JICA Global Agenda for

No. 08 Education

Cluster Strategy for

Educational Improvement through Community-wide Collaboration



Japan International Cooperation Agency (JICA) works toward the achievement of the Sustainable Development Goals (SDGs).

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1. Purpose and Overview of the Cluster

1.1 Purpose of the Cluster

Education is a fundamental right that should be realized equally by all people. It forms the basis for each individual to fully develop his or her talents and abilities and to live with dignity, and, through the development of human resources with advanced expertise and technology, it is a critical element in building sustainable social and economic development. Furthermore, the cultivation of attitudes that respect diverse cultures and values through education constitutes the foundation of an inclusive and peaceful society.

In this cluster, we aim to promote, establish, and mainstream a model for educational improvement through community-wide collaboration that makes school management function through such mechanisms as the democratic establishment of a School Management Committee (SMC) and participatory planning and operation. In doing so, we foster cooperation between communities and schools and create the foundation to ensure children's enrollment and learning. As a result, we envision reducing the number of children affected by the learning poverty—that is, a situation in which a child is unable to read and comprehend a simple text by the age of 10 (World Bank 2019)—and thereby achieve SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

1.2 Overview

To eliminate the learning poverty and continuously provide quality education to all children, it is necessary to address comprehensively various educational issues surrounding children, such as out-of-school children and the improvement of learning outcomes. Evidence shows that when a SMC functions through community collaboration, the SMCs, as a basis, can directly contribute to ensuring children's enrollment and learning, thereby effectively improving children's learning.

In this cluster, to make the SMCs function as the foundation for educational development, we will strengthen the capacities of education administrators and school personnel in three areas: the democratic selection of committee members, participatory planning and operation, and network building. Thereafter, by means of the activities of the "functional SMC" established through the above measures, we will promote the resolution of various educational issues.

From the viewpoint of contributing to SDG 4 by eliminating the learning poverty, we will first prioritize implementation in Sub-Saharan Africa,[1] where the learning poverty is most severe. To eliminate the learning poverty, it is indispensable not only to improve the learning outcomes of children who are in school but also to promote the enrollment and/or re-enrollment of children who are out of school for various reasons. Therefore, in Sub-Saharan Africa—a region with the largest number of out-of-school children[2]

[1] Learning poverty rates by region (World Bank, 2022): Global average 70%, Sub-Saharan Africa 89%, Latin America & Caribbean 79%, South Asia 78%, Middle East (including North Africa) 70%, East Asia & Pacific 45%, Europe & Central Asia 14%.

[2] Out-of-school rates by region (primary, lower secondary) (UNESCO, 2022): Global average (9.0%, 13.9%), Sub-Saharan

and severe constraints on resources such as educational finance and human resources—, we will prioritize immediate measures for the serious situation, which are improvement of formal classroom teaching and extracurricular remedial activities as well as measures for out-of-school children, and promote them in multiple approaches, led by local community collaboration, not only by the government or teachers alone, while considering medium to long-term interventions in formal classroom teaching through education reform. The possibility of expanding to other regions will be examined based on project studies and, if effectiveness is confirmed, introduction and dissemination will be considered.

SMC is often expected to serve as a key player in educational improvement projects implemented by other development partners as well. By building a foundation for functional school management through community-wide collaboration, it is possible to ensure that the outcomes of educational improvement projects undertaken by other partners become tangible, with potential for synergistic effects.

Therefore, we will work to mainstream this model, even in projects implemented by other organizations. In countries where JICA finds it difficult to intervene directly, or where cooperation may enable a more effective reduction in the learning poverty, we will actively pursue partnerships and promote the dissemination and establishment of this model.

2. Current Situation of the Development Challenge and the Approach to Development Cooperation

2.1 Development Scenario

In the education sector, SDG 4—set in 2015—aims "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by striving for the guarantee of education quality from pre-primary to higher education, an ambitious and highly challenging issue.

SDG 4 is an expansion and development of "Education for All (EFA)"—which became an international consensus in 1990—and, thanks to long-term efforts by the international community, access to education has been significantly improved and enrollment rates have risen.[3] However, there are still as many as 258 million school-aged children and youth who are not in school worldwide (UIS, 2018). Moreover, even among those who attend school, approximately 55% of children and youth are estimated not to have acquired the minimum reading and numeracy skills (UIS, 2019).

Furthermore, the global spread of COVID-19 in 2020 has increased the learning poverty in low- and middle-income countries by one-third, with an estimated 70% of 10-year-olds unable to read and comprehend a simple text, a significant increase from 57% prior to COVID-19. This generation of children

Africa (19.9%, 33.2%), Latin America & Caribbean (3.6%, 6.7%), Central & South Asia (7.2%, 13.0%), North Africa & Middle East (8.7%, 9.9%), East & Southeast Asia (3.9%, 7.0%), Oceania (6.6%, 4.1%), Europe & North America (2.2%, 2.8%).

[3] The net enrollment rate in primary education is 90% (UNECSO, 2021). The net enrollment rate is calculated by dividing the number of students of the official school age for a given level of education by the corresponding age-group population

now faces the risk of losing lifetime earnings equivalent to 21 trillion US dollars in current value—that is, 17% of today's world GDP—exceeding the estimated 17 trillion US dollars in 2021 (World Bank, UNICEF, UNESCO, etc., 2022).

In Sub-Saharan Africa, the learning poverty rate was already extremely high at 86% (World Bank, 2019) in comparison to other regions even before the pandemic. Surveys indicate that during school closures, 40% of countries in the region provided no form of remote education. Thus, children in Sub-Saharan Africa, whose learning poverty was already in a critical state, have lost learning opportunities during the pandemic and have likely suffered further setbacks in academic achievement. Moreover, the population growth rate in Sub-Saharan Africa far exceeds that of other regions (approximately 2.6% per year), increasing the proportion of school-aged children. Therefore, improving the severe learning poverty in Sub-Saharan Africa is indispensable for reducing global learning poverty and ultimately achieving SDG 4.

In this situation, Japan is also called upon to take proactive measures to address the learning poverty. Recognizing that appropriate school management is an element in improving the learning poverty, this cluster aims to promote education improvement through community-wide collaboration from the perspective of comprehensive enhancement of children's learning.

Although enrollment rates have been improving significantly in recent years, the value of education is not fully understood in some countries and regions, and attending school is not yet taken for granted. To develop children's potential through learning and build a prosperous society, it is important for parents and the local community to understand the value of education and to build a trust-relationship with schools, thereby supporting children's learning and growth not only within schools but throughout the community. This cooperation between communities and schools, aimed at solving various educational issues, has been implemented under the project called "School for All."

This approach is based on the concept of establishing a collaborative relationship between communities and schools. It is implemented by holding democratic elections by secret ballot to establish a SMC; by having the community and school jointly identify educational challenges, prioritize them, and work together to solve them—the so-called "Foundational Model". Building on the Foundational Model, various issues such as remedial activities for learning improvement, establishment of community preschools, provision of school meals, promotion of girls' education, and dropout prevention are addressed by implementing what is known as the "Extended Model". Particularly during the COVID-19 pandemic, the community-collaborative approach has enabled schools to function as a safety net for the community (for example, through hygiene awareness activities), thereby contributing to increased trust in education.

JICA launched the "Project on support to the improvement of school management through community participation" (commonly known as the "School for All Project") in Niger in 2004, and since then, has cooperated in introducing the "Foundational Model" in over 70,000 schools in 10 African countries as of March 2023. As a result, school management improvement through community-wide collaboration has advanced in each country. More specifically, regular community assemblies regarding school management, formulation of annual school action plans based on local resources, mobilization of various community resources (human, material, financial) necessary for the implementation of the action plans, and the implementation and reporting of annual action plans have been carried out and have become established practices (Kunieda et al. 2020). For example, an impact evaluation using an RCT conducted in Burkina Faso between 2009 and 2010 confirmed that the introduction of this project resulted in increased

enrollment, reduced dropout rates, and decreased teacher absenteeism (Kozuka et al. 2016).

In the countries that have introduced the Foundational Model, efforts have also been made to develop and disseminate the "Extended Model" for academic improvement. Notably, approximately 1.8 million children in Niger and 1.2 million children in Madagascar have improved their reading, writing, and foundational numeracy skills during the five years since the full-scale introduction of the model from the 2017/2018 academic year onward. Evaluations of the model's effects in each country have confirmed high learning improvement outcomes (Maruyama & Kurosaki 2021; Maruyama & Igei 2022). These achievements have been internationally recognized, and Madagascar's foundational learning improvement model was selected by the American non-profit research institute, RTI International's "Numeracy at Scale" project as one of the world's six most effective and scalable basic numeracy improvement models,[4] which was also featured in the British international economic newspaper, Financial Times in 2022.

