

# **Approaches for Systematic Planning of Development Projects**

**Basic Education**

**May 2002**

**Institute for International Cooperation  
Japan International Cooperation Agency**

Since 2002, the Japan International Cooperation Agency (JICA) has referred to some of its schemes as “Technical cooperation projects”. However, in order to avoid confusion, this report uses conventional scheme names including “Project-type technical cooperation.”

Likewise, schemes for collaboration with NGOs such as the Community Empowerment Program and the JICA Partnership Program are used in this report, although they have been referred to as “Grass-roots technical cooperation” since the beginning of 2002.

This report is prepared based on the discussion and findings of the Study Committee on Approaches for Systematic Planning of Development Projects by the Japan International Cooperation Agency (JICA). The view expressed in the report are those of the members of the Study Committee and do not necessarily reflect those of JICA.

The full text of this report is available in PDF format from JICA website:

<http://www.jica.go.jp/> (Japanese version)

<http://www.jica.go.jp/english/index.html> (English version)

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## Foreword

The Japan International Cooperation Agency (JICA) has promoted the adoption of country-specific and issue-specific approaches by formulating JICA Country Programs, implementing JICA Project Request Surveys and drafting JICA Thematic Guidelines to devise more effective and efficient ODA operations. However, to further improve JICA Country Programs and cope with prioritized development issues requires appropriate formulation of programs and projects based on a fundamental understanding of development issues' effective approaches and the unique issues and circumstances related to target countries. Therefore, there is a need to highlight the targeted spheres to which JICA can commit itself. Such action will be realized by establishing reliable methods to understand the actual conditions of each target country based on a systematic approach to development issues.

This study applies a systematic approach to four major development issues: basic education; HIV/AIDS; promotion of small and medium enterprises (SMEs), and rural development. This study tries to find effective ways to promote country-specific approaches by enhancing issue-specific approaches which are identified. Some significant examples of indicators related to planning, monitoring and evaluation are also examined. Finally, the study reviews JICA's previous measures and summarizes noticeable trends, issues, and main operations into Development Objectives Charts.

The results of this study will be applied to the drafting process of JICA Thematic Guidelines and developed by a Agency Thematic Network. Systematization of other major issues and development of issue-specific approaches should be encouraged, which may meet requests from JICA's overseas offices. The sharing of a common understanding of development issues not only within JICA but also with other aid institutions is critical. Collaborative and cooperative operations should be promoted based on this common understanding.

In conducting the study and preparing this report, a task force was set up, chaired by Mr. Hiroshi Kato, JICA Director, Planning Division, First Regional Department, and composed of JICA staff members and JICA senior advisors. A considerable number of internal personnel as well as external experts further contributed by offering valuable comments on the mid-term draft of the report. I would therefore like to take this opportunity to acknowledge the contribution of all of these individuals.

Finally, I sincerely hope that the report will prove a worthwhile step in the development of issue-specific approaches.

May 2002

Keiichi Kato  
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## Terminology and Abbreviations

Terminology/Abbreviations	Summary
<b>Development Aid • JICA Terminology</b>	
Capacity Building	Enhancing ability to implement and manage capacity in response to institution building. Establishment of self-reliance in implementing participants.
Community Empowerment Program (JICA)	Provision of assistance through local NGOs for maternal and child health care, social welfare for the aged, people with disabilities, children, and other poverty reduction programs. Only countries where a JICA overseas office is located are eligible. Implemented in 1997.
DAC New Development Strategy	A long-term DAC* development strategy for the 21 <sup>st</sup> century, adopted at a high-level meeting in 1996. The main characteristics of the strategy are: emphasis on ownership and partnership; setting of specific development goals (such as halving the proportion of the population in extreme poverty in the world by 2015). The strategy increases the expenditure ratio for social infrastructure and seeks to rationalize and decentralize implementing institutions in recipient countries.
JICA Partnership Program	A scheme where by JICA requests Japanese NGOs, local governments, and universities with experience in international cooperation to respond to the varied regional-level needs of developing countries and provide detailed development assistance to communities.
Group Training (JICA)	Group training conducted in Japan to enhance the effects of Japanese technical cooperation.
Country-Focused Training (JICA)	Country –focused training conducted in Japan for the purpose of capacity building of the recipient countries.
Development Studies(JICA)	Support the formulation of plans for public projects that contribute to social and economic advancement in developing countries. The main types of Development Studies are: Master Plan studies (M/P); Feasibility studies (F/S); and Preparation of basic data.
Overseas Development Studies (JICA)	Small-scale studies to formulate a basic development plan, analysis of relevant basic data, and/or a supplementary study on official statistics. Implementation initiated by overseas offices using local consultants.
Grant Assistance for Grassroots Projects (Japan)	A scheme by the Ministry of Foreign Affairs of Japan and Japanese embassies at the request of local authorities in developing countries. Aims to support relatively small projects that cannot be dealt with adequately by ordinary grant aid.
IT	<b>Information and Communication Technology:</b> Technology related to computers and networks.
Initiative for African Development	An assessment of Africa’s development issues announced in 1996 by the Japanese government. The three pillars of this vision are: (1) TICAD II (Tokyo International Conference of African Development); (2) Human resource development in Africa; and (3) Eradication of polio.
JOCV (JICA)	<b>Japan Overseas Cooperation Volunteers:</b> A volunteer system established in 1965 that dispatches volunteers aged between 20 and 39 years old to developing countries. Approximately 23,000 volunteers have been dispatched to 76 developing countries
Local cost	Costs expected to be shouldered by the recipients in project implementation and management.
Local in-country Training (Second-country Training)(JICA)	Training conducted in recipient countries to spread the effects of Japanese technical cooperation. Conceptually, Japan in the “first country”, the recipient of Japanese technology is the “second country”, and the neighboring country is the “third country”.

MDGs	<b>Millennium Development Goals:</b> Based on the DAC New Development Strategy*, it was agreed at the United Nations General Assembly (Millennium Summit) in September 2000. Goals by 2015 are: (1) Eradication of extreme poverty and starvation; (2) Universal extension of primary education; (3) Gender equality and women's empowerment; (4) Reduction of the infant mortality rate; (5) Improvement of the health of pregnant women; (6) Prevention of epidemical diseases such as HIV/AIDS and malaria; (7) Creation of a sustainable environment; (8) Establishment of global development partnerships.
Master plan study (M/P) (JICA)	A study to draw up a comprehensive development plan on a country or specific region or a long-term plan on a specific sector.
Medium- term Policy on Official Development Assistance (ODA)	A systematic and specific five-year guideline on Japan's ODA since 1999, aiming for effective and efficient implementation of assistance.
NGO	<b>Non-Governmental Organization</b>
ODA	<b>Official Development Assistance:</b> Funding by the government or aid organizations established by the government.
Official Development Assistance Charter (JAPAN)	A charter established by the government of Japan in 1992, in order to garner broader support for Japan's ODA through better understanding both at home and abroad and to implement it more effectively and efficiently. Japan attaches central importance to the support for the self-help efforts of developing countries towards economic take-off based on the idea that assistance was part of Japan's foreign strategy in the post-Cold War period.
PRSP	<b>Poverty Reduction Strategy Papers:</b> Strategy paper for debt relief of the Heavily Indebted Poor Countries (HIPC)s. Concept introduced and agreed on at the General Assembly of the World Bank and IMF in 1999. Aims for the effective application of financial resources generated by debt relief measures for appropriate development activities and poverty alleviation.
Project-type Technical Cooperation (JICA)	A technical cooperation scheme planned, implemented and evaluated within a 3-5 year cooperation period. The scheme includes the dispatch of Japanese experts, acceptance of counterparts as trainees, and provision of equipment.
Sector Program (SP)	A sectoral or sub-sectoral program coordinated by development assistance participants including donors under the ownership of the recipient country.
Sector Wide Approach (SWAP)	An approach to develop and provide assistance according to a plan created by the recipient government with bilateral and multilateral donors on a sector basis such as in the education and health sectors. Implemented mainly in African countries.
Small-scale Partnership Program (JICA)	JICA's consignment cooperation on NGOs, local governments, and universities to provide more detailed and swift assistance. The maximum implementation period is for one year with less than 10 million yen.
TICAD	Tokyo International Conference on African Development: It is a regional initiative for Africa started in 1993. The first conference for African development was held in Tokyo in October 1993 initiated by the government of Japan ,the United Nations(UN ) and the Global Coalition for Africa(GCA).
Third-country Training (JICA)	A training course inviting participants from developing countries to relatively-advanced neighboring developing countries, utilizing local human resources trained under Japanese technical cooperation. Conceptually, Japan in the "first country", the recipient of Japanese technology is the "second country", and the neighboring country is the "third country".
Two-step loan (Japan)	Loans by development financial institutions where money is lent directly or through the government to Small and Medium Enterprises and the agricultural sector of a country.
Untied Loan	Loans for which associated goods and services may be procured by any country.

<b>Donor Agencies</b>	
AOTS (Japan)	<b>The Association for Overseas Technical Scholarship</b>
DAC	<b>Development Assistance Committee:</b> Coordinates the assistance policy of the Organization for Economic Cooperation and Development (OECD) to developing countries. One of three major committees of the OECD together with the Trade and Economic Policy Committees. Includes 23 member countries.
DAC High Level Meeting	Meeting hold once a year to discuss and decide important issues with high-level development personnel from DAC countries. In the 1996 meeting, a target to halve the poverty ratio to that of the level in the 1990s by 2015 was adopted.
DFID	<b>Department for International Development:</b> Ministry of Development in the United Kingdom.
IDB	<b>Inter-American Development Bank</b>
IMF	<b>International Monetary Fund:</b> Established in 1944, the Fund supports international finance along with the World Bank. While the World Bank aims for reconstruction and development, the IMF has provided loans necessary for fixed foreign exchange rates and stabilizing currencies.
JBIC (Japan)	<b>Japan Bank for International Cooperation:</b> Established in 1999 through the integration of the Japan Import and Export Bank and the Overseas Economic Cooperation Fund.
JETRO (Japan)	<b>Japan External Trade Organization</b>
JICA (Japan)	<b>Japan International Cooperation Agency</b>
JODC (Japan)	<b>Japan Overseas Development Corporation</b>
OECD	<b>Organization for Economic Cooperation and Development :</b> Established in 1961 as a reorganized version of the OEEC (Organization for European Economic Cooperation established in 1948) to rebuild the European economy. Aims for economic growth, development assistance, as well as the broader objective of multilateral free trade. It has 30 member countries.
USAID	<b>The United States Agency for International Development</b>
WTO	<b>World Trade Organization:</b> A core organization of international trade with 142 member countries/areas (as of July 2001). Established in January 1995.
<b>Basic Education</b>	
Achievement test	A form of academic achievement test to measure learning achievements objectively.
Children with special needs	Ethnic and economic minorities, street children, orphans, refugee children, and children with disabilities among others.
Dakar Framework for Action (DFA)	DFA was agreed at the World Education Forum*held in Dakar in 2000. Six goals were set based on the political will of each government to achieve EFA*.
EFA	<b>Education for All:</b> A declaration adopted at the World Conference on Education for All in Jomtien, Thailand, in 1990, which has become an international consensus.
Life skills	Knowledge and techniques necessary for a practical and beneficial lifestyle. Includes the acquisition of methods and concrete procedures including democratization and community participation, as well as the understanding of concepts such as human rights, equality, and freedom.
Literacy	Ability to read, write and do simple calculations necessary for everyday living.
Micro-planning	The process of drawing up a regional education plan based on the results of school mapping*.
Non-formal education	Education outside the formal schooling system including religious, regional, social, adult, and literacy education.
Readiness	Learning preparation
Relevance	Appropriateness
Committee for International Cooperation in Education	A committee established by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan in 2000 to clarify the direction of the MEXT on future educational assistance.

