

Evaluation of Japan's Education Cooperation Policy 2011-2015 and Future Perspectives: What Japan's Education Cooperation has Aimed for and Achieved

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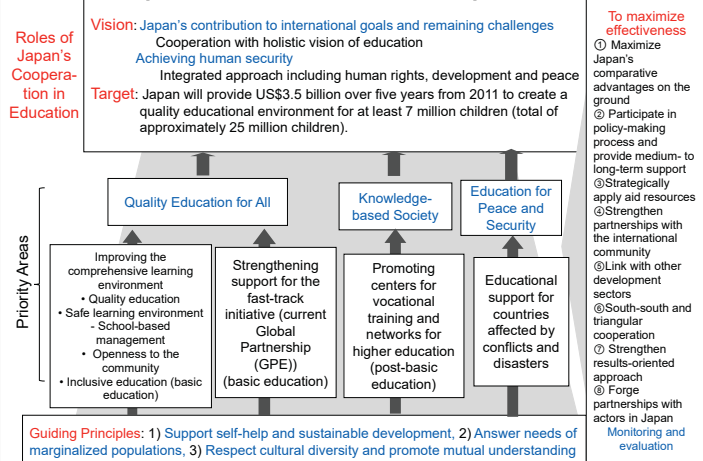
Japan's Education Cooperation Policy 2011-2015



Education for Human Security:
Building Human Capacity, Nations and World Peace
through Educational Development

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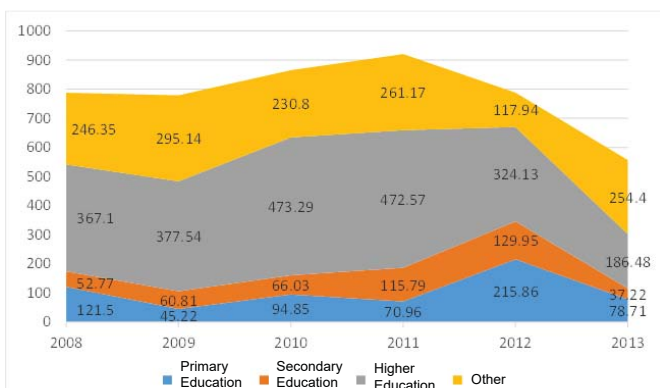
Japan's Education Cooperation



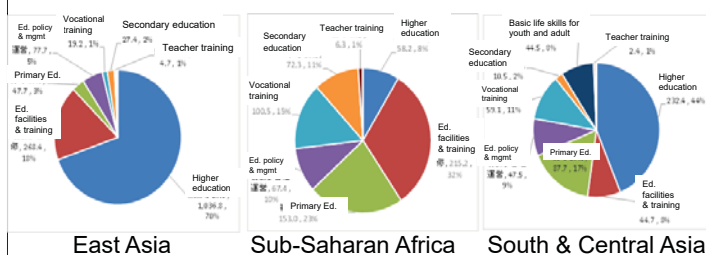
Related Japanese policies

- Former ODA Charter (2003), Development Cooperation Charter (2015)
- TICAD IV (2008), TICAD V (2013)
- 300,000 International Students Plan (2008)
- New Strategy to Counter the Threat of Terrorism (2009)
- Gender-related Initiatives
 - Initiative on Gender and Development (GAD) (2005)
 - Policy to support women in developing countries (2013)
 - The United States and Japan – Collaborating to Advance Girls Education Around the World (2015)
- Disaster Reduction Initiatives
 - Hyogo Framework for Action (2005),
 - Sendai Framework for Disaster Risk Reduction (2015)
 - Sendai Cooperation Initiative for Disaster Risk Reduction (2015)

Japan's Cooperation in Education by Subsector (US\$1 million)

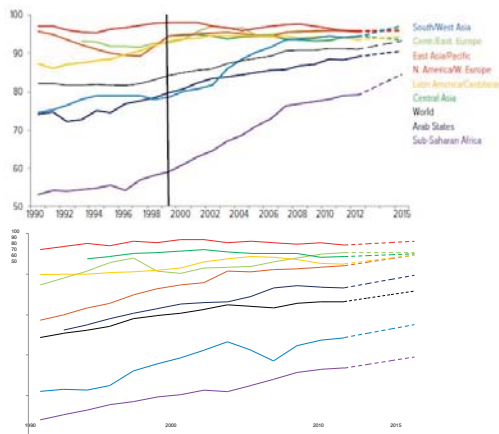


Japan's Bilateral Cooperation in Education from Fiscal 2011 to 2014 (US\$1 million)



