

[Panel Session]

Perspectives of JICA's Cooperation in Education: Toward a Post-2015 Education Agenda

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Based on “JICA’s Operation in the Education Sector—Present and Future” (hereinafter “Position Paper”), JICA has made various efforts toward Education for All (EFA) and the Millennium Development Goals (MDGs) to be achieved by 2015. In this target year, in line with the discussions on the post-2015 agenda, JICA is reviewing its past educational cooperation to formulate its next Position Paper, which will be a guide for Japan’s educational cooperation policies for the next five years or so. The purpose of this presentation is to contribute to the discussions on post-2015 educational cooperation by sharing JICA’s ongoing discussions on the formulation of the new Position Paper and to strengthen the actions made in the education area as a whole, across the frameworks of different organizations. The summary of the presentation is as follows:

I. Basic Education¹

1. Remaining challenges for EFA/MDGs

Although access to primary education has improved, enrolment of marginalized children (in terms of gender, regional disparities, disabilities, conflict-affected areas, etc.) is still an issue. Access to and quality of secondary education have also become urgent issues as a result of the widespread access to primary education. In developing countries, about 30 percent of children drop out of primary school, and, including those who go to school, 250 million primary school-age children are failing to learn as they cannot read, write, or understand basic mathematics.

2. JICA’s past contribution

1) Improving access to primary education

Since 1990, JICA has constructed more than 10,085 primary schools (72,881 classrooms) in 50 countries. If calculated on the assumption that there are 50 children per classroom, JICA has provided schools which benefit more than 3.64 million children every year.

2) Improving quality of primary education

- Mathematics and science education: technical cooperation in 41 countries since 1994
- Lesson study: technical cooperation using the method of lesson study in 24 countries since 1998
- Improving school-based management: technical cooperation in 16 countries since 1999

3) Non-formal education and literacy education

¹ According to the definition of JICA’s Position Paper, basic education provides basic knowledge and skills needed for people to live and includes early childhood development, primary and secondary education, and non-formal education.

JICA has conducted non-formal education and literacy education in Afghanistan and Pakistan. About 80 percent of the approximately 520,000 people who benefited in Pakistan were females (as of January 2014).

3. Analysis of the present situation and future perspective on cooperation in basic education

By analyzing major target countries of JICA's cooperation in education (out of 33 countries, 25 countries for which data is available), it was found that they can be roughly divided into the following three groups:

Group 1: Countries with low enrolment and completion rates

Group 2: Countries with improved enrolment but low completion rates

Group 3: Countries in which both enrolment and completion rates are improving but facing difficulties to improve the last 5 to 10 percent and/or with wide domestic disparities

Based on the above analyses on the levels of achievement and on the countries' financial conditions with respect to education, JICA will take the basic approaches as explained below. Now that enrolment in primary education is increasing, the demand for secondary education is rapidly increasing. Therefore major issues include quantitative expansion and qualitative improvement of secondary education. Universal and quality secondary education is also included in the discussion of the post-2015 agenda. Considering this situation, JICA will address secondary education as well as primary education in its future cooperation.

1) Expansion of access to education (mainly for Group 1)

For countries with low enrolment rates in primary and secondary education, JICA will continue to provide better learning environments by building primary and secondary schools to expand access to education.

2) Comprehensive approach toward quality learning (mainly for Group 1 and 2)

JICA will shift from the approach focusing on improving lessons to a comprehensive approach that strengthens the link among curriculum/textbooks, lessons, learners/learning and examination/assessment to improve the coherence of these four elements. With this comprehensive approach, JICA will analyze the situation in each country, and, based on the findings, will effectively select and combine teacher training, improvement of education systems and improvement of learning environments, using the following three main solutions: mathematics and science education, lesson study, and school-based management.

3) Equity and inclusiveness (mainly for Group 3, but necessary for all groups)

JICA conducts projects that place importance on equity and inclusiveness such as non-formal education and literacy education, projects to redress urban-rural disparities, and education for children with disabilities. JICA aims to maximize the outcomes of these projects by working with other sectors as well.

II. Beyond Basic Education

1. Post-2015 education agenda and JICA's contributions

"Inclusive and equitable quality education" and "lifelong learning" are key words in the Sustainable Development Goals for the post-2015 education agenda proposed by the Open Working Group. JICA must also review its activities from the viewpoint that education should lead to lifelong education beyond basic education.

