JICA Global Agenda “Education”
Cluster Strategy

Cluster for Educational Improvement through Community-wide Collaboration



Japan International Cooperation Agency (JICA)

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1. JICA Global Agenda (JGA) “Education” and Cluster Strategy

Development Challenges

- 258 million school-aged children and youth are out of school
- 55% of school-age children lack the minimum standards in literacy and numeracy skills
- In low- and middle-income countries, an estimated 70% of 10-year-olds lack basic reading comprehension, indicating a learning crisis
- Disparities attributed to poverty, gender, disability, ethnicity, language, and location exacerbate educational inequality
- In Sub-Saharan Africa, the learning poverty rate is 86%, reflecting severe resource constraints and high numbers of out-of-school children
- Lack of human capital with advanced knowledge and technical skills

(UIS2019、WB/UNICEF/UNESCO 2022)

JICA Global Agenda

By enabling quality education, the agenda seeks to build a society in which people can fully develop their talents and abilities, live with dignity, and contribute to sustainable social and economic development

Priority Areas/Clusters

1. Improving learning through the development of textbooks and learning materials
2. Community-wide collaboration
3. Improving education for leaving no one behind
4. Strengthening leading universities in partner countries

2. Overview of Cluster for Educational Improvement through Community-wide Collaboration

Community-wide collaborative approach

Foundational Model
promote community-wide collaboration

Functionalization of School Management Committees (SMCs) and collaboration among local actors

Extended Model
address diverse challenges

Foundational learning improvement, peace-building, early childhood education, and dropout prevention etc.

SMC expanded networks
sustain and ensure collaboration

Regional expansion of outcomes through networks and education forums

Strategic implementation

Evidence generation

Verification of model effectiveness
Generation and accumulation of empirical evidence

Mainstreaming

Institutionalization, policy integration, and collaboration with other organizations

3. Key Features of the Community-wide Collaboration Approach to Education Improvement

1 Collaboration among local actors

Collaboration among teachers, parents, and local community members enables improvements in the education environment.

2 Low-cost and sustainable

The approach can be scaled up and sustained under constrained budget conditions.

3 Responsive to diverse needs

The approach enables immediate responses to the education improvement needs of children on the ground.

【Condition】 Alignment with Partner Country Policies

The approach targets countries where School Management Committees are formally institutionalized and where the government prioritizes strengthening their functions.

4. Objectives of the Community-wide Collaboration Approach to Education Improvement

Quality Education for all

Reduction of Leaning Poverty

Scaling, adoption, and mainstreaming of the Community-wide Collaboration Approach to Education Improvement

Expected outcomes

School management functions effectively → Schooling and learning outcomes are improved → The community-wide collaboration model is practiced and sustained across the country

Endorsement and scaling-up of the model

Community-wide Collaboration for School Management Improvement **(Foundational Model)**

Addressing Diverse Challenges **(Extended Model)**

Expected outcomes

Community-wide collaboration approach is widely supported

Ensuring Community-wide Collaboration **Strengthening and Expanding SMC Networks**

SMC＝School Management Committee

5. Overview of the Community-wide Collaboration Approach to Education Improvement

③ Sustained Educational Improvements through SMC Regional Networks

②Addressing Diverse Challenges (Extended Model)

Community-managed school feeding

Many schools by sustaining feeding programs, successfully improved attendance and promotion rates (Madagascar)

Social cohesion and peace-building in conflict-affected areas

General Assemblies strengthened community trust, increasing refugee and IDP enrollment (Niger)

Foundational learning improvement

Improvements in literacy and numeracy through community-supported remedial activities

Prevention of dropout and grade repetition

Many students returned to school due to household outreach and support to poor families (Malawi)

Improvement of the quality of pre-primary education

Positive behavior change promoted through Kamishibai (Madagascar)

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①Community-wide Collaboration for School Management Improvement (Foundational Model)

"Well-functioning" SMCs promotes collaboration and enables sustainable activities

