"What Do We Mean by Effectiveness for Education Cooperation?"

Nobuko Kayashima

Director General, Human Development Department, Japan International Cooperation Agency (JICA)

1. JICA's policies on educational cooperation

Based on "JICA's Operation in Education Sector - Present and Future," [1] published in 2010, JICA's policies on educational cooperation are discussed in this presentation.

1) Objectives

1. Education as a basic human right
2. Contribution to social and economic development
3. Promotion of mutual understanding for a symbiotic multicultural society

2) Priorities

As the education sector in developing countries faces different issues and challenges depending on the situations of different countries, JICA studies which subsectors it should give priorities to in order to make its initiatives relevant, but **basically, JICA gives a high priority to basic education and higher education.**

Moreover, in the countries where education has been expanding, JICA pays full attention to the different needs of marginalized children in order to realize inclusive education, since girls, ethnic minorities and disabled children tend to have few opportunities to gain quality education.

In the basic education sector, priority is given to primary and secondary education, which is the core of the basic education. Based on its past experiences in cooperation, JICA focuses mainly on the following areas:

1. The strengthening of teachers' capacities through improving teacher training,
2. The establishment of a community-participatory school management system,
3. The construction of school facilities by involving local contractors, and
4. The capacity development of educational administrators in central and local governments, which is essential for sustaining the effect of these cooperation efforts.

3) Guiding principles

JICA promotes efficient and effective educational cooperation, making the best of its comparative advantage, based on the following principles:

1. Supporting policy-making reflecting on-the-ground knowledge
2. Long-term engagement in alignment with partner countries' development plans
3. Promotion of network-type cooperation and exchange
4. Results-oriented project design, implementation, and evaluation

[1] http://www.jica.go.jp/english/operations/thematic_issues/education/pdf/position_papaer.pdf

2. Post-2015 issues

The international community is making efforts to achieve EFA and MDGs by 2015, but the following challenges will still remain after 2015:

1. Improvement of the quality of education
2. Reaching the unreached and marginalized in education
3. Post-primary

3. Approaches to improve international cooperation in education (based on JICA's cases)

Looking toward post-2015, JICA proposes the following three approaches to improve international cooperation in education in the coming years.

1) Capacity development

Priority is given to capacity development as a precondition for implementing sector-wide approaches and financial support

Case 1: Basic education sector in Bangladesh

- The government of Bangladesh launched the Primary Education Development Program III (PEDP III) in July 2011 to achieve its target of "quality education for all our children," jointly promoted with other developing partners[2].
- Aligning with PEDP III, JICA conducts various activities through technical cooperation projects and volunteer activities, including improving the teacher training system and its content, capacity-building for training at teacher training institutes, improving teaching methods, and revising curriculum and textbooks. Furthermore, by dispatching Primary Education Advisors who chair the donor consortium as well as contributing to the pooled fund under the scheme of the grant aid for poverty reduction efforts, JICA endeavors to propose policies and systems related to the whole program, based on its practical experiences and accumulated evidence, and promotes nationwide dissemination of the model which has been developed as an outcome of the technical cooperation (namely, the teaching package to help teachers improve teaching methods, combined with teacher training to put these methods in practice).
- A high priority is given to the capacity development conducted by the above technical cooperation at the planning, implementation and review stages of PEDP III, which has a total budget of 8.34 billion dollars.

2) Promotion of partnership

As partnership is diversifying, JICA promotes **public-private partnership**, collaboration with **emerging donors**, **South-South/triangular cooperation** and **networking**.

[2] JICA, ADB, WB, DFID, UE, AusAID, Sida, CIDA, UNICEF

Case 2: JICA's cooperation with SMASE-WECSA[3]

- SMASE-WECSA was established in 2001 to promote educational cooperation in Africa in the field of primary and secondary science and mathematics. As JICA had already started technical cooperation in Kenya, a network among the countries in Africa is being built with Kenya at its center, in order to share experiences and knowledge gained through conducting in-service training as well as to promote dialogue and mutual collaboration among the countries in the region. This initiative also aims to promote collaboration among the educators in Africa to solve their common problems through joint efforts.
- The members of SMASE-WECSA have increased to 33 countries and one region, and the network has expanded to include the partnership with NEPAD and ADEA as well as the collaboration between Asia and Africa, involving Malaysia and other countries.
- By promoting the South-South/triangular cooperation and networking, JICA contributes to the efforts of the developing countries for promoting capacity development, fostering regional experts' groups in educational development and creating added value of educational development.