School mapping	A study aiming to analyze the gap between educational needs and the services provided based on school attributes (number of pupils and teachers, dropouts, percentages of licensed teachers), as well as by school location (on a map).
WCEFA	<b>The World Conference on Education for All:</b> An international conference held in Jomtien, Thailand in 1990.
WEF	<b>World Education Forum:</b> Forum held in Dakar, Senegal in 2000 as a follow-up to the WCEFA*, in which it was affirmed that EFA was far from being achieved.
<b>Anti-HIV/AIDS Measures</b>	
AIDS	<b>Acquired Immunodeficiency Syndrome</b>
ATL	<b>Adult T-cell Leukemia</b>
CDC (USA)	<b>Centers for Disease Control and Prevention</b>
CSW	<b>Commercial Sex Workers</b>
DOTS	<b>Directly Observed Treatment, Short-courses</b>
GFATM	<b>Global Fund to Fight AIDS, Tuberculosis and Malaria</b>
GII (Japan)	<b>Global Issues Initiative on Population and AIDS</b>
GPA	<b>Global Programme on AIDS: Formulated by the WHO</b>
HAART	<b>Highly Active Anti-Retroviral Therapy: Combination of Anti-HIV drugs therapy</b>
HIV	<b>Human Immunodeficiency Virus</b>
High risk groups	People high prone to infection, such as commercial sex workers and truck drivers.
IEC	<b>Information, Education, and Communication</b>
IPAA	<b>International Partnership against AIDS in Africa: Launched in 2000.</b>
MSM	<b>Men who have sex with men</b>
NCI(USA)	<b>National Cancer Institute</b>
Okinawa ID (Infectious Diseases) Initiative	International measures against parasitic diseases advocated by the Government of Japan at the Birmingham G8 Summit in 1998, and 'Okinawa ID Initiative' announced at the Kyushu-Okinawa Summit in 2000 on Japan's commitment to help strengthen developing countries' fight infectious diseases.
Opportunistic infections	Infections caused by deterioration of the immune system, including Pneumocystis Carinii Pneumonia Cryptosporidiosis, Toxoplasmosis, Tuberculosis, and so on.
Peer education	Education targeting people of the same age and occupation.
People living with HIV/AIDS	People infected with HIV, AIDS patients, AIDS orphans, and others somehow affected by HIV.
Referral	Assistance in introduction (of health care centers, etc.) and information services for information users.
SACCL	<b>STD/AIDS Cooperative Central Laboratory:</b> A central AIDS examination center in the Philippines. Functions improved through JICA's project-type technical cooperation.
STIs	<b>Sexually Transmitted Infections</b>
Surveillance	Improvement of HIV testing capabilities and trend surveys on epidemic symptoms. Clarifies the HIV pandemic situation in areas being studied and plays a major role in providing information as a basis for planning.
UNAIDS	<b>The Joint United Nations Programme on HIV/AIDS</b>
United Nations General Assembly Special Session on HIV/AIDS	Goals to reduce HIV prevalence provided in the Declaration of Commitment on HIV/AIDS by the United Nations General Assembly Special Session (UNGASS) in June 2001.
VCT	<b>Voluntary Counseling and Testing</b>
Window period	The period, during which time HIV-antibodies (in the blood) cannot be detected by (current) screening techniques after HIV infection.

<b>Promotion of Small and Medium Enterprises (SMEs)</b>	
BDS	Business Development Service: Assistance to strengthen SME management resources.
Cluster functions	The vitalization of a regional industry concentrated in a specified area and specified industry.
Corporate governance	The content and process of making decisions for enterprise management that attempts to adequately reflect the will and profits of the company owners and/or the stockholders.
Disclosure	Process by which an enterprise that issues stocks or securities reveals information related to its financial condition and business policies.
Incubation facilities	Institutions and establishments that provide space, funds, human resources and management consulting services to help people with entrepreneurial spirit to establish enterprises.
Level playing field	Business environment promoting free and fair competition.
Niche market	A specific market with potential for expansion.
Outsourcing	Hiring external labor to take over operations formerly carried out by an internal labor force.
Venture capital	Funds provided by financial institutions to firms that have just started operations.
<b>Rural Development</b>	
Agroforestry	A land use technique combining agricultural production such as crops and livestock, with forestry.
BHN	<b>Basic Human Needs:</b> Concept of providing assistance to low-income earners with daily needs. Basic needs are those required as a human being including the basic commodities, safe water, sanitation, health care and education.
CBO	<b>Community Based Organization</b>
DAC Guidelines on Poverty Reduction	Formulated by the OECD/DAC* in April 2001. The “Poverty Alleviation Guidelines” for the DAC New Development Strategy* was discussed at the Informal Poverty Net (POVNET) and ratified at the DAC high-level meeting*.
HDI	<b>Human Development Indicator:</b> Indicators which focus on various aspects of human development, used in the Human Development Report by the United Nations Development Programme (UNDP).
LLDC	<b>Least Developed Countries:</b> Also referred to as LDC. One of the UN income categories of developing countries, indicating countries which are especially under-developed. 48 countries were in this category as of January 2000.
Primary Health Care (PHC)	Necessary health care available for communities at each regional level through community participation.
Reproductive Health	A state in which every human being can make her/his own decision about the timing of births and the number of children under no social pressure (tradition), without any mental or physical problems.
Safety net	Protective measures for the socially vulnerable in development assistance, including food provision and an employment security system.
World Summit for Social Development	Summit held in Copenhagen in 1995, in which the goal to halve the number of people in the world living in absolute poverty through human-oriented social development was declared.

Terminology with \* are summarized in this chart.

Resource: “Imidas 2002” and “Dictionary of IT Terms and Katakana-words”, Shueisha, “Terminology on International Cooperation (Kokusai Kyoryoku Yogo-shu)”, International Development Journal, “Japan’s Official Development Assistance 2000”, the Ministry of Foreign Affairs, and Japan International Cooperation Agency Annual Report and reports.



## Task Force

The task force of the study is composed of the JICA staff members listed below. The task force was divided by each issue and each group was responsible for drafting each article. The study group received cooperation from staff members of Regional Departments through comments on drafts. The final study report was completed as a result of an elaborate modification of the mid-term draft based on a considerable number of internal and external comments.

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\* Results of the study on this issue are not presented in this report, but will be contained in the guideline that is being drafted by the Sectoral and Thematic Network.

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Note: The contents of the study report do not necessarily represent the views of each author, because the report was compiled based on both study group discussions and the opinions of concerned sections of JICA.

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# Overview: Promotion of Country-specific and Issue-specific Approaches

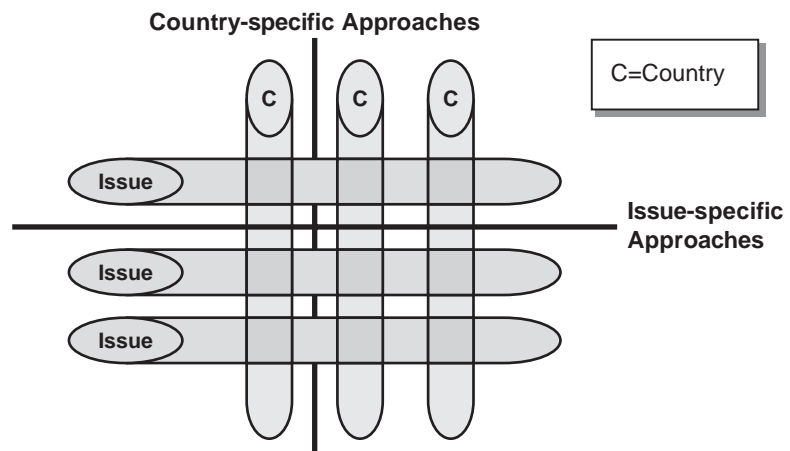
## 1. Background and Purpose of the Study

### 1-1 National and International Context

There is a growing trend in today's field of international aid to encourage more effective utilization of finite development resources to meet the increasingly diversified, complicated, and globalized needs of developing countries. The Poverty Reduction Strategy Paper (PRSP) and Sector Program (SP) are examples of collaborative efforts of aid donors tackling such development issues. Facing a limited ODA budget, JICA has been under pressure to carry out more effective and efficient cooperation activities. Accordingly, the promotion of country-specific and issue-specific activities is stressed to meet the various needs of developing countries.

Figure 1 shows the correlation between country-specific and issue-specific approaches. A proper mix of approaches is critical for effective cooperation activities. Major aid donors such as the World Bank, the United Nations Development Programme (UNDP), and the United States Agency for International Development (USAID) already employ and promote country-specific and issue-specific approaches when drafting aid plans and strategies.

**Figure 1 Country-specific and Issue-specific Approaches**



## 1-2 JICA's Activities to adopt Country-specific and Issue-specific Approaches

JICA adopts a country-specific approach by drafting JICA Country Programs and conducting JICA Project Request Surveys. The set-up of Regional Departments has adjusted the institution's framework toward these approaches. In addition, JICA has established the Agency Thematic Network to accumulate thematic knowledge and experience. The Agency Thematic Network will create JICA Thematic Guidelines to cope with major development issues<sup>1</sup>. These guidelines are to be utilized in formulating JICA Country Programs and in examining requested projects (See Figure 1 and 2).

## 1-3 JICA's Challenges

Some JICA Country Programs may not yet be an effective cooperation plan for several reasons. Firstly, the extent of development issues in Programs varies widely. Secondly, the logic which formulates aid programs and projects from development issues is different for every country. Also, some JICA Country Programs are still a mere combination or categorization of current and previous projects, rather than a careful study of the relationship between "goals (outcomes)" and "means (activities)". The lack of a systematic understanding of development issues prevents the effective implementation of JICA Country Programs. Limited personnel in overseas offices can compound these problems, especially when the staff attempts to handle issues of which they do not have the necessary expertise to solve.

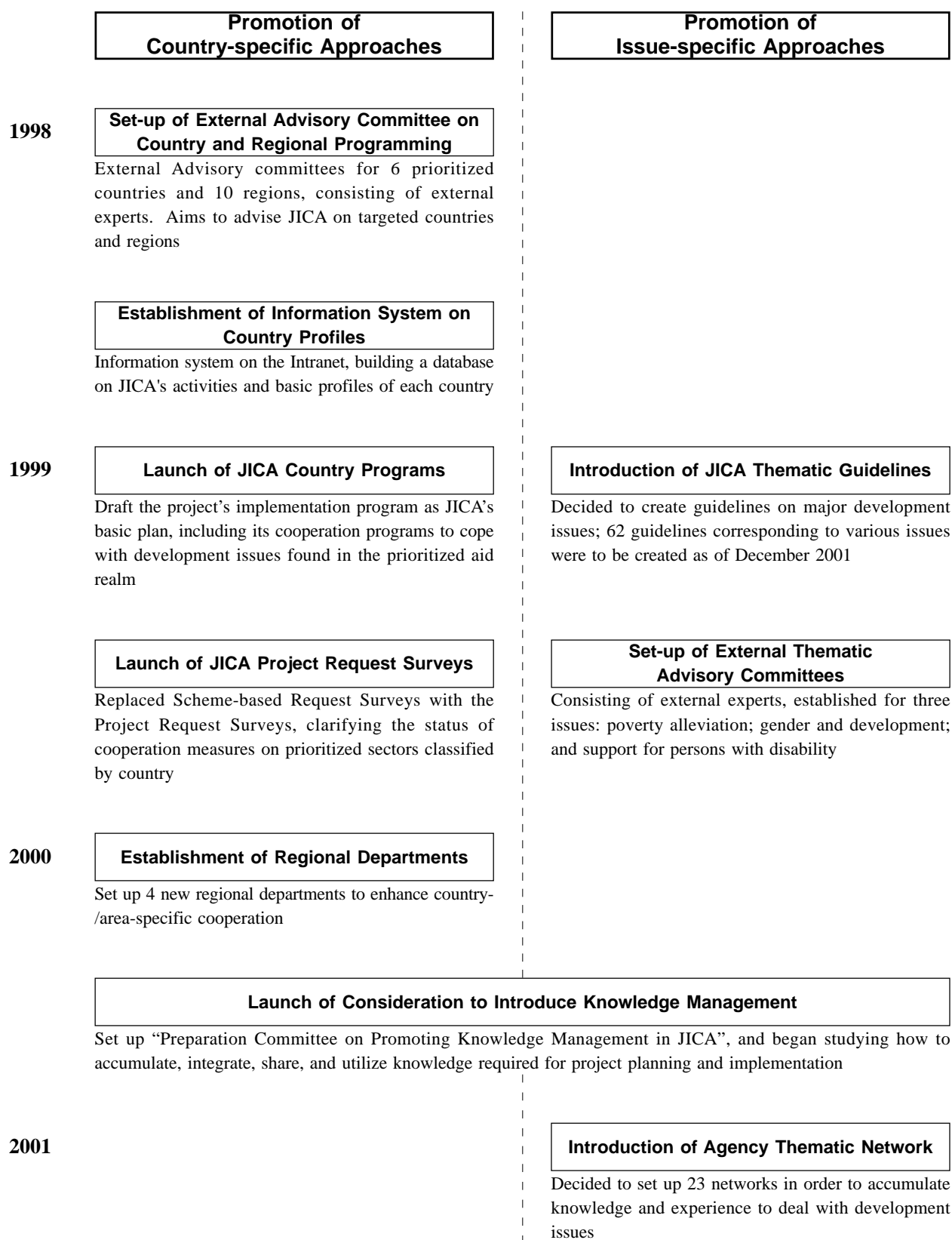
Logical drafting of JICA Country Programs based on a systematic understanding of issues is crucial for efficient and effective implementation and evaluation.

