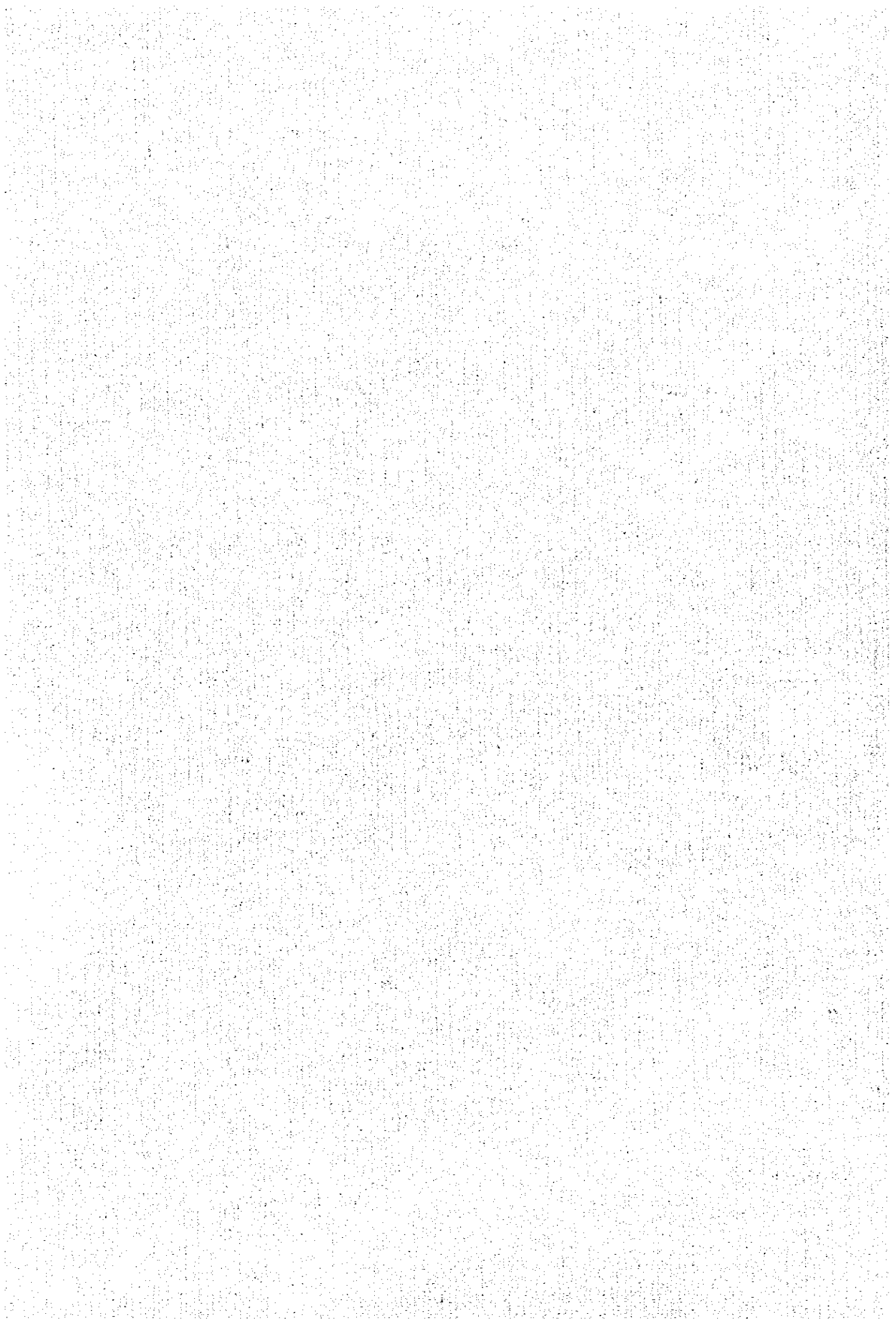


資 料



6 March 1997
Internal Seminar

Yumiko Yokozeki
Development Specialist (education)

JICA and Basic Education in sub-Saharan Africa

1 Overview

1-1 JICA and Education

JICA's cooperation in the field of basic education in the 1990s.

- | | |
|--------|--|
| 1990 | Participated in EFA in Jomtien, Thailand |
| 1993/4 | Study on Development Assistance for Education and Development
1) first JICA attempt to illustrate the importance of education in development
2) recommended Japan's educational aid to reach 15% of total ODA
3) assign highest aid priority to basic education
4) country-specific strategies |
| 1995 | Task force on Expansion of Educational Aid
-initiatives to translate the study into action |
| 1996 | Research on Educational Aid Strategies
1) research study on bilateral and multilateral agencies as well as NGOs
2) emphasis on quality, quantity and equity
3) strategies to expand activities in basic education utilizing the JICA system of cooperation |
| 1996 | Research on Basic Education in sub-Saharan Africa
-information on educational systems in a number of countries in sub-Saharan Africa |

1-2 Japan's Cooperation with sub-Saharan Africa

Positive initiatives in recent years

- | | |
|------|---|
| 1993 | TICAD I (Tokyo International Conference on African Development)
1) self-help efforts
2) good governance, and
3) the establishment of a new partnership in international society |
| 1996 | "Japan's Initiatives on Assistance to Africa" announced at the 9th UNCTAD general meeting in April 1996.
1) TICAD II to be held in Tokyo in 1998
2) primary education for all the children in Africa by the year 2015
3) eradication of polio from Africa by the year 2000.
Japanese support is summarized as follows:
1) \$100 million on basic education
2) 3000 technical training participants
3) \$2 million from the Human Resource Development Fund |

(Japan - UNDP) for promotion of south-south cooperation

- 1996 "Shaping the 21st Century: the Contribution of Development Cooperation" OECD/DAC
- 1) global partnership
 - 2) ownership
 - 3) model countries in Africa: Ethiopia, Tanzania, Ghana and Zimbabwe
- 1998 TICAD II planned to focus on:
- 1) greater democracy, 2) economic reforms, 3) human development, 4) environmental protection, and 5) policy dialogue

2. JICA and its Cooperation in the field of Basic Education

* sub-sectors: There has been more cooperation in tertiary education, technical/vocational education.

* implementation: There is no single division called 'Education Division'. Activities are carried out in the following departments:

- Planning Department: planning, project finding
- Project Formulation Study Department: project formulation study
- Training Affairs Department: organizing training courses and programs
- Experts Assignment Department: dispatch of experts
- Grant Aid Study and Design Department: planning grant aid projects
- Grant Aid Project Management Department: implementing grant aid projects
- Secretariat of Japan Overseas Cooperation Volunteers: dispatch of volunteers

Future activities are expected in the following departments:

- Social Development Cooperation Department: project implementation
- Social Development Study Department: development Study

Grass root Grant-in-aid (Ministry of Foreign Affairs) has a number of grass-root level activities in the field of education.

3. Issues in Basic Education in sub-Saharan Africa and JICA's Approaches

Study on Development Assistance for Education and Development (1994)

A. Problems

Primary education (low enrollment, drop-out/repetition, gender) - the issue of access

Problems in Administration, School, Teachers, Home and community

B. Strategies

Basic Policy 1) increase educational aid
2) emphasis on basic education
3) variate approaches/demand oriented

Priority in basic education 1) Mathematics and Science
2) Female participation
3) Education for the disadvantaged
4) Nonformal education

Tasks 1) educational administration - capacity building
2) teacher training
3) curriculum, textbooks, and teaching materials
4) school facilities

Methods 1) integrated approaches
2) ownership
3) participatory approaches
4) establishment of communication with partner countries
5) new approaches

Precautions 1) long-term perspective
2) qualitative improvement
3) gender

Improvement of educational aid implementation
1) personnel
2) domestic organization
3) JICA organization