3) Needs for educational development

JICA believes that **science and mathematics in secondary education is particularly important** in developing human resource to support globalization and the knowledge-based society and innovative society.

Case 3: Promotion of science and mathematics in secondary education

- As knowledge-intensive industries are growing due to globalization, advancement of the knowledge-based society, innovation and R&D, there are growing needs in highly-skilled workers. In this regard, it is important to foster scientific and rational thinking through science and mathematics education.
- JICA has implemented 60 projects in science and mathematics education since 1994. Of these, 35 projects are for secondary education. Secondary science and mathematics education is one of the areas in which JICA has a comparative advantage and expertise.
- As secondary science and mathematics is a driving force for achieving MDGs and promoting growth, assistance in this field is essential.

4. Conclusion

JICA's roles in ensuring effectiveness of international cooperation in education are as follows:

1) **Promoting capacity development by serving as a bridge between policies and classrooms**
2) **Promoting collaboration among various stakeholders such as developing countries and private-sector organizations**
3) **Taking the lead in training secondary science and mathematics teachers**

[3] Strengthening of Mathematics and Science in Secondary Education Project in Western, Eastern, Central and Southern Africa

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“What Do We Mean by Effectiveness for Education Cooperation?”
JICA’s Cases

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Nobuko Kayashima
Human Development Department
JICA

国際協力機構

Outline

1. JICA's policies: Position Paper
2. Issues for post-2015
3. Approaches to improve international cooperation in education
4. JICA's cases
5. Conclusion

1. JICA's policies

Position Paper on Education Sector 2010

"JICA's Operation in Education Sector – Present and Future"

■ Objectives (Why):

1. Education as a basic human right
2. Contribution to social and economic development
3. Promotion of mutual understanding for a symbiotic multicultural society

■ Priorities (What):

Basic education (teacher training, school management, construction of school facilities, capacity development of administrators) and higher education

■ Guiding principles (How):

1. Supporting policy-making reflecting on-the-ground knowledge
2. Longer-term engagement in alignment with partner countries' development plans
3. Promotion of network-type cooperation and exchange
4. Results-oriented project design, implementation, and evaluation

