

JICA's further support for education

Japanese-style education incorporating special activities (Egypt)

Independent school activities nurture children's cooperativeness



A class meeting lead by children themselves (Egypt)

The governments of Japan and Egypt signed the Egypt-Japan Education Partnership (EJEP) in 2016 and agreed to provide integrated cooperation in introducing the Japanese-style teaching method to pre-primary to higher education in Egypt.

Under the EJEP, JICA provides assistance to Egypt's three ministries, including the Ministry of Education and Technical Education, in the form of expert transfer, technical cooperation, loan aid, and Japan Overseas Cooperation Volunteers.

In basic education, JICA promotes special activities such as class discussion, classroom instructions, and one-day classroom coordinators at the Egypt-Japan Schools (EJS) established by the Egyptian government and target schools of the Project for Creating Environment for Quality Learning. Some of the special activities became part of the new national curriculum for the first grade in primary school in 2018 and are due to be added to the new national curriculum of a higher grade each year.

Through this initiative, JICA not only helps children's learning and character building, but also helps them to develop positive lifestyle habits so that they become independent and cooperative individuals and acquire social skills.

Collaboration with the World Bank in the Human Capital Project

Strengthening partnerships to accumulate the human capital necessary for poverty reduction and economic growth



A community-participating self-learning session (Madagascar)

JICA works in partnership with the World Bank in the fields of education, health, and nutrition under the Human Capital Project (HCP) of the World Bank.

The HCP is a global effort to foster sustained and inclusive economic growth and poverty reduction through more and better investments in people to help them accumulate human capital (the health, knowledge, and skills) throughout their lives.

The World Bank and JICA have agreed to intensify its multi-sectoral efforts in education, health, and nutrition, to implement joint initiatives through community participation, to focus on investing in children's early years, and to prioritize efforts to empower girls and women. The joint initiatives are underway in the countries in Africa, Asia, and the Middle East that have participated in the HCP.

In Madagascar, for example, JICA has built a model for multi-sector support by linking its community-participation project to the World Bank's Basic Education Support Project. The model includes support for community-participation for improved maternal and child health and nutrition care for children under the age of 3. The two institutions plan to expand similar collaborations to other countries.

The Joy of Learning for Everyone

🔍 The Project for Creating Environment for Quality Learning (Egypt)
<https://www.jica.go.jp/project/egypt/007/index.html>
The Project for Quality Improvement of Early Childhood Development (Egypt)
<https://www.jica.go.jp/project/egypt/006/index.html>



For more information on JICA's cooperation in education, please visit
<https://www.jica.go.jp/activities/issues/education/index.html>

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620 million children of primary to lower secondary school age are not achieving minimum proficiency levels in reading and mathematics. (as of 2015)¹

260 million children of primary to upper secondary school age are out of school. (as of 2018)²



Socially vulnerable and disadvantaged people, such as people living in poverty, girls and women, people with disabilities, people from ethnic minorities, and people affected by conflicts and disasters, are deprived of educational opportunities.

Source 1: More Than One-Half of Children and Adolescents Are Not Learning Worldwide, 2017, UNESCO Institute for Statistics
2: UIS Stat, 2020, UNESCO Institute for Statistics

Learning Continuity

By leveraging its experience gained in Japan, JICA supports education in more than 100 countries around the world to achieve SDG4 of the 2030 Agenda.

The COVID-19 pandemic has disrupted education systems and has widened educational inequalities around the world.

More than 1.5 billion children in over 190 countries around the world have been affected by school closures mandated by governments in an attempt to slow the spread of COVID-19. Remote learning remains out of reach for 500 million children⁴ and primary enrollment rates are expected to drop to the levels of the mid-1980s levels⁵. Due to the disruptions caused by the COVID-19 pandemic, not only will the educational attainment fall, but also the domestic violence, school dropouts, out-of-school rates, the burden of domestic work on girls, and early marriage will increase, leading to greater educational inequalities and lost learning opportunities.