Issues for further study
1) recurrent cost
2) research studies

Figure 1
Structure of the report

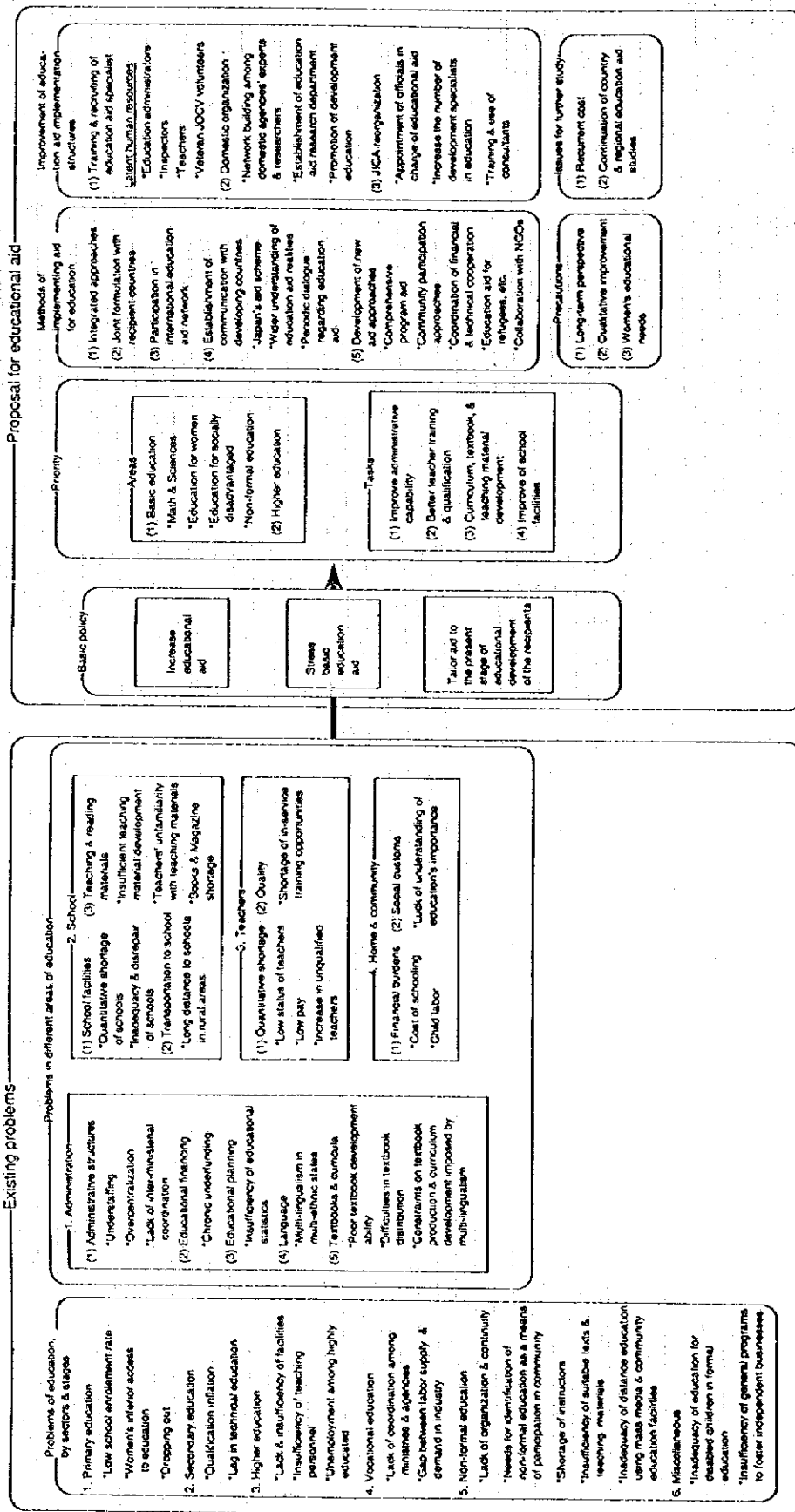


Figure 2

JICA ORGANIZATION CHART

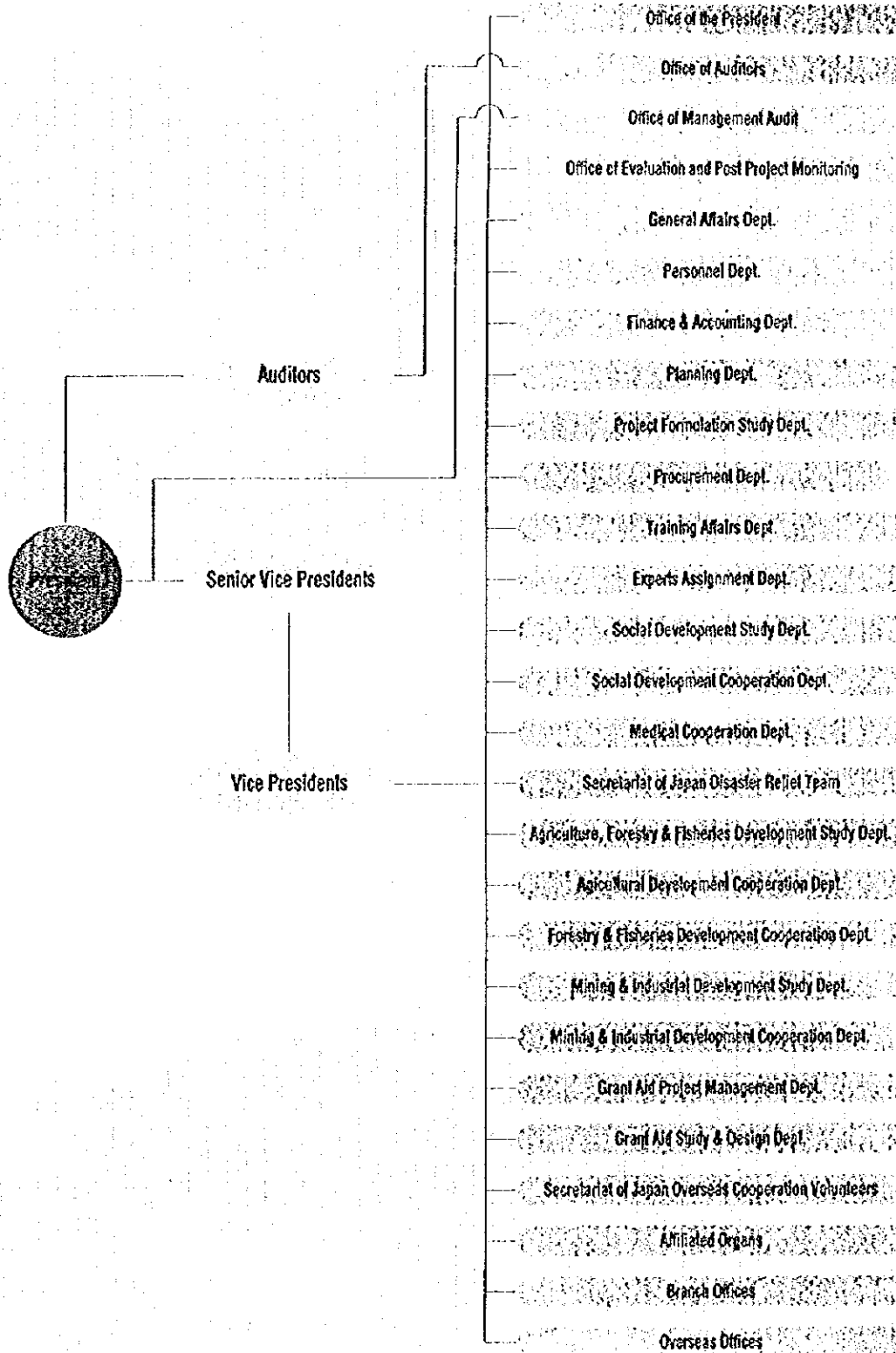


Figure 3
 1995/96 JICA Activities in Education
 (sub-sectors)

