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Human Development Department

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The Joy of Learning
for Everyone
JICA has been supporting about 100 countries around the world* to achieve high-quality education, based on Japanese experiences. *

**Why Support Education?**

**Education as a Fundamental Human Right**
We aim to help individuals fully explore their potential to lead a quality life with more choices.

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

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

**Guiding Principles**

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

1. **Strengthening links between education policy and practice at the field level**
Two-way dialogues between policies and schools are strengthened and serve to improve the education system by utilizing JICA's experiences in the field.

2. **Strategic support aligned with development plan of partner countries**
JICA cooperates with long-term perspectives based on the framework of educational development plan of partner countries in collaboration with other development partners.

3. **Building networks of experiences and outputs**
JICA promotes formation of networks where experiences of each country are shared with and utilized by other countries and regions facing similar issues.

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

**In the world****

61 million school-age children are out of schools, and 775 million people are illiterate.1
Also, 200 million people are unemployed, 1.29 billion people live on less than US$ 1.25 a day.2

To tackle above challenges, JICA actively takes its role in cooperation in the field of education.

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1 EFA Global Monitoring Report 2012, UNESCO
2 World Development Report 2013, World Bank

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**Approach to Sub-Sectors**

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

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

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

**[JICA’s Activities]**
1. Strengthening core vocational training institutions of each country/region by improving curricula and school management
2. Provision of vocational and basic skills training that will directly lead to improved livelihood in post-conflict countries

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

**[JICA’s Activities]**
1. Expansion of core universities of each country/region by providing teacher training, materials, and equipments
2. Creation of research exchange networks between universities
JICA’s Cooperation in Education (FY2009-2011)

**Region**
- Pacific Region: 3.9% (3.69 billion)
- The Middle East: 4.9% (4.69 billion)
- Latin America and the Caribbean: 6.5% (6.64 billion)
- Others: 0.7% (0.69 billion)

**Sub-Sector**
- Basic Education: 41.2% (39.40 billion)
- TVET: 16.2% (15.30 billion)
- Higher Education: 29.4% (28.12 billion)
- Others: 13.2% (12.68 billion)

**Modality**
- Grant Aid: 44.4% (42.48 billion)
- Loan Aid: 8.0% (7.65 billion)
- Technical Cooperation: 28.8% (27.57 billion)
- Volunteers, Civil Participation etc.: 18.8% (17.96 billion)

**Technical Cooperation**
For human resources development and strengthening administrative systems of developing countries, technical cooperation involves dispatch of experts, provision of necessary equipment, training of personnel: Teacher training, strengthening management of schools/universities etc.

**Loan Aid (Yen Loans)**
Providing low-interest, long-term and concessional funds to finance development efforts: Construction of universities, improvement of facilities etc.

**Grant Aid**
Providing development funds without the obligation of repayment: Construction of primary and secondary schools, vocational training schools etc.

**Volunteers, Civil Participation etc.**
Japan Overseas Cooperation Volunteers, grassroots technical cooperation (conducted by NGO, local governments) etc.
Basic Education ①

Bangladesh: Program Cooperation for Science and Mathematics Education of Primary School

For student-centered lessons: strengthening 57 teacher training institutes, curriculum and textbook revision, and support at the policy level

In primary schools of Bangladesh, one-third of children haven't graduated from the schools, mainly because lessons are mainly conducted to write on the blackboard by teachers, not student-centered. One of the reasons is teacher's capacity of conducting lessons.

In order to disseminate student-centered lessons, JICA is conducting technical cooperation of “Strengthening Primary Teacher Training on Science and Mathematics” to support Primary Education Development Program-3 (PEDP3 2011-2016), which were formulated by the government of Bangladesh. Its specific activities include revision of curriculum and textbooks, strengthening capacity of teacher training institutions, support of teacher training with teaching material. Also, Japan Overseas Cooperation Volunteers develop textbooks for the courses of teacher training institutions, policy adviser dispatched to the Ministry in charge coordinates to implement PEDP3 and gives feedback into the policy based on the field experiences.

In addition to support in the field, JICA is cooperating to reflect the experiences from the field into the policy level.

Basic Education ②

West Africa Region: School for All Projects

Improved learning environment and 20,000 classroom construction by community participation

In Republic of Niger, which is a desert country and one of the poorest countries in the world, more than half of children had no opportunities to go to schools, and classes often had not been conducted. Since the support of the government for school management has been limited, community participation is essential for many schools such to construct classrooms, however, community had not felt schools close.

Therefore, JICA developed an activation model* for school management committee (COGES) through community assembly for school improvement activities in 2002. As a result, around 20,000 classrooms, which are half of the classrooms in the country, have been constructed by community participation, and 250 hours of supplemental study per school on average have been conducted to ensure study time.

This model has been applied to the projects in Republic of Senegal (2007), Republic of Mali (2008) and Burkina Faso (2009). Collaboration with World Bank and UNICEF on this model also is being implemented. In Niger, the model will be improved furthermore, aiming at effective utilization of school subsidy, improvement of learning support for children, expansion of the model for secondary education.

JICA’s Good Practices

Lessons of science and mathematics in the pilot school

Practices

Cooperation

Higher Education

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

Supporting acquisition of higher degrees by young academic staff, more than 700 collaborative researches and 1,000 academic papers

In ASEAN countries, developing advanced technology and human resources in engineering are necessary to further advance industry and to address global issues such as climate change. In many countries, however, the number of researchers per million population, for example, is limited to between dozens and hundreds, while the figure for Japan is around 7,000.

To address these issues, JICA has been implementing the project to support 19 top universities in engineering in 10 ASEAN countries with 11 Japanese supporting universities. Its specific activities include supporting total of 900 academic staff of the member institutions to acquire master’s and doctor’s degrees in ASEAN or Japan, collaborative researches. Japanese supporting universities that promote internationalization are also benefited from stronger relationships with ASEAN universities and by receiving quality international students.

Hereafter, JICA will conduct Phase 3 (starting in 2013), by expanding the number of participating Japanese and ASEAN universities, including contributing to advancement of industry, addressing global issues through collaborative researches, further strengthening the member institutions and network to establish a platform to promote science and technology in the region.

Technical & Vocational Education & Training (TVET)

Democratic Republic of the Congo: Program Cooperation for National Institute of Professional Preparation (INPP)

The capacity of instructors at INPP is improving for the development of technicians after the civil war

In Democratic Republic of the Congo, many youth have been unemployed (53.1% of 15 to 29 years old), because they have not taken adequate education and training due to political chaos since 1991. The National Institute of Professional Preparation (Institute National de Préparation Professionnelle; INPP) is facing problems such as: instructors who were employed in large numbers during/after the civil war need to strengthen their training capacity; skilled instructors are getting older; facilities and equipment are deteriorated; facilities’ capacity are limited.

Therefore, JICA has been conducting technical cooperation of “Project on Development Capacity of Instructors at National Institute of Professional Preparation’’ to strengthen instructors’ training capacity, grant aid to improve facilities and equipment of INPP Kinshasa, and dispatch of experts to strengthen system operation and management capacity of INPP.

The achievements of cooperation between INPP and JICA over years are evident in the current INPP: some skilled instructors trained by Japanese experts and trainings through JICA’s cooperation before the civil war in 1980’s are playing an important role, and equipment provided before the civil war has been maintained and utilized. JICA plans to continue supporting INPP to provide high-quality trainings based on needs of labor market.

* Democratic selection of committee members, formulation of action plans for school improvement by community participation, reporting of activities and accounting information in community assemblies