

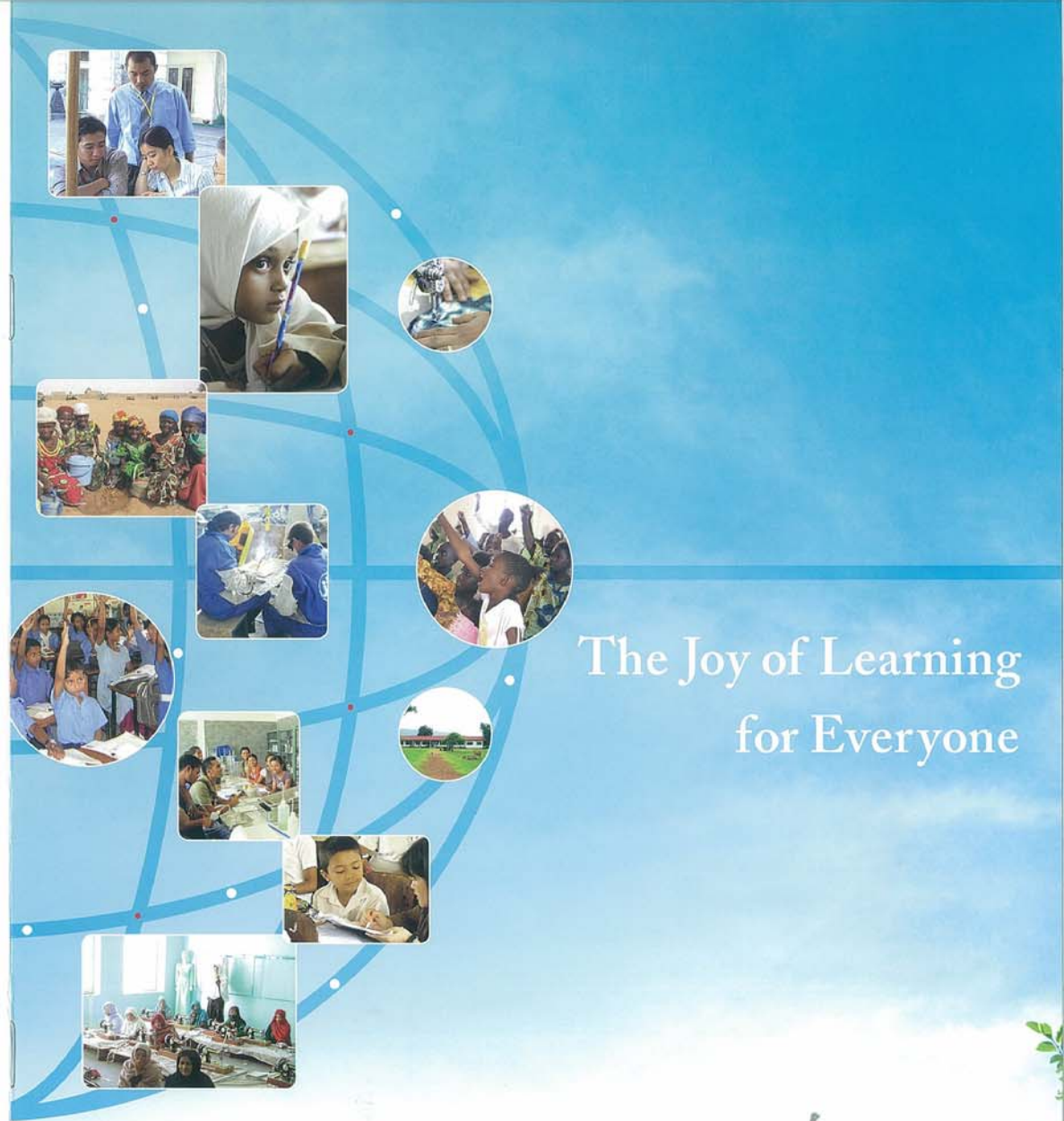


Japan International Cooperation Agency
Human Development Department

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/>



Mar. 2010



The Joy of Learning
for Everyone



Japan International Cooperation Agency



Why Support Education?

Education is the foundation of development. The international community has the responsibility to support education for all people in developing countries. JICA, too, actively takes its role in cooperation in the field of education.



Photo: Mika Tanimoto

» Education creates the future for the people and the world

Education as a Fundamental Human Right

We aim to help individuals fully explore their potential to lead a quality life with more choices.