International cooperation is shifting from vertical cooperation between developed and developing countries to horizontal cooperation across national borders and regions. At the same time, the educational cooperation players in Japan are becoming more diverse, and education industries are among the new players. JICA should serve as a catalyst or a “solution producer” that connect diverse players in implementing educational cooperation.

2. Strategic operation linking basic education, technical vocational education and training (TVET), and higher education

As JICA’s current Position Paper sets priority areas according to the sub-sectors (basic education, higher education and TVET), it is difficult to take a comprehensive approach across the sub-sectors. Under its “Inclusive and Dynamic Development” vision, JICA will take strategic approaches to link basic education, TVET and higher education from the viewpoint of lifelong learning.

3. Promoting global mutual learning

JICA will promote cooperation to facilitate regional and global mutual learning based on the expertise it has amassed on educational cooperation through its projects on basic education, TVET and higher education. JICA will also strengthen the link between practice and research in order to improve the quality of its activities and to communicate its knowledge globally.

4. Beyond education

JICA will seek to maximize the outcomes of its cooperation by seeking synergetic effects between education and other sectors. JICA will also aim to contribute to other development goals and other sectors beyond education.

Perspectives of JICA's Cooperation in Education

- Toward Post 2015 Education Agenda-

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I. Basic Education*

1. Remaining Challenges for EFA/MDGs
2. JICA's Contribution
3. Situation Analysis and Future Prospects of Cooperation

II. Beyond Basic Education

1. Post 2015 Education Agenda and JICA's Contribution
2. Strategic Operation of Cooperation Overarching Sub-Sectors
3. Promoting Mutual Learning Globally
4. Beyond Education

*Basic Education includes early childhood development, primary and secondary education, and non-formal education (JICA's Operation in Education Sector, 2010)



I-1 Remaining Challenges for EFA/MDGs

Universal Primary Education

83% (2000) → 90% (2012)
**Improved NER for primary education
in developing countries**

58 million children out of school in 2012

- Children in conflict-affected areas, girls from poor rural households and children with disabilities are more likely to be out of school
- Access and Quality of secondary education are urgent issue, as a result of the widespread access to primary education

Gender Parity and Equality

The gender parity is achieved in primary, secondary education (by average of developing countries/regions). However, achievements depend on countries/regions. Gender parities still remain in many countries.

Quality of Education

**30% of children who enter
primary schools in
developing countries cannot
complete primary education**

**250 million, 40% of primary school aged
population in the world, children who are unable
to read, write, or do basic mathematics**

※ Primary School aged population in the world: 650 million



I-2 JICA's Contribution

1. Improving access to primary education

- 50 countries, more than 10,085 schools, 72,881 classrooms constructed since 1990
≙ 3.64 million pupils annually benefited (* calculated based on 50 pupils per classroom)

2. Improving quality of primary education

(1) Mathematics and Science education

- 41 countries: Technical Cooperation since 1994
- 27 countries: Regional Cooperation in Africa
- 4 countries: Developed Mathematics textbook and teachers' guide and nationwide dissemination in Central America