Source 3: Education: From disruption to recovery, 2020, UNESCO
4: The Sustainable Development Goals Report 2020, United Nations, Department of Economic and Social Affairs
5: 2020 Human Development Perspectives: Covid-19 and Human Development: Assessing the Crisis, Envisioning the Recovery, 2020, United Nations Development Programme (UNDP)

Sustainable Development Goals (SDGs)

SDG 4. Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



Guiding Principles



Key operational strategies in education support

Quality education for learning improvement

JICA is committed to:

- Pursuing a comprehensive approach for improving children's learning by strengthening the Learning Cycle;
- Promoting global and regional mutual learning in mathematics and science education and Lesson Study and School-Based Management programs;
- Participating actively in international and regional assessment frameworks for ensuring quality education and strengthening global collaboration; and
- Providing assistance to quality improvement and quality assurance in higher education, with a focus on engineering.

Education for fostering equitable and sustainable growth

JICA is committed to:

- Supporting skills development necessary for finding decent work by providing assistance to technical education and vocational training (TVET) institutions;
- Supporting industrial human resource development by promoting cooperation between industry and academia in universities' educational activities, research and international student admission; and
- Developing foundational human resources, such as the skills of government officers, in order to improve administrative capacity and create a solid basis for socio-economic development.

Education for knowledge co-creation in society

JICA is committed to:

- Strengthening its support to science, technology, engineering and mathematics (STEM) development to foster personnel who lead creative efforts in Science, Technology and Innovation (STI) through its seamless support from primary and secondary education to higher education; and
- Promoting knowledge co-creation by networking higher education institutions in developing countries and strengthening their partnership with Japanese universities to advance STI.

Education for building inclusive and peaceful societies

JICA is committed to:

- Providing enhanced education support for vulnerable and disadvantaged populations;
- Providing educational opportunities and skill development support to people affected by conflicts and disasters to earn their livelihood;
- Supporting countries to develop their nation- and peace-building capacities from a long-term perspective; and
- Providing education support to equip learners with knowledge and understanding to respond to social and global issues as global citizens.

Approaches for effective implementation

Strengthening a linkage between policy and practice

We will further strengthen the linkage between country-specific education policy and practice by feeding outcomes acquired through our project implementation into education policies and plans.

Strengthening evidence-based policy recommendations

We will accumulate evidence through monitoring and evaluations of outcomes for the effective implementation of projects as well as policy recommendations and dialogues.

Strengthening partnerships with various actors

We will work in close partnership with various actors having their own comparative advantages to offer for our effective implementation at the country, regional and global levels.