Democratic establishment of School Management Committees(SMC)



Development of school activity plans and their approval through consensus-building at the community assembly



Establishment of local networks of SMCs



6. Expansion of the Community-wide Collaboration Approach to Education Improvement

- **Launched in Niger in 2004, the “School for All” approach has since been expanded to over 75,000 schools across 11 African countries**

【Countries of Implementation 】

Niger, Senegal, Mali, Burkina Faso, Côte d'Ivoire, Madagascar, Ghana, Djibouti, Ethiopia, Malawi, Benin（as of September 2026）



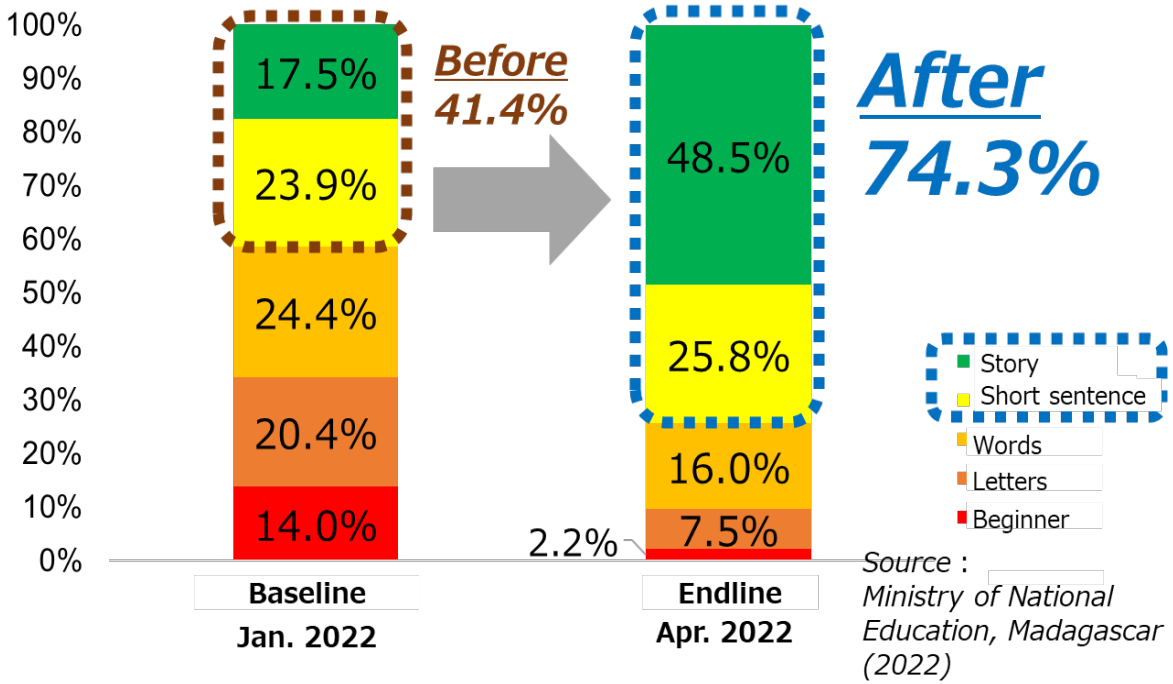
- **In partnership with development partners, promote the mainstreaming of the approach and its nationwide rollout**

[Examples of Partnerships]

UNICEF: Mali, Burkina Faso, Niger, Madagascar
World Bank: Niger, Senegal
Pratham / TaRL Africa: Niger, Madagascar
TaRL Africa: Côte d’Ivoire (pilot activities only)