(2) Lesson Study

- 24 countries: Technical Cooperation since 1998

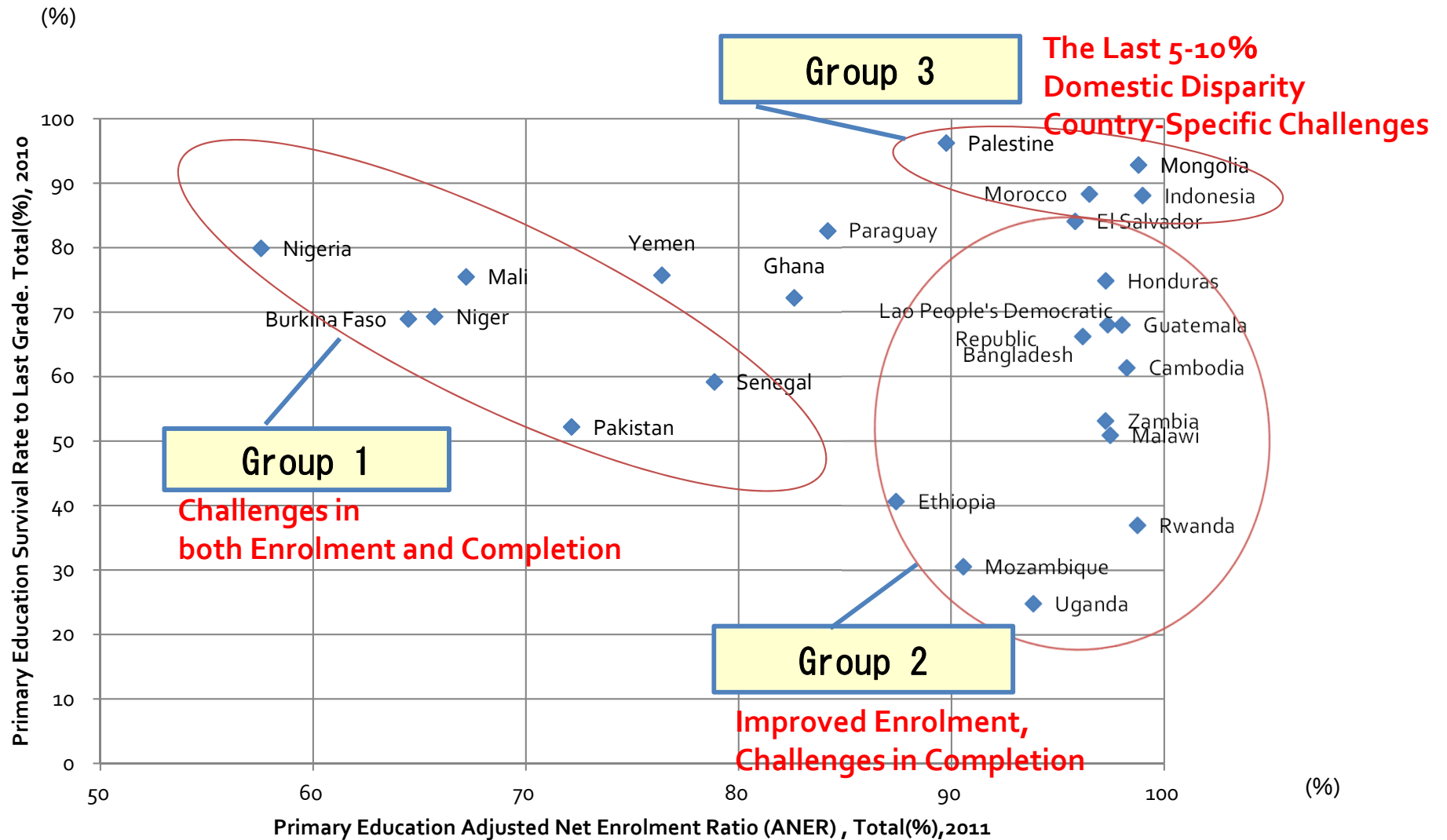
(3) Improving School-Based Management

- 16 countries: Technical Cooperation since 1999

3. Non-formal education and Literacy education

- Technical Cooperation in Afghanistan and Pakistan
- 520 thousand people benefited, 80% of them are girls and women (as of January, 2014)

I-3 Analysis of Enrolment Ratio and Survival Rate, Primary (Major Countries of JICA's Cooperation in Education*)



Reference: Analyzed by Human Development Department, JICA based on UNESCO UIS Data

* 25 countries with data available out of 33 countries

I-3 Future Perspective of Cooperation in Basic Education

1. Expansion of Access to Education

(mainly for Group 1)

Provision of better learning environment

(construction of primary and secondary schools)

2. Comprehensive Approach toward Quality Learning

(mainly for Group 1 and 2)

* Details on the next slide

3. Equity and Inclusiveness

(mainly for Group 3 but considered in all the groups)

- Non-Formal education/literacy education (Pakistan)
- Urban-Rural disparity (Morocco)
- Education for persons with disability (Mongolia (under way), Afghanistan)

1. Strengthening cycle for improving quality of learning

From strong emphasis on Lesson improvement to comprehensive approach that strengthens link among curriculum, textbooks, lesson, learning, and assessment