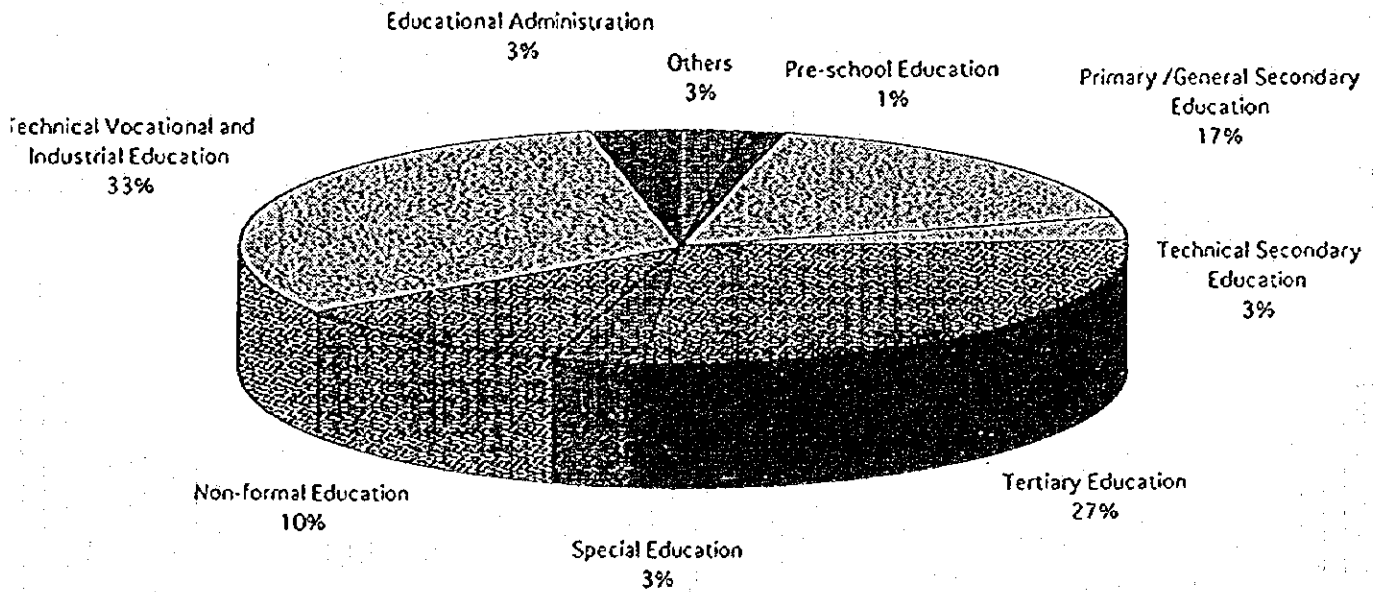
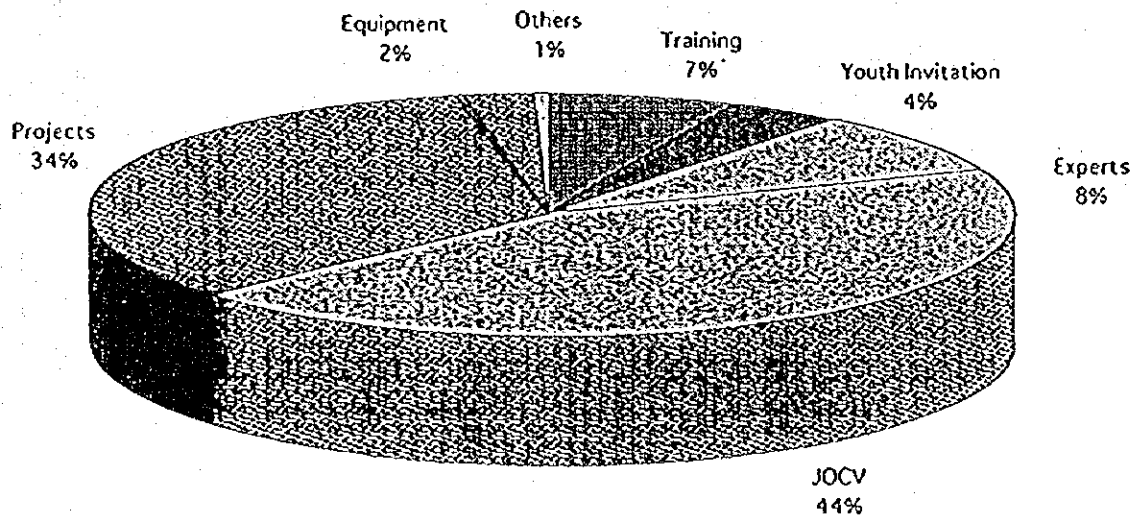


Figure 4
 1995/96 JICA Activities in Education
 (according to the forms of technical cooperation)



Sectoral Allocation of ODA

Table 1

Table 27
Aid by Major Purposes, 1994

Commitments	Percent of total																											
	Austria	Austria	Belgium	Canada	Denmark	France	France	Germany	Germany	Italy	Japan	Luxembourg	Netherlands	Netherlands	Norway	Portugal	Spain	Sweden	Switzerland	United Kingdom	United States	TOTAL DAC	Total	CEC	World Bank	UK Agencies		
Social and administrative	3.5	17.6	27.5	17.1	21.9	26.7	31.1	36.9	47.7	6.9	23.6	-	21.6	41.6	23.4	35.3	27.3	31.5	15.0	76.0	29.9	27.3	24.6	0.8	0.8	30.7	-	-
Infrastructure	14.1	12.8	11.6	9.6	3.1	3.8	21.2	17.1	17.3	2.3	8.5	-	0.2	34.4	2.5	20.8	9.2	6.8	4.1	10.1	4.7	10.7	8.9	2.8	10.8	-	-	
Education	1.9	-	0.2	-	1.1	1.4	-	2.9	0.0	-	-	-	1.5	0.1	-	0.0	1.6	3.6	0.1	-	0.6	0.6	0.9	0.4	5.8	-	-	
of which: basic education	7.4	2.5	11.7	4.3	5.7	9.0	2.8	3.8	9.2	2.1	2.2	-	3.7	2.5	5.0	2.0	6.9	8.7	2.7	5.8	12.7	4.9	7.9	1.4	10.4	-	-	
Health and population	4.5	-	1.5	0.2	0.2	5.4	-	1.6	0.0	1.0	-	-	0.7	0.7	-	0.0	-	5.7	-	-	-	0.5	3.6	1.0	4.7	-	-	
of which: basic health	2.7	0.5	1.7	0.8	4.6	2.1	3.1	2.8	5.6	0.8	0.8	-	2.9	2.3	4.4	10.0	1.5	5.5	2.2	6.8	5.5	2.8	6.3	2.8	7.7	-	-	
administration	3.2	0.5	2.1	0.9	2.2	7.0	3.2	7.5	6.7	0.7	9.5	-	2.7	0.5	2.2	0.0	0.2	4.4	1.6	2.4	1.0	4.9	1.5	0.8	1.8	-	-	
Water supply	6.1	1.1	0.4	1.4	6.3	4.5	2.8	5.8	9.0	1.0	2.5	-	6.1	1.9	9.4	2.4	9.6	6.3	4.3	0.8	6.0	4.0	-	-	-	-	-	
and sanitation	22.8	19.7	12	13.6	26.2	5.2	6.1	20.1	12.6	9.3	42.1	-	6.2	8.3	9.0	7.6	24.2	11.5	1.3	11.9	15.5	21.2	15.9	16.8	15.6	-	-	
Other social	19.6	10.9	2.3	7.5	13.7	2.6	3.1	16.5	6.2	0.4	23.2	-	2.5	4.5	5.0	6.6	3.1	5.8	0.8	2.2	1.3	10.9	14.4	15.7	13.9	-	-	
Infrastructure/Service	3.0	8.3	2.0	1.8	11.8	0.9	2.2	3.6	0.1	8.0	17.9	-	1.6	2.8	3.6	0.9	21.1	5.1	0.5	7.1	2.6	7.8	0.6	0.7	0.6	-	-	
Economic infrastructure	0.2	0.5	-	4.3	0.8	1.7	0.8	-	6.3	0.9	0.9	-	2.1	1.0	0.4	0.1	0.1	0.6	-	2.5	11.5	2.6	0.1	0.2	-	-	-	
Transport and	7.8	6.6	21.1	9.7	14.8	35.1	5.8	10.5	10.4	2.6	12.5	-	13.3	14.5	9.5	6.2	21.8	12.5	13.6	13.2	12.7	11.0	29.5	33.9	32.8	-	-	
communications	6.6	2.0	11.2	3.6	8.4	31.9	5.1	5.8	5.1	1.6	9.8	-	12.5	13.2	6.2	1.2	20.6	10.5	10.5	8.0	5.7	7.5	23.2	31.1	20.1	-	-	
Energy	0.5	3.8	4.8	5.4	4.9	3.2	0.2	1.7	3.0	1.1	2.5	-	0.4	0.4	3.3	1.7	0.8	1.7	2.6	3.4	0.4	1.7	5.4	1.6	6.8	-	-	
Other	0.7	0.8	4.9	0.1	1.5	-	0.4	1.4	1.4	-	0.2	-	0.4	0.8	-	0.0	0.3	0.1	0.6	1.8	6.6	1.6	1.0	1.1	0.9	-	-	
Production	0.9	1.0	14.7	4.0	9.8	5.1	7.8	1.4	3.4	-	4.8	-	0.2	4.6	15.4	0.3	0.5	4.9	11.7	-	0.8	3.9	6.5	13.7	2.8	-	-	
Agriculture	20.6	0.8	2.5	1.5	0.3	0.6	9.3	2.4	0.0	9.4	4.4	-	1.8	12.7	1.4	0.0	-	6.2	3.9	11.9	2.4	4.9	17.5	15.2	18.3	-	-	
Industry, mining and	0.8	34.3	16.5	0.4	2.5	-	30.7	12.1	0.0	56.0	4.3	-	6.4	-	7.1	9.9	12.8	1.3	40.9	4.3	-	11.5	-	-	-	-	-	
construction	2.1	0.4	2.0	7.6	-	-	0.5	1.9	1.7	4.6	0.4	-	3.3	0.4	2.3	0.0	0.8	-	3.1	4.5	14.1	3.5	5.7	11.6	3.4	-	-	
Trade, banking,	4.8	16.8	3.0	16.9	8.6	15.9	0.3	6.2	13.3	6.5	0.2	-	5.1	5.5	24.2	1.7	1.0	24.6	8.4	14.8	2.8	4.5	-	-	-	-	-	
tourism	3.5	1.1	7.5	9.4	8.1	8.9	3.6	3.5	8.3	2.2	4.4	-	8.4	5.7	3.2	3.2	6.8	5.5	2.3	6.0	6.6	4.5	-	-	-	-	-	
Other	2.3	1.7	0.7	19.9	7.7	2.5	2.7	4.9	0.4	2.4	3.2	-	42.0	4.0	2.0	35.8	4.8	2.0	-	7.4	15.4	7.7	0.3	-	-	0.4	-	
Unspecified	100	100	100	100	100	100	100	100	100	100	100	-	100	100	100	100	100	100	100	100	100	100	100	100	100	100	-	-
TOTAL	100	100	100	100	100	100	100	100	100	100	100	-	100	100	100	100	100	100	100	100	100	100	100	100	100	100	-	-

a) Including students and trainees.
b) Including largeness of non-ODA ODA.