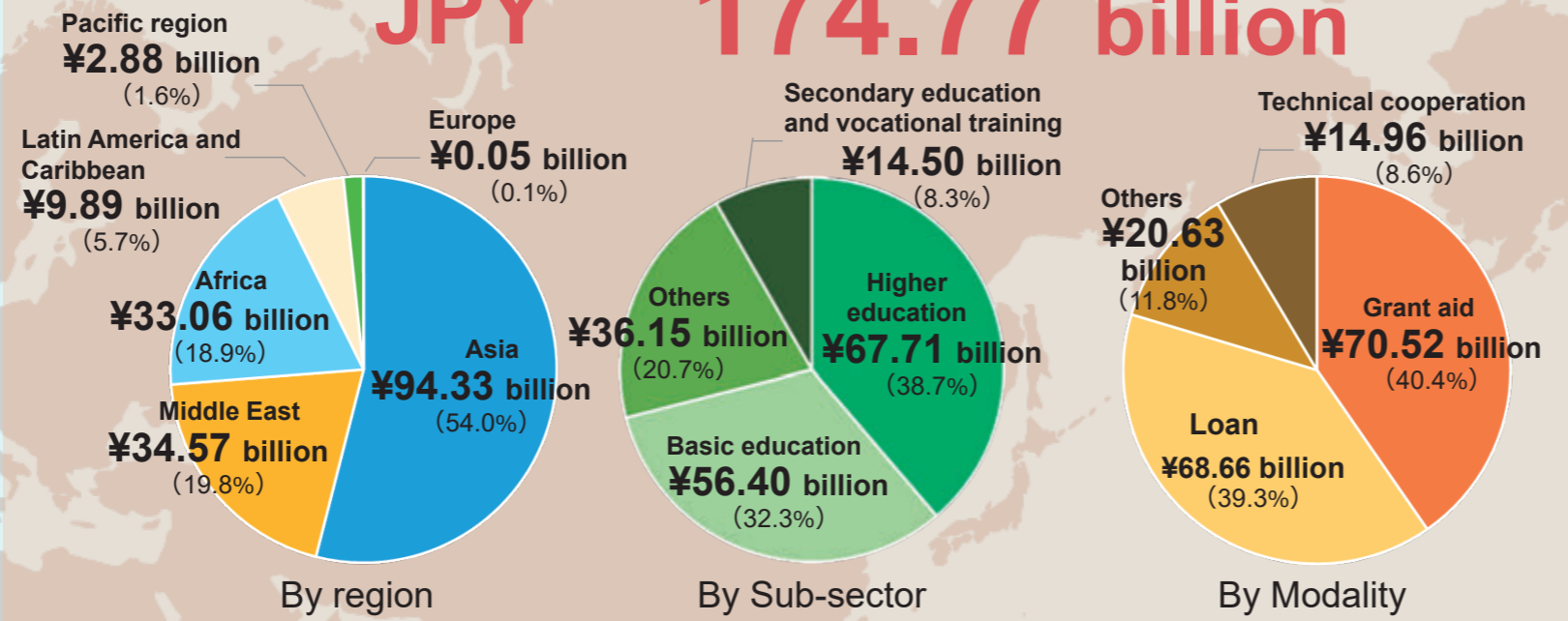
Creating a synergistic effect through a cross-sector approach

We will position education as an area that has an important role within our overall development assistance to advance other SDGs, and work with other sectors to implement a comprehensive and effective approach.



JICA's Cooperation in Education (FY2015 - 2019)

JPY 174.77 billion



Modality

Technical cooperation

Technical cooperation involves dispatch of experts, provision of necessary equipment, and training of personnel, aiming at developing human resources and strengthening administrative systems of developing countries. Example: Teacher training, strengthening management of schools/universities etc.

Loan aid (Yen loans)

Providing low-interest, long-term and concessional funds to finance development projects Example: Construction of universities, improvement of facilities etc.

Grant aid

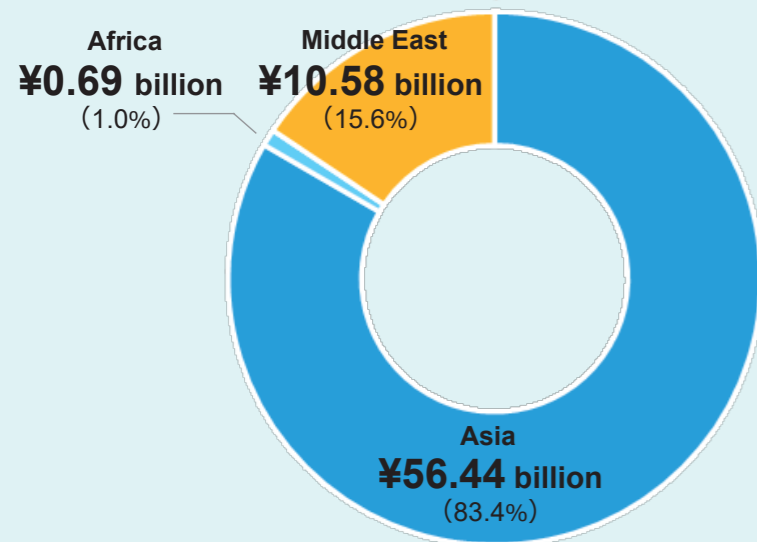
Providing development funds without the obligation of repayment Example: Construction of primary and secondary schools, vocational training schools etc.

Others (volunteers, civil participation etc.)