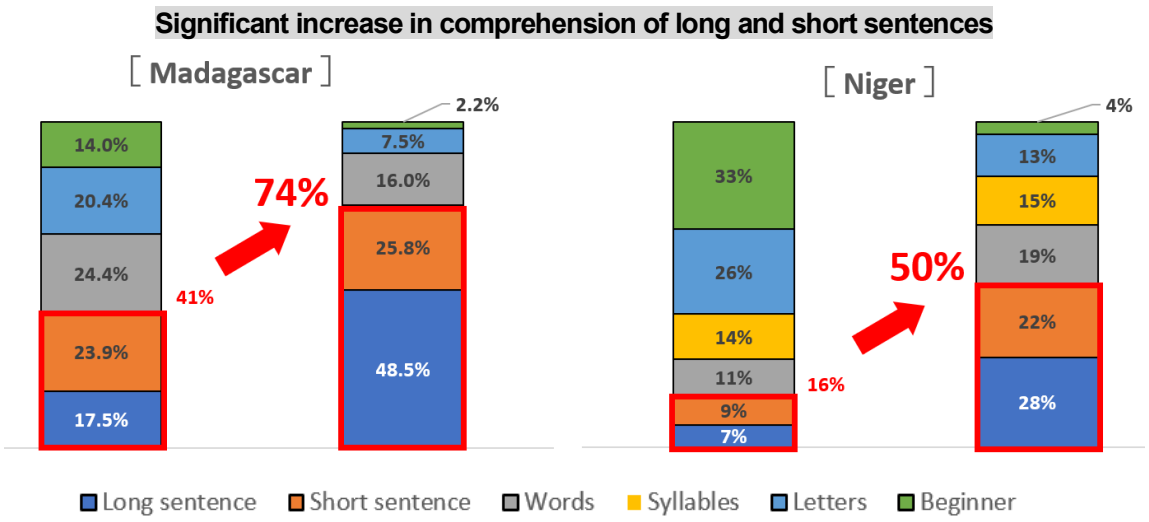


Figure 2.1: Improvement Results in Reading and Writing Skills through the Foundational Learning Improvement Model (Academic Year 2021/2022)[5]

[4] Financial Times online article dated September 19, 2022, "Numeracy levels deserve same focus as literacy in low-income nations"
https://www.ft.com/content/59bc5a52-c4b2-49f6-a9a0-6d561301a129

[5] JICA (2022). *Children's Learning Ability Improves Dramatically! Data Showing the Achievements of Africa's "School for All"*. https://www.jica.go.jp/topics/2022/20221118_01.html
Note: The data for Madagascar is based on the 2021 academic year, covering test results of 640,288 primary school students from 6,714 schools before and after attending remedial activities for 3-4 months. The data Niger is based on the 2021 academic year, covering test results of 551,441 third-to sixth-grade students from 6,758 schools before and after attending remedial activities for 8 months.

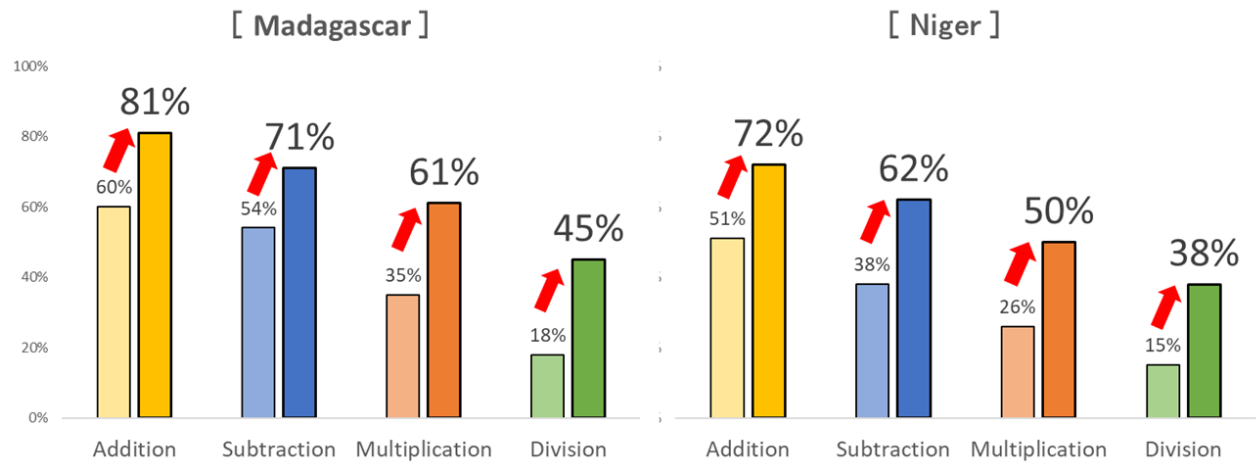


Figure 2.2: Improvement Results in Basic Numeracy Skills through the Foundational Learning Improvement Model (Academic Year 2021/2022)[6]

Furthermore, JICA has worked to disseminate and establish both the Foundational Model and the Extended Model at broader regional levels (e.g., states or districts) through an approach called the "Forum Approach." This approach is a mechanism by which representatives of the regional SMC networks, local education administrations, municipalities, traditional authorities, and other key stakeholders in educational development convene in a forum to promptly resolve urgent educational issues in the region through collective impact. JICA first supported a state education forum on the theme of promoting girls' enrollment in Niger in 2007, and since then, JICA has widely cooperated in hosting forums at the state, prefectural, and municipal/district levels in Senegal, Côte d'Ivoire, Mali, Madagascar, and Burkina Faso on issues including foundational learning improvement and dropout prevention. The outcomes of the above mentioned wide-scale foundational learning achievement in Niger and Madagascar were also attained using the Forum Approach. A study has clarified that this approach is an effective mechanism that produces collective impact in the field of educational development in developing countries/regions, contributing swiftly and widely to international goals including SDG 4, using the example of a girls' enrollment promotion forum held in 2009 in the Maradi region of Niger (Maruyama et al. 2022).

Based on these project achievements and results, JICA has thus far advanced a strategy of creating the model through technical cooperation and then leaving the scaling up to international organizations and initiatives such as the World Bank and GPE, while also building networks among target countries through opportunities such as Knowledge Co-Creation Program (KCCP) based on training in Japan and region-wide seminars. Based on these achievements, this cluster will further work to mainstream the community-wide collaboration for education improvement approach and expand its projects in Africa. In addition, by

[6] JICA (2022) *Children's Learning Ability Improves Dramatically! Data Showing the Achievements of Africa's "School for All"*. https://www.jica.go.jp/topics/2022/20221118_01.html
Note: The data for Madagascar is based on the 2021 academic year, covering test results of 75,445 primary school students from 1,027 schools before and after attending remedial activities for 3 to 4 months. The data for Niger is based on the 2021 academic year, covering test results of 539,786 third- to sixth-grade students from 6,758 schools before and after attending remedial activities for 3 months.

promoting the institutionalization and policy adoption of SMCs through ODA loans and grant aid, and by expanding cooperation through scaling up, JICA will implement even more effective support. While Africa will be given priority for the time being, considering the TICAD process, expansion to other regions will be considered in the future, as community-wide collaboration for education improvement is a universal issue.

3. Cluster Scenario

3.1 Scenario

In this cluster, we aim to achieve the elimination of "learning poverty," which is essential for attaining SDG 4. Among the children affected by the learning poverty are those who are not learning effectively, even though enrolled, as well as those who are not enrolled in school for various reasons. That is, to eliminate learning poverty, it is necessary not only for children who are enrolled to acquire foundational skills but also for children who are out of school to be enrolled or re-enrolled and to acquire those foundational skills, and furthermore to guarantee that all children continuously have access to quality education.

To realize this vision, JICA will: improve school management through the "Foundational Model" which consists of the democratic establishment of SMC networks and participatory planning and operation (Activities/Measures①); enhance children's enrollment and learning through the "Extended Model" based on improved school management (Activities/Measures②); disseminate and establish these measures from local to national levels gradually (Activities/Measures ③ and ④); reduce the number of children experiencing the learning poverty (Intermediate Outcome); and improve children's learning (Final Outcome), thereby providing "inclusive and equitable quality education and promoting lifelong learning opportunities for all" (SDG 4). More specifically, the process of expected social change and the activities to promote that change are as follows.

[Process of Social Change]

Developing countries/regions, especially Sub-Saharan African countries, expanded access to basic education through the introduction of Universal Primary Education (UPE) in the early 2000s, and then pursued various educational reforms aimed at ensuring the quality of education. However, as noted above, the learning poverty has worsened.

The background of these problems involves various factors, including: children (learners) who enter school without adequate preparation; teachers who lack sufficient ability and motivation; insufficient investment in schools (school inputs) and school management which does not support children's learning. (World Bank, 2017) Among these, school management is a critical factor that can affect the actions and investments of key stakeholders supporting children's education (teachers, parents, and community members). Since the late 1990s, many African countries have promoted the introduction of SMC, but they are often not functioning sufficiently (Hara 2022; Kunieda et al. 2020).

One background factor in the promotion of SMC in Africa was the school-based management (SBM) policy, which was said to have achieved results in Latin America. However, devolving decision-making and budget execution authority to the school level and allocating resources such as school grants does not

automatically lead to functional school management or improvements in learning outcomes (Snilsvelt et al. 2015).

For SBM policy to function adequately, it is necessary that the school personnel who receive devolved authority secure sufficient resources and capacity to exercise that authority. For many African countries, meeting these prerequisites is extremely difficult in the short term. For example, as mentioned above, school grants are often not provided in sufficient quantities, and even when they are secured, they are not sent to schools in a timely manner. Moreover, school principals, the person responsible for school management, often do not receive adequate training or certification in many countries, and teachers, parents, and community residents likewise do not have sufficient understanding of school management. Accordingly, it is unrealistic to expect the principal to provide the necessary leadership for community-collaborative school management. In addition, the "accountability framework" underlying SBM policy classifies schools and communities as providers and beneficiaries (clients) of educational services, respectively, expecting that if the school explains its educational service outcomes to the community, the quality of outcomes will be assured (World Bank 2003). According to this logic, it is expected that learning outcomes will improve as the community monitors the school. However, as noted above, given that many school principals face challenges in leadership, they are unable to fulfill the expected role, and rather than improving outcomes, this may lead to conflicts between schools and communities or even trigger resistance from teachers' unions.