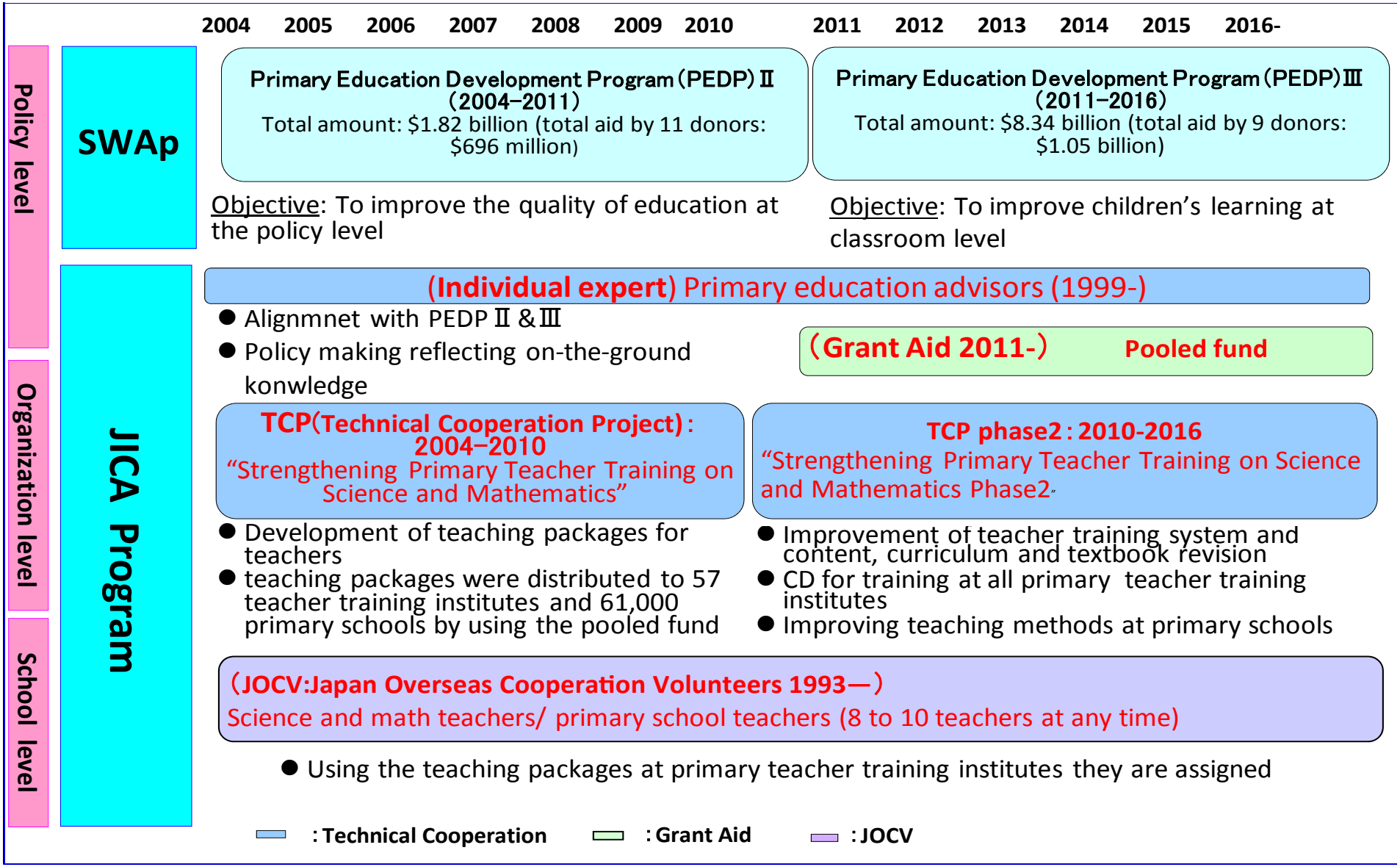
2. Issues for post-2015

- Improvement of the quality of education
- Reaching the unreached and marginalized in education
- Post-primary