2. Diagnosing situation of each country and selecting best solutions depending on the context

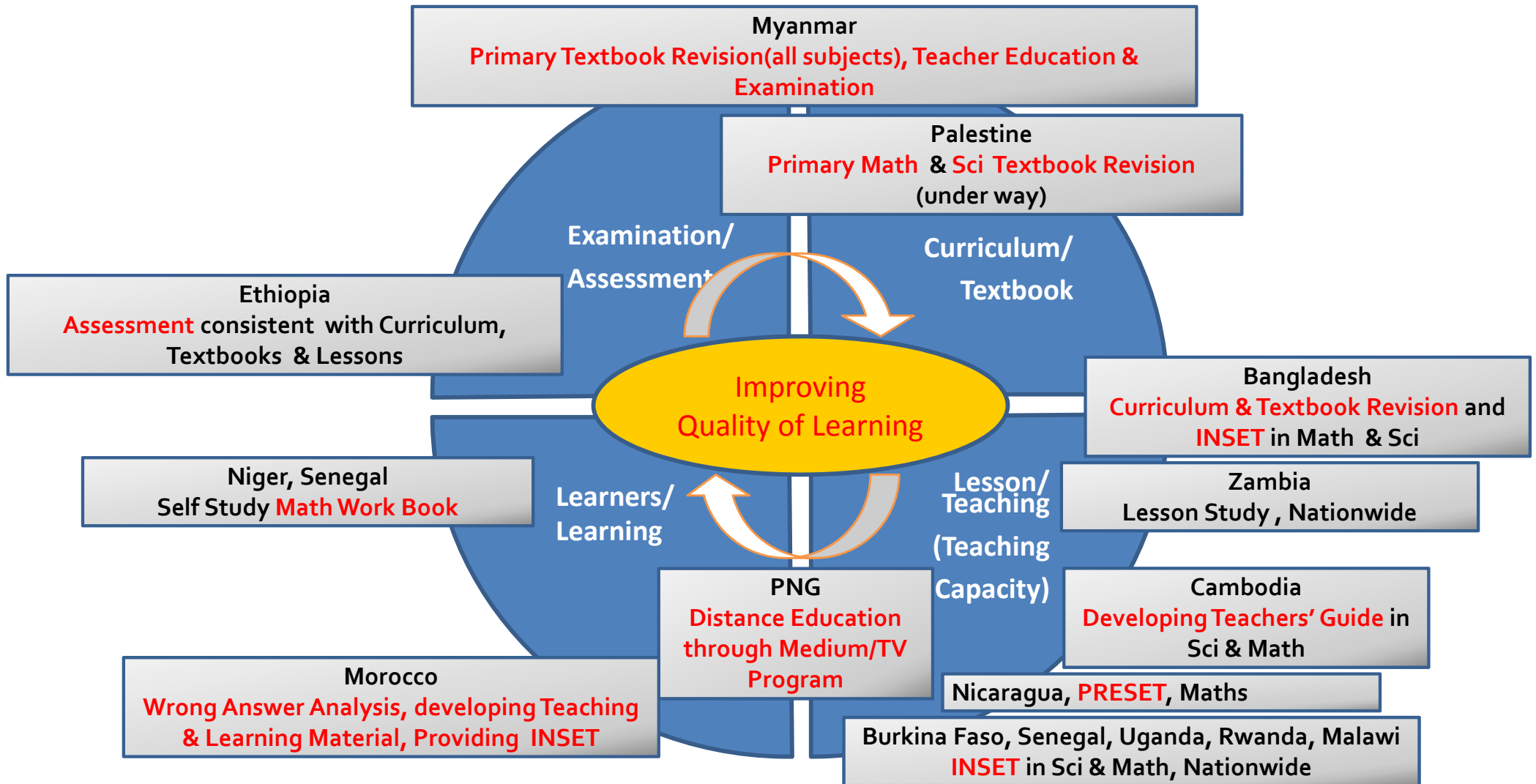
providing the following three main solutions

- ① Mathematics and Science Education
- ② Lesson Study
- ③ School-Based Management

with combination of human resource development, policy and system improvement, and learning environment improvement



I-3 Project Mapping on “Cycle for Improving Quality of Learning”



In-service training= INSET
Pre-service training=PRESET

<Keywords for Post 2015 Education Agenda>

- Inclusive and Equitable Quality Education
- Life-long Learning

Sustainable Development Goals (Open Working Group proposal) Goal 4:

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



II-1 Post 2015 Education Agenda and JICA's Contribution

From vertical relationship between developed and developing countries
To horizontal relationship beyond borders and regions