Thus, although there are various factors causing ineffective school management, the common underlying problem is that there is either no mechanism or only a formality mechanism in place for substantial information sharing and discussion among these key stakeholders regarding children's educational issues. For example, many African countries have initiatives known as "school information dashboards," in which statistical data on children's enrollment, attendance, learning, and school management are posted on bulletin boards. However, many parents and community members are non-literate, especially in rural areas, and it is difficult for them to understand the situation solely from the contents of the bulletin boards or report cards. Accordingly, it is not expected that they will take initiative based on that understanding. As a result, the educational activities in many schools do not incorporate the "three requirements that determine the improvement of children's learning", that is, active learning time, effective teaching materials and learning environment, and effective learning support (Hara et al. 2020).

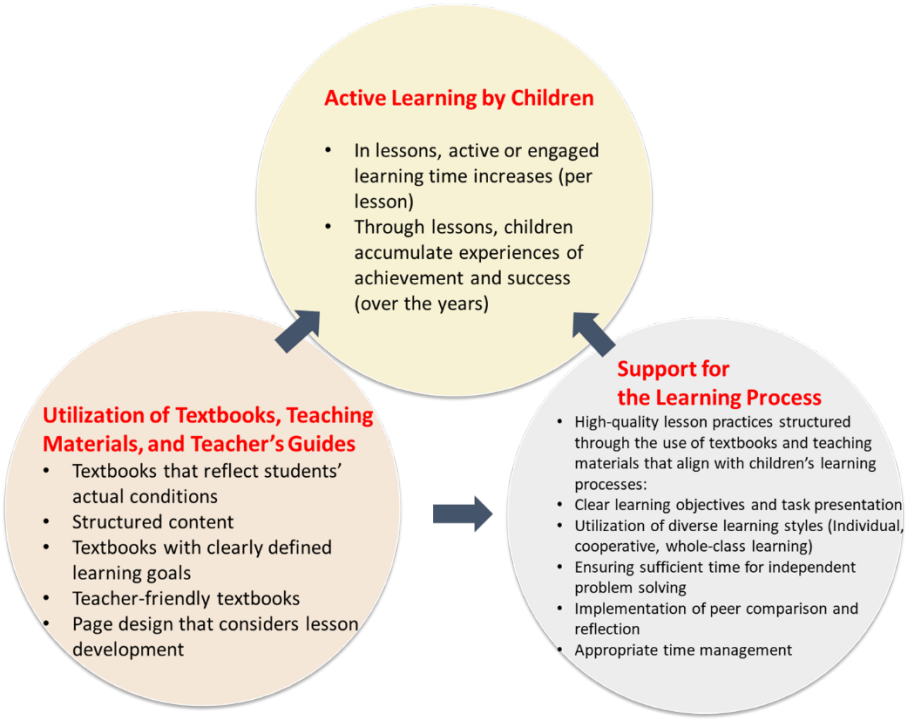


Figure 3.1: Three Key Factors that Determine the Quality of Learning

Under these circumstances, in order to eliminate the learning poverty quickly and sustainably, it is necessary to have mechanisms that encourage teachers, parents, and community members to make decisions based on sufficient and high-quality information on children's educational issues, and to mobilize and deploy limited resources toward the objective of eliminating the learning poverty considering "three key factors that determine the quality of learning" at both the school and education administration levels. Moreover, in order to eliminate the learning poverty, it is essential not only to improve the learning outcomes of children who are in school but also to promote the enrollment or re-enrollment of children who are out of school.

In regions such as Sub-Saharan Africa where there are severe resource constraints (e.g., in educational finance and human resources), it is important as an immediate priority to promote extracurricular remedial activities in addition to in-class learning support, and measures for out-of-school children in a multi-pronged manner through community-wide collaboration - that is, by mobilizing the collective efforts of local education stakeholders rather than leaving everything solely to the administration or teachers, while also emphasizing medium- to long-term interventions in in-class support through education reform. The term "well-functioning SMC" means an initiative in which the community "supports" the school rather than merely "monitors" it.

In terms of the progression of "community-wide collaboration for education improvement", the situation anticipated at the time of intervention in the target countries can be roughly classified into the following stages:

1) Stage 1: School management does not yet function as the basis for ensuring children's enrollment and learning.
2) Stage 2: School management is gradually being improved through community-wide collaboration, but

it does not yet directly contribute to ensuring children's enrollment and learning.

3) Stage 3: While school-level improvements in enrollment and learning have been achieved through community-wide collaboration for school management, local education administrations and school networks do not yet have sufficient capacity to continuously and broadly sustain community-collaborative education improvement.
4) Stage 4: Although the capacity of local education administrations and school networks to implement community-collaborative education improvement has been strengthened, the institutional framework for nationwide dissemination is not yet in place.

Based on the issues corresponding to these stages, this cluster envisions the following process of social change:

1) School management becomes functional through community-wide collaboration, serving as the basis for ensuring children's enrollment and learning.
2) Community-collaborative school management directly contributes to ensuring children's enrollment and learning.
3) Local education administrations and school networks can disseminate and sustain community-collaborative education improvement throughout the region.
4) The institutional framework for nationwide dissemination of community-collaborative education improvement is established, and the approach is rolled out nationwide.

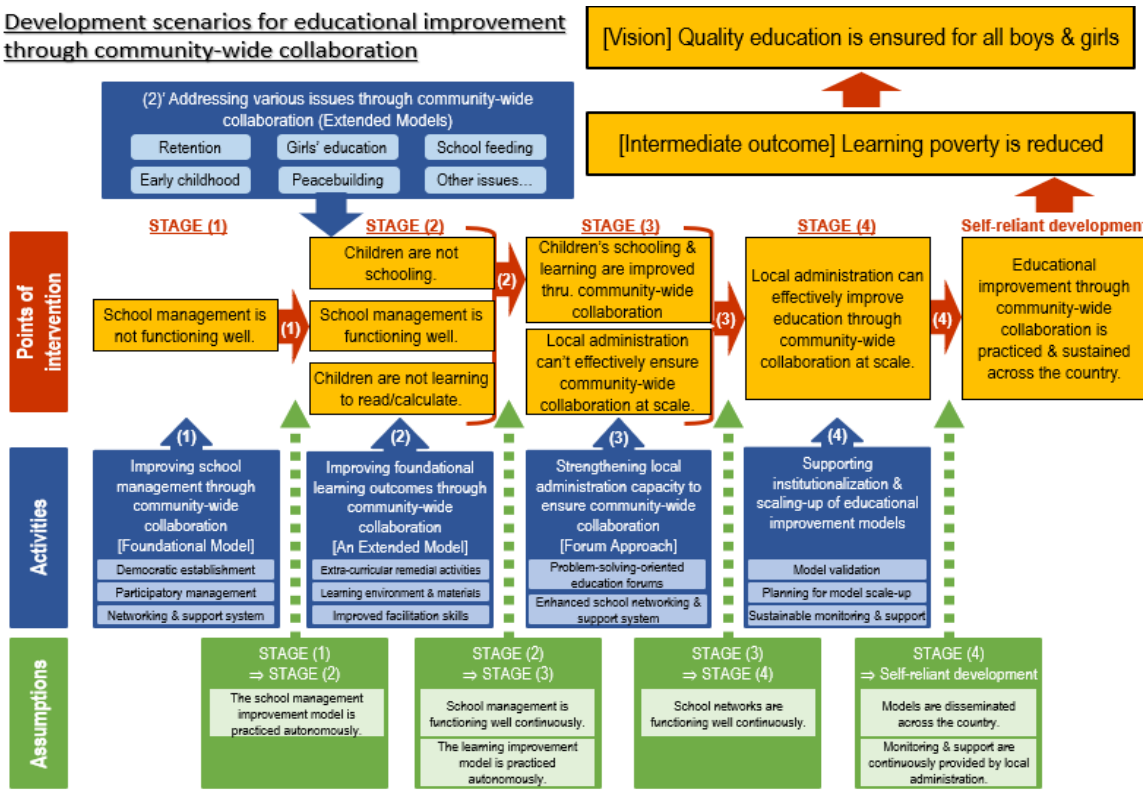


Figure 3.2: Conceptual Diagram of the Cluster Scenario

[Activities to Promote Change]

In this cluster, based on the aforementioned stages of community collaboration (i.e., the degree of progress) and on the hypotheses described in Section 3.2, activities and measures will be implemented in the following phases.

Note that in this cluster, the reduction of the learning poverty is set as an intermediate outcome. The learning poverty is measured by the "proportion" of children who are unable to read and understand a simple text by the age of 10. In order to reduce the learning poverty, it is important to quickly and effectively scale up the intervention so that it benefits as many children as possible. Therefore, the expansion and dissemination of the model are also positioned as one of the strategies of this cluster, which is one of its distinctive features. The "School for All Project" was selected by RTI's "Numeracy at Scale" survey as one of the "models with the highest effectiveness and scalability in the world", and it is highly evaluated not only for its effectiveness in improving children's learning but also for its scalability. Thus, scaling up is a critical element of the scenario.

1) Response to Stage 1: Introduction of Community-wide Collaborative School Management Improvement (Foundational Model)

Although there are policies regarding improvement in school management, such as the establishment of SMCs in line with decentralization, at this stage the school management does not function as expected to ensure children's enrollment and learning. Educational administrations also find it technically and financially challenging to provide the necessary monitoring and support for school management improvement. Therefore, training is provided for educational administrators and school stakeholders (teachers, parents, community residents) on the democratic establishment of SMCs, strengthening their functions, and building networks among the committees. Through this, a foundation for functional school management through community collaboration is established.

