

Quality education where each individual shines with vitality

We provide quality education and

build a social infrastructure

where everyone can live

with dignity.

There are more than 610 million children and youth in school who have not reached the minimum proficiency level in literacy and numeracy.

In addition, there is a significant gap among the countries in higher education.

We will address this agenda so that all people can have access to learning opportunities and develop their abilities.



In addition to children and youth who cannot go to school, the "learning crisis" is also a major problem

Everyone has the right to education. However, more than 260 million children and youth worldwide are still out of school. Also, more than 610 million children and youth in school have not reached the minimum proficiency level in literacy and numeracy. The situation called "learning crisis" has been pointed out where children become adults without acquiring basic academic skills, as well as educational disparities based on poverty, gender, disability, ethnicity and language, and geographical difference.



Higher education enrollment rate

75% or higher in high-income countries

9% in low-income countries

Risks of lack of learning opportunities and future income due to COVID-19

The spread of the new COVID-19 has led to worsening family economic conditions, leaving a tremendous impact on vulnerable groups.

The World Bank and others estimates that school closures under COVID-19 would increase the proportion of children by 25 percent who lack minimum literacy and numeracy, resulting in a total loss of \$17 trillion from the future income. The higher education sector in partner countries also faces a risk of decline in the quality of education due to a loss of study abroad opportunities, facility closures and a lack of physical collaboration among researchers and universities.



More than **610** million children and youth in school have not reached the minimum proficiency level in literacy and numeracy

Partner countries have low enrollment rates in higher education, and excellent human resources tend to leave the country

Enrollment rate in higher education exceeds 75% in high-income countries, while low-income countries have enrollment rates below 10%. In many partner countries, even leading universities, which are responsible for raising the level of higher education, face financial and technological constraints. They have difficulty in securing qualified faculty members, improving facilities and equipment, or establishing sufficient academic networks with other universities. As a result, the best and brightest minds are leaving for other countries, and there is a shortage of administrators, researchers, and other personnel with the specialized skills that universities should be producing.

Risk of loss of **\$17** trillion from the future income without proficiency level in literacy and numeracy due to COVID-19



Japan's strengths are utilized in "human resource development," one of the cornerstones of development cooperation.

Education is a fundamental right that should be enjoyed equally by all people and it is the foundation for building sustainable social and economic development. For supporting partner countries in this important field, Japan's own experience in spreading quality education as a basis for development, and its past development cooperation experience that has taken advantage of its strengths such as systematic textbooks and teaching materials, teacher training systems, and support from parents and local

communities, can be considered effective.

Similarly, in light of Japan's development experience and the role universities have played, Japanese universities can continue to contribute in various ways to strengthening of higher educational institutions in partner countries and fostering leaders who know and feel close to Japan, which will also contribute to the internationalization of Japanese universities.

Approach 1

Improving learning through the development of textbooks and learning materials



Based on the recognition that many children in developing countries are on the verge of a "learning crisis" who have not achieved minimum proficiency level in literacy and numeracy, we will develop support according to each individual's level of mastery to improve learning. Therefore, we must train teachers to enhance their professional skills and develop and disseminate high-quality teaching materials in line with a systematic curriculum. In this way, the development of quality learning materials and the professional development of teachers will promote children's active and continuous learning. In addition, we will actively promote the digitization of textbooks, which is expected to progress in the future based on the experience of the pandemic.

Approach 2

Community-wide collaboration



To comprehensively improve the learning environment for children, it is important that parents and the community understand the value of education and trust the school. The collaboration between communities and schools, known as "Schools for All," began in Niger in 2003 and has been developed in French-speaking parts of Africa. It is based on the establishment of a school management committee through democratic elections and is expanded to improving learning, establishing kindergartens, providing school lunches, and promoting school attendance. JICA is working to create a model and build a national network to further expand "School for All" in cooperation with other partners.

Approach 3

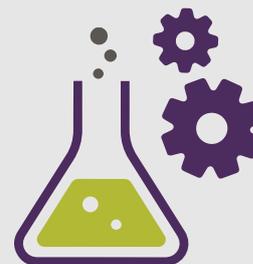
Improving education for leaving no one behind



While primary school enrolment is nearly 90 percent globally, the most vulnerable 10 percent of the school-age population remains left behind. In Pakistan, in particular, the majority of the more than 23 million out-of-school children are girls. Therefore, we will strive to provide learning opportunities for girls and other out-of-school children through both public education and non-formal education (NFE). In countries where there is a lack of systems to accommodate children with disabilities, we will also provide technology for the construction of facilities and look into inclusive education that enables children to learn according to the degree of their disabilities. Furthermore, we will promote educational support for refugees and host communities that accept refugees.

Approach 4

Strengthening leading universities in partner countries



In order to raise the level of academic environment in partner countries efficiently and effectively with limited resources, we focus our efforts on leading universities that lead the country and enhance their educational, research, and administrative capabilities. We also promote "JICA Chairs" to establish courses in Japanese studies. We foster leaders by building a network of universities in partner countries and Japan and promoting exchanges of outstanding students and faculty members.