Formulating appropriate programs and projects based on an understanding of development issues and effective approaches are indispensable for the improvement of a JICA Country Program. JICA must therefore clarify its programs for targeted countries by applying a systematic approach for each development issue to each country's actual situation. This systematization of issues will be covered by JICA Thematic Guidelines. It is important to systematize the formulation methods of programs and projects by selecting development issues from prioritized sectors and then incorporate them into JICA Thematic Guidelines.

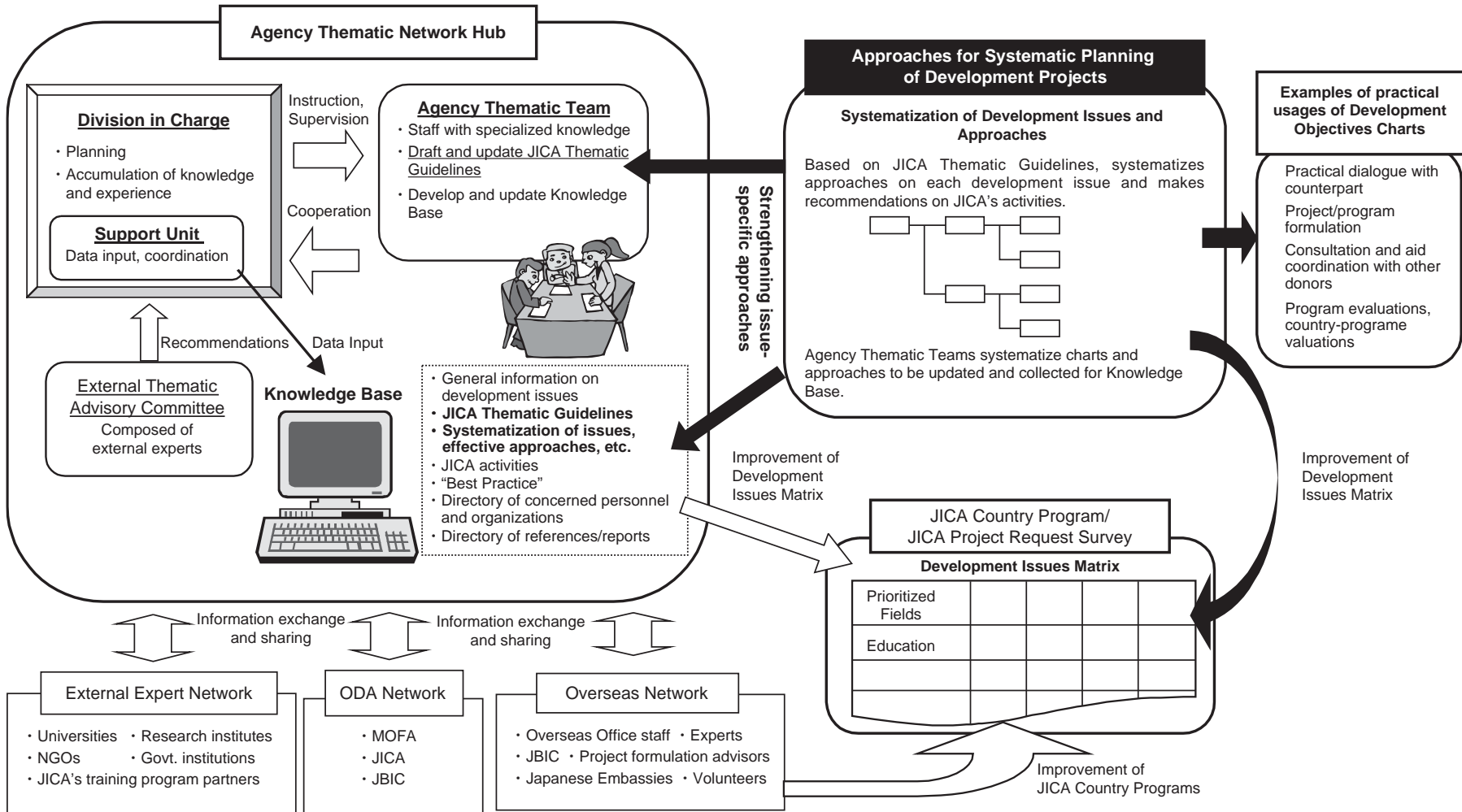
<sup>1</sup> 23 of Agency Thematic Networks are to draft 62 of JICA Thematic Guidelines as of July 2001.



**Figure 2 Chronicle of JICA’s Promotion of Country-specific and Issue-specific Approaches**



**Figure 3 Correlation Diagram of JICA's Measures on Promoting Country-specific and Issue-specific Approaches**



Better quality project evaluations as well as feedback of project results are critical for carrying out more efficient and effective cooperation projects.<sup>2</sup> Despite considerable experience with project evaluations, JICA has just begun to establish evaluation methods for country-program and thematic-program. JICA must improve the quality of country-program and thematic evaluations and use the results for better project formulation. Studies on evaluation indicators and methods will contribute to this. JICA has to evaluate feasibility and effects of its activities, based on Development Objective Matrices that clarify the relationship between “goals (outcomes)” and “means (activities)”.

As an independent administrative agency, JICA is required to be more accountable for its own performance.

The cabinet decision of December 19, 2001 on the “Reorganization and Rationalization Plan for Special Public Institutions” resulted in JICA’s conversion to an Independent Administrative Agency in a few years. JICA’s transformation from a Special Public Institution to an Independent Administrative Agency has enhanced its evaluation methods. Independent Administrative Agencies are now obliged to report their work and evaluations in mid-term and annual plans; namely, to run on ‘outcome-oriented project management’. For outcome-oriented program management, JICA has to formulate outcome-predictable plans and implement, monitor, and evaluate projects.

#### 1-4 Goals of the Study

This study is designed to promote country-specific approaches by enhancing issue-specific approaches; and to effectively cope with prioritized overseas development issues. Four major development issues (basic education, HIV/AIDS, promotion of small and medium enterprises (SMEs) and rural development)<sup>3</sup> are systematized, and their Development Objectives Charts in which effective approach methods are presented have been created. In addition, the charts illustrate indicators that need to be referred to in planning, monitoring, and evaluating JICA’s activities. The study also analyzes JICA’s activities, introduces major projects, and examines fundamental issues. These issues were selected because the drafting of JICA Thematic Guidelines of them have been completed<sup>4</sup>. These designated issues are selected from four major sectors:

Matrices have been drafted on issues such as basic education, HIV/AIDS, rural development, and promotion of SMEs.

<sup>2</sup> Aid Evaluation Reviewing Panel & the Working Committee for Evaluation Research (2000)

<sup>3</sup> Although the targeted development issues initially included ‘ecosystem conservation’, this report does not actually cover this issue. The study group decided to reflect the systematization of this issue into the current guideline.

<sup>4</sup> However, the issue of ‘rural development’ needs more examination. The issue must be sorted and systematized according to guidelines of ‘rural development’ and ‘poverty alleviation’ hereafter since the report was drafted before this process was completed.

education; health and medical care; agricultural and rural development; and promotion of small and medium enterprises (SMEs). These sectors are highly prioritized in many JICA Country Programs.

Four major issues have been taken up as examples in this study. In a similar way, all issues should be systematized when the systematization is considered useful. Incidentally, the study's mid-term draft has received a number of favorable comments, such as "The systematization of development is quite useful, and the number of issues to be considered should be increased". We shall try to satisfy such requests as above.

## 2. Development Objectives Chart

### 2-1 Structure of Development Objectives Chart

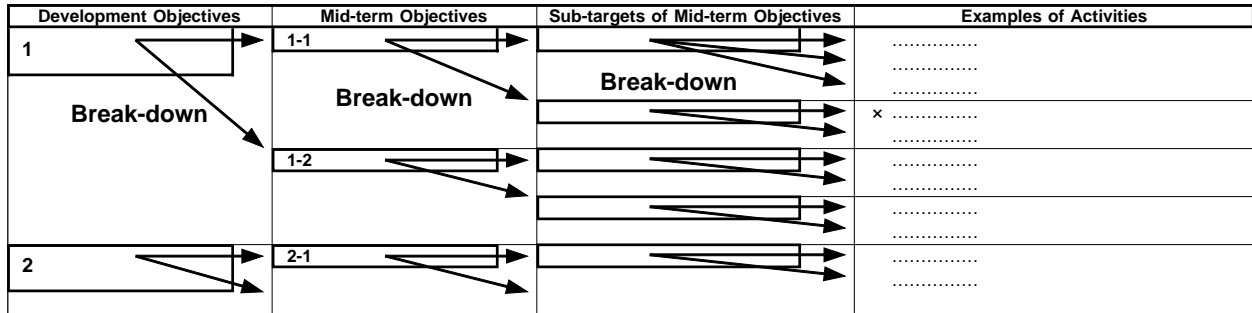
For a comprehensive systematization of the structure of development issues and possible approaches to them, a Development Objectives Chart has been used to break down the four main issues into Objectives, Mid-term objectives, Sub-targets of Mid-term objectives and Examples of Activities Project. The Chart also shows the association between 'goals-means'. Each symbol, "○", "◐", "◑", and "×", shown at the columns of "Examples of Activities", indicates how often JICA has implemented relevant projects. (Some examples are included which cannot be done by donors.) Symbols are classified as follows:

- : JICA has considerable experience
- ◐ : JICA has certain experience
- ◑ : JICA has experience as a component of projects
- × : JICA has little experience.

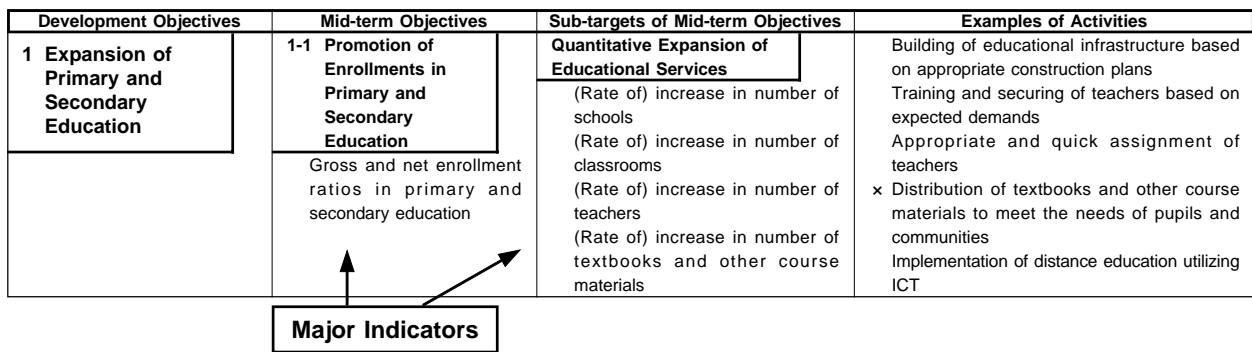
In Figure 4, each column shows the breakdown of an issue into "Development Objectives", "Mid-term Objectives", and "Sub-targets of Mid-term Objectives". Figure 5 is a sample Development Objectives Chart. A complete chart covering all items ranging from "Development Objectives" to "Examples of Activities" is annexed.

**Figure 4 Development Objectives Chart**

(Logical structure of a chart)

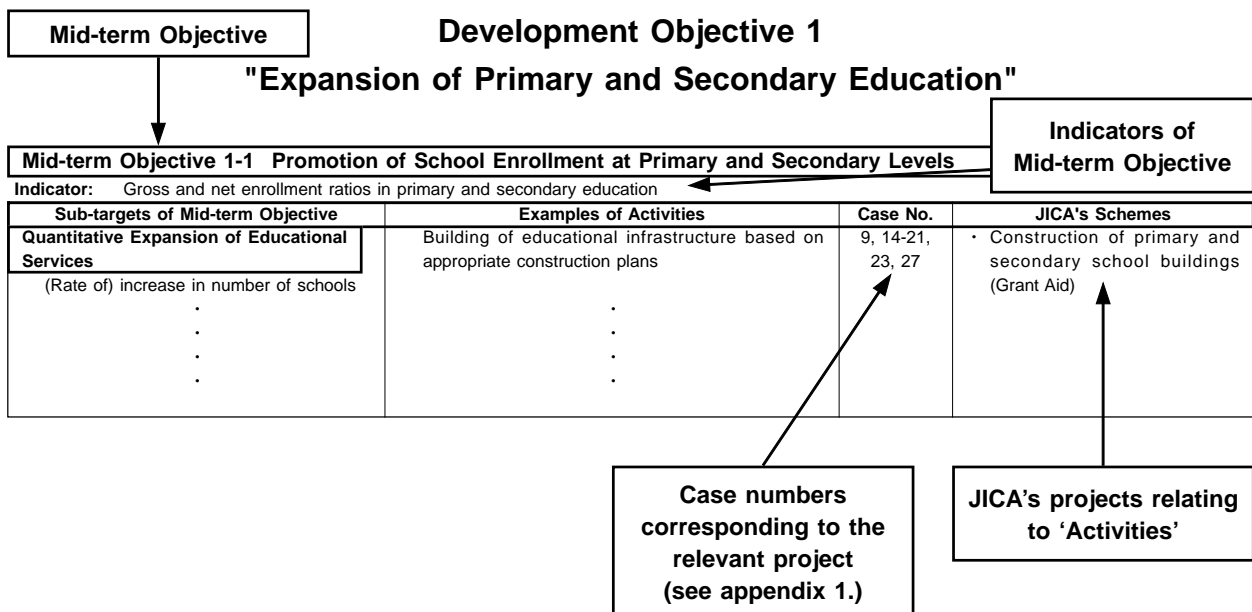


(Sample of a Development Objectives Chart)



\*Circled numbers imply major indicators

**Figure 5 Sample of a Development Objectives Chart**



## 2-2 Significance of the Study Report

In order to illustrate entire development issues, this report presents a comprehensive chart that includes some non-prioritized issues within JICA. Based on this premise, the study group has made some suggestions on JICA’s prioritized projects.

