

JICA Basic Education Cooperation in Africa

The Joy of Learning for All Children



Japan International Cooperation Agency
Human Development Department

1-6th floor, Nibancho Center Building, 5-25, Niban-cho, Chiyoda-ku, Tokyo 102-8012, Japan
Tel: +81-3-5226-6660 <http://www.jica.go.jp/english/>



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Japan International Cooperation Agency



AFRICA

Activities and Achievements

In the 1990s, JICA initiated extensive efforts to improve basic education in Sub-Saharan Africa, one of the world's most impoverished regions.

Among the 53 countries in the African Continent, Sub-Saharan Africa is the world's neediest region, with 34 out of 45 nations classified as Least Developed Countries (LDC)*1. In the past, the region has experienced a variety of education issues, with the primary education net enrollment rate at 54% in 1990 – markedly lower than the 78% average for other developing countries.

In order to ameliorate these conditions, the international community, including Japan, began a full-scale cooperation in the 1990s to reform basic education*2 such as primary education.

A Shortage of Schools

While Africa's education system faces a number of hurdles, the biggest challenge is addressing the shortage of schools. Even where facilities do exist, classroom space is limited, often with 70 to 80 children in attendance. In addition, many schools are in poor condition with the simple and aging classrooms unable to provide enough shelter from the weather, and lacking seats and desks.

JICA's Activities

Since 1985, through ODA Loans and Grant Aid*3, new schools have been built and classroom conditions greatly improved, aiming for higher enrollment rates in the region.

Construction of Schools

About **2,600** primary and secondary schools built in **22** countries



A schoolhouse constructed using grant aid cooperation (Madagascar)

A Lack of Properly Trained Teachers

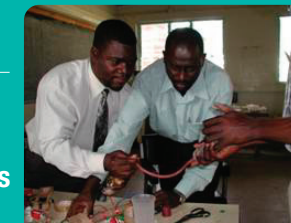
Even among those that do attend school, a large percentage of children drop out before graduating. Although there are a variety of issues at play, one of the largest contributing factors is a shortage of properly trained teachers. Due to this, many children are unable to grasp the material and cannot keep up in the classroom. To effectively remedy the exorbitant dropout rate, well-trained teachers are a must in many countries.

JICA's Activities

Beginning in Kenya in 1998, JICA launched projects that strengthen mathematics and science education in 15 countries, aiming to improve the quality of teachers and provide better education.

Teacher Training

About **90,000** teachers in **15** countries undergo mathematics and science training



Teachers attend a training class (Kenya)

Weak School Management

The insufficient capacity of individual schools to manage school activities properly and effectively is another problem being faced in the region. Additionally, parents, residents, and the government fail to support the local school systems, and many do not comprehend the importance of proper education for their children, leading to higher dropout rates.

JICA's Activities

Beginning in 2004, JICA has made efforts to improve school-based management by involving the government and community. These efforts are manifest in Niger and other West African countries as the "School for All" project, and as the "Ho! ManaBU" project in Ethiopia.

School Management Reform

Implemented in about **10,000** schools in **5** countries



Residents and school faculty discuss school management (Niger)

Africa's Current Situation and JICA's Cooperation in Basic Education

Basic education has improved in Africa, but JICA will continue to provide support.

Challenges and Policies

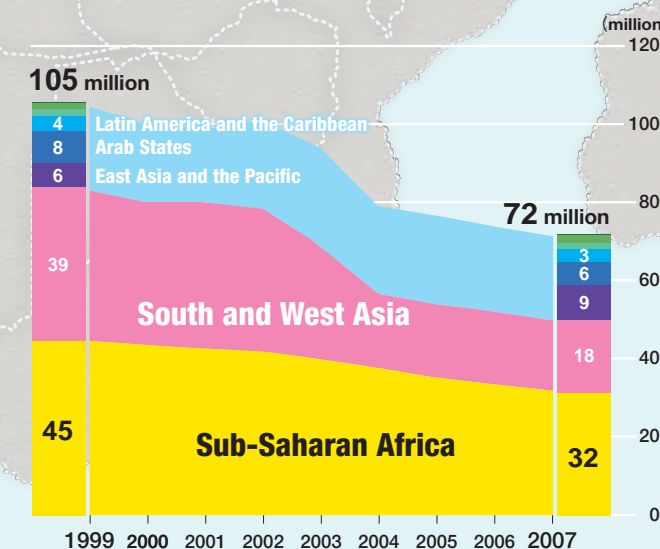
With the help of the international community including Japan, conditions surrounding Africa's basic education system have greatly improved. While the enrollment rate has risen to 75%, this does not mean that Africa's education problems are completely resolved. Currently, one in four African children cannot attend school, while one in three children who enroll will not continue to completion. As the enrollment rate in primary education increases, expanding secondary education is our next big challenge.

In 2008, the fourth Tokyo International Conference on African Development (TICAD IV)*4 was held, at which the Yokohama Action Plan was adopted. Under this plan, Japan resolved to further support Africa's basic education mainly focusing on primary and secondary education, with emphasis on the following three objectives:

- 1: To improve access and learning environment through school construction
- 2: To reform the teacher training system and train more teachers
- 3: To improve school-based management with community participation

JICA also pledges to do its part according to this policy, and continue to work in close coordination with African countries and other donors and partner countries to improve educational standards in Africa.

Number of Children Unable to Attend School



*1: Refers to the most impoverished of developing countries. As of August 2007, 50 countries are classified as LDC.

*2: Refers to education providing the basic knowledge and skills for individuals to live a quality life, consisting of three categories: early childhood development, primary and secondary school as formal education, and non-formal education which provides literacy and other basic skills to a broad base including adults.

*3: Previously, Grant Aid was implemented by the Ministry of Foreign Affairs with JICA supporting its execution. After the new JICA was organized in October 2008, it has come to manage the entirety of the Grant Aid, from pre-aid research and survey to post-aid supervision and administration.

*4: A conference held in Yokohama with 51 African countries, 74 international/regional organizations, 34 partner countries including G8 and Asia, the private sector and civic community in attendance.