2) Response to Stage 2: Promotion of Foundational Learning Improvement through Community-wide Collaboration (One of the Extended Models)

Although the foundation of functional school management through community-wide collaboration is being established and activity plans are being formulated and implemented, the process has not yet reached a stage where it systematically identifies and solves various educational issues to directly contribute to children's enrollment and learning. Particularly in relation to the learning poverty, this stage has not yet resulted in direct contributions to ensuring children's learning. Therefore, training is provided for education administrators and school stakeholders (teachers, parents, community residents) on the process of formulating and implementing action plans to achieve foundational learning improvement through community-wide collaboration, and additional training is provided for teachers and local volunteer facilitators involved in learning support on the teaching methods. Furthermore, effective instructional materials are provided as necessary.

In addition, as noted above, in order to eliminate the learning poverty, it is necessary to ensure that children who are not enrolled have the opportunity to receive schooling and learning. Thus, in addition to efforts to improve foundational learning skills, measures such as dropout prevention, promotion of girls' education, provision of school meals, pre-school education, and peacebuilding are addressed through

various “Extended Models.”

3) Response to Stage 3: Expansion of Local Administration Capacity Development via the Forum Approach to Ensure Community-wide Collaboration

Although improvements in education (for example, in the improvement of foundational learning) through community-wide collaborative school management are progressing at the individual school level, at this stage the capacity of local education administrations and school/SMC networks, which would have been established at Stage 1, to disseminate such initiatives regionwide and to continuously provide effective and sustainable school management monitoring and support is insufficient. Therefore, local education administrations and school/SMC networks are assisted in strengthening their organizational capacity through the “Forum Approach” to realize collective impacts. In this approach, local education administrations work together with the networks of SMCs (SMC networks) which should be established through the abovementioned “Foundational Model”, municipalities, and traditional authorities to address specific issues independently and regionwide.

4) Response to Stage 4: Institutionalization and Nationwide Dissemination of the Community-wide Collaborative Education Improvement Model

At this stage, although the capacity of local education administrations to implement community-collaborative education improvement has been strengthened and the model appears to be solid, the institutional framework for nationwide dissemination—such as model evaluation and approval, formulation of dissemination plans, and securing of necessary budgets—has not yet been established. Beginning with model approval based on evidence (including impact evaluations), efforts will be made to formulate laws and policy documents, establish the implementation system, secure budgets, and then promote the dissemination and entrenchment of the model in accordance with the established institutional framework.

3.2 Details of the Scenario

In this cluster, education improvement through community-wide collaboration is promoted through bilateral cooperation and partnerships with international organizations. In the early stages of intervention, capacity-building for both community-wide collaborative school management and foundational learning improvement is carried out at the school level to eliminate the learning poverty. Furthermore, with a view toward the nationwide dissemination and establishment of the model, capacity-building for local education administrations and institutionalization/nationwide dissemination support of the model are provided to steadily advance the vision of this cluster.

[School Management Improvement Model (Foundational Model)]

The “Community-wide Collaborative School Management Improvement Model (Foundational Model)” focuses on the following three areas for capacity building to achieve school management improvement through community collaboration:

(a) Democratic election of SMC members,

(b) Participatory formulation of autonomous school action plans and management of funds,

materials, etc., and

(c) Network building among SMCs.

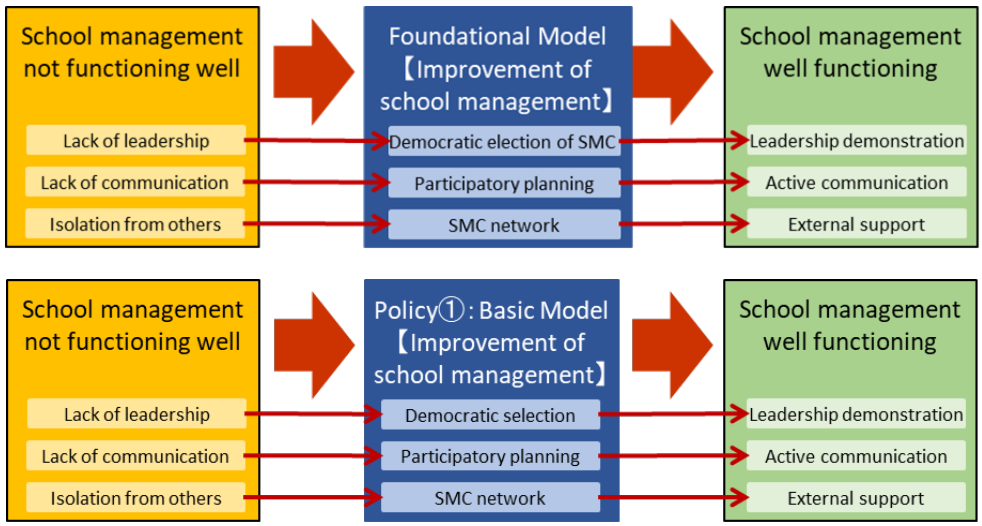


Figure 3.3: Hypothesis of the School Management Improvement Model (Foundational Model)

In (a), members are elected by secret ballot in a community general assembly that includes teachers, parents, and residents, rather than selecting SMC members in a closed setting by the principal or local influential figures. This enables the selection of individuals who possess the necessary motivation and capabilities and who have gained the trust of the community, so that they can build the organizational foundation to lead committee activities in a community-wide collaborative manner, by demonstrating leadership and mobilizing various stakeholders.

In (b) which is the key stages of the so-called “PDCA cycle” beginning with the analysis of educational issues faced by the school and its children, the formulation of an action plan, its implementation, and then monitoring and evaluation (reflection), the committee elected in (a) leads community assemblies in which open information sharing and discussion are rigorously conducted.

The framework of the action plan is not based on uncertain external support but on self-supplied resources that enable high autonomy and feasibility. In addition, in the process of implementing the action plan, the management of funds and other resources is conducted with consideration for non-literate individuals by ensuring transparency through “community audits” based on information disclosure at community assemblies. In this way, the process moves beyond a superficial participatory planning process involving only a few stakeholders, encouraging local community members to actively address the school’s and children’s issues as “their own” through vigorous communication.

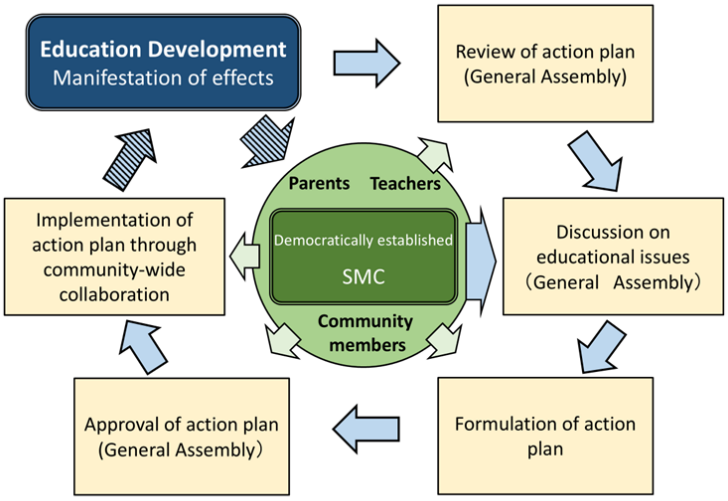


Figure 3.4: PDCA Cycle of the School Management Improvement Model

In (c), school management committees whose functionality has been enhanced through (a) and (b) establish an independent network called the "SMC networks" within the same region, promoting the exchange of experiences among committees, communication with education administrations and municipalities, and ultimately the resolution of common issues in the region. Through this network, there is a higher likelihood of ensuring sustained functionality, especially in rural areas where SMCs might otherwise become isolated by receiving external stimulation and support.

[Learning Improvement Model (Extended Model)]

In this cluster, building on the framework for sustainable education improvement through community-wide collaboration established by the "Foundational Model," we tackle specific educational issues necessary for reducing Learning Poverty and achieving SDG 4. More specifically, various "Extended Models" are envisaged for addressing a wide range of issues such as foundational learning improvement, dropout prevention, girls' education, school meals, pre-school education, hygiene education, and peacebuilding. Among these, the one that is considered to contribute most directly to reducing "Learning Poverty" is the "Community-wide Collaborative Foundational learning Improvement Model (Extended Model)."

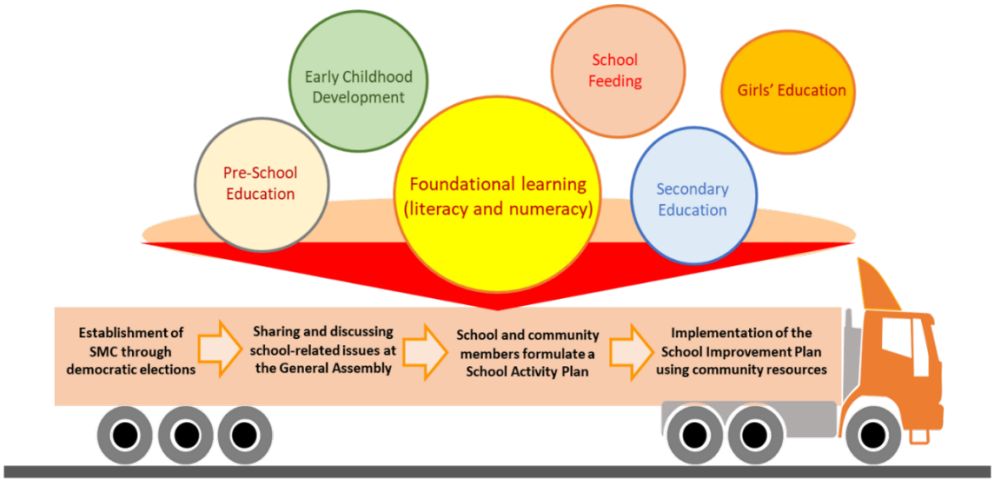


Figure 3.5: Relationship between the "Foundational Model" and the "Extended Model"

In the "Extended Model" that contributes to academic improvement, the three key elements that determine the improvement of children's learning, based on common theories of JICA's Global Agenda for Education are defined as follows:

(a) Securing and increasing active learning time

(b) Securing effective teaching materials and a conducive learning environment; and

(c) Implementing effective learning support.