7. Outcomes: Improvement of Foundational Learning

Reading@Madagascar

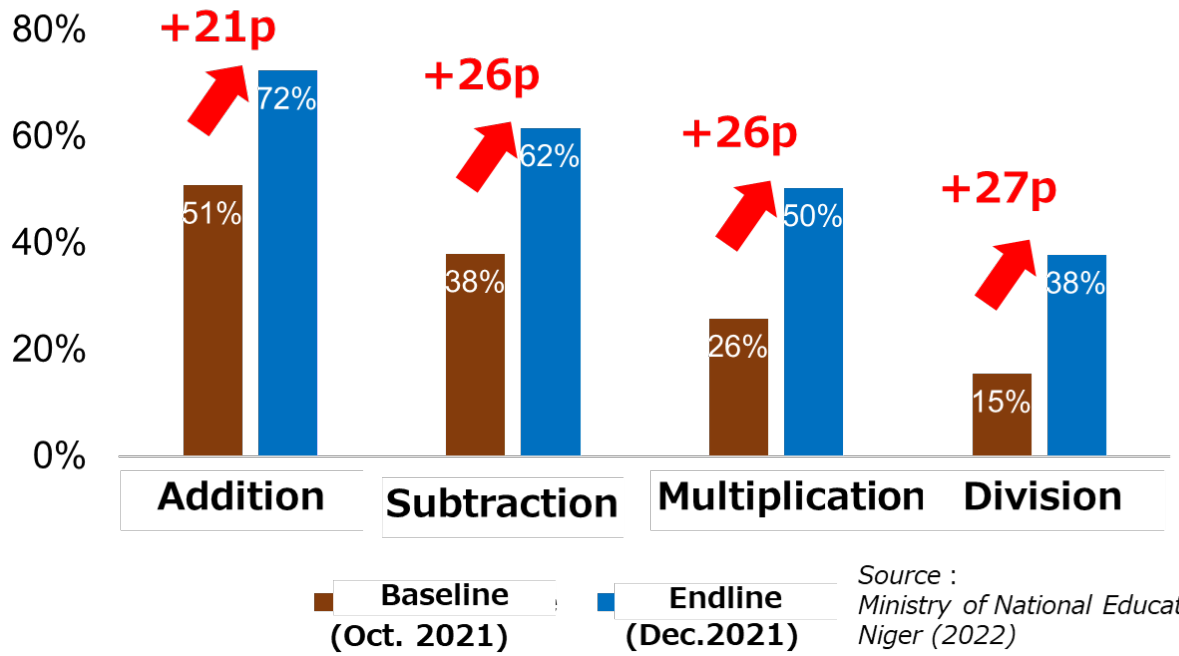


Source : Ministry of National Education, Madagascar (2022)

Share of learners able to read before and after three months of remedial activities

N = 640,288 (Grade 2-5)

Numeracy@Niger



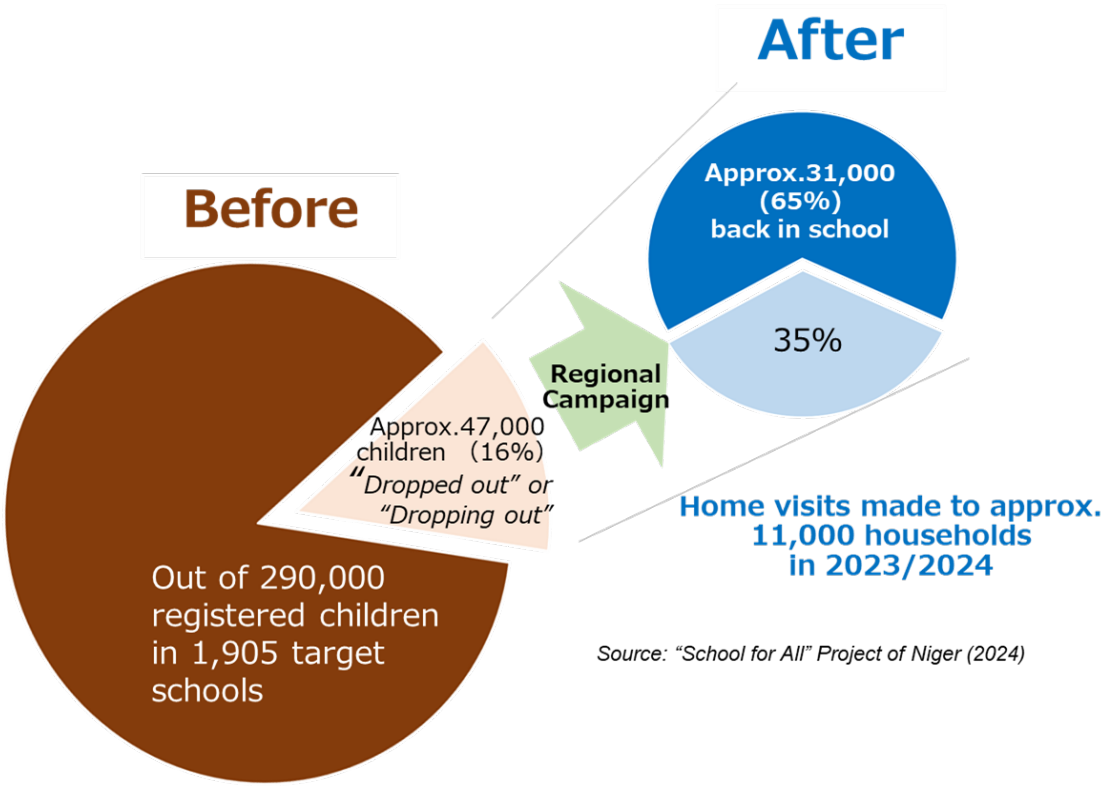
Source : Ministry of National Education, Niger (2022)