Cooperation in Basic Education

- High-quality education
 - Science and math education, curriculum reform
- Improving school management
 - Project to support school management, Schools for All
- Education open to the community
 - Literacy education, non-formal education
- Inclusive education
 - Training of teachers in special needs education, project to promote education with equity and quality



Net primary enrolment rate by region

Net secondary enrolment rate by region

Cooperation for Post-basic Education

- ASEAN University Network/Southeast Asia Engineering Education Development Network
- Development of Malaysia-Japan International Institute of Technology
- Grant Aid for Human Resource Development
- Japanese Government Scholarships
- Technical Education Improvement Project
- Vocational Training Center

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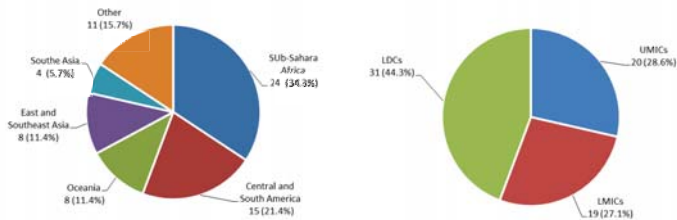
Educational Cooperation for Peace and Security

- Work closely with international organizations and NGOs on recovery assistance to provide an appropriate educational environment and to establish normality at education facilities.
- Support vocational and basic skills training to facilitate the reintegration of and income generation for ex-combatants and the internally displaced.
- Education not only builds a foundation for reconstruction but also prevents future conflicts.
- Implement literacy education and capacity-building of teachers in Afghanistan and other countries in cooperation with UN organizations and NGOs to prevent conflicts.
- Support disaster and mine risk education to empower people so that they can protect themselves from threats.

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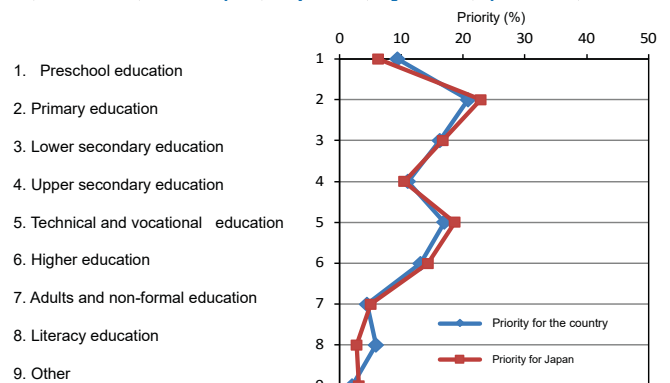
Survey on Japanese Foreign Diplomatic Missions with ODA Task Forces

(Responses received from 70 countries. Breakdowns shown by region and income level)

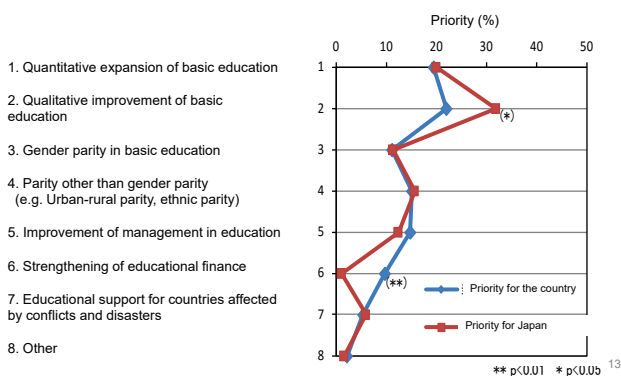


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Priorities of Educational Sub-sectors (sample adjusted)

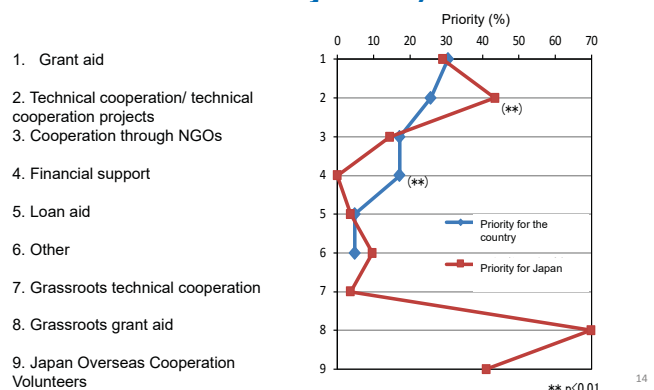


Priorities of Approaches in Basic Education (sample adjusted)