Sustainable Socio-Economic Development

Educated individuals are the key to poverty reduction and sustained economic growth. With the advance of globalization and knowledge-based society, decision-making and problem-solving skills are needed in this rapidly changing world.

Mutual Understanding for Peace

Better understanding of concepts such as human rights, equality, freedom/responsibility, and tolerance/solidarity promotes respect for social diversity, leading to peaceful and consolidated society.

Approach to Sub-Sectors

Educational cooperation is one of JICA's most important fields of focus. While support in primary education and higher education are the priority areas, JICA also gives support to secondary education and technical and vocational education and training, according to the educational situation and needs of each country.



Photo: Koji Sato

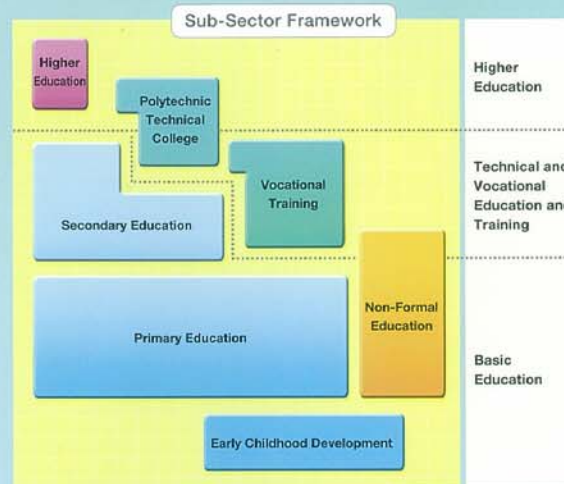


» Basic Education

Basic education provides literacy and numeracy skills, and includes primary and secondary education, early childhood development, and non-formal education. JICA places particular emphasis on expanding primary and secondary education. Support for non-formal education and early childhood development is carried out mainly in coordination with international organizations and NGOs.

JICA's Activities

1. Teacher training and development of training systems to improve teaching
2. Establishing school management and education governance mechanisms which can reflect the needs of schools and communities
3. Increasing access to education and improving the learning environment through school construction



» Technical and Vocational Education and Training (TVET)

TVET offers knowledge and skills that directly lead to employment. JICA aims to expand education and training to respond to the changing needs of the industry. In post-conflict countries, JICA provides vocational training for discharged soldiers to develop human resources needed for reconstruction, and also to promote social integration.

JICA's Activities

1. Strengthening core vocational training institutions of each country/region by enforcing curricula and school management
2. Provision of vocational and basic skills training that will directly lead to improved livelihood in post-conflict countries

» Higher Education

Higher education develops human resources such as scientists for leading socio-economic development, and also creates new knowledge and technology through research. JICA supports the reinforcement of research functions in universities centered in engineering, agriculture, and health fields, to present solutions for the issues the countries face with the progress of globalization.

JICA's Activities

1. Expansion of core universities of each country/region by providing teacher training, materials, and equipments
2. Creation of research exchange networks between universities

Guiding Principles

JICA responds to each country's varying needs in education development, making use of its comparative advantages.

1 Respecting ownership of developing countries

By coordinating with the country's government and other development partners, JICA will provide mid- and long-term support that aligns with the country's education development framework.

2 Strengthening links between education policy and practice at the field level

Two-way dialogues between policies and schools are strengthened and serve to improve the education system by utilizing JICA's experiences in the field.

3 Strategic use of different schemes

JICA can now offer support by strategically combining three schemes — technical cooperation, grant aid, and loan aid.

4 Building networks as knowledge centers

Japan is taking the lead in promoting formation of networks where experiences of each country are shared with and utilized by other countries and regions facing similar issues.

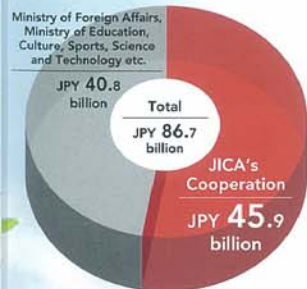
5 Result-Oriented Operation

The final goal of cooperation in education is to enhance learners' abilities via quality education. JICA will further pursue result-oriented program formulation and implementation.