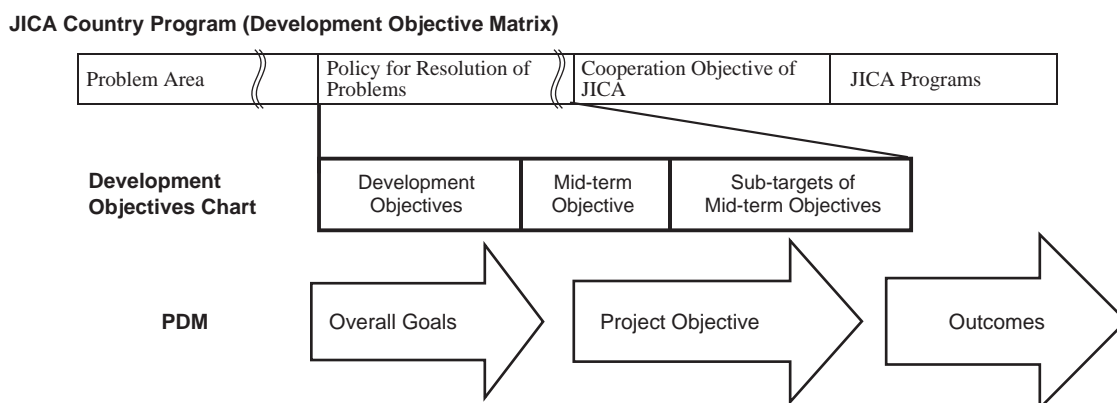
This report is to be incorporated in the following JICA Thematic Guidelines and developed by a Agency Thematic Network.

**The outcome of this study report will be incorporated into JICA Thematic Guidelines and JICA’s Knowledge Base. It will then be reviewed and upgraded periodically by Agency Thematic Network based on future lessons from cooperation projects and studies.** Some theme study teams or divisions, however, have already started to create and consider JICA Thematic Guidelines. The study group hopes that the creation and review of guidelines are expected to be in keeping with the group’s recommendations.

## 2-3 Relationship between the Development Objectives Chart, JICA Country Program, and Project Design Matrix (PDM)

Generally, the relationship between the Development Objectives Chart and JICA Country Program varies depending on the specific conditions of each country and sector. Each “Development Issues”, “Development Objectives”, “Mid-term Objectives” and “Sub-targets of Mid-term Objectives” in a Development Objectives Chart is a breakdown of “Policy and Directivity for Issue Solution” of a Development Objective Matrix in a JICA Country Program. The target corresponding to “Development Issue” in the Development Objective Matrix should be determined after scrutinizing the extent of development in each country.

**Figure 6 Relationship between JICA Country Program, Development Objectives Chart, and PDM**



Source: Kazuhide Nagasawa produced for this study.

While an overall goal stated in the Project Design Matrix (PDM) of each project supposedly corresponds to a Development Objectives or Mid-term Objective on a Development Objectives Chart, a project objective corresponds to Mid-term Objectives or Sub-targets of Mid-term Objectives (See Figure 6). Basically, the level of an overall goal or project objective varies depending on the scale of the project as well as the nature of the issue. However, it is critical to clarify program theories and maintain the consistency of the PDM between a JICA Country Program and each project, according to the Development Objectives Chart.

### 3. How to Apply the Development Objectives Chart

A systematic understanding of development issues enables effective cooperation and can bring about multiple applications according to the cases. For instance, a Development Objectives Chart can be utilized for formulating a JICA Country Program, having a practical dialogue with counterparts, studying and preparing projects, aid coordination and evaluation. The following section presents various ways of applying the Development Objectives Chart.

#### 3-1 Formulation of JICA Country Program and Working-level Dialogue with Counterparts

The ordinary process of making JICA Country Programs is as follows:

Comprehend the present situation of a targeted country and the general view of an issue by scrutinizing major indicators;

Synthetically consider policies of a targeted country, Japan's assistance priorities, and other donor aid/assistance trends, and then specify prioritized aid sectors;

Draw up the most effective means of cooperation in a targeted sector.

How to use a chart to formulate a JICA Country Program:

- Refer to indicators to understand the situation
- Basis for selecting better approaches
- Basic tool for evaluations and consideration for improvement plans

When trying to comprehend the current state of a targeted country as in , “Major indicators” cited in the Development Objectives Chart are helpful. For effective assistance measures as in , a Development Objectives Chart functions as basic data. Formulation of effective assistance measures will require the creation of the most feasible program for the targeted country, based on a profound understanding of the structure of development issues as well as full consideration of various possible approaches, rather than merely combining

feasible projects. A Development Objectives Chart provides a worthwhile basis for understanding development issues and approaches.

A Chart is also beneficial when revising a JICA Country Program. A full understanding of the outcomes of previous cooperation activities through the monitoring and evaluation of major indicators is required to improve a JICA Country Program. Appropriate indicators can be selected out of those stated in the Development Objectives Chart. In addition, when the monitoring or evaluation results are unfavorable, the appropriateness of approach can be reviewed and the proposal for revising a JICA Country Program can also be considered.

**Box 1: Utilization of a Development Objectives Chart by overseas staff (basic education)**

Image 1: Modification of a JICA Country Program

Staff A: Although both the Development Objective Matrix and Project Rolling Plan in a JICA Country Program show “Improvement of Basic Education” as one of the prioritized aid sectors, I remember that we are mostly involved in school building construction projects through Grant Aid. As the report says, many children have not been able to study in school even though a considerable number of facilities have been prepared. Shall we try to create a new program by combining a Development Study on the ‘Improvement of the Educational Environment for Children’ and a Community Empowerment Program for educating parents?



Use the chart as presentation material to acquaint counterparts with JICA's views at working-level dialogue

Meanwhile, the Development Objectives Chart may be useful when explaining JICA's views to a counterpart at a working-level dialogue. Needless to say, we have to create assistance programs in prioritized sectors through consultations with counterparts with a full understanding of the program's issues and needs, as well as the feasibility of measures to be carried out by the counterpart. At a working-level dialogue, we must introduce our views to the counterpart, reconcile any differences, and agree on subsequent measures. If a chart on existing development issues and possible approaches is presented, the counterpart's understanding of our views and cooperation measures can be clarified.



**Box 2: Utilization of a Development Objectives Chart by overseas staff (basic education)**

Image 2: Comments on PRSP

When asked to give comments on a PRSP draft by counterparts...

Staff B: The part of 'Education' included in the 'Sector-specific Strategy' of this draft PRSP mentions that 'Reduction of gender disparity in education' is a prioritized issue, but we do not have any specific measures. The Development Objectives Chart of 'Basic Education' says that we are supposed to conduct analytical surveys on the curricula and textbooks from a gender point of view as well as opinion surveys targeting parents. How about mentioning some of these points in the draft, saying whether a targeted country has gone through with a review on those points, what kind of results are expected, and, if not, whether a review is planned. Based on actual circumstances, I think JICA should consider a follow-up through the Dispatch of Experts on 'Instruction for gender-sensitive school education' under the framework of an ongoing Project-type Technical Cooperation, the Project on Improvement of Science and Mathematics Education.



Design adequate programs and projects, regarding project formulation and preliminary evaluation based on a chart

**3-2 Consideration and Preparation of Individual Project**

When considering cooperation on development issues, the appropriateness of cooperation and estimates of outcomes must be figured out. This applies to project formulation studies (or request surveys) as well as studies of the contents of programs and individual projects. The activities and input that programs require and the information to make a decision on what kinds of projects would work most effectively should be investigated. A Development Objectives Chart can be utilized as a basic preliminary tool on project formulation because it systematizes the association between goals (outcomes) and means (activities). It also illustrates major Examples of Activities on development objectives.

Use as reference materials in presenting views in a donor meeting

**3-3 Aid Coordination**

A Development Objectives Chart is also expected to function as a basic reference material to explain views and provide comments to counterparts in a donor meeting. Since there are many occasions of cooperation between donors on such as PRSP or SP issues, harmonizing cooperation activities through consultation with other donors is desirable. It is very important to clearly present our cooperation policy with a comprehensive understanding of development issues and to acquaint other donors with it at an international conference or in consultation with other donors. Furthermore, an organized logic based on a systematic understanding of development issues will provide the basis for plausible comments on other donor's opinions. We hope this

study report will be useful reference material for aid coordination.

### 3-4 Evaluation

A Development Objective Chart systematizing “goals-means”, works as a basis of evaluation

A Chart that specifies the association between goals (outcomes) and means (activities) provides a basis for evaluating the appropriateness of evaluation and outcomes of cooperation activities. The study report of the ODA Evaluation Study Group<sup>5</sup>, submitted to the Minister for Foreign Affairs in February 2001, emphasized the necessity of development of policy-level evaluation and program-level evaluation<sup>6</sup> as well as enhancing project evaluations. The report upholds the importance of creating a development objectives chart, evaluation indicators, and monitoring methods at the policy and program planning levels. Basically, a program is equivalent to a cluster of projects that share ‘a common goal’. Today, however, there are a remarkable number of cases in which the association between goals (outcomes) and means (activities) is blurred because neither the ‘common goal’ nor the significance of each project to the overall objective is well structured. Therefore, cooperation plans must be formulated and implemented by maintaining consistency between goals and means according to a standard Development Objectives Chart while evaluating the appropriateness of a plan and outcomes of cooperation by applying appropriate indicators. Creating and revising the Development Objectives Chart to suit the actual circumstances of a targeted country and then using it to draw up JICA Country Programs will result in better cooperation activities.

Furthermore, it will also be necessary to evaluate whether an individual project is realizing the overall objective, by referring to the standard Development Objectives Chart.

## 4. Perspectives on Future Assistance

Examining JICA’s experience and future issues, this study focuses on systematizing four major issues, i.e., basic education, anti-HIV/AIDS measures, promotion of SMEs, and rural development. The following section suggests

<sup>5</sup> The ODA Evaluation Study Group was set up as a subordinate to the Aid Evaluation Reviewing Panel, a private advisory body to the Director-General of the Economic Cooperation Bureau, Ministry of Foreign Affairs (MOFA) in July 2000. Prof. Hiromitsu Muta of the Tokyo Institute of Technology chairs this group.

<sup>6</sup> Program-level evaluation mentioned above means one way to comprehensively evaluate over multiple projects with a common goal. It contains sectoral and issue-specific evaluations as well as country-specific evaluation of JICA and Japan Bank for International Cooperation (JBIC) projects.

perspectives for further development of issue-specific approaches. Special attention should hereafter be paid towards developing issue-specific approaches, increasing the number of targeted issues, accumulating experience and know-how, gaining a common understanding of development issues by personnel concerned development and systematization of appropriate indicators.

#### **4-1 Development of Issue-specific Approaches**

Agency Thematic Network should take charge of increasing targeted issues and collecting experience and know-how.

In order to promote issue-specific approaches, a Development Objectives Chart needs to be incorporated into a JICA Thematic Guideline and the number of targeted issues increased. In addition to a chart, a list of precedents that can be referred to for future activities is required, while major indicators and checklists of targeted countries need to be further developed. These should be revised continuously in accordance with the results of project formulation studies and various types of evaluation. Agency Thematic Network should be responsible for accumulating information on development issues, and a designated division should monitor the accumulation of information.

The Agency Thematic Network should also scrutinize prioritized aid sectors, in which Japan can take advantage of its own aid resources and experience, or in which Japan should promote projects even if there is limited operational experience. It must then also make efforts to improve outcomes of cooperation activities on the prioritized issues by means of systematizing, accumulating, and sharing knowledge and experience of the prioritized aid sectors. To realize this, Agency Thematic Networks are expected to continue promoting studies on Japan's experience, systematization and modeling of experience for cooperation.