DAC Development Co-operation
1996 Report

N. Kayashima
Third Div., Project Formulation Dept., JICA

JICA's Project Formulation Study in the Educational Sector and Donor Coordination

1. JICA's Project Formulation Studies in the Educational Sector for Sub-Saharan Africa from 1994-1997

1994/95: Zambia

1995/96: Kenya, Mozambique

1996/97: Ethiopia, Uganda, South Africa, Tanzania

2. Kenya and South Africa

(1) Kenya (study in 1995-1996):

The main findings of the field survey were:

- Improvement of quality at all educational levels is necessary.
- Level of science and mathematics education at primary and secondary schools is low, due to inadequate teachers, equipment, facilities and curriculum.
- Administrative organization has to be decentralized to better meet local needs and capacity building at the local level is needed.
- In the structural adjustment policy, the educational budget has to be rationalized.
- Regional and gender disparities are still considerable.

The following projects were proposed for Japan's cooperation in the sector:

- Improvement of science and mathematics education at the secondary level, through
 1. In-service-training of teachers and other related activities in Kenya Science Teachers College (KSTC),
 2. Grant of training equipment to KSTC,
 3. Monitoring by a JOCV team in local pilot schools.

Donor coordination:

- Japan's cooperation covers teacher training for secondary education while the British ODA has been conducting teacher training for primary education.

(2) South Africa (study in three provinces -i.e. Mpumalanga, Eastern Cape and Northern Province in 1996):

The main findings of the field survey were:

- All the educational administration and institutions are now being restructured and realistic strategies and action plans for educational development are not yet elaborated.
- Administrative capacity building at the provincial level is necessary.
- Reallocation of educational resources (teachers, budget and schools, etc.) is needed to reduce racial disparities.
- As for black dominant areas, the main problems are the low skill level of black teachers, low achievement in math and science subjects of students and lack of classrooms and school equipment.

The following projects were proposed for Japan's cooperation in the sector:

- Improvement of primary education
 1. Renovation of facilities and educational equipment supply to Teachers' Centers in Mpumalanga (support for ODA's program)
- Improvement of science and mathematics education in Eastern Cape Province
 1. Supply of science equipment to teacher training centers
- Primary and secondary school renovation and construction

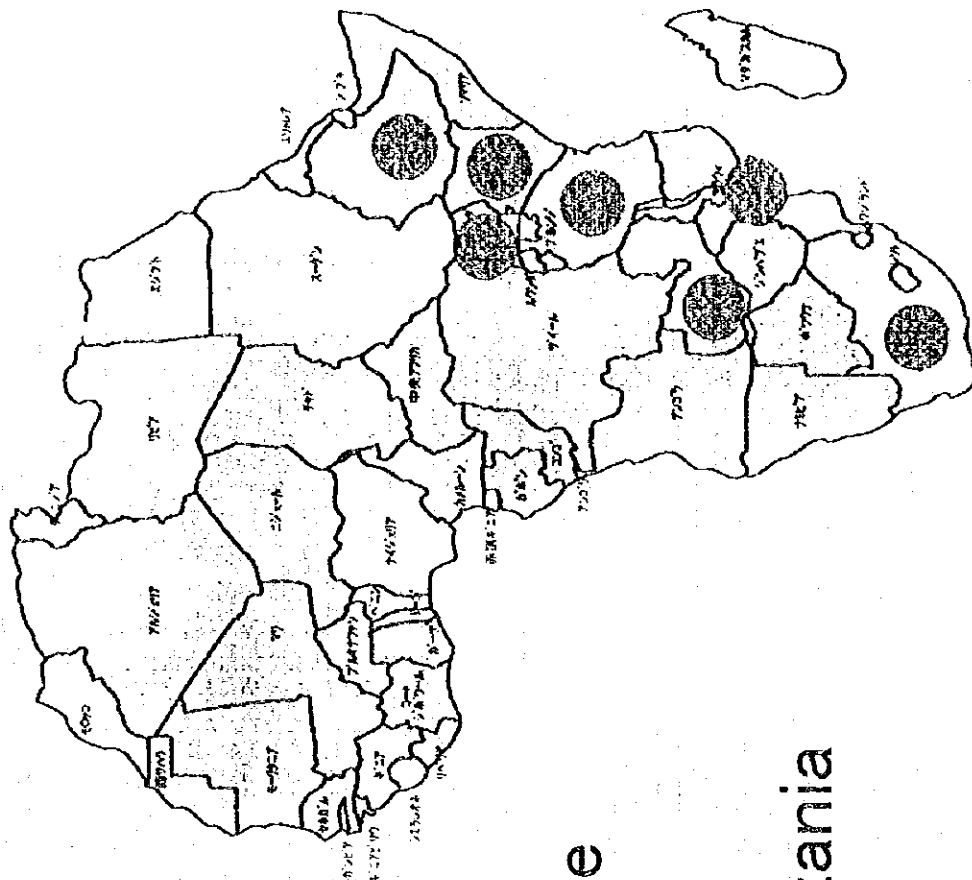
Donor coordination:

- Japan plans the renovation of facilities and educational equipment supply to Teachers' Centers in Mpumalanga where ODA is cooperating for teacher in-service training.

3. Issues in Educational Project Formulation in Sub-Saharan Africa and Aid Coordination

- (1) The menu of Japanese educational cooperation in sub-Saharan Africa has been limited to school construction and the dispatch of JOCV teachers, because of the lack of information on African basic education and the lack of Japanese specialists in the area. However, assistance is needed for the different aspects of basic education.
 - Donor coordination
 - Efforts to enlarge the menu of Japanese educational cooperation
- (2) Many African countries are obliged to rationalize or reduce their educational budgets under the structural adjustment policy. How can we cooperate under these financial constraints?
 - Budgetary support and sustainability
 - Quality of teachers and improvement of teachers' salary
 - Recurrent local costs of the Project
- (3) How can we improve the relevance of education to better meet local needs?
 - Decentralization and capacity building at local level
 - Selection of instruction languages and textbooks in local languages
- (4) School construction projects do not always improve the enrollment in basic education, especially in rural areas. What are the real factors behind the low enrollment rate? What can we do to realize universal education?
 - Social and cultural factors
 - Girls' education
 - Community participation
- (5) Since both the aid resources of donor countries and absorbing capacity of recipient countries are limited, aid coordination becomes more important in order to maximize aid efficiency. Japan, which lacks information and experience in African education, needs aid coordination to really contribute to the development of African education.
 - Exchange of information
 - Collaboration in research/study and project formulation
 - Donor coordination and the ownership of recipient countries

JICA's Project Formulation Study in the Educational Sector for Sub-Saharan Africa



Project Formulation Study for Kenyan Education (1995/96)

Findings of Field Survey



Proposed Project:
Improvement of Science and Math. Education at
Secondary Level

- ▶ In-Service Training of Teachers
- ▶ Grant of Training Equipment
- ▶ Monitoring Activities of JOCV

Project Formulation Study for South African Education (1997)

Findings of Field Survey



Proposed Projects:

1. Improvement of Primary Education
 - ▶ Renovation of Facilities and Supply of Equipment to TC
2. Improvement of Science and Math. Education
 - ▶ Supply of Equipment for Teacher Training
3. Primary and Secondary School Renovation and Construction

Issues in Project Formulation

???

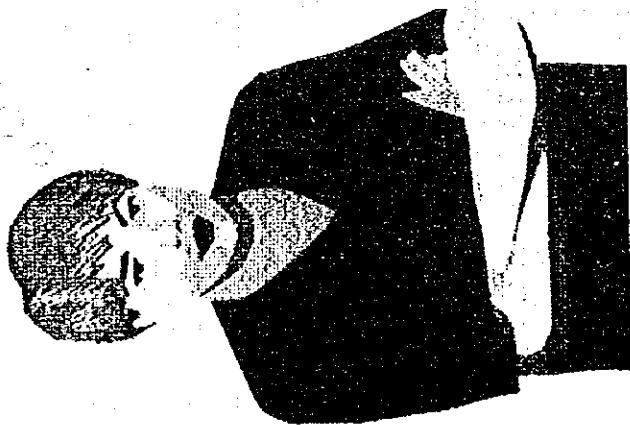
• Limited Menu of Japanese Cooperation

• Financial Constraints of Recipient Countries

• Relevance of Education

• Social and Cultural Factors

• Donor Coordination



Internal Workshop
on Basic Education and Development Assistance in sub-Saharan Africa
Case study of JOCV -Science and mathematics education-

by Keigo OKATSU & Jun YOSHIMIZU
J O C V

1. Numbers of volunteers for science and mathematics education / total numbers.
(as of February 1, 1997)

- Kenya	30	/	82
- Tanzania	18	/	73
- Zambia	30	/	75
- Ghana	22	/	58
- Malawi	4	/	68
- Ethiopia	1	/	42
Total	105	/	398

2. Problems in Volunteers' activities

(1) Language

- ① Students' English language ability
- ② Volunteers' local language ability
- ③ Volunteers' English language ability

(2) Teaching environment

- ① Volunteers in secondary school / teachers college / primary school
- ② Volunteers at schools in rural area / in city area
- ③ Diversity on scholastic ability among students

(3) "Technology transfer"

- ① Volunteers' counterparts
- ② "Technology transfer" type of cooperation
- ③ Ripple effect of the cooperation activities to local teachers
- ④ Teaching method

(4) Educational facilities

- ① Shortage:
 - school buildings, classrooms
 - textbooks, notebooks, stationery, experimental materials
 - qualified teachers
 - good syllabus, teaching theory/method, educational know-how, etc.
- ② Factors like poverty, endemic diseases, social environment etc.
- ③ Schemes of technical cooperation other than JOCV activities for the problems such as lack of materials and insufficiency of well-trained teachers

3. New approach of JOCV assignment

JOCV has been accepted as a visible assistance of Japan and played considerable role in secondary education level since the beginning of its dispatch. It can be said that the activity of JOCV science & math education volunteers has been successful for the benefit of individual recipient schools. However, there is no denying that it was not more beneficial than staffing for a school temporarily. Then the following approach is being adopted in order to improve education level in some area, or all over the country.

