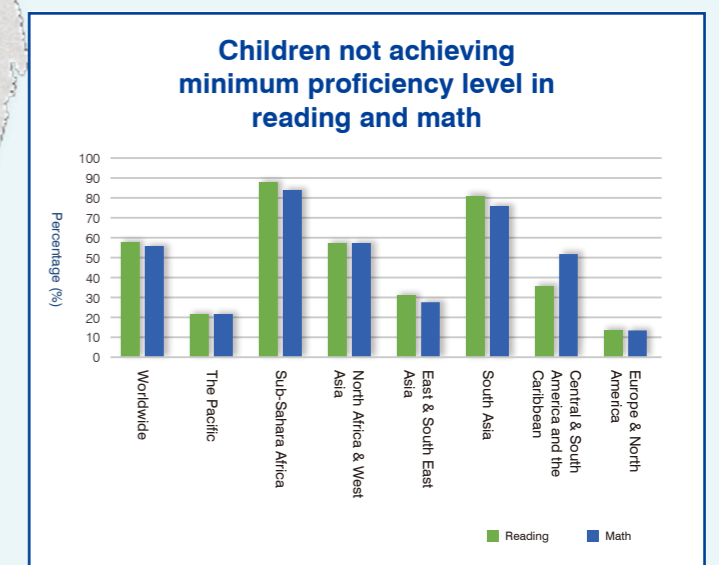
By conducting decades of cooperation, JICA has gained strong foundations in the basic education sector and has earned people's trust. This has enabled JICA to contribute to realizing the goal of "providing quality educational environments to 20 million children (2013-2017)" at the 5th Tokyo International Conference on African Development (TICAD V) in 2013 and the goal of "training 20,000 math and science teachers (2016-2018)" at TICAD VI in 2016.

JICA is committed to continuing its cooperation in the basic education sector to unlock Africa's prosperous future. To this end, JICA will tailor efforts to the needs of each country and provide a comprehensive plan, together with partners to support wide-ranging interventions, including teacher training, school management improvements and school construction projects.

Activities and Achievements



(UNESCO, 2018)



(UNESCO, 2017)

CASE
1

Improving School Management: 7 Countries

Community, School, Local Government Collaborations



At a local school

* The "School for All" project has expanded in: Niger, Senegal, Mali, Burkina Faso, Cote d'Ivoire, Madagascar, Ghana

"School for All" Reaches 45,000 Schools in Africa

Since 2004, JICA has implemented the "School for All" project across the continent, with the majority being in West Africa. Through this project, communities, schools and local governments have collaboratively worked to resolve problems that face school administrators, teachers and students. In recent years, under the "School for All" project, communities, schools and local governments have worked together to help students reach minimum proficiency in math by openly disclosing achievement test results and implementing supplementary lessons by using math workbooks.

Currently, 45,000 schools in Africa have adopted the "School for All" approach. The results have been remarkable: across 3,500 Nigerien schools, 300,000 children in first through fourth grade have dramatically improved their math scores, with the ratio of correctly answered questions rising from 40 to 70 percent.

CASE
2

Teacher Training: 27 Countries

Strengthening Teachers' Skill Sets



Children in Kenya doing a science experiment

Math and Science Teachers Enhance Students' Math and Reading Skills and Promote Critical Thinking

Since 1998, JICA has worked to strengthen the quality of science and math education across Africa by conducting both pre-service and in-service teacher trainings to over 370,000 teachers in 27 countries. Now, more teachers in Kenya are able to conduct lessons in a way that strengthens their students' critical thinking abilities, enabling students to take greater interest in their studies. Additionally, Zambia and South Africa have adopted the "Lesson Study" approach, which supports peer-to-peer learning among teachers. JICA is also helping to develop and design Senegal and Ethiopia's math textbooks to improve student's learning.

Find out more on JICA's work in the education sector:
https://www.jica.go.jp/english/our_work/thematic_issues/education/overview.html
 or scan the QR code to access our website.



CASE
3

Adopting Japanese Educational Approaches to Socioemotional Learning

Students Develop Life Skills through "Special Activities" (Tokkatsu)

In recent years, the importance of developing socioemotional and life skills have gained increased global recognition. Given this context, Japan's approach to education has attracted the interest of other countries due to its dual emphasis on students' socioemotional skills and their academic abilities. For example, schools in Japan dedicate a school period to so-called *Tokkatsu* or "Special Activities", including rotating students as classroom leaders to develop leadership skills (*nitchoku*) and conducting non-academic activities, like cleaning classrooms.

To support efforts to enhance socioemotional learning in Egypt, JICA has introduced the concept of *Tokkatsu* in some schools by adapting the activities to best suit their own social and cultural contexts. In response to adopting *Tokkatsu*, several headmasters at the pilot schools have credited the activities for creating positive change among their students. "Implementing Tokkatsu has noticeably increased student responsibility and cooperativeness," they said.