Implication for Japan

- ✓ Higher Education: Need to consider **human resource development of Japanese within the trend of global partnership and competition**
- ✓ Technical and Vocational Education and Training (TVET): Increasing demand for human resource development utilizing **partnership with private sector (including Japanese companies) and in-plant training**
- ✓ Primary and Secondary education: **More involvement and interests in foreign business and overseas assistance by education industries due to dwindling birthrate**

→ **JICA should play roles as a catalyst or a solution producer that connect diverse players in implementing cooperation in education**

Basic Education

Primary & Secondary
Education

Teacher Training /
Mathematics and
Science Education

School Management

School Construction

Higher Education

Strengthening of
Leading Universities
of Each Country/
Region

(esp. engineering)

Development of
academic network
(esp. engineering)

TVET

Strengthening of
polytechnic and
vocational training
institutions as core
resource centers to
support other
institutions

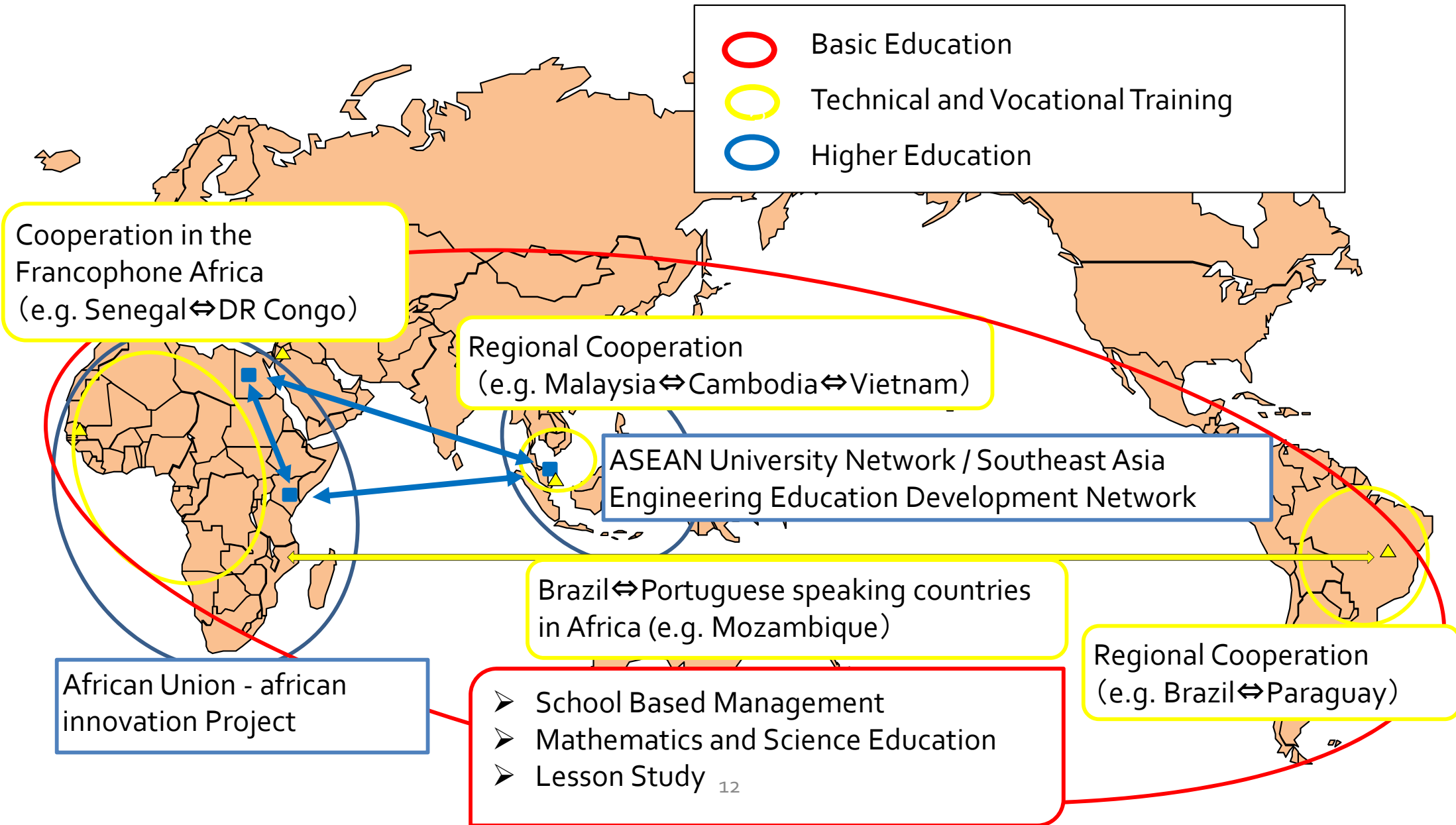
Vocational training to
improve livelihood in
post conflict areas