A. Cooperation for Teachers' Colleges

(1) Background

It goes without saying that raising adequate and competent teachers is imperative. The governments of recipient countries, however, have not come to this goal. Moreover, teachers at Teachers' Training Colleges are also severely in short. Then it is more effective to dispatch volunteers to Teachers' Training Colleges than to ordinary secondary schools.

(2) Volunteers assigned to this kind of schools

As a matter of course it is important to send volunteers to Teachers' Training Colleges, however, it is indispensable that these volunteers are competent and know well about domestic affairs of their assigned countries. Then we dispatch "Senior Volunteer" to this kind of school as usual.

Assigned as a Senior Volunteer, he or she needs not only experience of JOCV activity but to pass Senior Volunteer's examination, which examine ability of good command of a foreign language, and then have to take interview test.

(3) Examples of recipient countries

a. In the case of Zambia ----- Nkurumah Teachers' College

One Senior volunteer (Mathematics) is now in serve at this college, two more (Biology, Chemistry) are soon to be dispatched.

b. In the case of Ghana ----- Evangelical Presbyterian Training College

One volunteer (General Science) is now in service.

B. Group cooperation ----- Kenya

(1) Background

Science & math education volunteers have been assigned to Kenya since 1974, and the accumulated number of the volunteers is more than 250. They teach at secondary school for two years or three, and those individual activities contributed to enlarge students' opportunity to study. Most of their individual cooperation, however, was not enough to improve the situation of the school and education level. Probably it was due to some obstacles, such as insufficient conscience of how science & math are important, parents' lack of willingness to be involved in educational role, students' prejudice those subjects are difficult, let alone usual material factors.

Taking results so far into consideration, a project is now undertaken --- assigning some volunteers to one region to improve the situation of school education and people's conscience for education in the community. We also expect this " model area " would influence neighboring region in the future.

(2) Explanation of the scheme

a. Target area --- Kisii

b. Number of Volunteers

15 model schools are selected in this area. Each secondary school would accept one volunteer.

c. Project Purpose

*To broaden the interest in science and math among secondary school pupils.

*To upgrade the quality of teaching among the local science / math teachers by introducing effective teaching materials.

*To widen the interest in education of the children among the local communities.

d. Activities

(Academic activities)

*To conduct ordinary lessons by JOCV volunteers at the target secondary schools.

*To conduct seminars and workshops to improve teaching materials among the target secondary schools.

*To organize inter-school mocks periodically.

*To organize study trips for the pupils.

(Social activities)

*To improvise a parents day system in which parents could consult with their children & class teachers on topics relating to the academic performance and conduct of their children.

*To organize athletics competitions among the target secondary schools.

*To carry out lectures for the parents as well as the pupils.

*To provide video shows relating to cultural exchange and current affairs, etc.

e. Coordination of other JICA projects

Project - type technology cooperation, and grant aid project are related to this JOCV group project.

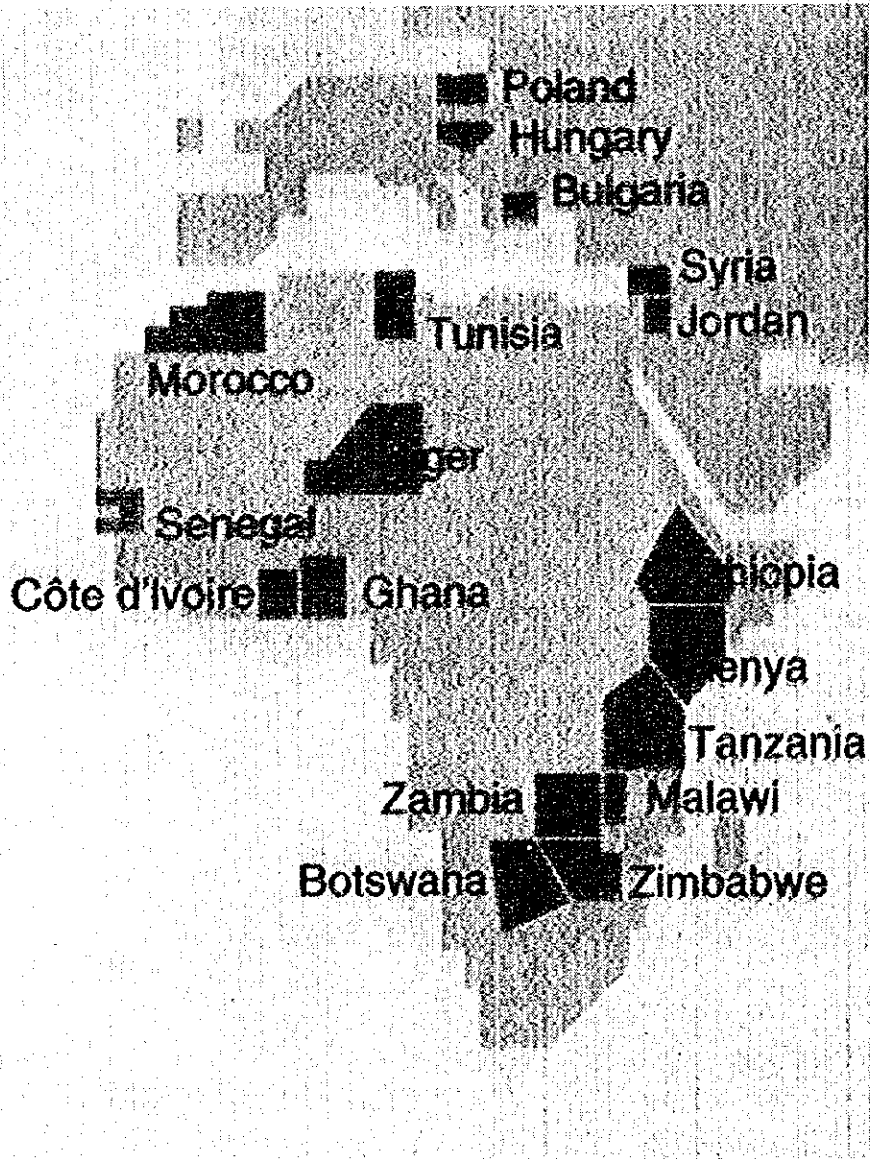
Number of Science & Math Volunteers Dispatched to Sub-Saharan Countries