Egyptian children talking at homeroom

CASE
4

School Construction: 27 Countries

Providing Students with a Safe Learning Environment



Children studying at the newly rebuilt school

The Government of Japan has long helped to construct schools across Africa to increase school access and improve students' learning environments. Since 1985, the Government of Japan has helped build approximately 18,000 classrooms for both primary and lower secondary schools in over 27 African countries - enabling over 1.2 million children to attend school. Additionally, JICA has constructed new sanitary and hygiene facilities and water wells to provide them with safe, healthy learning environments.

CASE
5

Japan Overseas Cooperation Volunteers (JOCV): 31 Countries

Enhancing Education Outcomes



A JOCV teaching at a school in Zambia

Volunteers Support Basic Education through Grassroots Activities

JICA dispatched the first group of Japan Overseas Cooperation Volunteers (JOCV) to Africa in 1966. At that time, there were just three volunteers, including one physical education teacher who was dispatched to the then-recently established independent Republic of Kenya. Since then, the number of JOCVs that have specialized in education (primary education, math and science education, physical education, early childhood education, etc.) has risen to around 4,300. JICA has dispatched these volunteers to 31 countries across Africa, accounting for about a fourth of the total number of JOCVs dispatched to the continent.

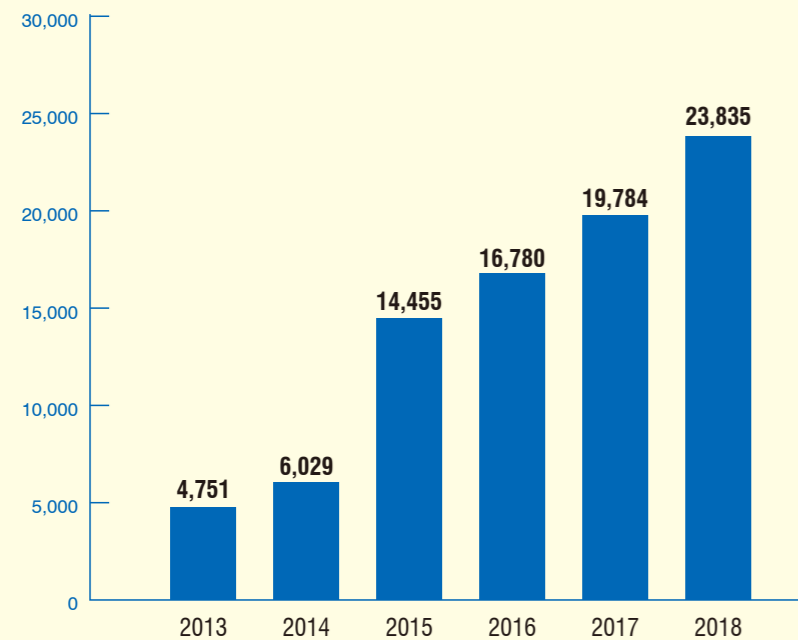
Since many people in Africa learn about Japan for the first time by interacting with JOCVs, these volunteers not only help conduct activities in their specialized fields of education, but they also play an important role in building friendly relationships between Africa and Japan.

JICA's Achievements 2013-2018

1 in 10 primary and lower secondary school children in Africa benefitted from JICA's Education Cooperation

| | | | |
|---------------------|-------------------------|---|--|
| Teacher training | 260,000 teachers | → | 16.83 million students benefitted |
| School Management | 37,000 schools | → | 6.67 million students benefitted |
| School Construction | 4,100 classrooms | → | 340,000 students benefitted |
| [Total] | | | 23.84 million students benefitted |

Number of students (in thousands)



Over 23 million children in 24 African countries received high quality education (2013-2018)

Educators attending teacher training (2013-2018)

~100 101~1,000 1,001~

Schools implementing management reform (2013-2018)

~100 101~1,000 1,001~

Schools constructed (2013-2018)

~100 101~200 201~

Volunteers dispatched for basic education (Math and science, primary school, early childhood development) (2013-2018)

~50 51~100 101~



Sparking Interest in Mathematics

Digital Textbooks Improve Education Quality in Rwanda

SAKURA-SHA, an educational publisher based in Tokyo, has developed a digital textbook and learning tool called "Interactive Mathematics (IM)" that helps students learn mathematics effectively through the use of animations and sounds.

The company developed the learning tool based on best practices used in Japanese primary schools to teach mathematics. In 2016, SAKURA-SHA introduced the software to Rwanda to help improve the country's quality of education. Since then, the tool has not only sparked students' interests in mathematics; it has also contributed to improving teaching techniques used by Rwandan teachers in their own classrooms.