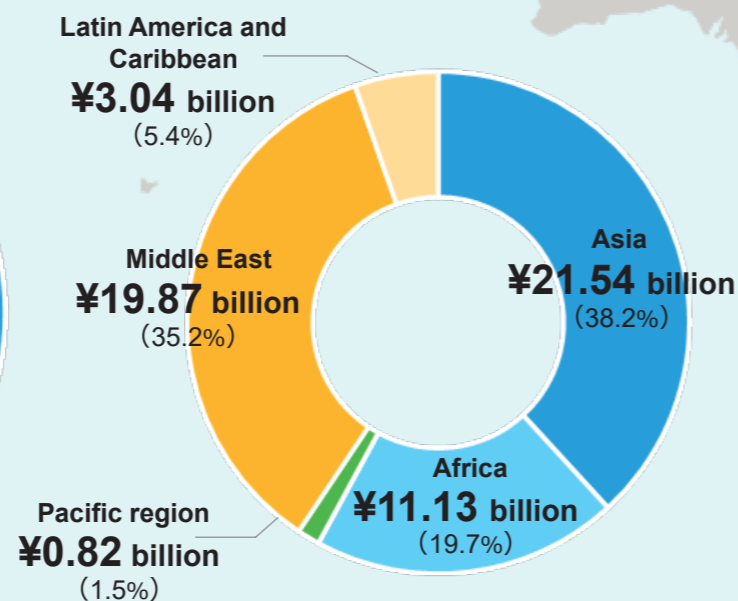
Japan Overseas Cooperation Volunteers, grassroots technical cooperation (conducted by NGO, local governments) etc.

Sub-sectors × Regions

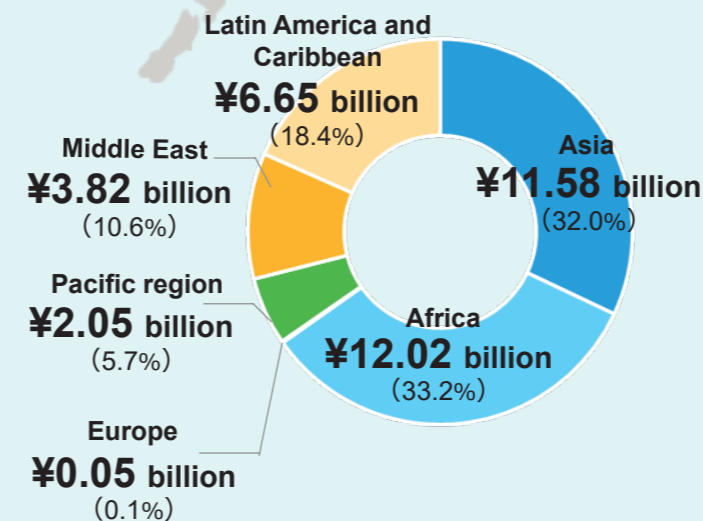
Higher education
¥67.71 billion



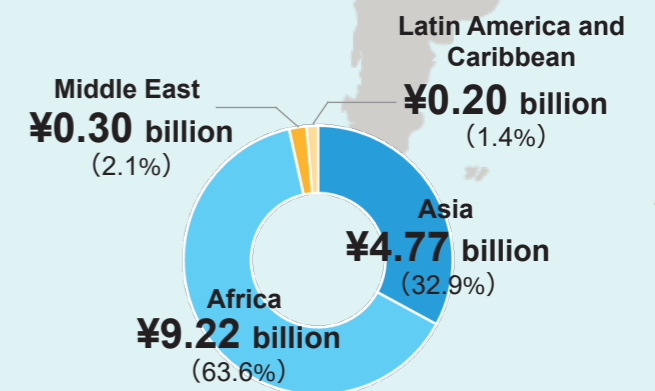
Basic education
¥56.40 billion



Others (general sector support, human resource development)
¥36.15 billion



Secondary education and vocational training
¥14.50 billion



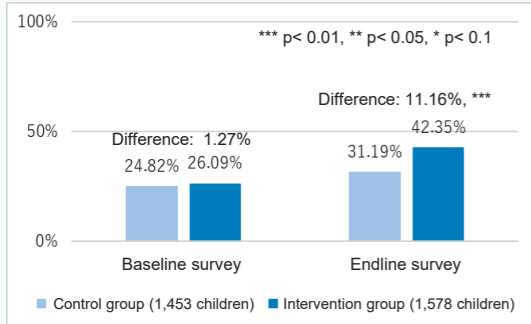
JICA's Education Cooperation

Basic Education

Assistance in curriculum and textbook reforms for a child-centered teaching approach (Myanmar, El Salvador, etc.)