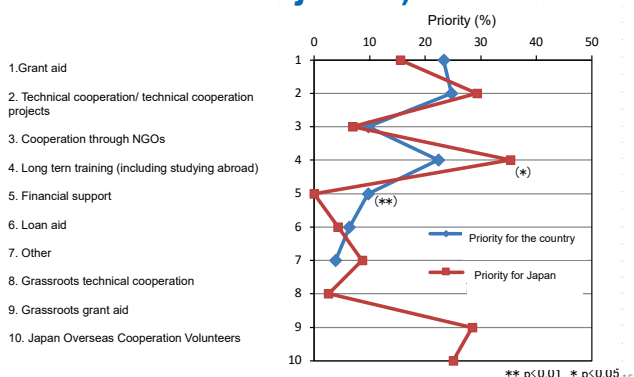
** p<0.01 * p<0.05

Priorities of Cooperation Schemes in Basic Education (sample adjusted)



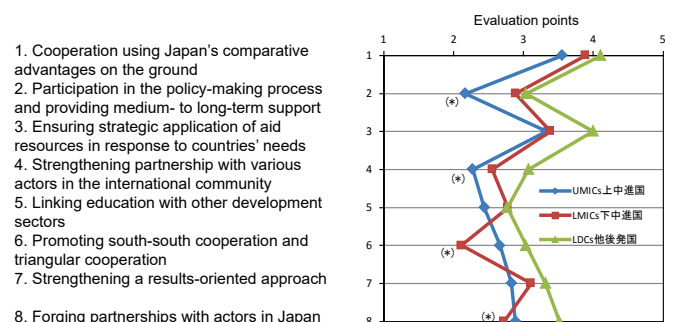
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Priorities of Cooperation Schemes in Post-basic Education (sample adjusted)



** p<0.01 * p<0.05

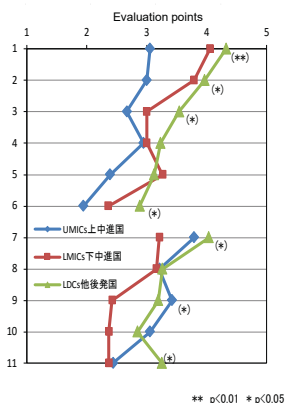
Efforts to Improve Effectiveness of Cooperation Based on the Policy (by income level)



* p<0.05

Japan's Contribution to Improving Education by Priority Area (by income level)

1. Basic education: Safe learning environment
2. Basic education: High-quality education
3. Basic education: Education open to the community
4. Basic education: Improvement of school management
5. Basic education: Inclusive education
6. Basic education: Strengthening support for GPE (former FTI)
7. Post-basic education: Accepting international students, promotion of exchanges
8. Post-basic education: Promoting centers for vocational training
9. Post-basic education: Strengthening key universities
10. Post-basic education: Promoting networks of higher-education institutions
11. Education for peace and security: Educational support for countries affected by conflicts and disasters



Survey Summary

- Priorities of the recipient countries and those of Japan differed in some areas, but Japan made significant contributions in such areas as “safe learning environment,” “high quality education” and “receiving international students and promoting exchanges.”
- Nearly 40 percent of the countries said they did not know about the policy positioned as a high-level policy for Japan's educational cooperation. Only 30 percent of the countries said they positioned it as a high-level policy. This should be addressed.
- Probably due to this situation, the policy was not sufficiently communicated to other donors or to the governments of recipient countries.

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Summary of the Evaluation

Relevance of the policy

- Consistent with Japan's high-level policy and related policies
- Consistent with development needs in recipient countries
- Consistent with international trends and issues
- Relevant as Japan's educational cooperation policy

Promoting educational cooperation using Japan's experience and technical advantages was appropriate.

It was significant that the policy promoted inclusive education and basic education schools open to the community and clarified Japan's resolve to provide educational support in countries affected by conflicts and disasters.