II-2 Strategic Operation of Cooperation Overarching Sub-Sectors

<i>Inclusive Development</i>	<i>Dynamic Development</i>	
Peace, Equity/Inclusiveness	Human Resource Development	Science and Technology
<p><u>Higher Education</u></p> <ul style="list-style-type: none"> ▪ Afghanistan PEACE Project (master's degree in Japan): 500 person (2011-2016) <p><u>TVET</u></p> <ul style="list-style-type: none"> ▪ Improvement of livelihood of socially vulnerable groups (women, persons with disabilities, ex-combatants) (e.g. Sudan) <p><u>Basic Education</u></p> <ul style="list-style-type: none"> ▪ Non-Formal Education/Literacy education (Pakistan, Afghanistan) ▪ Education for persons with disability (Mongolia (under way), Afghanistan) 	<p><u>Higher Education</u></p> <ul style="list-style-type: none"> ▪ "Master's Degree and Internship Program of African Business Education Initiative for Youth": 900 person from 54 African countries (2014-2017) ▪ Human resource development for industry by strengthening leading engineering universities (India, Indonesia, Myanmar, Mongolia) <p><u>TVET</u></p> <ul style="list-style-type: none"> ▪ Human resource development responding to the needs of industries (e.g. Cambodia, Senegal, Paraguay) 	<p><u>Higher Education</u></p> <ul style="list-style-type: none"> ▪ Network among engineering universities of ASEAN and Japan to promote science and technology (Master & Ph.D.) ▪ Network among African universities to promote Science, Technology and Innovation in Africa (Master & Ph.D.) ▪ Strengthening of research and education capacity in Science and Technology fields through introduction of Japanese style engineering education (Egypt, Malaysia)
<p><u>Secondary education</u> Mathematics and Science education</p>		
<p>Strengthening foundation of social and economic development</p>		
<p><u>Higher Education</u></p> <p>Japanese Grant Aid for Human Resource Development Scholarship (JDS) 14 countries, Approx. 3000 person (2000-2013)</p> <p><u>Primary and Lower Secondary Education</u> Comprehensive approach for quality learning</p>		

II-3 Promoting Mutual Learning Globally



II-3 Promoting Mutual Learning Globally

<Case> Lesson Study



June 25-26, 2014
**Global Partnership for Education Replenishment,
Brussels, Belgium**

Local Expert of Project in Senegal introduced the Activities for Lesson Study at the Side event.

Aug-Sep, 2014
JICA Training Program in Japan and Indonesia
"Improvement of Quality of Education through Lesson Study in Asia", 6 Countries Shared Experience
<Participating Nations>: Mongolia, Cambodia, Myanmar, Laos, Bangladesh and Nepal

Technical Exchange among 9 African countries in Zambia

<Participating Nations>:
Namibia, Burundi, Nigeria, Rwanda, Uganda, Kenya, Malawi, Swaziland and Senegal

Nov. 25-28, 2014
**The World Association of Lesson Studies (WALS),
International Conference, Bandung, Indonesia**
Local Experts of Projects in Zambia, Bangladesh, Nicaragua and Indonesia Presented their activities at JICA Session



Collaboration with universities and research institutions

Latest Cases

- Research: “Disabilities and Education”, JICA Research Institute
- Impact Evaluation on Improvement of School Management and Science & Mathematics Education
- Case Study: “Scale Up of Lesson Study Practice, Zambia”;
The Brookings Institution
- Presentation in International Conferences
 - Side event(2014): Global EFA Meeting, Global Partnership for Education, Education for Sustainable Development
- Presentation in International Academic Conferences
 - International The World Association of Lesson Studies (WALS), International Conference, Bandung, Indonesia, Nov. 25-28, 2014

II-4 Beyond Education

- Maximizing outcome with multiplier effects by collaborating with other sectors
- Contribution to other Development Goals and sectors