Children in Myanmar enjoy the new textbooks



Percentages of correctly answered questions in primary school grade 2 math tests in El Salvador

Project for Curriculum Reform at Primary Level of Basic Education (Myanmar) <https://www.jica.go.jp/project/myanmar/014/>
 Project for the Improvement of Mathematics Teaching in Primary and Secondary Education (El Salvador) <https://www.jica.go.jp/project/elsalvador/004/index.html>

Support for curriculum and textbook development to raise children's motivation for learning and improve their academic performance

JICA is helping to improve the quality of education by encouraging children to learn independently through curriculum improvement and support for the development and revision of textbooks that are well-aligned with the national curriculum.

In Myanmar, JICA is supporting the development of textbooks and teachers' guides for all ten subjects in all five grades of primary school, thereby helping to move away from a knowledge-intensive approach to education. Also, the project is characterized by a comprehensive approach that includes national training for the introduction of the new curriculum and the development of the teaching materials for Education Colleges. The new textbooks have been introduced one grade at a time every year since 2017, and children using the new textbooks are now actively engaged in the classroom.

In El Salvador, JICA has supported the revision of textbooks and teacher instructional books, and development of students' practice books from primary to high school, to improve mathematics education from primary and secondary school settings, through teacher training programs and in-service teacher training.

The revised textbooks have been distributed to 1.28 million students nationwide and are currently in use. It was also found that second-grade students who learned with the new textbooks scored higher on math tests than students in schools that did not use the textbooks, leading to higher academic achievement (see graph below left).

In addition, JICA has assisted in revising curricula and textbooks in many other countries, including Papua New Guinea and Palestine.

Higher Education

African Union - african innovation - JKUAT AND PAUSTI Network Project (commonly known as AFRICA-ai-JAPAN)



An expert provides digital fabrication training to students



Former trainees are engaged in mechanical ventilator R&D to combat COVID-19

Africa's leading university in STI helping to tackle the continent's development challenges

Despite African countries' key policy of achieving sustainable economic growth and industrialization through the development of higher education and the promotion of science, technology and innovation (STI), these countries are faced with serious shortages of highly-skilled professionals, with higher education enrollment rates remaining below 10 percent.

To address this challenge, The African Union (AU) launched a plan to establish the Pan African University (PAU) to raise the capacity of higher education institutions in Africa and to enhance highly-skilled human resources. Five top universities in Africa's regions were identified for crucial thematic areas and PAU institutes hosted by these universities were established. Jomo Kenyatta University of Agriculture and Technology (JKUAT), a leading university in agriculture and technology in Kenya to which Japan had provided support since its establishment in the 1970s, was selected as a flagship institution for STI and the Pan African University Institute for Basic Sciences, technology and Innovation (PAUSTI) was established in 2012. By July 2020, 661 people from 43 African countries have enrolled in the Ph. D. or M. Sc. programs at PAUSTI and 308 of whom have already graduated and received their Master's or Doctoral degrees.

JICA provides assistance in enhancing research environments, implementing some research projects including collaborative research projects, promoting the dissemination of research outcomes to the wider public, and creating a network of higher education institutions in Japan, Africa, and beyond. Together with universities in Japan, JICA remains committed to supporting JKUAT/PAUSTI and contributing to the development of highly-skilled human resources in Africa. More new discoveries and further technological development are expected to be made through knowledge integration between Japan and Africa.