A comprehensive approach was pursued by collaborating with international organizations and NGOs. Assistance was provided through these channels as well.

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Effectiveness of Results

- Japan provided \$3.62 billion (actual) in educational cooperation from 2011 to 2014. This already exceeds the \$3.5 billion commitment stated in the policy.
- There were 27.86 million recipients as of the end of 2015.
- The amount of educational cooperation, however, decreased from \$1.29 billion in 2011 to \$570 million in 2014.
- Bilateral cooperation accounted for 93.9% of educational cooperation, while cooperation through international organizations was 6.1%. Effective cooperation was made in priority areas by capitalizing on Japan's strength in educational cooperation based on the policy.

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Basic Education

- Of the total expenditure on educational cooperation from fiscal 2011 to fiscal 2014, 11% was for primary education, 3% for secondary education and 1% for teacher training. In all, a little less than 15% of the total expenditure was for basic education.
- 47% was for high quality education, 20% for safe school environments, and 7% for improving school management.
- Efforts were made to create programs by combining different cooperation tools such as technical cooperation and grant aid.
- Direct financial assistance to the “common basket funds” was also implemented in the field of educational cooperation to address priority issues while enhancing the ownership of developing countries.
- Bangladesh has actively adopted a sector-wide approach.
- Efforts were limited in the area of supporting GPE (FTI), and the amount of assistance was small.

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Post-basic Education

- Cooperation for higher education amounted to \$1.64 billion (48% of the total amount for educational cooperation). Most of it was for supporting international students.
- Most of the projects for higher education were for developing individual universities (45). Four projects were related to promoting university networks. Many projects were for Southeast or East Asia.
- AUN/SEED-Net has had solid results in Asia. Development of other universities was also supported in Asia and Africa so that they will become key centers for university networks.
- Through the “300,000 International Students Plan” and other initiatives such as international student projects using yen loans, JDS and ABE Initiatives, the number of international students has increased. University exchanges were also promoted through the A-A dialogue.

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Appropriateness of the Process

- The policy was formulated through discussions among the MOF, MEXT, JICA and its experts, academia, NGOs, international organizations and others.
- Many said that the policy should have been made known to relevant people in Japan before it was implemented and that efforts should have been made to obtain support from other aid organizations and from developing countries.
- The fact that the policy referred to monitoring and evaluation in the end was highly regarded, but if mid-term evaluation had been conducted to check progress and clarify inhibiting factors, necessary measures could have been taken, and practical lessons could have been learned for formulating the new policy.

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- \$220 million (7%) was provided for vocational training.
- Centers for vocational training were developed, emphasizing local needs and using the expertise and knowhow of Japanese vocational training. Third-country training and south-south cooperation contributed to improving vocational training in the region.
- 25 projects for education for peace and security were implemented during the term of this policy to provide educational assistance to countries and regions affected by conflicts and those in the process of post-conflict peacebuilding.
- A total of 99 projects were implemented for educational cooperation through the Grant Aid for Japanese NGO's Projects and the Japan Platform.
- Large-scale assistance was given to Myanmar for areas destroyed by flood and to Nepal following the earthquake in collaboration with international organizations to provide a safe and secure educational environment to children in the affected areas as soon as possible.

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Diplomatic Significance and Impact

- Supporting human resource development in developing countries deepens human exchanges and mutual understanding and contributes to enhancing trust in Japanese education and technology.
- Developing human resources in industry through vocational training and higher education not only helps improve infrastructure needed for economic growth of developing countries but also prepares an environment for Japan to promote its overseas investment. It also helps to invite excellent people to Japan.
- The policy was implemented while the post-2015 development agenda was being discussed. Japan made commitments at international conferences on educational development based on its experience of educational development and the results of past activities. Japan also promoted ESD and hosted an international conference. These activities had boosted Japan's standing in the international community.

New policy

- Japan's new educational cooperation policy, "[Learning Strategy for Peace and Growth](#)," was announced at the U.N. summit in September 2015 when the 2030 Agenda for Sustainable Development was adopted.
- The [new policy should be effectively communicated](#) in Japan and abroad at the implementation stage to make it widely known. It should play an important role at the policy level to promote closer ties with international organizations, NGOs and other aid organizations and to obtain a deeper understanding and support in Japan from private enterprises, educational institutions and the general public.

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