JICA staff and experts, should be acquainted with this issue-specific approach through its training program. Dispatching a member of Agency Thematic Team as a lecturer to such a training program will not only enrich the program contents but also bring valuable experience and liveliness to the Team. The Personnel Division or Planning and Coordination Division should be in charge of considering how to utilize these materials and human resources.

#### **4-2 Common Understanding on Development Objectives**

Share policy on development issues with relevant domestic and overseas personnel

Prior to cooperation, policy on development issues, including a Development Objectives Chart, should be shared with relevant aid organizations, rather than each devising its own policy. Moreover, it would be ideal for collaborative cooperation activities based on a common understanding of

development issues. In the domestic sphere, consultations with MOFA and JBIC are crucial in harmonizing recognition on development issues and cooperation activities which consistently follow the principles of Japan's ODA. Further announcement of JICA's policy will result in the development of information-sharing with concerned bodies and personnel, by means of publicizing information in the Development Objectives Chart on JICA's web site and initiating discussions.

When there is success in gaining country's cooperation, a Development Objectives Chart should be drafted reflecting the specific circumstances of the country through consultations with counterparts, as well as other major donors, and assistance should be provided based on the chart. PRSPs and Sector Programs are part of a trend, whereby both an aid-recipient country and major donors harmonize and formulate development plans on a country or sector. According to this trend, the development aid staff and their counterparts of the developing countries should tackle development issues together while systematizing development issues unique to a targeted country and creating a common understanding of them.

#### **4-3 Systematizing Indicators and Setting Targets**

Institutional accumulation of relevant data by evaluation study enables to determine appropriate indicators

Appropriate indicators enable accurate monitoring and understanding of a targeted country's circumstances as well as accurate implementation of evaluations.<sup>7</sup> Appropriate indicators cannot be determined without institutional accumulation of data collected through evaluation surveys and should be flexibly applied according to the objectives and conditions of the target country or area. Although a Development Objectives Chart presents as many indicators as the study group can come up with, all indicators are not necessarily utilized for monitoring and evaluation activities. Thus, a number of appropriate indicators should be adopted depending on objectives of cooperation activity. Since the number or kind of accessible data is limited in some countries, one has to confirm whether designated data is accessible when selecting indicators. Some indicators are useful even based on existing data, while others require special data to be collected through extra surveys. The former may contain data often too broad to be used for measuring outcomes of a project since it may provide just a general picture. The latter is often costly to collect and may require

<sup>7</sup> Adoption of indicators allows objective evaluation results to be attained, while presentation in quantitative figures enables observation over comparisons and chronicled changes. Furthermore, evaluation results are made accountable to relevant personnel and taxpayers.

careful consideration of cost effectiveness. Listed below are a number of conditions, which indicators must satisfy. The sorting of appropriate indicators by each issue and country should be performed while taking into account these conditions.

**<Conditions for Indicators<sup>8</sup>>**

- Manifestation of goals (outcomes)
- Different from output (result) indicators
- Actually measurable
- Measurable with low cost
- Measurable over time
- Presented in a straightforward manner

Target setting is as crucial as indicator selection. When targets are set at a high level, the appropriateness of a setting may not be agreed upon, whilst low targets may not allow agreement on project implementation. Targets are determined based on various factors ranging from beneficiary's needs, best practices (benchmarking), and averages of the overall body to outcome-added (increment). The proper target setting methods should be determined depending on local circumstances and project goals. Major target settings methods are presented in Box 3.

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<sup>8</sup> Ono, Tatsuya & Tabuchi, Yukiko (2001)

### **Box 3: How to set targets**

#### **1) Target setting corresponding to beneficiary needs**

Set a numerical target corresponding to the beneficiary's needs. A project manager should supply beneficiaries with the required information so that appropriate numerical targets can be set.

#### **2) Target setting according to 'best practice'**

Set targets at the same level as a similar successful project, also called 'benchmarking'. JICA should promote further usage of benchmarking by collecting successful examples of similar projects. The JICA's Knowledge Management System being introduced will work to collect this information. In order to fully utilize past experiences, effective lessons and approaches as well as numerical targets resulting from previous successful examples should be reviewed frequently.

#### **3) Target setting according to the averages of the overall body**

Set the same level of numerical target as the averages of the overall body of a targeted area (nation or prefecture). Although average figures of an overall body likely change depending on external factors including economic conditions and climate changes, a targeted area is assumed to be influenced by external factors, as is the overall body. By comparing indicators of a targeted area to that of its overall body, measuring can be immune (although not necessarily perfectly), from influences of external factors. Therefore, target setting according to the averages of the overall body provides relatively accurate predictions of outcomes.

#### **4) Setting targets according to outcome-added (increments)**

First, assume figures at a certain point which may manifest by following a current trend. Then, add it to the predictions from projected outcomes. In this way, targets can be calculated. However, reliable figures corresponding to outcome-added cannot be calculated without previous data of similar realms.

*Produced by Kazuhide Nagasawa, based on Ryo Sasaki (2000)*

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# Chapter 1

## Effective Approaches in Basic Education

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### 1. Overview of Basic Education

#### 1-1 Current Situation and Issues in Basic Education: Importance of Basic Education

Education is a fundamental right of all people

**Education is a basic right of all people and the basis for a peaceful, healthy and stable world.** Education encourages the development of an individual's total personality: conveying the wisdom of ancestors, traditional norms and values, and promoting understanding and development of modern science, technology, and environmental conservation. Education perpetuates social, economic and cultural prosperity of human beings and creates an infrastructure for international cooperation through the promotion of mutual understanding and tolerance, thereby enabling the achievement of self-reliant development, and functioning as an effective tool for poverty eradication in countries worldwide.

Two-thirds of illiterates and out-of-school children are female

However, while the importance of education has been widely acknowledged, there are still more than 880 million people who are illiterate; 113 million children who don't attend schools, and 150 million students who have dropped out of school before the fifth grade. Two-thirds of illiterates and out-of-school children are women, and a serious gender disparity (in educational access) exists in developing countries (as of 2000), while neither the quality or quantity of education is fully satisfying individual and social needs.

Given the above situation, the international community is now aiming to achieve "Education for All" (EFA) focusing particularly on the "expansion of basic education" (or expanding access to basic education).

#### 1-2 Definition of Basic Education

Basic education involves acquiring the necessary knowledge and skills for survival

After the "**World Conference on Education for All**" (WCEFA) in 1990, the international community focused on the concept of basic education. According to the "World Declaration on Education for All", adopted at the conference, **basic education was defined as "educational activities designed for people to acquire necessary knowledge and skills to survive, to develop**



their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.” More specifically, basic education was defined to cover **early childhood education, primary education, lower secondary education and non-formal education (including religious education, community education, adult education, and literacy education).**

### 1-3 International Trends

World Conference on Education for All (WCEFA) 1990

Universal Goal:  
Education for all (EFA)

World Education Forum (WEF) 2000

Six objectives of the “Dakar Framework for Action” were set as shown in 2-1 in this report.

Millennium Development Goals (MDGs) 2000

In 1990, the WCEFA was held in Jomtien, Thailand, where participants confirmed that education was a basic human right. The expansion of basic education was once again emphasized as the necessity to acquire knowledge and skills for survival and to be able to deal with various problems faced. The conference made significant progress, gaining an international consensus on **EFA** as a universal goal, and a commitment to implementing or supporting various measures for its achievement. In the 1990s, the international community took various measures to achieve this goal.

However, the **World Education Forum (WEF)** that was held in 2000 as a follow-up to WCEFA, affirmed that EFA was far from being achieved, despite efforts worldwide. It was emphasized that in order to achieve EFA, further efforts were needed along with the strong political will of each nation. Six objectives of the “**Dakar Framework for Action**” were set, as shown in “2-1 Basic Education Issues”. Also, two focus specifically on education were announced as the Millennium Development Goals (MDGs) set by United Nations General Assembly (Millennium Summit) in September 2000. One goal sets the target of ensuring that all children are able to complete a full course of primary education by 2015. The second goal aims to eliminate gender disparities at all levels of education by 2005. Further international cooperation on education will follow these objectives and Japan is required to have an increasingly strategic view for its contributions.

### 1-4 Japan’s Assistance to Basic Education

Japan has provided assistance related to higher education, vocational training and industrial technical education.

To date, Japan has assisted education sub sectors such as higher education and vocational training/industrial technical education, dispatched experts, conducted Project-type Technical Cooperation, dispatched Japan Overseas Cooperation Volunteers (JOCVs), constructed facilities and provided equipment with Grant Aid Cooperation, and accepted foreign trainees. When WCEFA agreed that achievement of EFA was a universal goal in 1990, Japan needed to

establish a system that could respond to new assistance needs, in particular, the promotion of basic education.

In the 1990s, the Ministry of Foreign Affairs and the Ministry of Education, Culture, Sports, Science and Technology vigorously discussed future cooperation for education. In preparation of its **“Official Development Assistance Charter (ODA Charter)”** in 1992, the **“Fifth Medium-Term Target of Official Development Assistance”** in 1993 and **“Japan’s Medium-Term Policy on Official Development Assistance (ODA)”** in 1999, the Ministry of Foreign Affairs emphasized developing human resources and education, especially basic education.

- ODA Charter, 1992  
- Fifth Mid-term Target of ODA, 1993  
- Mid-term Policy on ODA, 1999

Initiative for African Development, 1996. Japan has focused on assistance to African countries.

Geographically, **Japan has focused on providing assistance to African countries next to Asian**, as evidenced by hosting the **“Tokyo International Conference on African Development” (TICAD)** in 1993 and 1998, and the **“Initiative for African Development”** in 1996.

On the other hand, the Ministry of Education, Science, Sports and Culture established the **“Conference for International Educational Cooperation Responding to Current International Needs (Jidai ni Sokuo Shita Kokusai Kyoiku Kyoryoku no Arikata ni Kansuru Kondan-kai)”** in 1995 and the **“Committee for International Cooperation in Education”** in 2000<sup>1</sup>, where the Ministry clarified the direction of its future educational cooperation. Based on recommendations of the round-table discussions, the **“Center for the Study of International Cooperation in Education (CICE)”** was founded at Hiroshima University in 1997, where there is a specific focus on basic education cooperation.

Committee for International Cooperation in Education, 2000

JICA also established the **“Investigative Commission on Educational Assistance (Kyoiku Enjo Kento-kai)”** in 1990, the **“Aid Study Committee on Development and Education (Kaihatsu to Kyoiku Bunya-betsu Enjo Kenkyukai)”** in 1992, the **“Task Force for Expansion of Educational Assistance (Kyoiku Enjo Kakuju no Tameno Task Force)”** in 1994, the Secretariat of **“Study on Educational Assistance (Kyoiku Enjo ni Kakaru Kiso Kenkyu)”** in 1995 and the **“Study Committee for Japan’s Official Development Assistance on the DAC’s New Development Strategy (NDS)”** in 1999. At these forums, academic researchers, government officials, and project implementation staff discussed the future of Japan’s assistance on education. From this discussion, the following **“Basic Principles on Educational Cooperation”**, recommended by the **“Aid Study Committee on Development**

<sup>1</sup> The latter was taken over by the Ministry of Education, Culture, Sports, Science and Technology. As of 2002, the second Committee for International Cooperation in Education have been under way.

and Education” have had a significant impact not only on JICA, but also on Japan’s direction of educational cooperation as a whole.

Recommendations from the Aid Study Committee on Development and Education (1992)

**<Recommendations from the Aid Study Committee on Development and Education>**

Increase assistance to education (including vocational training) to approximately 15% of Japan’s ODA.

Place top priority on basic education as the foundation for development.

Understand the educational development of recipient countries, considering the balance between basic education, vocational education and higher education. Then, offer step-by-step assistance to the most needed areas.

JICA's Cooperation Activities:  
- Project-type Technical Cooperation  
- JOCV  
- Grant Aid

In the 1990s, JICA made significant progress in promoting science and mathematics education through Project-type Technical Cooperation and Team Dispatch of Experts, dispatching of teachers through JOCV and constructing primary and secondary schools with Grant Aid. Since the second half of the 1990s, effective educational development has been promoted by: development and pilot studies; school mapping and micro planning; master plan formulation; and the promotion of literacy education through its JICA Partnership Programs. Coverage of JICA’s educational cooperation has gradually expanded.

This type of assistance is expected to increase in the 21<sup>st</sup> century.

## 2. Concept of Assistance for Basic Education

### 2-1 Basic Education Issues

The six “objectives,” shown in the “Dakar Framework for Action” agreed at the WEF in 2000, were based on specific basic education concerns of the international community. The objectives are as follows:

Six objectives of the “Dakar Framework for Action”

**<Objectives of the Dakar Framework for Action>**

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;

Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

Elimination gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Also, of the six objectives, and were adopted as the MDGs by UN General Assembly in September 2000. Based on the Framework, this report reviews basic education issues from the following points of view: Expansion of primary and secondary education; Reduction of disparities in education; Satisfaction of educational needs of youths and adults; Expansion of early childhood care and education program; and Improvement of educational management (refer to 2-3-1 Formulation of Development Objectives Chart for target-setting).