As of March, 1997

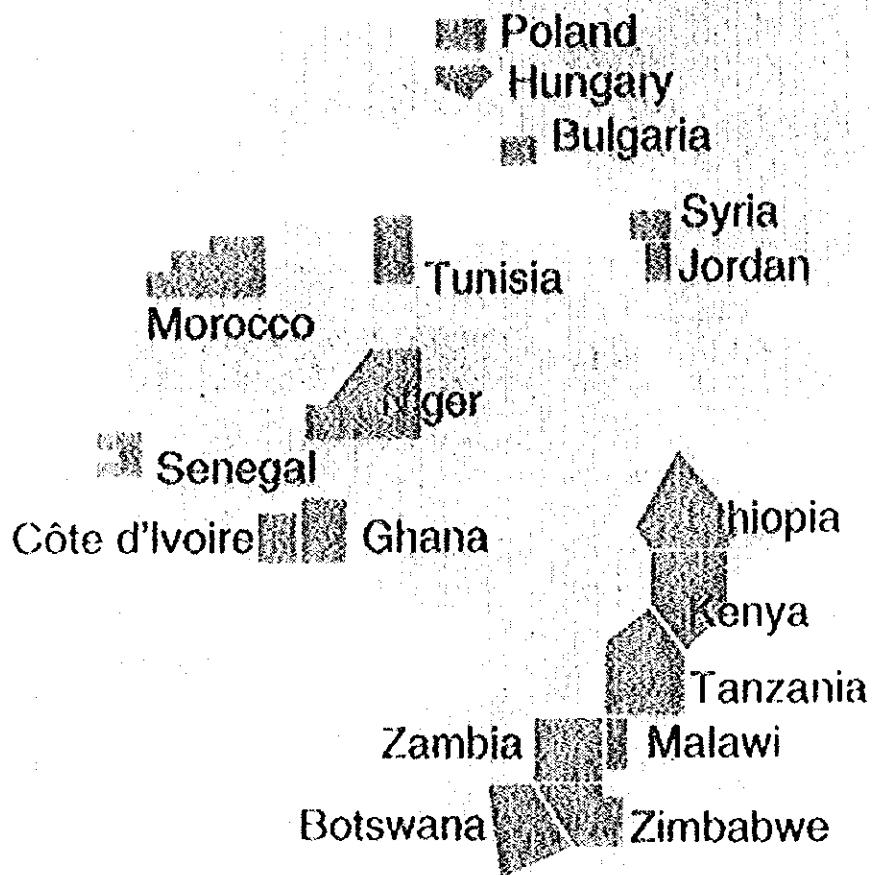
	~1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Total
Kenya	150	18	17	11	8	5	7	5	12	13	11	257
Tanzania	23	0	0	0	3	5	6	16	5	11	5	74
Zambia	14	5	7	9	6	10	7	11	12	17	7	105
Ghana	79	6	12	6	16	9	13	18	17	10	11	197
Malawi	97	0	0	0	0	0	1	0	2	3	0	103
Ethiopia	0	0	0	0	0	0	0	0	1	0	0	1
Total	363	29	36	26	33	29	34	50	49	54	34	737

*Number in this statistics is arranged by fiscal year (From April to March)

Recipient countries of JOCV in Africa and neighboring area



Recipient countries of JOCV in Africa and neighboring area



JAPAN'S CAPITAL GRANT AID COOPERATION TO PRIMARY EDUCATION IN AFRICA

1. OVER VIEW OF COOPERATION

- (1) Japan's Capital Grant Aid Cooperation and the role of JICA
- (2) Current situation of Japan's Capital Grant Aid Cooperation to Primary Education in Africa
 - ① Capital Grant Aid allocated to sub-Sahara Africa has been increasing
(1980: 14.5% → 1995: 29.3%)
 - ② Total amount to Primary Education sector also has been increasing
(about 4,277 million yen in 1995FY:
11 Primary School Projects in Africa 1991 ~1995)

2. STRATEGIC APPROACH

Mr. Ikeda, Japan's Foreign Minister stated in the 9th General Meeting of UNCTAD, held in South Africa in 1996, that Japan would provide assistance amounting to 100 million dollars over three years to spread education in Africa.

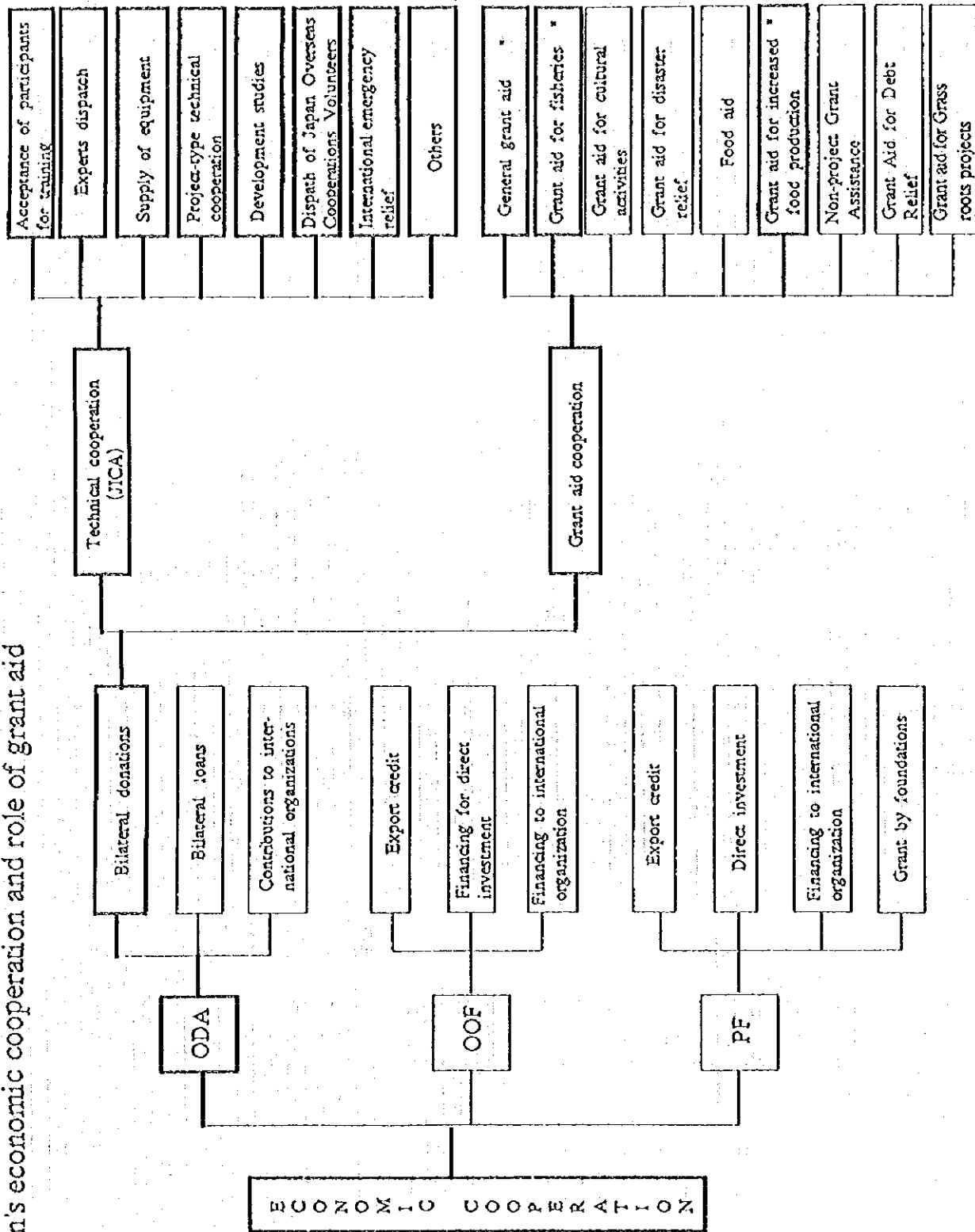
- (1) An increase in the scale of educational assistance
- (2) Emphasis on primary education in educational assistance.
- (3) Emphasis on the recipient country's social and cultural background and assistance that meets that area's actual condition.
- (4) Emphasis on science , mathematics, educating women and the society underprivileged.

3. ISSUES AND LESSONS

(1) General issues and lessons in Primary Education Projects.