In response to COVID-19, JICA also reinforce support in improving online education environment, providing scholarships to students with financial need, and supporting research activities related to COVID-19.

Continuous support for Vocational Technical Education and Training (TVET)

Vocational Technical Education and Training (TVET) is an important scheme for linking education and industry. While aiming for a society where many children can complete a normal secondary education, the youth is expected to acquire practical skills in developing countries with employment problems.

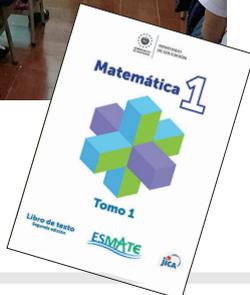
Therefore, we are also working to develop human resources in the field of TVET, promoting cooperation with companies and wide-area development.



Egypt-Japan University of Science and Technology (E-JUST), where JICA supports the strengthening of the engineering graduate school and the operation of the Faculty of Engineering and the Faculty of International and Business Humanities.



Top: Implementing simultaneously face-to-face and online class due to COVID-19. Right: Digitized math textbooks in El Salvador. Utilizing those materials for Spanish-speaking children in Japan.

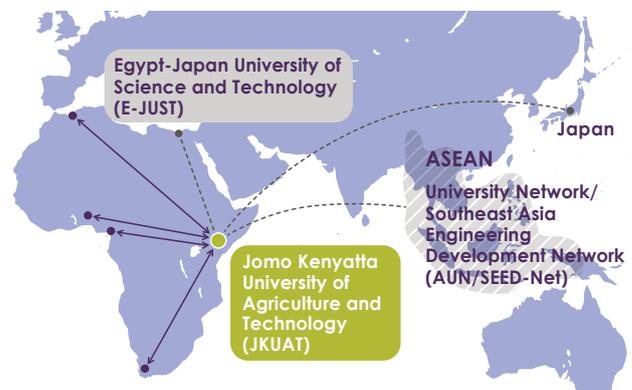


1 Establishment of learning improvement system, focusing on mathematics

Since 2006, based on the request of the Ministry of Education of El Salvador, JICA has been conducting a project for improvement of mathematics learning based on the results of evaluation process in primary and secondary education (ESMATE). We developed instructional teacher's guide, textbooks, and workbooks adapted to El Salvadoran schools. After repeated trainings at schools, we developed manuals on how to use textbooks and teaching methods. We followed up on their use at schools and provided support for teacher training programs. After confirming the nationwide distribution of teaching materials and improvement of students' academic performance, we established a cyclical learning improvement system by reflecting the results of learning surveys in curriculum revision, leading to further textbook revision and improvement of classes.

2 Improving research environment of a hub graduate school of Africa to foster highly-skilled human resources in the region

In 2008, the African Union (AU) established the Pan African University (PAU) to foster human resources in Africa, and established postgraduate hubs in five major universities in the region to focus on specific fields. In 2012, Japan became a Lead Thematic Partner of PAU-Institute of Basic Sciences, Technology and Innovation (PAUSTI), hosted by Jomo Kenyatta University of Agriculture and Technology (JKUAT) of Kenya, to which Japan had continuously provided technical cooperation and facility development since 1978. PAUSTI contributes to the development of human resources throughout Africa by accepting students from 54 African countries. JICA will continue to enhance the research capacity of JKUAT and PAUSTI to promote STI in Africa.



The "African Union-african innovation-JKUAT AND PAUSTI Network Project" is a project that aims to promote innovation in Africa through collaboration between JKUAT and other leading universities in Africa, as well as through collaboration with Japanese universities and JICA-supported universities including Egypt-Japan University of Science and Technology (E-JUST) and the member universities of AUN/SEED-Net.

Working with Partners

Promoting partnerships with Japanese universities as well as collaboration with private sector businesses

Promotes collaboration with Japanese universities. We are also promoting the JICA Development Studies Program and the JICA Chair to learn about Japan's development experience. Based on online education and textbook data conversion, we are also collaborating with private

businesses, mainly in the field of digital transformation (DX). We will also introduce developed foreign language teaching materials to Japan and give back to support for foreign residents in Japan and education for international understanding as part of multicultural conviviality.



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Japan International Cooperation Agency (JICA) is an international cooperation organization that is centrally responsible for the implementation of bilateral assistance among Japan's Official Development Assistance. JICA cooperates with about 150 countries and regions around the world.

What is JICA Global Agenda

JICA's cooperation strategies for global issues. JICA, with its partners, aims to show global impacts realizing the goals set under JICA Global Agenda. JICA Global Agenda and its goals will be shared among partner countries and various actors, enhancing dialogue and collaboration, therefore, maximizing the development impacts. Through these efforts, JICA will comprehensively contribute to the achievement of the SDGs by 2030 as well as realize Japan's Development Cooperation Charter which focus on "human security," "quality growth," and "addressing global challenges".