

## JICA's Cooperation in Education ~Now and Future~

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Education is a fundamental human right that should be equally available to all people. The World Conference on Education for All (1990) reached a consensus that achieving EFA was a common goal of international community, and that the efforts to ensure quality education for all are a responsibility for both of developing and developed countries.

Education is also considered the basis for development of all kinds. It is an important foundation in enabling each person to live with dignity, and to fully exploit the potentials to lead a quality life with more choices. Education also plays an important role in developing the human resources needed for socio-economic development of the society.

Furthermore, education is the foundation for peace and prosperity in the world. The acquisition of broad knowledge and diverse skills through education promotes mutual understanding among people of different cultures and values, and helps us aspire to peaceful and consolidated societies of respectful coexistence and a sustainable world.

The world has undergone great changes in recent years as a result of advancing globalization and remarkable progress in science and technology. At the same time, people face such emerging global threats as climate change, conflict, proliferation of drugs, and the spread of infectious diseases.

To deal with these issues requires skills to create knowledge, flexible thought for effective use of knowledge, ability to solve problems. Such abilities are developed through education, and thus enhancement of education in all countries is of growing importance.

Undeveloped educational systems lead to widening gaps both within a country and in the relations with developed nations. For developing nations to be able to actively cope with the changing world, including globalization and the shift to knowledge-based society, they need to have a broad range of human resource development. For this end, development of education at all levels, from primary education to higher education, is important from the long-term perspective.

International community is continuing efforts to achieve EFA and the MDGs by the target year of 2015. Support for countries that still face many difficulties in achieving universal primary education remains JICA's top priority in education sector. Some countries have succeeded in improving primary education to a certain level. In countries that have rising needs for secondary education based on educational and industrial policy, the need is growing for the enhancement of not only primary education but also secondary education.

For primary and secondary education, JICA is placing its focus on three issues: expanding educational opportunities, providing high quality education, and improving education management. In addressing these issues, we are emphasizing construction of schools, strengthening the capacity of teachers, supporting participatory school-based management, and capacity development of education officials. For teacher education/training, we put particular stress on mathematics and science. This is because strengthening mathematics and science education is the strong needs of developing countries and they expect that kind of support from Japan. It is perceived that the scientific and creative thinking acquired from mathematics and science education contributes both to the development of individual abilities and to socio-economic development. JICA is also working to make it possible for all children to receive a quality education, with consideration of the differing needs of various groups, such as girls, children with special needs and etc.

In TICAD IV, the Japanese government has committed to (1) construction of 1,000 schools (5,500 classrooms), (2)

training of 100,000 teachers through SMASE-WECSA<sup>1</sup>, and (3) expanding the participatory school-based management program “School for All” to 10,000 schools. JICA is also making utmost efforts for the achievement of these goals.

### **JICA’s operating principles**

#### **• Enhancing Two – way dialogue between policy and schools**

Education sector is one of the most advanced sectors in terms of donor coordination. As a member of international aid community, JICA continues to make its efforts to have better cooperation with development partners for aid effectiveness. A characteristic of JICA assistance is emphasis on improvement of learning environment in schools, through working closely with teachers, school principals, and community. JICA also works to support capacity development of central government for policy formulation and that of local governments for effective implementation and monitoring.

Technical cooperation normally starts with small-scale in pilot area, and tangible successes can be adopted as a model for policies to spread nationwide. Having findings from model development reflected in policy making contributes to building strong ownership. Under the education development framework of SWAs and FTI, in particular, promoting linkage between policy level and school level can contribute to aid effectiveness.

#### **• Strategic use of schemes**

JICA is a unique organization with three schemes: technical cooperation, grant and loan aid. Taking this advantage, we now explore strategic use of these schemes to make JICA’s assistance more efficient and effective: for example, using loan for more efficient and effective scale-up and spread-out of models developed by technical cooperation; in assistance for teacher education, more effective support by combining grant for construction of facilities and technical assistance for capacity development of teacher education institutions.

#### **• Promotion regional and inter-regional education network**

JICA is increasing its efforts to promote a network that facilitates the platform to share experience and findings of countries in the region for addressing common issues. One example is SMASE-WECSA for mathematics and science education in Africa, founded in 2001, with currently 35 participating countries and region. Annual workshop is organized by member countries. In 2009, technical meeting for mathematics and science trainers was held with participation not only from member countries but also with participation from Japanese university.

SEAMEO-RECSAM<sup>2</sup> and UP-NISMED,<sup>3</sup> while workshop for administrators had participation from ADEA<sup>4</sup>. By promoting this type of networking, JICA contributes to fostering African experts who work for educational development in their respective nation and the region.