Share of learners able to perform basic calculations before and after three months of remedial activities

N = 824,904 (Grade 3-6)

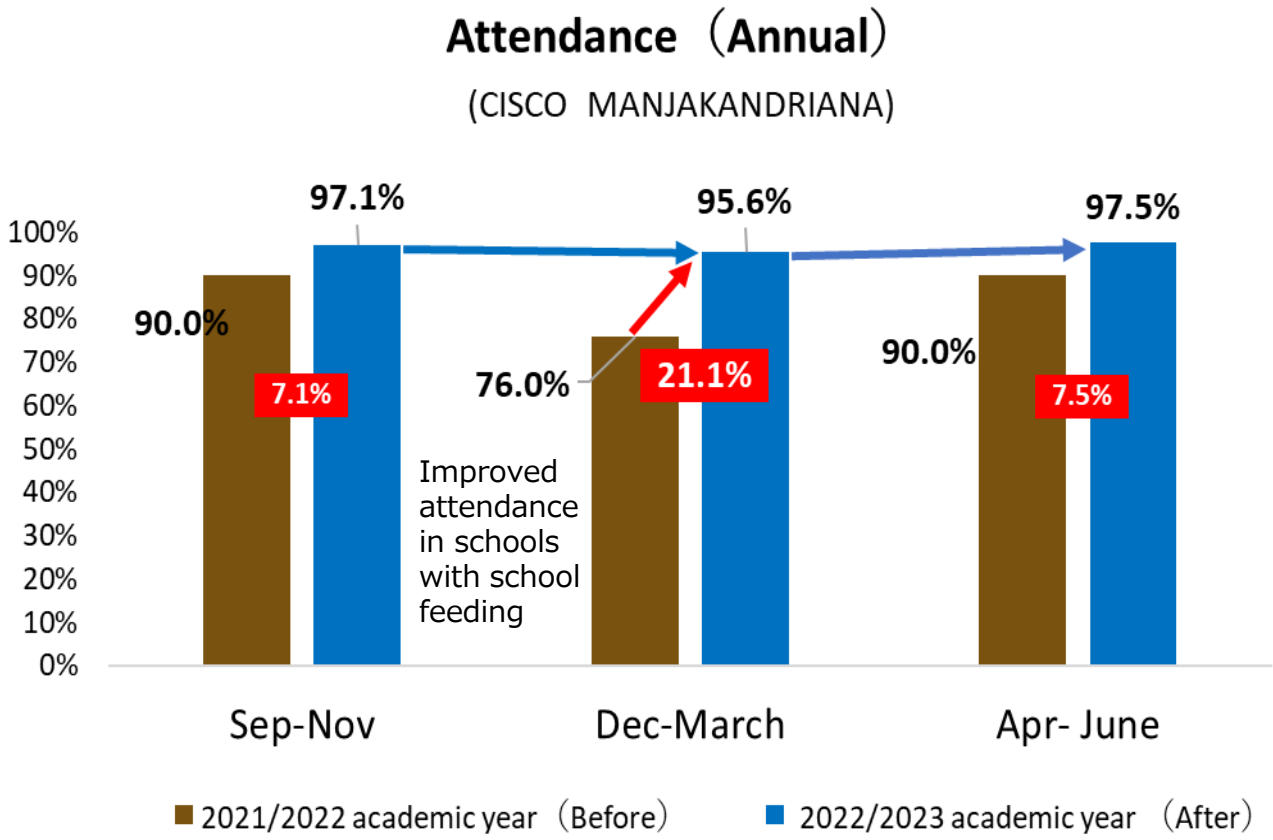
8. Outcomes: Dropout Prevention / Community-managed School Feeding