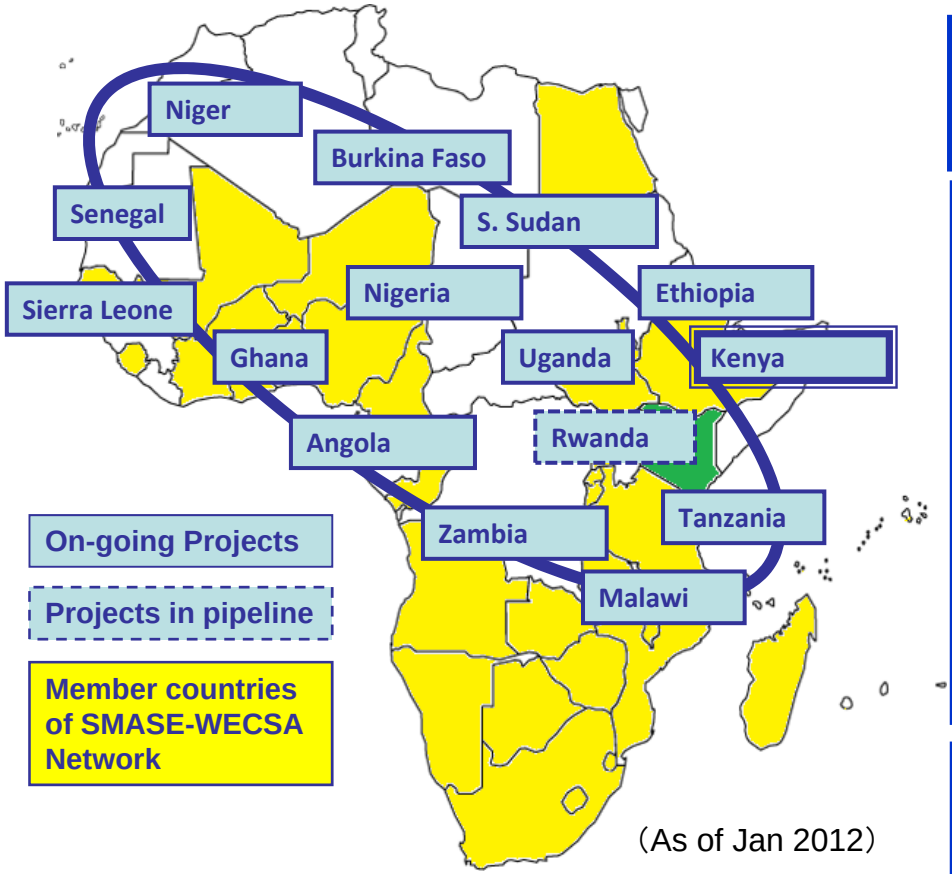
3. Approaches to improve international cooperation in education

Capacity Development	**A high priority on capacity development as a precondition for sector-wide approaches and financial support**
Strengthening of Collaborations	**Promoting public-private partnership, collaboration with emerging donors, South-South cooperation and networking in light of diversifying partners**
Education Development Needs	**Focusing on mathematics and science in secondary education to develop human resources that support globalization, knowledge-based society and innovative society**

4. Examples of JICA approaches
(1) Basic education sector in Bangladesh
Financial support and CD in SWAps (technical cooperation)



4. Examples of JICA approaches
(2) SMASE-WECSA
Promotion of South-South cooperation and networking



(SMASE-WECSA :Strengthening of Mathematics and Science in Secondary Education Project in Western, Eastern, Central and Southern Africa)

SMASE projects in 14 countries (See map.)