### **2-1-1 Expansion of Primary and Secondary Education**

Primary and secondary education are the center of the modern school education system. They are also the core of basic education, as this period builds a balanced character, and seeks to unite a nation's sovereignty by sharing a common language, values, and behavior. Therefore, the "expansion of primary and secondary education" is regarded as the center of development assistance for basic education in developing countries, and various types of assistance have been provided.

There are two major issues for primary and secondary education: the **"promotion of school attendance (quantitative expansion) in primary and secondary education"** and **"qualitative improvement of primary and secondary education"**. There is a considerable amount of cases in developing countries where children have been forced to leave school, not only because there is no school nearby, but also because they have to work to support their family, or they cannot afford tuition, textbooks, supplementary materials, stationary, school uniforms or shoes. There are also cases where a school's time schedule does not comply with children's lifestyles, or the children cannot attend school because of frequent relocations due to their parents' jobs. Moreover, children may have to give up school in time of contingency such as

- Issues Regarding Education Quality
- Inputs
  - Process
  - Outputs
  - Outcomes

natural disasters or war. **The problems of low primary and secondary school enrollments are deeply related to political, social, and cultural constraints over educational opportunities such as poverty, discrimination, and conflict.**

Among the wide range of issues related to “**qualitative improvement of primary and secondary education**”, **four major categories have been identified: educational input, process, output, and outcome.** Examples of typical problems are as follows.

**Educational inputs:** Divergence from curriculum, textbook content, and children’s lives due to a lack of reflection on educational needs in the local community; a lack of teachers with licenses or sufficient education/training; and a lack of classrooms or overcrowding of classrooms.

**Educational Activities (Process):** Insufficient school hours due to irregular class schedules, an imbalance of school hours among subjects, classes that discourage the development of thinking abilities (passive learning styles such as copying textbook onto a blackboard or simply memorizing the content), and difficulty in understanding lectures as different languages may be used at school and home.

**Outputs:** Outputs problems are related to “inputs” and the “quality of educational activities”, for example, low scores on tests and the effect on a pupil’s sense of value and attitude.

**Outcomes:** Limited derivative effects on improving income and productivity, transition to a market economy, democratization, population control and living standards that are expected within a certain timeframe after completion of basic education.

### 2-1-2 Reduction of Disparities in Education

In many developing countries, there are **gender, regional, economic and ethnic disparities** in education. In general, females, people in rural areas, the poor, and indigenous people or minorities experience comparatively significant educational disadvantages. For education, these trends appear to be most prominent at higher educational stages or in less developed countries. **Social and economic differences cause disparity in access to basic education,**

- Educational Disparities:
- Gender
  - Regional
  - Economic
  - Ethnic

**reproducing further social and economic disparity.** In this sense, basic education is an effective tool for breaking this cycle of disparity through the knowledge and skill it conveys.

**“Elimination of gender disparity and achievement of gender equality”** is considered a particularly urgent task. In the case where a family has many children, boys (as future breadwinners) are more likely to go to school than girls, who marry into different families. There are many other factors inhibiting girls’ schooling, such as low recognition of the need to educate girls and their role in helping with housework and taking care of their younger siblings from childhood.

Educational Needs of Youths and Adults  
- Life skills  
- Literacy

### 2-1-3 Satisfaction of Educational Needs of Youths and Adults

In developing countries, many people still must give up schooling or drop out. Therefore, the provision of educational opportunities for these people is also a very important issue of basic education assistance. Illiterate adults have limited access to administrative services and employment, which are both key factors that can improve their income levels. Illiteracy is also an obstacle to their social participation. Therefore, **improvement of literacy is a very important issue.**

The acquisition of practical **“life skills”** is also essential to improve people’s lives. For instance, a lack of knowledge on health care and hygiene prevents people from keeping good health, and environmental education is vital for environmental conservation. Thus, to acquire knowledge and a range of techniques (life skills) is necessary for effective implementation of development assistance.

Infant care and education for children is highly effective and emphasized internationally

### 2-1-4 Expansion of Infant Care and Early Childhood Education

Recently, care and education for children up to the age of six years old has been incorporated into international goals. In addition to this move having its roots in an increased awareness of children’s rights, it is also due to the following. It has been scientifically proven that child development during the first three years from birth has a significant physical and mental impact on a person’s future life, treatment and care at an early stage is more effective than treating children with difficulties at a later stage, which lowers social and economic costs, it is now widely acknowledged that early intervention helps reduce cultural, social and economic inequality, the incidence of repetition and dropouts in lower grades declines if children are better prepared for school,

leading to the elimination of educational inefficiency.

### 2-1-5 Improvement of Educational Management

Educational Management:

- Lack of local administration capacity
- Lack of school management capacity

Recent growing recognition of good governance in many developing countries has encouraged decentralization of educational administrations along with other administrative fields. Efforts have been made to strengthen educational administration through swift decision making, emphasizing organizational efficiency, securing appropriate educational budgets and effective expenditure, maintaining educational statistics, and formulating educational plans and curriculum. However, in reality, progress is slow since there is a delay in developing related legislation, ineffective decentralization of decision-making and authority, an insufficient number of educational administrators and deficiency in their performance, and underdeveloped facilities or equipment.

In terms of qualitative improvement of education, school principals have made efforts to enhance school management and maintenance. However, serious problems continue to exist, including insufficient skills of principals, a lack of training opportunities, low incentives, insufficient school budgets, and a weak relationship with communities.

### 2-2 Significance of Assistance

Basic education regarded as important in terms of “education as a human right” and “education to support development”

Basic education is important as a **“basic human right”** and as a means to **“support development.”**

Education as a basic human right:  
Basic education teaches the necessary knowledge and skills for individuals to survive in society and is a basic human right

The concept of **“education as a human right”** was presented in the **1948 “Universal Declaration of Human Rights”** based on the idea that **“education, especially basic education teaches the necessary knowledge and skills for individuals to survive in society and is a basic human right.”** In developing countries, development aims not only for economic improvement, but also for qualitative improvement of people’s lives through creating an ability to lead healthy lives, escape poverty, live in harmony with the environment, and cherish a democratic and safe society. In a broad sense, basic education is an important part of development that all people have a right to enjoy. In the 1990s, the emphasis on economic development has shifted to human development via social development. Through this process, human beings have been placed at the center of development. Accordingly, education, particularly basic education which has direct links to human development, has become increasingly important. Gradually the concept of **“education as an important objective itself rather than a development tool”**, and the fact that development

Education as a means to support development:  
Education develops human resources that contribute to economic and social development.

helps an individual “**develop their entire personality**” have been accepted.

The concept of “**education as a means to support development**” is based on the premise that “**education develops human resources that contribute to economic and social development.**” Development issues such as economic development, poverty, population, gender, health care, democratization, and basic education are closely interrelated. Of all types of economic and social development activities in various other sectors, basic education enhances people’s capacity and encourages active participation or willingness in development activities. As a result, basic education is becoming a foundation for various development activities.

### 2-3 Effective Approaches in Basic Education

#### 2-3-1 Formulation of “Development Objectives Chart”

Development Objectives Chart:  
Development Objectives  
Mid-term Objectives  
Sub-targets of Mid-term Objectives  
Examples of Activities  
by clarifying the goals-means relationship

The “Development Objectives Chart” was created with a specific program formulation process in mind as well as the relationship between goals and means in line with the Project Design Matrix (PDM), meaning that each Development Objectives in the chart corresponds to “overall goals” of the PDM, Mid-term Objectives to the “project purpose”, Sub-targets of Mid-term Objectives to “outcomes”, Examples of Activities to “activities”, and general notes to “preconditions” and “important assumptions.”

**Development Objectives** were set in accordance with the six objectives (refer to “2-1 Basic Education Issues”) that were internationally agreed on in the “Dakar Framework for Action” at the World Education Forum (WEF) in 2000.

**Five Development Objectives**

#### <Development Objectives for Basic Education>

1. Expansion of Primary and Secondary Education
2. Reduction of Disparities in Education
3. Satisfaction of Educational Needs of Youths and Adults
4. Expansion of Infant Care and Early Childhood Education
5. Improvement of Educational Management

The “Expansion of Primary and Secondary Education” basically targets primary education (elementary school level) and lower-secondary education (middle school level). Generally speaking, there are few developing countries that have achieved universal primary education. Although we fully acknowledge



**Figure 1 Basic Education Development Objectives Chart**

Development Objectives	Mid-term Objectives
<b>1. Expansion of Primary and Secondary Education</b>	<b>1-1 Promotion of Enrollments in Primary and Secondary Education</b> Gross and net enrollment ratios in primary and secondary education
	<b>1-2 Qualitative Improvement of Primary and Secondary Education</b> Results of achievement tests Drop-out rate Repetition rate Completion rate Survival rate to grade 5 Coefficient of efficiency (Drop-out + Repetition) Advancement rate to higher education Employment of graduates
<b>2. Reduction of Disparities in Education</b>	<b>2-1 Reduction of Gender Disparities</b> Gender disparities in basic education indicators Verification results of teachers' instruction by classroom observation Gender disparities in achievement tests
	<b>2-2 Reduction of Urban/Rural Disparities</b> Urban/rural disparities in basic education indicators Urban/rural disparities in achievement tests
	<b>2-3 Assurance of Educational Opportunities for Children with Special Needs: Ethnic and Economic Minorities, Nomadic Children, Orphans, Refugees, Children with Disabilities, etc.</b> Enrollment ratio of children with special needs Completion rate of children with special needs
<b>3. Satisfaction of Educational Needs of Youths and Adults (Literacy, Numeracy &amp; Life Skills)</b>	<b>3-1 Acquisition of Literacy and Numeracy by Youths and Adults</b> Adult literacy rate (ages 15 and above) Youth literacy rate (ages 15-24)
	<b>3-2 Acquisition of Life Skills by Youths and Adults</b> Results of survey on people's living condition by participatory/non-participatory observations Survey on acquisition levels of life skills
<b>4. Expansion of Infant Care and Early Childhood Education</b>	<b>4-1 Expansion of Infant Care</b> Infant mortality rate (under the age of 1) Under-five mortality rate Morbidity Maternal mortality rate
	<b>4-2 Expansion of Early Childhood Education Programs</b> Gross and net enrollment ratios in Early Childhood Education programs Advancement rate to primary education Percentage of new entrants to primary grade 1 who have attended Early Childhood Education programs Comparison of readiness at primary grade 1 between pupils with and without Early Childhood Education experience through classroom observation Repetition rate at primary grade 1
<b>5. Improvement of Educational Management</b>	<b>5-1 Establishment of Political Commitment</b> Recognition of efforts both at home and abroad
	<b>5-2 Enhancement of Educational Administration System</b> Results of third-party evaluation by administrative auditing agencies Public expenditure on education per pupil as a percentage of GNP per capita Progress of nationwide action plans

\*Circled numbers imply major indicators of the objectives

the importance of quantitative expansion of secondary education, the improvement of access to primary education should be made top priority. Only after this is achieved, should the focus be shifted to secondary education. But in many recipient countries in which primary education is attained to a certain level (e.g. an 80% enrollment rate), there is an approximate 30% enrollment rate in lower-secondary education. From the above, promotion of the rate for early secondary education can be said to have a positive impact on the enhancement of primary education. Therefore, when primary education reaches a certain level, it would be effective to shift the main focus of assistance to lower secondary education, in other words, to consider an approach that contributes to expansion of primary education.

Although the “Improvement of Educational Management” is not included in the six objectives, it is regarded as an important factor considering the feasibility of cooperation projects/programs, and sustainability after projects. This is why it is presented as a development objective.

The **Mid-term Objectives** were set considering JICA’s priority on assistance for basic education, categories of educational content, the diversity of target groups, indicators available to measure the effectiveness of cooperation, theoretical compliance between Development Objectives and Sub-targets of Mid-term Objectives (referred to below).

**Sub-targets of Mid-term Objectives** emphasize the cohesiveness of cooperation and are presented in a way that a specific approach can be easily applied. In order to make it easier to grasp the effect of cooperation and operation progress, a number of indicators that can be analyzed quantitatively and qualitatively are listed in this column of the chart.

The Development Objectives Chart also shows a number of **Examples of Activities**. Several activities are summarized and careful attention is required when formulating projects/programs from this chart.

Careful attention must be paid on sustainability and consistency of the recipient countries’ policies, their capacity to receive assistance (such as the possibility of mobilizing local resources), project feasibility (including administrative capability), and awareness of community needs. In addition, specific points such as characteristics and uniqueness of project sites must be taken into consideration.