Prevention of primary school dropout (Niger)



Source: "School for All" Project of Niger (2024)

Improved attendance rate through community-managed school feeding (Madagascar)



Source : CISCO MANJAKANDRIANA, Madagascar (2023)

9. Outcomes: Effectiveness of the Approach

Evidence on the Effectiveness of Community-wide Collaboration for Learning Improvement

- Improving foundational numeracy through school–parent–community collaboration and education forums (TaRL approach), Madagascar

Maruyama, T., & Igei, K. (2025). Developing Collective Impact to Improve Foundational Learning: Evidence from Madagascar. *The Journal of Development Studies*, 1–24. https://doi.org/10.1080/00220388.2025.2525849

- Improving foundational reading and numeracy skills among Grades 3–5 students through a community-wide collaborative remedial support intervention in Madagascar

Maruyama, T., & Igei, K. (2024). Community-wide support for primary students to improve foundational literacy and numeracy: Empirical evidence from Madagascar. *Economic Development and Cultural Change, 72*(4). https://doi.org/10.1086/726178

- Enhancing community and parental engagement through school grants and learning information, improving foundational reading and numeracy test scores, in Niger

Kozuka, E. (2023). Enlightening communities and parents for improving student learning: Evidence from Niger. *Economics of Education Review, 94*, 102396. https://doi.org/10.1016/j.econedurev.2023.102396

- Opportunities and constraints for scaling up post-COVID-19 reading interventions, Madagascar

Maruyama, T., & Igei, K. (2023a). Scaling up interventions to improve basic reading: Evidence from Madagascar after the COVID-19 pandemic shock on education. *JICA Ogata Research Institute Discussion Paper*, No. 4. https://www.jica.go.jp/jica-ri/ja/publication/discussion/dp_04.html