African Union - african innovation - JKUAT AND PAUSTI Network Project <https://www.jica.go.jp/oda/project/1302994/index.html>

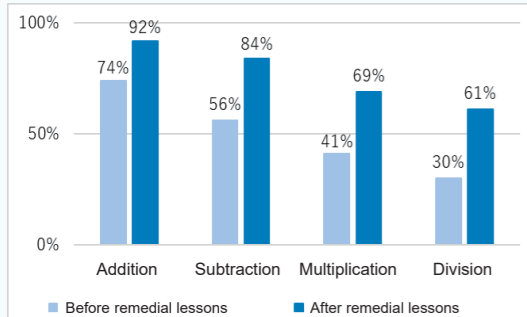
Learning Continuity

Basic Education

"School for All" project: School management through community participation (Seven countries in Africa)



A remedial lesson at a primary school in Madagascar



Percentages of correctly answered questions in math tests in Madagascar (171,978 children in 1,650 schools)

Improved academic performance backed by an effective school management committee

In sub-Saharan Africa, 80 percent of school-age children attend primary school.¹ Due to the poor quality of schooling, however, the percentage of children who have attained minimum proficiency levels in reading and mathematics barely reaches 20 percent.²

To address this issue, JICA is implementing the School for All project in 45,000 schools in seven countries in sub-Saharan Africa. The goal of the project is to improve the basic academic skills of children through collaboration among communities, schools and governments to create schools where everyone can learn.

As a result of these activities, short-term remedial classes in Madagascar have improved children's math test results by about 20-30 percentage points compared to their pre-supplementation scores (see graph below left). In addition, as a result of the strengthened trust between communities and schools, the School for All activities have spilled over into a variety of areas, including the establishment of kindergartens and improved nutrition through school meals.

The "School for All" model is expected to expand further, incorporating a proficiency-based learning method developed by Pratham, an Indian NGO, in partnership with the Abdul Latif Jameel Poverty Action Lab (J-PAL) of Massachusetts Institute of Technology (MIT), as well as working together with the World Bank to adopt the model to a wider areas.

"School for All": The Project on Support to Educational Development through Community Participation Phase 2 (Niger) <https://www.jica.go.jp/project/niger/003/index.html>
 Participatory and Decentralized School Management Support Project (Madagascar) <https://www.jica.go.jp/project/madagascar/003/index.html>

Source 1: Data for the Sustainable Development Goals: Adjusted net enrolment rate by level of education (2018), 2020, UNESCO Institute for Statistics
 2: More Than One-Half of Children and Adolescents Are Not Learning Worldwide, 2017, UNESCO Institute for Statistics

Technical and Vocational Education and Training (TVET)



Training for instructors of Programmable Logic Control training course



Monitoring of entrepreneurs who received microfinance support

Project on Strengthening the Capacity of National Institute of Professional Preparation (The Democratic Republic of the Congo)

Support skill and capacity development of youth through reinforcement of the National Institute of vocational training

The Democratic Republic of the Congo, which is located in Central Africa, is one of the world's richest countries in natural resources. At the same time, it is counted as one of the Least-Developed Countries in the world due to the damages inflicted upon the economic infrastructure and development of social services by series of conflicts that started in the 1990's.

The government of Congo recognizes human resource development as one of its key challenges and addresses the improvement of quality of education and vocational training. The National Institute of Professional Preparation (Institute National de Préparation Professionnelle or INPP) plays a pivotal role in vocational training. The INPP, which has offices all over the country, provides vocational training that meets the needs of many different regions of the country.

JICA started its cooperation with the INPP since the 1980's through provision of training equipment and sending experts from Japan to support the capacity development of INPP instructors. Through these cooperation programs with the INPP, JICA has provided training to almost 40,000 youths and assisted 2,500 companies in total.

Currently, JICA focuses its support on strengthening the INPP's organizational capacity so that the outcomes of its previous efforts will spread to and benefit the rest of the country and quality training can be sustained. JICA also provides support to reinforce the system of job placement and entrepreneurship so that the former trainees may contribute to the economic development of their country.

Through a youth development program, JICA remains determined to continue to provide support to the Democratic Republic of Congo that contributes to its peace, stability, and sustainable economic growth.

Project on Strengthening the Capacity of National Institute of Professional Preparation (The Democratic Republic of the Congo) <https://www.jica.go.jp/oda/project/1300268/index.html>