The series of processes from analyzing the current situation at each school to solving the identified issues is developed based on these three elements.

The key activities expected in the process are as follows:

1) Assessing the current situation through a foundational learning achievement test,

2) Sharing problem awareness and discussing solutions at a general assembly,

3) Preparing an annual action plan focused on extracurricular remedial activities corresponding to the three elements,

4) Approving the annual action plan at a general assembly,

5) Implementing the annual action plan focused on extracurricular remedial activities (ensuring quality by using the recommended learning materials and support provided by trained volunteer facilitators),

6) Assessing progress through a foundational learning achievement test, and

7) Summarizing the annual activities at a general assembly.

All of these activities are carried out through community-wide collaboration as part of the work of the SMC, whose functions have been strengthened through the Foundational Model.

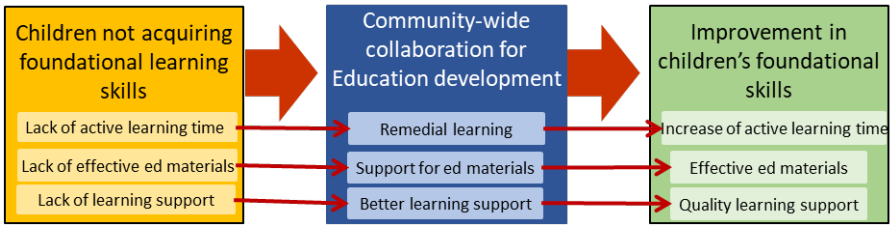


Figure 3.6: Hypothesis of the Community-wide Collaborative Learning Improvement Model (Extended Model)

[Local Administration Capacity Strengthening Approach (Forum Approach) to Ensure Community-wide Collaboration]

In this cluster, the "Forum Approach" is used as the mechanism to disseminate and establish the "Foundational Model" and the "Extended Model" at a broader regional level, such as states or prefectures. In this approach, a forum is held at the level of administrative units such as states or prefectures, bringing together representatives of the SMC networks in the same administrative unit, local education administrations, municipalities, traditional authorities, and other key organizations involved in education development, depending on the local context. The discussions at the forum serve as the basis for promptly addressing urgent educational challenges in the region through collective impact.

First, problem analysis is conducted, then feasible solutions that can be implemented using local resources are derived, and finally, a resolution and commitment to action are made in a forum set with a predetermined specific educational theme (e.g., foundational learning improvement).

Next, forum participants disseminate information about the forum to members of their respective organizations, and consensus is built toward implementing the commitment. Subsequently, the community and education administration implement activities in line with the commitment, leading to outcomes that manifest regionwide.

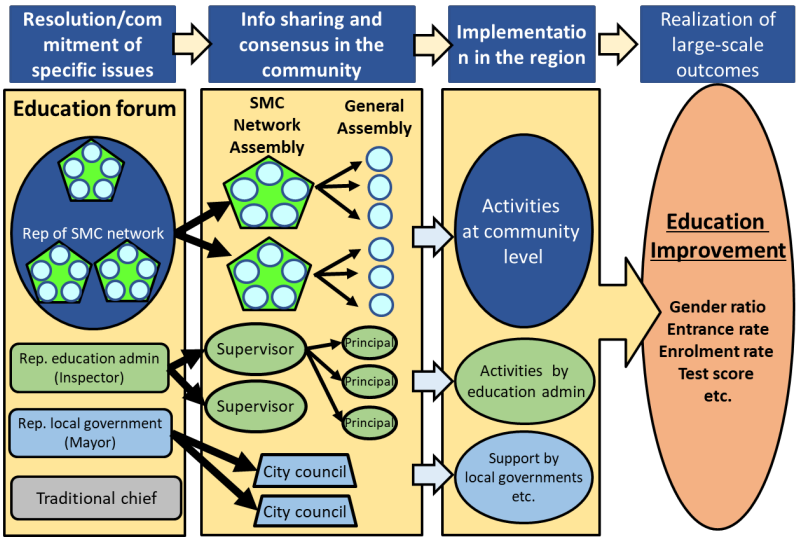


Figure 3.7: The "Forum Approach"

[Institutionalization and Nationwide Dissemination/Establishment of Community-wide Collaborative Education Improvement]

Based on the achievements of pilot projects in various countries, the typical steps expected to be taken for the institutionalization and nationwide dissemination/establishment of community-collaborative education improvement—which consists of the "Foundational Model" and various "Extended Models"—are as follows:

(1) Generation and Compilation of Evidence on the Model's Effectiveness and Scalability

From the process of pilot projects, an effort is made to generate evidence on the model's effectiveness and scalability. Impact evaluations, as well as objective assessments to the extent possible, are conducted to evaluate the model's outcomes and process. In cases where multiple competing models exist, third-party evaluations by individuals other than project stakeholders are carried out, and if necessary, the model is revised and refined based on the results.

(2) Institutionalization of the Model

Based on the evidence compiled above, the model is approved in consultation with officials of the Ministry of Education and representatives of development cooperation agencies and organizations. The content of the model and a roadmap for its dissemination are approved concurrently. Accordingly, the country prepares the necessary laws, regulations, etc. to promote the dissemination of the model nationwide, and in parallel, works to secure the budgets from the Ministry of Education and cooperating organizations.

(3) Dissemination and Establishment of the Model

Under the dissemination framework developed above, training is provided to school-level stakeholders for the dissemination of the model. Furthermore, to ensure that school-level activities continue and are established after the training, the Ministry of Education continues to work that local education administrations carry out school management monitoring and advisory support effectively and sustainably.

["Learning Agenda" for the Evolution and Deepening of the Model]

The community-wide collaborative education improvement promoted by this cluster has the potential to contribute to the elimination of the learning poverty and the achievement of SDG 4. However, in order to achieve results more quickly and on a larger scale to meet the vast needs, further evolution and deepening of the model are required.

First, for the various Extended Models currently under development (e.g., dropout prevention, girls' education, school meals, pre-school education, peacebuilding), early establishment based on evidence will be pursued.

Next, to further enhance the overall scalability of the model, through simplifying the Forum Approach, the aim is to internalize the approach within local education administrations, that is, to establish a system in which forums are convened autonomously. This is expected to ensure that the various trainings necessary for model dissemination and the school management monitoring and support after dissemination, which are challenges in many countries, are continuously implemented by education administrations as part of the Forum Approach.

In addition, with respect to learning improvement, further initiatives are expected to strengthen the model that considers the differences between the local language and the language of instruction, an organic

linkage between regular classes and remedial sessions, and expansion of the framework to include lower secondary education.

4. Basic Policies for Cluster Deployment

4.1 Basic Policies for Cooperation with Developing Countries

As described in Section 3 (Scenario), in order for school management based on community-wide collaboration to effectively contribute to ensuring children's enrollment and learning as a sustainable foundation, it is essential that the community-wide collaborative education improvement model is appropriately introduced and established in the country. Therefore, in order to realize the process of social change outlined in Section 3, the introduction and establishment of the model will be carried out in phases.

The phased support is based on the hypothesized process of social change that is expected to emerge from the introduction of the model, but the effective sequence and methods of intervention vary depending on the social situation of the target country. Therefore, prior to intervention, it is important to investigate the current conditions and issues surrounding education and school management in the target country or region and to customize the phases of intervention accordingly.

The following table summarizes the key focus, change-promoting activities, and the corresponding phases for target countries:

	Main Focus	Activities to Promote Change	Target Countries/Phases
Stage 1	Building the Community-wide Collaborative School Management Improvement Model (Foundational Model)	・Technical cooperation aimed at strengthening the capacity of education administrators and school stakeholders ・Democratic establishment and strengthening of SMCs, training on network building among committees, and monitoring ・Activities aimed at generating outcomes	Ethiopia, Djibouti, Malawi, Côte d'Ivoire (Feasibility study for introduction) Kenya, Benin, Nigeria
Stage 2	Implementation of the Community-wide Collaborative Learning Improvement Model (One of the Extended Models)	・Technical cooperation aimed at strengthening the capacity of education administrators and school stakeholders ・Training on the process of formulating and implementing action plans to achieve foundational learning improvement, and training on learning support methods for those involved in learning support ・Provision of high-quality instructional	(Feasibility study for introduction) Kenya, Côte d'Ivoire

		materials	
Stage 3	Expansion of the Local Administration Capacity Strengthening Approach (Forum Approach)	・Support for holding forums and strengthening the network of SMCs	(Currently being implemented) Niger, Madagascar, Senegal, Burkina Faso, Mali, Ghana
Stage 4	Institutionalization and Dissemination of the Community-wide Collaborative Education Improvement Model (Foundational Model and Academic Improvement Model)	・Support for model approval ・Support for formulating dissemination plans ・Capacity building for core personnel and establishment of the implementation system ・Support for securing dissemination funds ・Promotion of cooperation with other organizations ・After model introduction and institutionalization, support for monitoring and experience-sharing to ensure continuous activities	(Nationwide dissemination and establishment of the Foundational Model) Niger, Senegal, Burkina Faso
Cross-Cutting response	Evolution and Deepening of the Community-wide Collaborative Education Improvement Model	・Project studies to explore more effective approaches ・Cooperation with other organizations	Project study "Development and Scale-up of 'Improving Children's Learning' Model through Community Participation in the African Region"[7]

4.2 Selection of Target Countries

Priority will be given to Sub-Saharan Africa where the learning poverty is most severe, since this cluster's vision is to contribute to SDG 4 by eliminating the learning poverty. The possibility of expansion to other regions will be considered based on ongoing/future project studies that confirm/will confirm evidence of effectiveness.