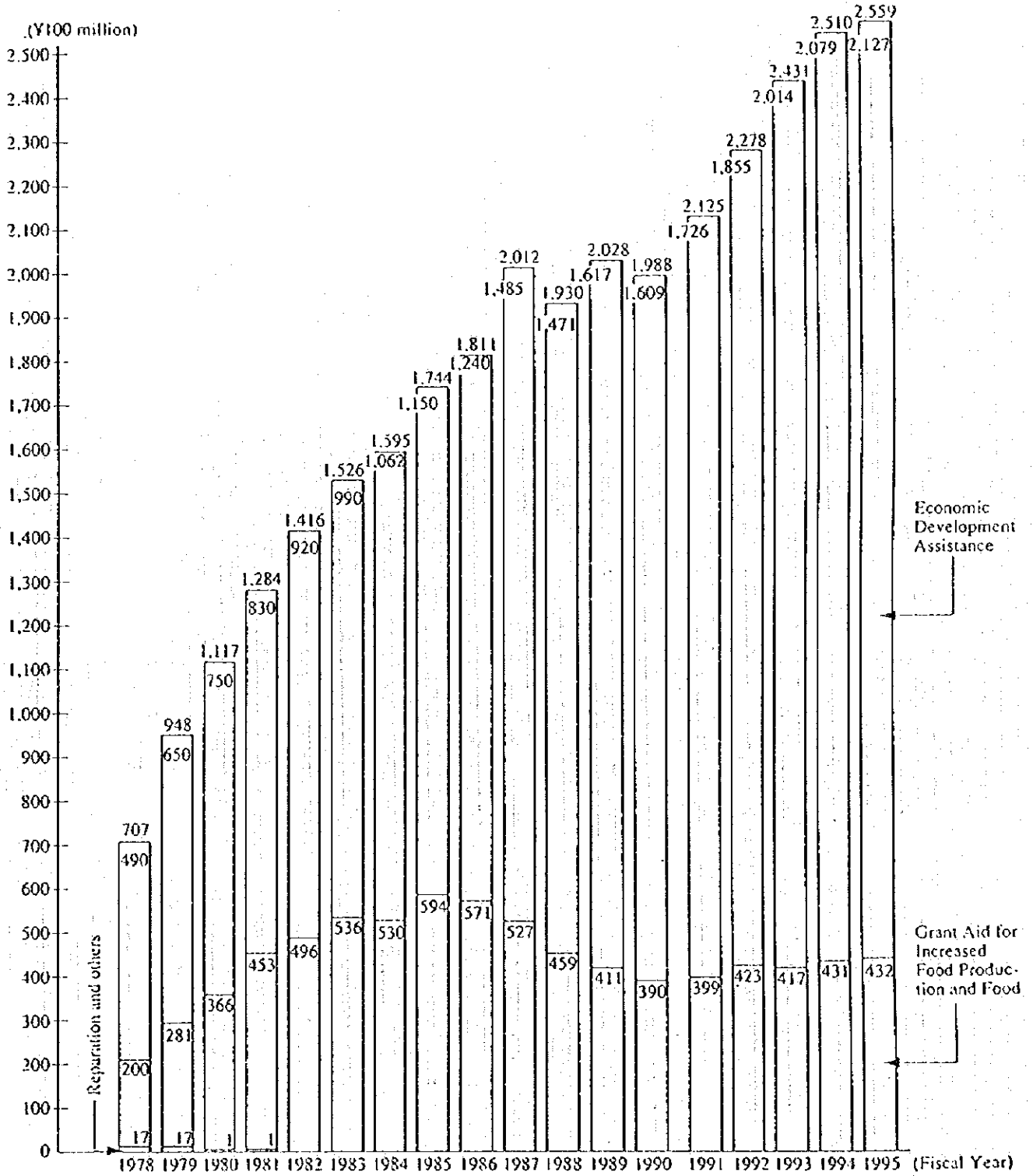
- ① Lack of education budget in recipient countries causes difficulty in improving and maintaining facilities/equipment and in assigning teachers.
Strengthened cooperation with other form of assistance such as JICA's technical cooperation, JOCV, other scheme of capital grant aid cooperation, or joint cooperation with other donors/NGO activities, which support the maintenance/management of school may be effective for improvement.
- ② School facility construction projects through participation by residents are considered effective in enhancing the people's awareness of the need to participation in education.
- ③ The delay of project implementation by the different viewpoint regarding cost calculation and facility design for the construction/rehabilitation of primary school between Japan and World Bank/other donor. (A impression that Japan's capital grant aid is rather expensive)

Japan's economic cooperation and role of grant aid



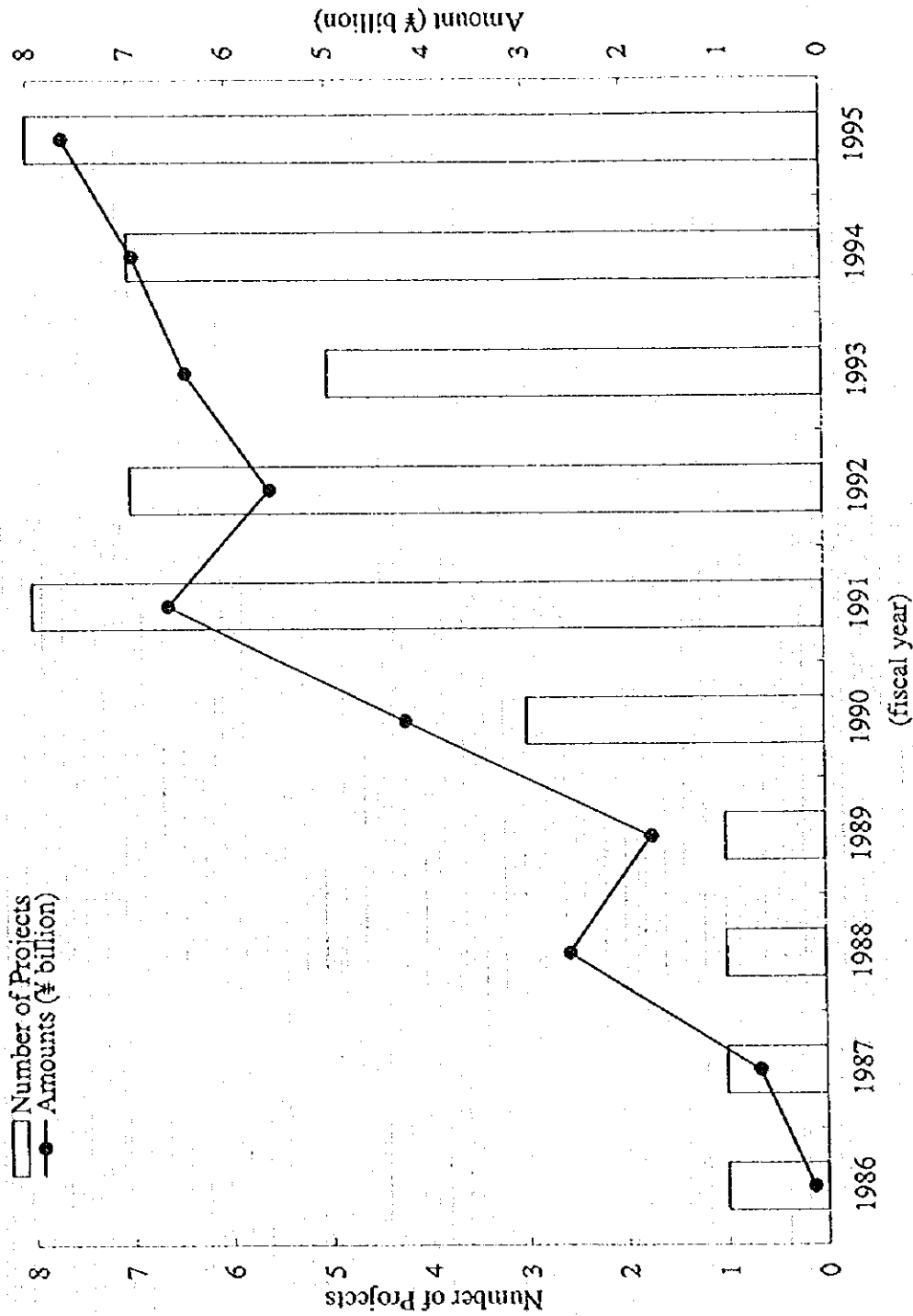
* JICA conduct the preparatory study, Basic design study, expediting the project, follow-up projects.

Budget for Grant Aid (Operation basis)

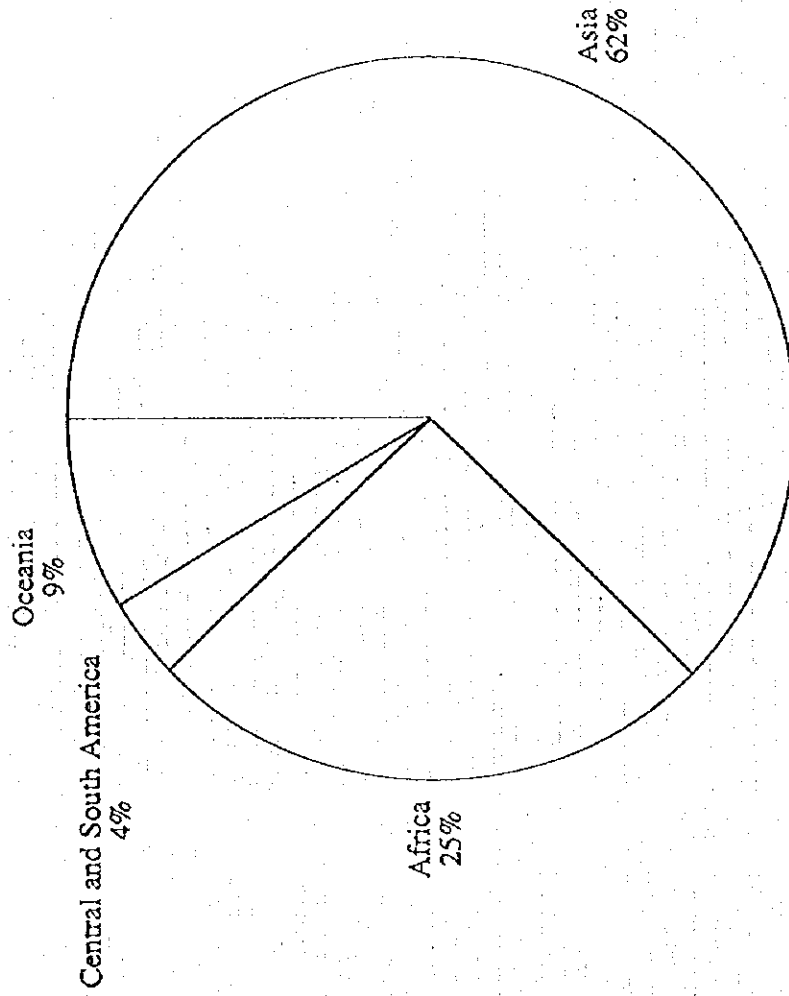


Notes: Figures before FY 1994 reflect the supplementary budget.
The figure for FY 1995 reflects the initial budget.