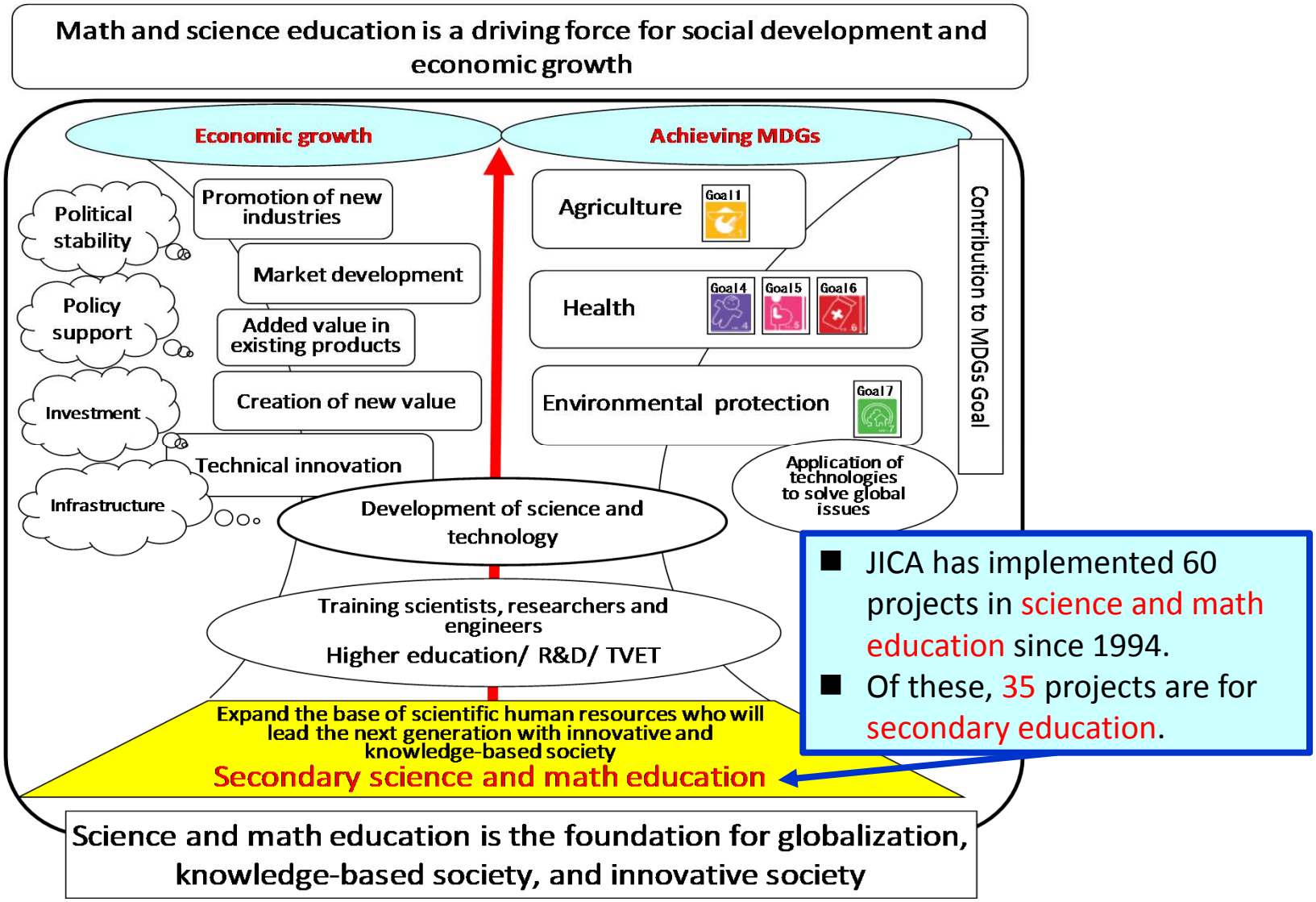
SMASE-WECSA members (Western, Eastern, Central and Southern Africa) expanded to 33 countries and 1 region (in yellow).

- Third-country training in Kenya
- Technical assistance from Kenya
- Regional meetings/workshops

Between continents

- Collaboration with NEPAD and ADEA
- Collaboration between Asia and Africa (Malaysia, etc.)

4. Examples of JICA approaches
Human resource development to support globalization and knowledge-based society
Promotion of science and math in secondary education



- JICA has implemented 60 projects in science and math education since 1994.
- Of these, 35 projects are for secondary education.

5. Conclusion

JICA's role in ensuring effectiveness of international cooperation in education

1. JICA promotes capacity development (CD) by serving as a bridge between policies and classrooms.

- Aligning with the policies of developing countries, JICA combines financial support with technical cooperation to promote CD of the governments of counterpart countries, funding the financial gap at the same time, in order to produce successful outcome at the policy level.
- JICA's intervention as outsiders is expected to produce catalytic effects.

2. JICA promotes partnership among various stakeholders such as developing countries and private-sector organizations.

- In order to achieve MDGs, JICA promotes collaboration with the private sector to promote gap funding, leverage effect, speed-up, development of innovative approach, etc.
- South-South cooperation is effective in promoting CD in developing countries.
- Serving as a facilitator, JICA shares the stakeholders' findings and cooperation outcomes of developing countries and the private sector with other countries and regions so that the expertise is utilized.

3. JICA takes the lead in training secondary science and math teachers.

- As secondary science and mathematics is a driving force for achieving MDGs and promoting growth, assistance in this field is essential.
- As knowledge-intensive industry is advancing due to globalization, the knowledge-based society, innovation and R&D, there are growing needs in highly-skilled workers. In this regard, it is important to foster scientific and rational thinking through science and mathematics education.
- JICA has comparative advantage and expertise in secondary science and mathematics education.

Thank you very much !