Regarding the further expansion by JICA, the approach has already been deployed in 10 countries in Sub-Saharan Africa, and target countries will be gradually expanded based on the following criteria. Priority will be given to countries where the introduction of the community-wide collaborative education improvement model can contribute effectively and rapidly to reducing the learning poverty in Sub-Saharan Africa. For countries in which JICA directly intervenes, a decision will be made comprehensively with reference to the following perspectives, considering security management and each country's project deployment plans. In countries where direct intervention by JICA is difficult, or where cooperation with other organizations can achieve a more effective and rapid reduction in the learning poverty, various cooperation modalities will be used and JICA will actively work in partnership with other organizations to promote the mainstreaming of this approach.

<Points to Consider When Selecting Target Countries for Expansion>

[7] JICA Project Study: Improving Children's Learning' Model through Community Participation in the African Region https://openjicareport.jica.go.jp/pdf/12346318.pdf

(1) Countries where the learning poverty is severe and the number of children who would benefit is large. That is, countries with the learning poverty rate below the Sub-Saharan African average of 89% (World Bank, 2022).

【Candidate Countries (based on 2022 data)】 Niger (90.4%), Mali (90.9%), Madagascar (93.9%), Ethiopia (90.0%)

(2) Countries in which JICA has previously implemented educational cooperation (including Knowledge Co-Creation Program (KCCP) for Group and Region Focus) and where relationships with the Ministry of Education have been established.

【Candidate Countries】Kenya, Malawi, Nigeria, and countries that have participated in Knowledge Co-Creation Program (KCCP) for Group and Region Focus

(3) Countries where the establishment of SMC (or similar organizations) is institutionalized, and where the government positions the functionalization of these committees as one of its key policies.

【Candidate Countries】Niger, Senegal, Mali, Burkina Faso, Côte d'Ivoire, Ghana, Djibouti, Ethiopia, Malawi, Benin, and others to be confirmed.

(4) Countries where the following types of support are implemented (desirable environments but not mandatory conditions)
   a. Support in literacy using Structured Pedagogy[8] is provided.
   b. The TaRL (Teaching at the Right Level)[9]approach is introduced.

【Candidate Countries】Kenya and others to be confirmed

Structured Pedagogy and the TaRL approach have been reviewed through international research (e.g., in the project study "Development and Scale-up of 'Improving Children's Learning' Model through Community Participation in the African Region") and have been confirmed to be cost-effective interventions for learning improvement based on evidence. Comparative analysis of these programs and the School for All approach has indicated that the three approaches are mutually complementary, and that coordinated efforts can be expected to yield synergistic effects in improving learning. Therefore, in countries where

[8] Structured Pedagogy: An approach aimed at improving learning content and teaching methods to bring about changes in classroom practices. It is expected to change the classroom practices by clarifying the knowledge and skills that students need to acquire and providing support to teachers, especially those whose skills are insufficient. It packages teacher training, coaching, textbooks, lesson plans, and teaching guides into a comprehensive support system for classroom improvement, based on the principles of systematic learning contents and improvement of teaching methods.

[9] TaRL (Teaching at the Right Level): A rapid learning improvement method for literacy and numeracy skills developed in the early 2000s by India's Pratham Education Foundation. Based on the results of assessments such as ASER (Annual Status of Education Report), children are grouped by learning level (rather than by age or grade), and facilitators conduct interactive activities tailored to each child's level over a short period (usually 30–60 days) to improve learning. Both Structured Pedagogy and TaRL are defined in the "Development and Scale-Up of a Community-Based 'Child Learning Improvement' Model in Africa" project.

these approaches have already been introduced, cooperation with the introduction of the School for All approach will be considered to achieve foundational learning improvement more quickly.

<Expansion to Other Regions>

Based on the results of the ongoing project study “Possibility of a Model for Education Improvement to the Multi-Sector and its Mainstreaming” the policy for expansion to other regions will be examined and reflected in due course.

4.3 Selection of Cooperation Modalities

Based on the situation in each target country, support will be provided by using or combining the following cooperation modalities.

<Technical Cooperation Menu>

(1) Knowledge Co-Creation Program (KCCP) and Country-Specific Training

The subject-specific training “Ensuring Quality Learning through School Management Improvement—From the Perspective of Community-wide Collaboration” introduces the content of the community-wide collaborative education improvement approach, detailed models (both Foundational and Extended), methods for introducing the model, outcomes, and case studies from various countries. This training is used as an opportunity to provide information, promote understanding, and further cultivate problem awareness among counterparts in countries where JICA wishes to deploy it, or those interested in this approach. In addition, participation by other development partners (including local NGOs) interested in introducing and disseminating this approach will be considered.

Subject-specific training is also useful for countries where JICA cannot directly intervene through individual experts or technical cooperation projects. It serves as a tool for deepening understanding of this approach and for the development of core human resources.

(2) Individual Experts

Individual experts may be dispatched to conduct feasibility studies on the model’s introduction and to provide monitoring support for its establishment for the following countries.

- The government shows high interest in the community-collaborative education improvement approach, and the use of school management committees has become one of its key policies,
- The country has a small population,
- It is preferable to conduct pilot projects to confirm feasibility before full-scale cooperation, and
- The country already has a degree of capacity building through technical cooperation projects, and monitoring support is needed for sustaining the results.

(3) Technical Cooperation Projects

For countries that meet the target selection criteria and where the implementing organization shows high ownership, technical cooperation projects will be used to develop core human resources and to introduce the models (both Foundational and Extended) in the target region as a pilot. In addition, after pilot

introduction, evaluations of the model's effects will be conducted with the aim of generating clear outcomes and evidence. Based on those results, planning will be undertaken with a view to subsequent scaling up using resources other than JICA's technical cooperation, such as government budgets or common funds, as well as promoting cooperation with other organizations and the formation of JICA's financial cooperation projects, aiming for expansion of impact, from the stage of implementing technical cooperation projects.

<Financial Cooperation Menu>

As described above, in countries where the model has been introduced as a pilot through technical cooperation and its outcomes have been quantitatively confirmed, projects focusing primarily on the dissemination, establishment, and scaling up of the model will be formulated and implemented to secure the necessary funds.

(4) Grant Aid

In the past, grant aid was primarily implemented for "hard" projects such as school construction and educational equipment improvements aimed at expanding access to basic education or promoting enrollment/re-enrollment among out-of-school children. In schools built through grant aid, some "School for All" technical cooperation projects have been implemented.

From now on, the use of "soft" support—in which the partner government or administrative agency is actively involved in planning through budget execution—will be actively considered including financial support and partnerships with international organizations. In particular, support for the capacity building (training) of administrators and SMC members, and for the printing and distribution of learning support materials (e.g., workbooks and drills) for remedial activities, will be provided to strengthen the administrative capacity and promote the dissemination of the model. For international organizations that can form partnerships on a grant basis (such as UNICEF or UNDP), this support may also be actively used as a tool to promote cooperation.

(5) ODA Loans

The objectives and methods of use for ODA loans are essentially the same as those for grant aid. However, in countries where concessional financing is feasible, the use of ODA loans (based on Development Policy Loans [DPL])—which allow for larger-scale and broader support—will be positively considered. In order to effectively utilize the provided funds for mainstreaming and widespread deployment of the approach, prior discussions with the partner country's financial authorities and Ministry of Education officials will be held to ensure that the necessary activities are budgeted for and executed, with technical support provided as necessary.

Past experiences include DPL in Senegal and Morocco, and current project formulation is underway in Rwanda. In the future, the use of such financing will continue to be considered primarily for the African region.

4.4 Efforts to Maximize Collective Impact and Achieve the Final Outcomes

(1) Strengthening Cooperation with Other Organizations

To disseminate and scale up the model quickly and eliminate the learning poverty, active cooperation with other organizations will be pursued to mainstream the model. Even in educational improvement projects implemented by other organizations, the outcomes of those projects can be ensured by creating a foundation for school management functioning through community-wide collaboration. UNICEF and the World Bank have already conducted joint development projects in Niger, Senegal, Madagascar, Mali, and Ghana, and given the high compatibility between their approaches and this model, active cooperation will be further pursued. In addition, cooperation with Pratham, TaRL Africa, AFD, USAID, and others is expected to generate synergistic effects in eliminating the learning poverty. Therefore, technical exchanges and coordination in respective projects will be actively considered. Moreover, since there are institutions such as GPE and the Gates Foundation that are actively engaged in financial support, communication with these organizations will also be undertaken to seize opportunities for the dissemination of the model.

In countries where direct intervention by JICA is difficult due to security issues or the absence of overseas offices, or in countries that do not prioritize the education sector, the model will be introduced within the framework of the projects already implemented by major donors in the country, thereby mainstreaming the model and contributing to the reduction of the learning poverty.

To encourage other organizations to consider and promote the introduction of the model, technical exchanges with partner organization staff by experts familiar with the model, opportunities for regular experience sharing, and training support for key personnel will be provided as part of efforts to promote mainstreaming and support for model introduction. In this process, educational platforms will be used to share information effectively and efficiently, and efforts will be made to establish sustainable partnerships rather than one-off or individual-based linkages.