JICA's Cooperation in Education

Fact Sheet

Japan's Educational Cooperation



* Bilateral ODA only.
 Source: White Paper on Official Development Assistance (ODA) (FY 2007) and JICA "Global Issues & Millennium Development Goals (MDGs) 2007 Report"

1 Asia
Supporting Community Initiative for Primary Education Development in the Southern Provinces

The primary school enrollment rate in Laos remains around 86%(2006), and especially in the southern provinces near the Cambodian and Vietnamese borders, many children are receiving little or no education. To address this situation, JICA provides material support such as buildings/facilities improvement, as well as human support – advocacy activities to parents and the local community on the importance of education, and strengthening of school management. JICA restored 74 primary schools in the southern three provinces through grant aid, and also promoted school improvement activities with community involvement through technical cooperation, aiming for comprehensive improvement of the region's learning environment.



2 Asia
Example of Loan Aid & Technical Cooperation Combination
Indonesia
Hasanuddin University Engineering Faculty Development Project

Hasanuddin University is the largest university in Eastern Indonesia with 3 million students. To strengthen the university's Faculty of Engineering as the central engineering education/research institution in Indonesia's northeastern region, JICA has been extending comprehensive support, addressing both facility and human aspects of the Faculty. In the course of the cooperation, JICA has provided yen loans since 2007 for constructing its new campus and for the professors to earn a doctorate in Japan. It was followed by a Technical Cooperation Project for the Development of the Engineering Faculty of the University in 2008 to strengthen its educational and research activities.



Overview by Region (FY 2007)

Cooperation frameworks to respond to diverse needs

- Loan Aid (Yen Loans)** ODA loans support developing countries above a certain income level by providing low-interest, long-term and concessional funds in Japanese yen to finance their development efforts. ODA loans are used for large-scale infrastructure and other forms of development that require substantial funds.
- Grant Aid** Grant aid is provision of funds to developing countries which have low income levels, without the obligation of repayment. Grant aid is used for improving basic infrastructure such as schools, hospitals, water-supply facilities and roads; along with obtaining health and medical care, equipment, and meeting other needs.
*Except grant aid programs that Japan's Ministry of Foreign Affairs implements independently as dictated by specific diplomatic policy.
- Technical Cooperation** For human resources development and strengthening administrative systems of developing countries, technical cooperation involves the dispatch of experts, provision of necessary equipment, and training of personnel from developing countries in Japan and other countries. Cooperation is tailored to address a broad range of issues.

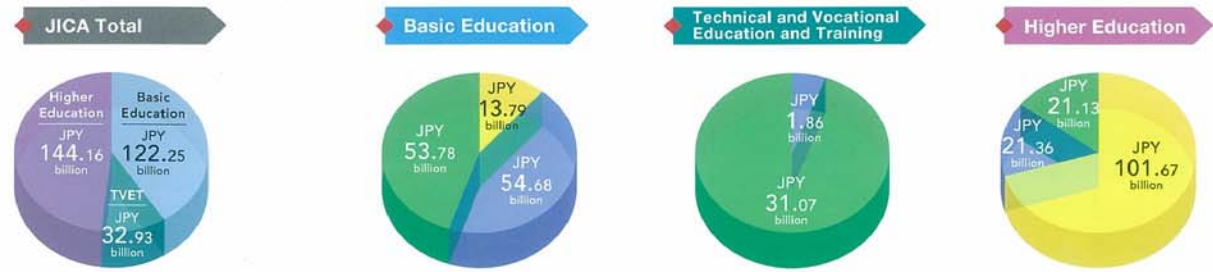
3 Latin America and the Caribbean
Example of Technical Cooperation including JOCV
Honduras
Primary School Teachers (JOCV)

In the JOCV (Japan Overseas Cooperation Volunteers) mathematics project which began in 1991, Japanese volunteers worked together with local primary school teachers to improve math teaching materials. Their activities were taken over by a technical cooperation project "¡Me gusta matemática! (Project for the Improvement of Teaching Method in Mathematics)" which had started in 1989, and the teachers' guidebooks and students' workbooks developed in the project have been certified as government designated teaching materials of Honduras. They are being used by succeeding JOCV members, and similar activities are spreading in five Latin American and the Caribbean countries.



Overview by Sub-sector

Effective use of different schemes



JICA's Good Practices in Education Cooperation



CASE 1



- Bangladesh

Strengthening Primary Teacher Training on Science and Mathematics

- 2004 – 2010

- Harmonization



In 1990, Bangladesh established a compulsory education law and also signed the Education for All declaration. Since then, the country's basic education has expanded significantly, with its net enrollment rate in primary education increased to 89%. Yet, high drop-out rates leave only 67% of children to complete primary education (2001).