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<sup>1</sup> Strengthening of Mathematics and Science Education in Western, Eastern, Central & South Africa (SMASE-WECSA)

<sup>2</sup> Southeast Asian Ministers of Education Organization Regional Centre for Education in Science & Mathematics

<sup>3</sup> University of the Philippines National Institute for Science and Mathematics Education Development

<sup>4</sup> Association for the Development of Education in Africa



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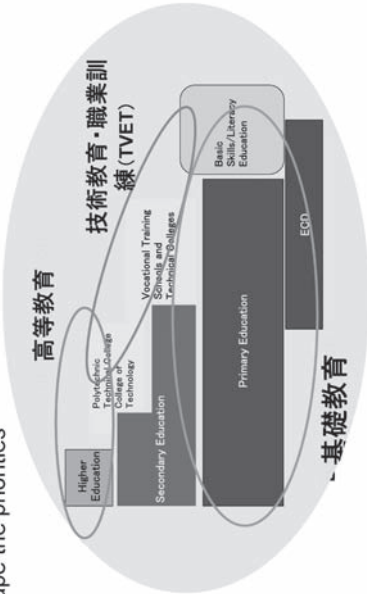
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## Why support education?

- ◆ **Education, as a fundamental human right**
    - enable individuals to fully exploit the potentials to lead a quality life with more choices
  - ◆ **For sustainable development of the society**
    - educated individuals contribute to promoting poverty reduction and sustained economic growth
    - skills to create knowledge, flexible thought for effective use of knowledge, ability to solve problems are required to cope with emerging issues in the rapidly changing world: globalization, knowledge economy, climate change, etc.
  - ◆ **Promoting mutual understanding for peace**
    - enhanced understanding of the world increases respect for diversity, leading to the peaceful and consolidated society.
- ◆ *Japan's experience of developing the country with high priority on education*
- ◆ *Commitments to EFA, MDGs*

## Approach to Sub-sectors

- Based on situation analysis of each country, identify issues, and shape the priorities



## Sub-sector Priorities

**Basic Education**  
provides necessary knowledge and skills to lead a quality life  
support for its expansion is JICA's priority

- Priority areas:  
<levels>
- Primary Education (countries where UPE remains top priority)
  - Secondary Education (countries that are close to achieving UPE)
  - NFE and ECD in cooperation with NGOs and international organizations
- <focus>
- access to education
  - quality education
  - education management
- <strategy>
- Inclusive
  - Comprehensive and integrated
- <TICAD IV>
- School Construction (1000 Schools), teacher training (10,000 teachers), school based management (10,000 schools & communities)

## Sub-sector Priorities

### TVET

*provides knowledge and skills that promote employment and socio-economic development*  
*develop secure labor force with high productivity and competitiveness*

#### Priority areas:

<focus>

- ① Human resource development for industry
- ② To increase the opportunity of employment and induce income generating activities in post-conflicts and fragile states

<strategy>

- ① {
  - Support for leading public TVET institutions
  - To meet changing needs of industry
- ② {
  - Timely and flexible support in partnership with NGOs and international agencies
  - To provide basic skills training for groups of people with greater needs (ex. **disarmed soldiers, domestic refugees**)

## Sub-sector Priorities

### Higher Education

*creates, disseminates and applies knowledge and technology that a nation needs to survive in a knowledge-based society*

#### Priority areas:

<focus>

- To improve educational capacity of HE institutions to develop high skilled professionals who lead the nation's socio-economic development
- To improve research capacity of HE institutions to produce solutions to global/regional issues

<strategy>

- To strengthen capacity of national/regional leading institutions (academic staff development, support for equipment, management, linkage with industry and community, etc.)
- To strengthen international inter-university academic network among Japan and partner countries

## Operating Principles

### 1. Mid- and long- term cooperation allied to education sector development plan of respective countries

- position JICA's support in education development framework (ex. SWAp, FTI)
- promote synergy effects
- share JICA's vision with development partners

### 2. Enhancing two-way dialogue between policy and schools

- support for materialization of national policy on the ground
- reflection of field experience in policy making

### 3. Strategic use of different schemes

- New JICA, as a unique organization with three schemes (grant, loan, and technical cooperation)
- ex
  - ★ model development by technical cooperation & scale-up and spread-out by loan
  - ★ facilities by grant or loan with technical cooperation
  - ★ policy dialogue facilitated by program loan & implementation of policy by technical cooperation

## Operating Principles

### 4. Promoting regional and inter-regional education network

- Regional network on math and science Education (SMASE-WECSA in Africa)
- Regional inter-university academic network (AUN/SEED-Net in SE Asia)

### 5. Strengthening partnership

- Multi and bilateral aid agencies
- NGOs
- Private sector

### 6. Result-oriented program formulation and implementation

- Final goal is to enhance learners' abilities via quality education
- How to measure:
  - result and impact
  - cognitive and non-cognitive skills