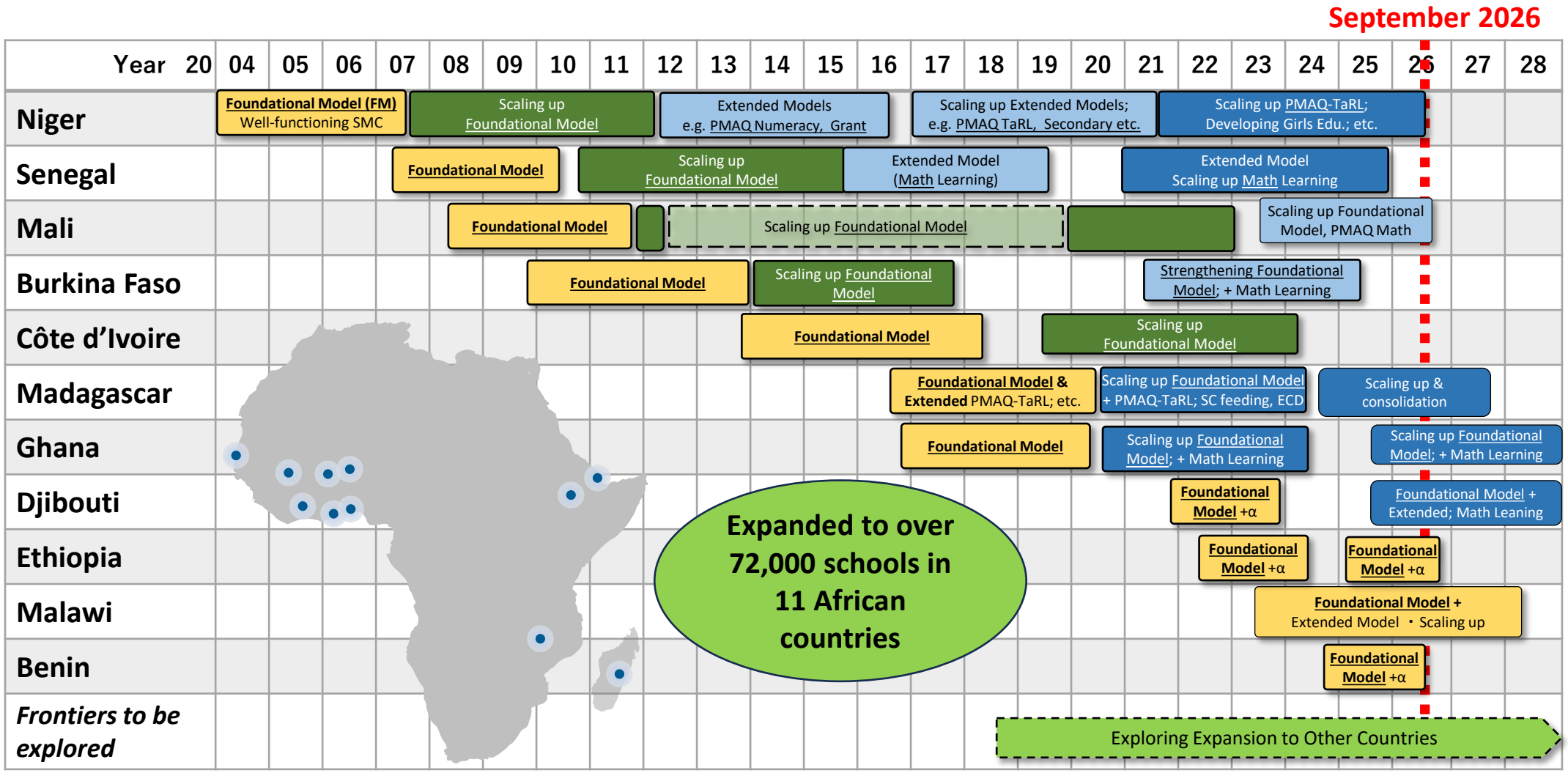
- Improving foundational numeracy through community-wide collaborative learning interventions after COVID-19, Madagascar

Maruyama, T., & Igei, K. (2023b). Developing collective impact to improve foundational learning: Evidence from Madagascar after the COVID-19 pandemic shock. *JICA Ogata Research Institute Discussion Paper*, No. 15. https://www.jica.go.jp/jica_ri/publication/discussion/1517363_24127.html

- Community-wide collaborative school management improves enrollment, grade repetition, and teacher attendance, highlighting the role of community empowerment and social capital in education improvement in Burkina Faso

Kozuka, E., Sawada, Y., & Todo, Y. (2016). How can community participation improve educational outcomes? Experimental evidence from a school-based management project in Burkina Faso. *JICA Research Institute Working Paper*, No. 112. https://www.jica.go.jp/jica_ri/publication/workingpaper/workingpaper112.html

Annex: Expansion of the *School For All* Project



Note: PMAQ: Minimum package for quality learning (Paquet minimum axé sur la qualité); TaRL: Teaching at the Right Level