To resolve these issues, the Bangladesh government is undertaking a Primary Education Development Program-II (PEDP-II, 2004-2010) using a sub-sector-wide approach (SWAp)* with help from 11 development partners: ADB, World Bank, DFID, Netherlands, SIDA, EC, CIDA,

Norway, AusAID, UNICEF, and JICA.

JICA began the support program "Strengthening Primary Teacher Training on Science and Mathematics" with PEDP-II in 2004. A teaching package was developed by JICA and the Bangladesh government and other development partners agreed to use the PEDP-II pooled fund to deliver it to primary schools and teacher's training institutions across the country. Currently, teachers throughout Bangladesh are being trained with the teaching package developed by JICA.

* SWAp: The developing country takes the lead to make plans for each sector. Support is given based on the plans which are coordinated between the government and development partners.

Basic Education

CASE 2



- Africa

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

- Utilization of Japan's development experience/intellectual contributions
- Promotion of regional cooperation and network



Although many African countries are strengthening science and math education in primary and secondary schools, their academic performance remains low. Utilizing Japan's experience in education development, JICA is working to improve quality of education by introducing better teaching methods through in-service teacher training.

Focusing on teachers, who play the most important role in the classroom, JICA is trying to improve their abilities and attitudes to boost science and math performance in schools. Specifically, JICA aims to change the teaching method from mere one-way lectures to lessons actively involving children and nurturing scientific and logical thinking.

In fact, it has been confirmed in Kenya, where the first project was implemented, that this student-centered teaching methods have become wide-spread, and academic performance has improved as a result of this teacher training project.

What is striking about this initiative is that it is not limited to just one country, but extends across borders, creating functional ties of African countries represented by 32 countries in the SMASE-WECSA regional network, as well as South-South cooperation such as technical exchange and regional training. In the process of this regional cooperation, JICA has been contributing as a facilitator.

ASEAN University Network/Southeast Asia Engineering Education Development Network (AUN/SEED-Net) are cooperation networks in education and research, consisting of 19 universities from 10 ASEAN countries and 11 supporting universities from Japan.

Its specific activities include degree programs, collaborative research, and regional conferences. The degree programs cover overseas Masters and Doctoral education within ASEAN as well as Doctoral degrees in Japan. Collaborative research is conducted between ASEAN universities with support from Japanese universities. Regional conferences are held with the involvement of related industry. By organically combining these activities, JICA aims to form an inter-university network that

includes Japanese universities, and improve the education and research capacity of the member institutions.

Following up on the results of Phase I (2003-2008), Phase II (2008-present) is working on the following:

1. Capacity enhancement of member institutions
2. Reinforcing network base and expanding participants
3. Conducting research to address cross-regional issues
4. Creating a common program consortium for postgraduate schools

AUN/SEED-Net contributes to developing human resources in ASEAN's higher education in engineering. Japanese supporting universities that strive for internationalization also merit from stronger relationships with ASEAN universities and quality foreign students.

- ASEAN

ASEAN University Network/ Southeast Asia Engineering Education Development Network (AUN/SEED-Net) Phase II

- 2008 – 2013

- Networking
- Regional Cooperation



Technical & Vocational Education & Training (TVET)

CASE 4



- Sudan

Improvement of Basic Skills and Vocational Training Project (SAVOT)

- 2006 – 2009

- Linkage with Labor Market (Provide income and develop entrepreneurs)



Since the long civil war ended in 2005, Southern Sudan has been experiencing rapid reconstruction and development. However, there is a severe shortage of skilled human resources. Many private sector jobs are taken up by workers from neighboring countries, leaving fewer job opportunities for unskilled Southern Sudanese. The social situation, with domestic refugees and discharged soldiers, also requires solutions for employment opportunities.

Under such circumstances, JICA is working on a project to strengthen the abilities of official vocational institutions and non-formal vocational training offered by NGOs. The project aims for the Southern Sudanese people to participate in the reconstruction process and also acquire skills for better livelihoods. These institutions

provide skills training in various courses such as car maintenance, woodwork, welding, electrical wiring, plumbing, construction, cooking, computer, and tailoring. They also offer job guidance to support smooth and secure employment or new businesses.

3,000 Southern Sudanese including discharged soldiers received training so far. 77% have gone on to obtain jobs within 6 months of finishing their course, with 2.4 times more income than before training. Also, 80% of the graduates say they recognize the benefits of peace after receiving training.

The Sudanese government highly acknowledges the project's contribution to lasting peace through human resource development, and anticipates further expansion of the results. JICA still continues to work on the project after 2009.