

## JICA Country Report 10/21

### 1. Ms. Meng from Cambodia

First of all, she explained her duties at the organization (which provides education through sports). Her main tasks are situational analysis and educational analysis.

As the main topic of her presentation, she first explained the socio-economic situation in Cambodia, including geographical factors, GDP, and the national flag.

Second, on the concise description of the education sector and key issues of education quality, the typical education program in Cambodia is a 6-3-3-year system of the first 9 years are compulsory. Student performance is not only a factor of their own ability, but also of their family situation and the quality of the teachers, and the quality of these teachers was explained in detail. Teaching quality is low mainly because many teachers were killed by Khmer Rouge. Those who want to become teachers have to attend a teacher training center for two years after leaving high school, but two years are not long enough. She also explained that developing countries, including Cambodia, need to focus on the "quality" of teachers rather than the "quantity".

Thirdly, she explained what they are doing now. They are trying to make partnerships in policy formulation, decentralization, a shift from English and French to more English. She also showed a summary table of the education policy matrix comparing 2018 (standards) and 2023 (targets). The government is looking to shift from a competency-based curriculum to a concept-based curriculum. It was also emphasized that the government is aiming to promote ICT.

Finally, eight processes involved in the formulation of evidence-based education policy in Cambodia were presented.

During the question-and-answer session, she was asked to explain the situation and problems of secondary education in the pandemic with specific examples (Especially about ICT). The answer was that the internet connection is slow and only students in the city or town can use it. Only a few teachers have knowledge of ICT, and there are few devices available.



## 2. Ms. Martha from Papua New Guinea

At first, she explained a brief introduction to PNG. In the introduction, there were some topics like culture, geographical features, and language, etc. Also, she mentioned about there is a strong connection between JICA and PNG in terms of education.

After a brief introduction about PNG, she shifted to the main topic, education in PNG.

First, she introduced about history of education in PNG. She said that the education system in PNG was ministered by colonial and churches administration. PNG was an Australian and British colony. She mentioned that we are moving away from outcome-based education, which has been around since colonial times in Australia and England, to standards-based education.

After that, she explained about the education section plan which consists of three parts: Early Childhood Development, National plan for General Education, and National Plan for Higher Education. Also, she mentioned about new education structure which is the 1-6-6 system. Also, she mentioned about National Planning Framework from the three perspectives of global and national school level and noted that the national education plan plays a major role in improving national education policies. Finally, there was an explanation of how the policy is evaluated.

In the question-and-answer session, one questioner asked, what JICA is trying to achieve with the standards-based curriculum. The presenter replied, "Although I did not talk about it in my presentation, I learned what a curriculum is and that a curriculum with depth is necessary for children's learning. In this respect, the Japanese practice that we used as a model met the necessary conditions, and the model met the necessary conditions."



Thursday, October 21, 2021

In Week 1, Group 2, a presentation by two trainees was held from 17:00-19:00 (JST) with 16 participants. There was also a question-and-answer session and exchange of opinions following the presentations of the country reports.

The first was the "Lesotho Country Report," which started with a brief explanation of the education system in Lesotho, and three issues were raised regarding the quality of education. The first was the difference in the percentage of male and female students enrolled in school and the increase in the percentage of students who dropped out of school as they progressed through the grades. In response, the cost of education and lack of investment in education were identified as reasons for the increase in the dropout rate. Secondly, the impact of the repetition rate of poor boys in rural areas was pointed out. Thirdly, the impact of COVID 19 on the field of education was discussed in terms of the quality of education. He also introduced the process of education policy measures based on the case study in Lesotho and the actual measures taken to reduce the dropout and repetition rates. Throughout the presentation, the trainees asked questions and engaged in lively discussions, including asking the reasons for the decline in the enrolment rate from Grade 1 to Grade 7.

The second presentation was on the "Country Report on Pakistan", where the current socio-economic situation in Pakistan was described based on COVID 19. Then, the education sector in Pakistan was discussed, with issues such as lack of equality, lack of information, low budget, outdated curriculum, and low female enrollment rate. The status of education in the country was also introduced, including measures currently being taken to address regional and gender differences. As for the government's policy on education, he mentioned UNESCO and SDG4 initiatives. Finally, he introduced the actual successful case study in Sindh and described the SELD initiative and the workshop for KPI development. During the question-and-answer session, another participant from Pakistan gave an additional explanation that nowadays there is no discrimination as before and the previous ideas are changing.

At the end of the meeting, Dr. Yoshida gave a summary of the meeting and encouraged the participants to turn the various opinions raised in the presentations into learning rather than criticism to improve the training in the future. Through this session, there were some problems such as questions being difficult to hear through the microphone, but the participants were able to share their questions with each other by using chat.