When discussing specific cooperation content with other organizations, the monitoring methods will also be discussed and a mechanism for jointly monitoring the cooperative activities will be examined. In this way, efforts will be made to clarify how such cooperation contributes to reducing the learning poverty, to identify the outcomes and synergistic effects, etc. For example, during the annual review of the target country, joint activity reports may be submitted by setting common operational effect indicators.

<Examples of Cooperation with Other Organizations>

A Memorandum of Understanding (MoU) was concluded in 2019 with UNICEF, and annual consultations are held. Also, high-level annual consultations have been conducted and MoUs for individual projects have been signed with the World Bank. A Memorandum of cooperation (MOC) was signed in 2018 with Pratham /J-PAL, and an agreement with TaRL Africa[10] is currently being negotiated. Moreover, at TICAD8, an event

[10] TaRL Africa was established by Pratham and J-PAL with the aim of supporting the use of evidence-based TaRL approaches so that all children can acquire fundamental literacy and numeracy skills. Headquartered in Nairobi, Kenya, with teams deployed in Côte d'Ivoire, Kenya, Nigeria, and Zambia, it supports the implementation of the TaRL approach in 14 Sub-Saharan African countries.

was co-hosted with the World Bank, UNICEF, Pratham/TaRL Africa, and The Association for the Development of Education in Africa (ADEA) to disseminate and promote the mainstreaming of education improvement through community-wide collaboration, confirming close cooperation for improving children's foundational learning achievement.

Organization	Target Country	Period	Collaboration Details
World Bank	Niger	2007-2008	Promotion of this approach (Foundational Model) to 6,800 primary schools, training support for SMC members, and scaling up. "Basic Education Development Support Project (PADEB)" - Approximately 160 million yen.
		2017-2018	Promotion of the Foundational Learning Improvement Model (one of the Extended Models) for approximately 300,000 children in 3,500 primary schools, training for SMC members, etc. World Bank & GPE "Quality Education Support Project (PAEC)" - 7.8 million USD (including other World Bank support components).
	Senegal	2013-2015	Promotion of this approach to 8,200 schools nationwide, training support for SMC members, and scaling up. The World Bank secured 2 million USD (approximately 200 million yen) through the "Basic Education Quality and Equity Improvement Project (PAQEEB)."
	Ghana	2020-	Promotion of this approach to 10,000 primary schools, training support for SMC members, and scaling up. World Bank & GPE "Accountability for Learning Outcomes Project (GALOP)" - 3 million USD (including SMC strengthening and local government capacity-building support).
UNICEF	Niger	2007-2010	Support for establishing community pre-schools by SMCs; UNICEF provided teacher training, curriculum development, and play equipment. A total of 165 community pre-schools were established nationwide.
		2017	Provided remedial learning materials developed by JICA in UNICEF target areas and supported the introduction of the Foundational Learning Improvement Model. UNICEF funding: 8,500 USD (approximately 1.2 million yen).
		2019-2020	Jointly held State Education Forums in 8 regions to promote girls' schooling. Results included a 33% increase in enrolled students compared to the previous year, a decrease in dropouts, and an increase in students advancing to the next level of education.
		2020-2021	Supported the introduction of the Foundational learning Improvement Model in UNICEF target regions. Approximately 190,000 USD (about 25 million yen).
	Mali	2015-2016	Promotion of this approach (Foundational Model) in 500 primary schools in UNICEF target areas, training of SMC members, etc. (Contract with JICA, JICA as the financier).
	Madagascar	2021-	Supported the introduction of the Foundational learning Improvement Model in 700 primary schools in UNICEF target areas.
GPE	Senegal	2023-	In collaboration with JICA's Basic Education Sector Development Policy Loan (L/A to be signed in December 2022), up to 40 million USD in GPE funds (Multiplier) is expected to be additionally provided (currently under application).

Pratham/J-PAL/TaRL Africa	Niger, Madagascar	2017-	Introduction of the Foundational learning Improvement Model using Teaching at the Right Level (TaRL). The model has contributed to improving the foundational learning of approximately 1.2 million children in Niger and 1.5 million children in Madagascar. (Pratham provided technical assistance only.)
	Kenya	2023-	Support for pilot activities to introduce a Community-wide Collaborative Learning Improvement Model within TaRL Africa's Foundational Learning Skills Improvement Program. (The scope of the pilot activities is currently under consideration.)

As of March, 2023

(2) Creating Funding Mechanisms

This model has been refined with a prospect toward self-sustaining development and a reduction in the costs associated with its practice. Therefore, if the model is appropriately introduced and support for its establishment is provided, education improvement activities centered on SMC can be carried out independently, and monitoring by administrative officials can be conducted as part of routine work, so that no additional cost is required for operating the model. Nevertheless, when expanding to new regions or other countries, scaling up will require a certain cost, since it will be necessary to begin with human resource development, and quality learning support materials are indispensable.

To secure the budget required for scaling up, various possibilities will be examined from the time of model introduction, including government budgets, cooperation with other organizations, the use of JICA funding cooperation schemes, and the use of various funds. In addition, as monitoring costs after model introduction and refresher training (for training new personnel due to transfers of administrators or principals) are continually required, efforts must be made to have these costs budgeted and secured within the partner country's budget as far as possible, or to encourage their establishment as self-initiated activities by teachers and communities. Based on past achievements, the cost has been approximately 1.5 billion yen, and the target is to mobilize over 2.0 billion yen of external funds by 2030.

Funding Mechanism	**Examples**
Government Budgeting	In Senegal, government funds are used for distributing workbooks and to scale up school management committees.
Collaboration with Other Organizations	Scaling up through cooperation with organizations such as the World Bank and UNICEF. As described in Section 4.4(2)
Utilization of JICA Funding Schemes	• Scaling up through Development Policy Loans (DPL) in Senegal • Workbook distribution through grant aid project and monitoring support using revolving funds in Niger • Model dissemination to other regions is being considered through cooperation with international organizations in Mali (e.g., UNICEF)
Utilization of Funds	• Use of GPE funds (via the World Bank) in Senegal • Scaling up of SMCs using an education sector basket fund in Burkina Faso

(3) Using an Education Cooperation Platform for Human Resource Development and Network Formation

"Education Cooperation Platform" was established, beginning with the Education Cooperation Week held in September 2022, consisting of education cooperation practitioners, together with university

researchers, consultants, NGOs/NPOs, private companies, and development partners. Using this platform, training opportunities on the introduction methods of the approach, training modules that can be used in the field, and versatile learning support materials are provided so that the number of actors capable of introducing and disseminating the model is increased. These actors are not only expected to cooperate with related JICA projects but also to use the model in their own projects to contribute to education improvement and further reduction of learning poverty.

(4) Evaluation of the Model's Effects and the Generation/Accumulation of Evidence

To achieve SDG 4 by reducing the learning poverty and ultimately improving children's learning outcomes, it is indispensable that the government implements sustainable efforts and cooperates with other organizations. To mainstream and disseminate the model, it is necessary to quantitatively and objectively demonstrate its effects and to stimulate the willingness of government leaders, administrative agencies, and other organizations to actively adopt it. Therefore, it is extremely important to conduct surveys and research that can demonstrate improvements in children's learning outcomes with supporting evidence. Since impact evaluations must be planned from the project formation stage and require considerable cost, time, and effort, such evaluations will not be conducted for every project but will be selectively implemented for flagship projects to ensure the quality of research sufficient to withstand international evaluation.

In the generation and accumulation of evidence, efforts will also be made to conduct joint research with internationally renowned research institutions and eminent experts, to enhance the dissemination and recognition of the evaluation results.

5. Outcome Targets and Monitoring Framework of the Cluster

5.1 Outcome Targets and Indicators of the Cluster

According to the higher-level document for this cluster, the JICA Strategies for Global Development (Global Agenda) in the field of education, the target outcome for the basic education sector is to reach 20 million beneficiaries of quality education by 2030, and 40 million if including cooperation with other organizations, with a target of 10 million reached within the 5th Medium-Term Plan. This target is not expected to be achieved by this cluster alone, but this cluster will contribute to delivering quality education to many children. Moreover, the effects on children's learning will be confirmed through impact evaluations, etc., in representative projects of this cluster.

The specific final outcomes, intermediate outcomes, and direct outcomes are as follows:

<Super Goal / Vision>

SDG 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

Proposed Indicator: SDG4-1 “By 2030, ensure that all girls and boys, irrespective of gender, complete free, equitable, and quality primary and secondary education that leads to effective learning outcomes” and others.[11]

<Final Outcome>

- Improvement of children’s learning

Proposed Indicator: Learning assessment results, etc.

<Intermediate Outcome>

- Reduction of the learning poverty

Proposed Indicators:

・ The number of children benefiting from the School for All approach (disaggregated by gender, with a target of 40 million total by 2030 including cooperation with other organizations)

・ Learning poverty rate (reference value)

<Direct Outcomes>

- Functionalization of SMCs in the intervention areas
  Proposed Indicators: Implementation rate of school action plans, amount of funds contributed for activities, number of remedial hours
- Improvement in foundational learning achievement in the intervention areas
  Proposed Indicators: Learning assessment results (assessment results by the project)
- Improvement in school enrollment in the intervention areas
  Proposed Indicators: Decrease in the number of out-of-school children
- Functionalization of local administrations in the intervention areas
  Proposed Indicators: Frequency of forum or network assemblies, resolution implementation rate, contribution of local administrations (increase in the proportion of the local government budget allocated to education)

<Outputs>

1. Implementation of training for education administrators, school personnel, and SMC members.
2. Implementation of training for educational stakeholders and the provision of learning support materials.

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[11] Other indicators to be considered are as follows.