Trends in Number of Projects and Amounts Granted for Primary and Secondary Education



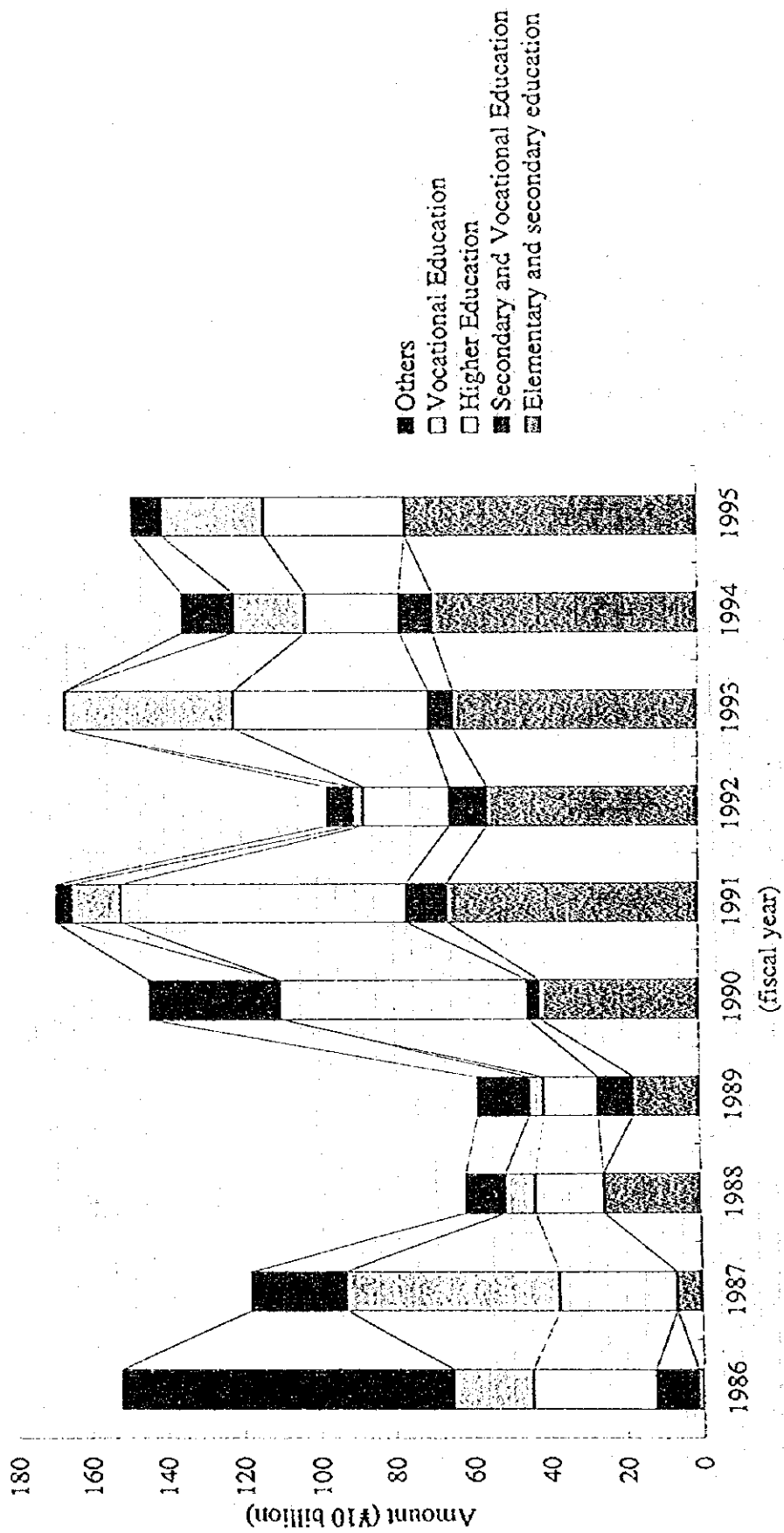
Distribution of Japan's Grant Aid in Education by Regions (Amount)
(fiscal year 1986-1995)



Trends in Number of Projects Granted for Education by Subsectors

fiscal year	Total	Primary and Secondary Education	Secondary and Vocational Education	Higher Education	Vocational Education	Teachers Training	Others
1986	14	1	2	3	2		6
1987	13	1		5	4		3
1988	10	1	1	5	1	1	1
1989	6	1	1		2		2
1990	18	3	1	11			3
1991	21	8	2	9	1		1
1992	15	7	1	4	1		2
1993	14	5	1	5	3		
1994	16	7	1	4	1		3
1995	17	8		3	4	1	1
Total	144	42	10	49	19	2	22

Trends in Grant Aid to Education by Subsector (Amount)



Trends in Number of Projects Granted for Primary and Secondary Education

fiscal year	Total	Asia	Africa	Central and South America	Oceania
1986	1		1		
1987	1	1			
1988	1	1			
1989	1		1		
1990	3	2	1		
1991	8	3	3	1	1
1992	7	2	3	1	1
1993	5	2	2		1
1994	7	4	2		1
1995	8	3	3	2	1
Total	42	18	16	4	5

LIST OF PRIMARY EDUCATION PROJECTS IN AFRICA

(1991 ~ 1995)

Year	Country	Project	E/N (/100mill.)	Project information	Remarks
91	Guinea	Projet pour la Construction des Ecoles Primaires Rurax	8.79	Construction of 78 classes in 25 primary schools including supplying desks and chairs.	Project Formation Study (1990) Joint Cooperation with World Bank
91	Senegal	Projet pour la Construction des Salles de Classe de l'Enseignement Elementaire	8.49	Construction of 94 classes in 20 local primary schools including supplying desks and chairs	Joint Cooperation with World Bank
92	Guinea	Projet pour la construction des ecoles primaires rurales	7.91	Construction of 75 classes in 4 local provinces including supplying desks and chairs	
92	Senegal	Projet pour la construction des salles de classe de l'enseignement elementaire	7.80	Construction of 92 classes in 24 primary school in suburbs of Dakal including supplying of desks and chairs	Joint Cooperation with World Bank
92	Uganda	Project for Rehabilitation of School Facilities	2.02	Supplying school construction materials (galvanized iron sheet) for rehabilitation	
93	Djibouti	Projet pour la construction d'un etablissement de l'enseignement secondaire	9.17	Construction of secondary scholl and supply teaching equipment	
93	Niger	Projet de Constructins Scolaires	6.08	Construction of 98 classes in primary school of Niamey	Joint Cooperation with World Bank
94	Senegal	Le Projet pour la construction des salles de classe de l'enseignement elementaire	9.97	Construction of 173 classes and supplying desks and chairs in primary scholls in Dakar	Joint Cooperation with World Bank
95	Senegal	Projet pour la Construction des Salles de Classe de L'enseignement Elementaire	21.42	Rehabilitation of 168 classes and construction of 344 classes in 155 primary school	Joint Cooperation with World Bank
95	Cote D'ivoire	Le projet de construction d'ecoles primaires	8.69	Rehabilitation of 111 classes in 17 primary schools including supplying teaching equipments	Joint Cooperation with AfDB
95	Burkina Faso	Le projet de construction d'ecoles primaires	6.25	Rehabilitation of 79 classes in 31 primary schools including supplying desks and chairs	Joint Cooperation with World Bank

Internal Seminar on Basic Education and Development Assistance
in Sub-Saharan Africa 6 March 1997

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Ruth Kagia	Manager, Human Development I, World Bank
Richard Sack	Executive Secretary, ADEA
Terry Allsop	Senior Education Advisor, ODA, U.K.

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技術移転国際会議「サブ・サハラ・アフリカの基礎教育開発と援助」
3月6日 内部セミナー出席者リスト

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志田 充代 調査研究課

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial reporting and auditing. The text notes that incomplete or inaccurate records can lead to significant errors and discrepancies, which may have legal and financial consequences.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It mentions the use of spreadsheets, databases, and specialized software to ensure that data is organized and accessible. The text also discusses the importance of data security and privacy, highlighting the need for robust protocols to protect sensitive information from unauthorized access and breaches.

3. The third part of the document focuses on the process of data analysis and interpretation. It describes how raw data is processed and analyzed to identify trends, patterns, and anomalies. The text emphasizes the importance of using appropriate statistical methods and techniques to ensure that the results are valid and reliable. It also discusses the role of data visualization in making complex information more understandable and actionable.

4. The fourth part of the document discusses the application of data analysis in various fields, including business, healthcare, and social sciences. It provides examples of how data-driven insights can be used to inform decision-making, optimize operations, and improve outcomes. The text also highlights the challenges and limitations of data analysis, such as data quality issues and the need for skilled personnel to interpret the results.

5. The fifth part of the document concludes by summarizing the key points and emphasizing the overall importance of data analysis in the modern world. It encourages organizations and individuals to embrace data-driven approaches and to invest in the necessary resources and skills to maximize the value of their data. The text also provides some final thoughts on the future of data analysis and the potential for further advancements in the field.

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