Four symbols (            × ) were utilized to describe the extent of experience on each project in the column of project examples.            means that JICA has considerable experience,            represents the fact that JICA has certain

**Examples of Activities:**

- JICA has considerable experience
- JICA has certain experience
- JICA has experience as a component of projects
- × JICA has little experience

**JICA's Schemes**  
 A project which will potentially serve as a model for other similar projects.

experience, indicates experience as a component of projects and × areas signify where JICA has little experience.

With regard to Sub-targets of Mid-term Objectives, JICA's main interventions in basic education fields are listed in the "JICA's schemes" column of the chart. The symbol represents a project that may serve as a model for other similar projects.

Information pertaining to JICA's major projects in basic education according to JICA's schemes of cooperation is attached as an annex, "Relevant Projects in Basic Education". The numbers illustrated after each title of the appendix correspond to the numbers of relevant project examples in the Development Objectives Chart. This way it is possible to identify which project examples correspond to JICA's efforts in basic education.

**2-3-2 Overview of Development Objectives Chart**

The following section outlines each of five Development Objectives.

**Development Objective 1**  
 Expansion of Primary and Secondary Education

**Development Objective 1: Expansion of Primary and Secondary Education**

**Mid-term Objective 1-1: Promotion of Enrollments in Primary and Secondary Education**

Cooperation for primary and secondary education involves quantitative expansion (enrollment promotion) and qualitative improvement. These two categories are indivisible, as it is widely recognized that educational cooperation requires both qualitative and quantitative approaches. However, comprehensive efforts are required to effectively combine the two approaches.

**Mid-term Objective 1-1:**  
 Promotion of Enrollments in Primary and Secondary Education

Assistance for "promotion of enrollments in primary and secondary education" may include quantitative expansion of educational services (schools and other educational infrastructures, teacher training, distribution and improvement of educational materials and equipment, and distance education using IT (Information and Communication Technology)). However, the expansion of educational services alone is not sufficient, and it is necessary to create an educational environment where children can easily access schools to improve their readiness/preparation for learning. Building a flexible education system – including a curriculum that matches local needs, a school calendar based on the community's annual events, and a return-to-school system – is

also necessary.

### **JICA's Activities**

In the past, JICA's main assistance for "enrollment promotion in primary and secondary education" involved constructing schools (Grant Aid), with the exception of a few cases of Development Studies on improving educational services and expanding preschool education. Thus, **emphasis was on "quantitative expansion of educational services" through Grant Aid.**

Assistance to Date:  
Construction of schools with grant aid cooperation

We should pay attention to the pivotal fact that the loss/deprivation of education opportunities are often derived from both the security of accessible schools and other obstacles that discourage or inhibit pupils from attending school. Improvement of the enrollment rate requires not only a "quantitative expansion of educational services" such as construction of schools, but also holistic approaches to children and their communities. This includes improving the children's "educational environment" and "readiness for school", as well as efforts to improve educational systems and "promotion of flexible school systems." In many cases, non-enrollments in some countries or regions are caused by a combination of the factors above. In order to improve the enrollment rate in primary and secondary education, it is necessary to first understand the cause of non-enrollments in the targeted area and then address the problems with a combination of approaches. Therefore, when JICA supports "enrollment promotion in primary and secondary education," a comprehensive understanding of the current situation, problems, and mid- to long-term project planning is required.

Future projects should involve a combination of approaches

Consideration to priorities and balance of cooperation for teachers, course materials, and classroom maintenance

There are three main factors (teachers, textbooks/course materials and classrooms) in the provision of educational services. School education cannot be provided without teachers; so in this sense, teachers are the most important of the three factors identified above. When JICA addresses the "quantitative expansion of educational services", Grant Aid will remain JICA's main assistance scheme for constructing schools. Thus, it is necessary to place increasingly careful consideration on the balance and priorities of these components and factors of cooperation.

The Development Study scheme should also be utilized in education projects

Recently, a number of Development Studies on education have been conducted and a pioneering study is currently being conducted to expand educational services (such as school mapping) and early childhood education. JICA has started to explore some areas of educational development where it

**Figure 2 Development Objective 1**  
**"Expansion of Primary and Secondary Education"**

<b>Mid-term Objective 1-1 Promotion of Enrollments in Primary and Secondary Education</b>			
<b>Indicator:</b> Gross and net enrollment ratios in primary and secondary education			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Quantitative Expansion of Educational Services</b> (Rate of) increase in number of schools (Rate of) increase in number of classrooms (Rate of) increase in number of teachers (Rate of) increase in number of textbooks and other course materials	Building of educational infrastructure based on appropriate construction plans Training and securing of teachers based on expected demands Appropriate and quick assignment of teachers × Distribution of textbooks and other course materials to meet the needs of pupils and communities Implementation of distance education utilizing ICT	9, 14-21, 23, 27 32 32 22	<ul style="list-style-type: none"> <li>Construction of primary and secondary school buildings (Grant)</li> <li>Preparation of expansion plan for educational services (Development Study)</li> <li>Dispatch of teachers to primary/secondary schools and teacher-training colleges (JOCV)</li> </ul>
<b>Improvement of Children's Educational Circumstances</b> School enrollment registration Attendance rate Results of placement tests at enrollment Results of classroom observation and analysis Results of social survey of communities (awareness, household economy, time-budget survey, etc.)	Campaign to promote understanding of education in communities and families × Provision of free primary education × Scholarships aimed at children's education, alleviation of household burdens and reduction of child labor	2, 8, 25	<ul style="list-style-type: none"> <li>Preparation of a plan to improve children's educational circumstances (Development Study)</li> <li>Improvement of educational circumstances in nursery schools (Community Empowerment Program)</li> </ul>
<b>Improvement of Children's Readiness (Preparation for Learning)</b> Enrollment ratio in Early Childhood Education programs/Number of pupils enrolled in Early Childhood Education programs Percentage of new entrants to primary grade 1 who have attended Early Childhood Education programs Results of regular health check-ups Results of placement tests	Implementation of Early Childhood Education programs × Infant care with consideration to health, hygiene and nutrition × Introduction, establishment and improvement of school health activities and school lunches to improve pupils' health × Regular health check-ups, immunization and counseling at schools in cooperation with neighboring hospitals and health centers	13, 24, 32	<ul style="list-style-type: none"> <li>Dispatch of child-care workers to child-care facilities (JOCV)</li> <li>Preparation of a plan for expansion of Early Childhood Education programs (Development Study)</li> </ul>
<b>Introduction of Flexibility into Education Systems</b> Attendance rate Promotion rate Reenrollment rate of drop-out pupils	Development of curriculum to match the current situation and needs of pupils and communities × Revision of school calendars and schedules (annual/monthly course plan) with consideration to pupils' life styles and community events × Revision of promotion systems, considering the possibility of an automatic promotion system × Introduction of a reintroduction system for drop-outs and pupils who have been absent long-term	11	Preparation of a plan to improve educational systems (Development Study)

<b>Mid-term Objective 1-2 Qualitative Improvement of Primary and Secondary Education</b>			
<b>Indicators:</b> Results of achievement tests, Drop-out rate, Repetition rate, Completion rate, Survival rate to grade 5, Coefficient of efficiency (Drop-out + Repetition), Advancement rate to higher education, Employment of graduates			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Increase in Number of Teachers and Improvement of their Awareness, Knowledge and Skills</b> Pupil-teacher ratio Background of teachers: academic record, experience of teacher training, years of teaching experience, working conditions, turnover, etc. Results of classroom observation and analysis Results of questionnaire survey to teachers	Improvement of teacher-training courses and systems Review of criteria for teachers' qualifications × Review of criteria for employment of teachers and improvement of selection processes × Securing (special) financial resources for additional teachers Introduction of training for new teachers and implementation of continuous in-service teacher training Development and dissemination of teachers' manuals Improvement of teachers' working conditions as well as teachers' morale and conduct Establishment of systems to supervise, evaluate and support teachers	3, 5, 7 3 1, 2, 4, 7, 31 1-7 2-5, 7, 8 4, 7	<ul style="list-style-type: none"> <li>Improvement of science and mathematics teacher training (Project-type Technical Cooperation/Dispatch of Experts)</li> </ul>
<b>Improvement of Curriculum</b> Results of analysis of curriculum Results of classroom observation and analysis	Promotion of educational research to improve curriculum Improvement of relevance to regional conditions through promotion and community participation	6, 11 8	<ul style="list-style-type: none"> <li>Advice on improvement of science and mathematics curriculum along with science and mathematics teacher training (Project-type Technical Cooperation/Dispatch of Experts)</li> </ul>

Sub-targets of Mid-term Objective	Examples of Activities	Case No.*	JICA's Schemes
<b>Improvement and Extension of Instructional Methods (Pedagogy)</b> Actual utilization of course materials prepared for teachers Results of classroom observation and analysis	Research and development of effective and efficient pedagogy Development and dissemination of course materials prepared for teachers x Best mix of pupils' mother tongues and official languages as instruction languages Establishment of evaluation methods of pupils' academic achievement and feedback systems	1-7, 11  1-7  4, 7	<ul style="list-style-type: none"> <li>Development and improvement of pedagogy in science and mathematics along with science and mathematics teacher training (Project-type Technical Cooperation/Dispatch of Experts)</li> </ul>
<b>Improvement and Dissemination of Textbooks/Course Materials</b> Results of textbook analysis Ratio of textbooks/course materials per pupil Availability of shared course materials Results of classroom observation and analysis	Improvement of the contents of textbooks/course materials, assuring consistency with curricula Dissemination of textbooks/course materials; introduction of appropriate management and maintenance methods Reinforcement of the linkage between textbooks/course materials and the contents of training for teachers	1-7, 31, 32 1, 2, 8, 17  1-7	<ul style="list-style-type: none"> <li>Development and dissemination of textbooks/course materials along with science and mathematics teacher training (Project-type Technical Cooperation/Dispatch of Experts)</li> <li>Development of course materials by dispatched teachers (JOCV)</li> </ul>
<b>Improvement of Educational Facilities</b> Pupil-classroom ratio Age and size of school buildings, school equipment (e.g. desks, chairs), classrooms for special use (e.g. science rooms, workrooms), sanitary facilities (e.g. toilets, wash rooms), etc. Facility operation rate (actual utilization) Maintenance	Formulation of an appropriate school location plan based on school mapping Construction of schools (improvement of physical learning environment) Formulation of basic design and standard specifications with consideration for local characteristics, pedagogy, gender aspects and construction costs x Improvement of facility operation (alleviation of overcrowded classrooms) by introducing shift systems (two-/three-shift) Improvement of management manuals and community-based participation Equipment repair and introduction of appropriate management and maintenance methods	9  15-21  15-21  16, 17  16, 17	<ul style="list-style-type: none"> <li>Reconstruction and extension of primary and secondary school buildings (Grant Aid)                      Preparation of a plan to improve educational facilities (Development Study)</li> </ul>
<b>Implementation of Appropriate School Monitoring and Evaluation</b> Results of analysis on evaluation methods and processes Number of school visits by evaluators Actual preparation of evaluation report and school database	Establishment of appropriate evaluation indicators and methods Institutionalized and regular evaluation Establishment of evaluation results feedback system Training of evaluators (teachers and school inspectors)	2, 4, 7  4, 7 7 1-7	<ul style="list-style-type: none"> <li>Improvement of evaluation methods on science and mathematics education in addition to science and mathematics teacher training (Project-type Technical Cooperation/Dispatch of Experts)</li> </ul>
<b>Improvement of Children's Readiness (Preparation for Learning)</b>	Implementation of Early Childhood Education programs x Infant care with consideration to health, hygiene and nutrition x Introduction, stabilization and improvement of school health school lunches for improving pupils' health x Regular health check-up, immunization and counseling at schools in cooperation with neighboring hospitals and health centers	13, 24, 32	<ul style="list-style-type: none"> <li>Dispatch of nurses to nursery schools (JOCV)                      Preparation of a plan for expansion of Early Childhood Education programs (Development Study)</li> </ul>

\*"Case No." corresponds to the number in the list of relevant projects (see appendix 1.)

<b>Examples of Activities:</b>  JICA has considerable experience JICA has certain experience JICA has experience as a component of projects x JICA has little experience	<b>JICA's Schemes:</b> A project which will potentially serve as a model for other similar projects
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has no previous experience, and these new studies could be significant first steps in this field. As the next step, JICA must consider how to realize and operationalize project plans that arise from the development studies.

**Mid-term  
Objective 1-2:  
Qualitative  
Improvement of  
Primary and  
Secondary  
Education**

**Mid-term Objective 1-2: Qualitative Improvement of Primary and Secondary Education**

For “**qualitative improvement of primary and secondary education**,” it is necessary to deal with each problem related to the “inputs”, educational activities (“process”), “outputs”, and “outcomes” mentioned in “2-1-1 expansion of primary and secondary education”. Issues related to inputs, process, educational activities and outcomes are interrelated and cooperation should be conducted with a combination of the following measures, fully taking into consideration the uniqueness of local situations.