- SDG4–2: By 2030, ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.
- SDG4–5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
- SDG4–6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- SDG4–C: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

3. Implementation of various education improvement activities by SMCs (awareness-raising activities, remedial activities, school meal/nutrition education, etc.).
4. Holding of forum or network assemblies.
5. Implementation of regular monitoring support by education administrators.

5.2 Monitoring Framework

[Outcome Goals and Indicators]:
Goals and indicators to be pursued across the entire cluster. These indicators are subject to performance evaluation.

Monitoring table

Outcome Goals and Indicators	■ **Vision:** To provide inclusive, equitable, and high-quality education for all and promote lifelong learning opportunities. **[Indicator (Optional)]** SDG 4.1: Ensure that, by 2030, all children, regardless of gender, complete free, equitable, and high-quality primary and secondary education that leads to relevant and effective learning outcomes.
	■ **Final Outcome:** Improvement in Children's Learning **[Indicator]:** Results of learning assessment surveys, disaggregated by gender.
	■ **Intermediate Outcome:** Reduction of Learning Poverty **[Indicators]:** ・ Number of children benefiting from the School for All approach (disaggregated by gender, including collaboration with other organizations, targeting 40 million by 2030) ・ Learning poverty rate (reference value)
	■ **Direct Outcomes:** ・ Functionalization of School Management Committees in intervention areas ・ Improvement of foundational learning skills in intervention areas ・ Improvement in school enrollment in intervention areas ・ Functionalization of local administration in intervention areas **[Indicators]:** ・ Learning assessment results (assessments by the project) ・ Number of out-of-school children ・ Number of implemented school activity plans, amount of funds allocated, and hours of remedial lessons ・ Number of forums or network assemblies held and number of resolutions implemented

Intermediate Outcomes in the Scenario (Stages of development, etc.)		Stage 1 Introduction of the foundational model	Stage 2 Introduction of the extended model	Stage 3 Strengthening of local government capacity	Stage 4 Institutionalization and sustainability support	Collaboration with other development partners (scale-up)
Monitoring Indicators of Intermediate Outcomes	① School Management Improvement	Number of democratically established SMCs				Expansion and scaling up in regions outside the direct intervention areas
	② Improvement of Foundational Learning		Implementation of learning quality improvement activities			Same as above
	③ Strengthening of Local Government Capacity			Establishment of SMC networks、organization of forums		Same as above
	④ Institutionalization and Sustainability Support				Official documentation and continued SMC activities	Same as above
Direct Outcomes of the Scenario		Making School Management Committees (SMCs) functional	Improvement of learning outcomes	Implementation of resolutions and addressing local education issues	SMCs continue their activities in line with the model	
Monitoring Indicators of Direct Outcomes		Number of SMCs established through democratic elections、implementation rate of school activity plans, amount of community financial contributions	Number of activities to improve learning quality, learning assessment results	Number of forums held, number of resolutions implemented, frequency of monitoring	Number of SMCs continuing their activities, number of SMCs re-elected	
Solutions: *(Inputs ⇒ Outputs)*		Capacity building of stakeholders through training, and monitoring	Capacity building of stakeholders through training, and implementation of learning support	Capacity building of stakeholders through training, organization of forums	Development of institutional documents and capacity building of stakeholders	

The methods, frequency, and system for collecting indicators are as follows

Category	Monitoring Item	Indicator	Method/frequency of collection, collection system, etc.
Final Outcome Indicators	SDGs4		
Intermediate outcome Indicators	(Reference) Learning poverty rate		World Bank Report
	Number of children benefiting from interventions by other development agencies using the School for All approach in addition to JICA interventions (JICA interventions + interventions in collaboration with other agencies)	Number of children in areas covered by JICA projects + projects of other development agencies	The number of beneficiaries from projects completed by JICA each fiscal year + the number of beneficiaries reported by other development agencies
	Number of beneficiaries expanded through ODA Loan cooperation (e.g., DPL) from the initial number of beneficiaries under the Technical Cooperation（representing the impact of JICA's intervention）	Number of children in the target areas of JICA projects	Aggregated annually based on the timing of DPL disbursements
	Number of children who benefited from the "School for All" approach through direct intervention by JICA's technical cooperation	Number of children in the target areas of JICA projects	The number of beneficiaries is counted and reported each year based on JICA projects that were completed during the fiscal year.
Direct Outcome Indicators	Functionality of School Management Committees (SMCs) in intervention areas	Number of SMCs established through democratic processes	Aggregate data from intervention-targeted projects
		Rate of implementation of school activity plans	Aggregate data from intervention-targeted projects
		Amount of financial contributions for school activities	Aggregate data from intervention-targeted projects

	Improvement of the educational environment for children in areas of intervention	Schooling Improvement (1): Decrease in the number of out-of-school children / Dropout rate reduction	Aggregate data from intervention-targeted projects
		Schooling Improvement (2): Data on increased enrollment rates of girls	Aggregate data from intervention-targeted projects
		Increase in the number of remedial class hours	Aggregate data from intervention-targeted projects
		Number of teaching and learning materials for improving learning quality	Aggregate data from intervention-targeted projects
	Improvement in foundational learning achievement of children in intervention areas	Learning achievement results	Assessment results from each project
	Functionality of local governments in intervention areas	Rate of forum implementation	Aggregate data from intervention-targeted projects
		Rate of resolution implementation	Aggregate data from intervention-targeted projects
		Frequency of monitoring implementation	Aggregate data from intervention-targeted projects
		Growth in the share of education budget within local government budgets	Aggregate data from intervention-targeted projects
	Institutionalization and sustainability in countries that have undergone intervention	Number of official documents institutionalizing the approach (e.g., decrees, ministerial orders) Sustainability rate of SMC functionality	Evaluation conducted at the completion of each project

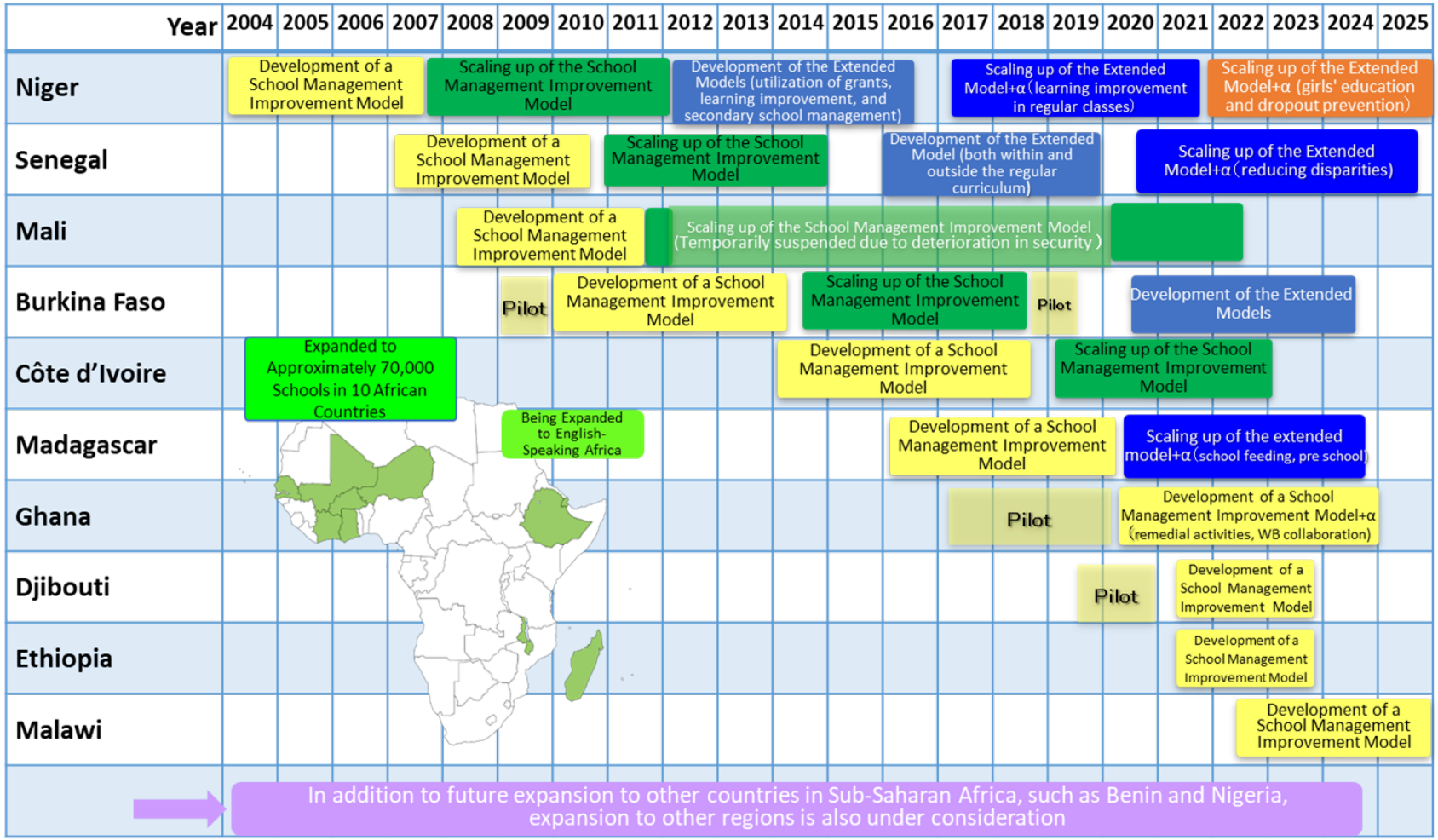
Annex

Annex 1. Countries implementing the “School for All” approach

Annex 2. References

Annex 1: Countries implementing the “School for All” approach

Expansion of "School for All" in Africa



Annex 2: References

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