In order to **improve the inputs**, it is necessary to raise teachers’ awareness, knowledge and skills, as well as increase the number of teachers and prepare curriculum and textbooks to match local needs. It is also necessary to improve educational facilities and learning readiness (preparation) of students so that they can concentrate on their studies.

In terms of **improving educational activities (process)**, teachers’ motivation should be raised and teaching methods improved. It is also necessary to adjust teaching methods to take into consideration different languages, especially in areas where the mother tongues of students differ from the official language taught in the classroom.

To enhance **outputs**, input and educational activities should be improved. And the appropriate school monitoring and evaluation, and evaluation systems that enhance educational conditions are required.

To improve **outcomes**, staff training and educational contents should be prepared in accordance with national and regional needs. To this end, as mentioned for “inputs” above, each curriculum needs to be developed based on local needs.

***JICA’s Activities***

On “qualitative improvement of primary and secondary education,” JICA has provided assistance mainly in terms of **training science and mathematics teachers (Project-type Technical Cooperation and Dispatch of Experts) and expanding or reconstructing elementary and secondary schools (Grant Aid)**.

“Qualitative improvement of primary and secondary education” requires efforts on components related to various educational activities, teachers, textbooks, and educational facilities. Of these, JICA has focused its support on the following:

Main Cooperation:

- Increase the number and quality of teachers
- Develop and disseminate instructional methods
- Improve educational facilities

- **Increasing the number of teachers and improving their motivation, knowledge and technical skills;**
- **Developing and disseminating educational (instruction) methods;**
- **Improving educational facilities**

The components of the various educational interventions (teachers, textbooks, and educational facilities) are closely interrelated as they are focused on educational activities in the classroom. Therefore, to qualitatively improve primary and secondary education, improvement of the following is required: the number of teachers and their motivation; knowledge and technical skills; curriculums; the development and dissemination of educational (instruction) methods; educational facilities; methods to monitor and evaluate schools; and child readiness for learning. In terms of formulating a cooperation agenda for “promoting enrollments in primary and secondary education”, preliminary studies should be conducted to determine which components correspond to the quality of primary and secondary education and how these components interrelate.

Study should be conducted to identify where quality issues lie and their interrelationship.

Model project for training science and mathematics teachers

An increasing number of Teacher Training Projects for science and mathematics are being carried out, although only a few have actually been completed so far. Focusing on science and mathematics, the project mainly offers improved teacher training, and development of teaching methods, teacher’s manuals, training for evaluation personnel, and revisions of syllabi and curricula. These projects are expected to become one of JICA’s most prominent measures of cooperation. The next step is expected to **involve the accumulation and systematization of experiences and knowledge, and the extension of assistance to other subjects.**

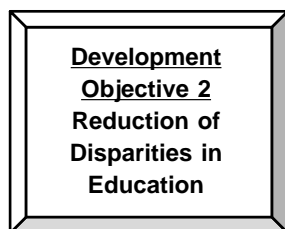
Clear vision on improving quality of education required

The expansion or reconstruction of elementary and middle schools has contributed to an easing of a two-shift system and improving dilapidated classrooms. Further cooperation on the maintenance of educational facilities and equipment, as well as provision of educational materials will require a clear vision on educational quality improvement.

JICA has a few significant projects on the **“improvement and dissemination of textbooks and educational materials and tools”**. However, as the quality of education depends on these materials and tools, future efforts

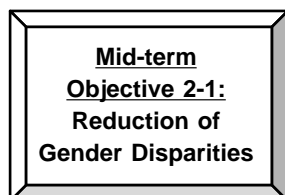


are expected.



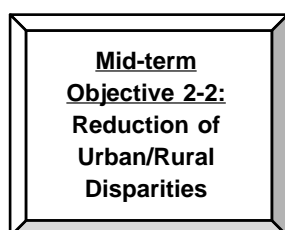
## **【 Development Objective 2: Reduction of Disparities in Education 】**

Approaches to reduce educational disparities are basically the same as those of Development Objective 1, which is the “Expansion of Primary and Secondary Education”. Yet in order to **close the gap in education, it is necessary to promote the strategic selection of target groups** including women, the poor, indigenous people, minorities, street children, orphans, refugees, and children with disabilities, **and to provide effective and continuous responses to their needs.**



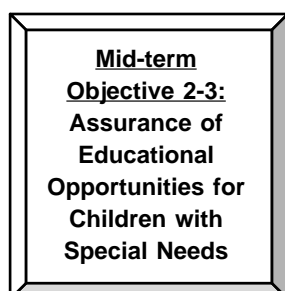
### **Mid-term Objective 2-1: Reduction of Gender Disparities**

The “**reduction of gender disparities and achievement of gender equality**” is an internationally recognized development goal, and gender-sensitive school education should be realized. Specific actions may include the elimination of gender biases from educational content, enhancement of teachers’ gender-awareness, an increase in the number of female teachers, and maintenance of facilities and development of school calendars with consideration to girls. It is also necessary to develop an environment where girls have easy access to education, by campaigning for the importance of girls’ education or providing scholarships for them. Furthermore, basic education (including literacy education) should be offered not only to schoolgirls, but also to adult females.



### **Mid-term Objective 2-2: Reduction of Urban/Rural Disparities**

Educational services are generally less sufficient in rural areas than in urban areas. In rural areas, the quality of education needs to be improved, with effective measures taken to quantitatively and qualitatively improve rural education services.



### **Mid-term Objective 2-3: Assurance of Educational Opportunities for Children with Special Needs**

The term, “**Children with special needs**” refers to ethnic and economic minorities, street children, orphans, refugees, and children with disabilities. These children tend to have educational disadvantages and education should

be expanded to include them. For these children to have easy access to schools, it is necessary to conduct surveys in order to understand the children's situations and to develop facilities and systems based upon the survey results. Local campaigns can also be held to raise community awareness or provide alternative educational opportunities for children who cannot attend school.

### ***JICA's Activities***

The problems involved in reducing educational disparities are rooted in social structure, and progress has been limited. JICA needs to give more consideration to gender in its existing educational efforts, and to improve know-how through campaigns with other donors and NGOs.

**JICA has little experience in reducing educational disparity:** however it has accumulated experience to some extent through **educational cooperation for Guatemalan girls** (support for the program through Dispatch of Experts) and **construction of elementary schools in rural areas** (Grant Aid); and **the dispatch of teachers (JOCV) to elementary schools** or **the development of educational facilities in remote rural areas** (Community Empowerment Program/JICA Partnership Program).

Since the problems of gender and regional disparities, and children with special needs **are deeply rooted in social structures, it is not easy to obtain results through project assistance.** Even in countries where enrollment in primary schools is nearly 90%, it is usually difficult to provide education for the remaining 10%. The elimination of disparities to achieve universal basic education is very difficult to realize.

JICA unfortunately does not have much experience in reducing educational disparities. Reduction of gender disparity, however, is one of JICA's prioritized goals. For example, in gender-sensitive school education, **gender consideration can be incorporated into the existing educational cooperation activities** (such as the improvement of science and mathematics education and school construction). For girls' education, it is necessary to **acquire and develop know-how, as well as maintain contact with grass-roots communities through cooperation with other donors and NGOs.**

**Figure 3 Development Objective 2**  
**"Reduction of Disparities in Education"**

<b>Mid-term Objective 2-1 Reduction of Gender Disparities</b>			
<b>Indicators:</b> Gender disparities in basic education indicators, Verification results of teachers' instruction by classroom observation, Gender disparities in achievement tests			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Realization of Gender-sensitive School Education</b>	Understanding of problems based on study of gender disparities in community and schools	28	Advice on gender-sensitive school education (Dispatch of Long-term Experts)
Results of curriculum analysis from gender perspective	× Elimination of gender biases in the contents of curricula, textbooks, course materials, etc.		
Results of textbook analysis from gender perspective	Improvement of teachers' gender awareness and instruction through teacher training	23, 28	• Construction of girl-friendly facilities (Grant Aid)
Results of classroom observation and analysis from gender perspective	Dissemination of pedagogy that considers gender balance and promotes girls' active class participation	28	
Number and percentage of female teachers	× Introduction of course subjects and training to improve living conditions, based on local needs		
Results of teachers' attitude survey	Increase in the number of female teachers	18	
Attendance rate of girls	Construction of girl-friendly facilities (e.g. separate lavatories for boys and girls, sanitary water places, dormitories) and safe educational environment	15-21	
	× Review of school calendars (annual/monthly course plan) and time schedule		
	× Protection of pupils on school routes through encouragement of group commuting		
	× Encouraging girls who had to leave primary schools due to pregnancy and childbirth to return to schools		
	× Establishment of community schools in remote areas		
	× Establishment of girls' schools (or girls classes in co-ed schools if appropriate)		
<b>Highlight Girls Education for Community and Families</b>	Campaign to promote understanding of importance of girls' education	23, 28	Awareness raising activities on girls' education (Dispatch of Long-term Experts)
Attendance rate of girls	Promotion of understanding on school education through classroom observations and school events	28	
Results of attitude survey to parents and local residents	Enhancement of communication between teachers and parents through home visits and regular meetings	28	
Attendance of parents at school events and regular meetings	× Active participation of local residents in school education through seminars and workshops		
Number of school visits by school inspectors and results of analysis in a visit record	Implementation of tour guidance at schools and in the community by inspectors and girls education promoters	28	
<b>Creation of a Model to Promote Girls' Education</b>	× Scholarship for girls	18	Establishment of female teacher colleges (Grant Aid)
Increase in the number of girls who have advanced to secondary and higher education	Increase in the number of female teachers		
Number and percentage of female teachers	× Recognition and dissemination of female role models		
	× Expansion of educational opportunity at secondary level, including introduction of distance education		
<b>Adult Women's Literacy Education</b>	Recognizing the importance of special considerations for adult women, fundamental activities follow the line of Development Objective 3 "Satisfaction of Educational Needs of Youths and Adults"	23	Establishment of learning centers and literacy classes (Community Empowerment Program)

<b>Mid-term Objective 2-2 Reduction of Urban/Rural Disparities</b>			
<b>Indicators:</b> Urban/rural disparities in basic education indicators, Urban/rural disparities in achievement tests			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Quantitative Expansion of Educational Services in Rural Areas</b>	Assurance of educational opportunities according to local conditions: community schools in remote areas, mobile schools (guidance by teacher visits), short-term intensive education, distance education	20, 22, 23, 26, 32	• Construction of primary and secondary school buildings (Grant)
* See Figure 2 for urban/rural disparity indicators listed under Sub-targets of the Mid-term Objective 1-1	× Flexible grade/class composition (e.g. one-class schools, combined classes, biennial entrance system) corresponding to a fall in the number of teachers caused by a decline in the population of school-aged children		Establishment of learning centers and <i>Terakoya</i> (JICA Partnership Program/Community Empowerment Program)
	× Employment of local substitute teachers; implementation of supplementary training		
	× Encouragement of teachers to teach in rural areas by introducing special allowances		
	× Promotion of transition from non-formal education to formal education for out of school children		

Sub-targets of Mid-term Objective	Examples of Activities	Case No.*	JICA's Schemes
<b>Qualitative Improvement of Education in Rural Areas</b> * See Figure 2 for urban/rural disparity indicators listed under Sub-targets of the Mid-term Objective 1-2	x Development, introduction and stabilization of flexible educational methods able to meet the need of differing classroom sizes (tutorial, student group teaching) Improvement of educational relevance by introducing practical courses on agricultural training, etc. Promotion of communication among teachers in neighboring schools	32  4, 8	• Dispatch of agriculture volunteers to schools (JOCV)

**Mid-term Objective 2-3 Assurance of Educational Opportunities for Children with Special Needs: Ethnic and Economic Minorities, Nomadic Children, Orphans, Refugees, Children with Disabilities, etc.**

Indicators: Enrollment ratio of children with special needs, Completion rate of children with special needs

Sub-targets of Mid-term Objective	Examples of Activities	Case No.*	JICA's Schemes
<b>Awareness-raising of the Importance of Education for Children with Special Needs</b> Maintenance of database Results of attitude survey to parents and local residents	x Preparation of basic information on children with special needs (identification and categorization, present situations and educational needs) based on census and social surveys x Identification of legislation, policy planning with overriding priorities, as well as campaigns on education for children with special needs		
<b>Securing Access to Formal Education for Children with Special Needs</b> Number of children with special needs in schools Attendance of children with special needs Educational achievement of children with special needs (relative evaluation)	x Improvement of school facilities (e.g. cafeteria, workrooms, dormitories, barrier free facilities, etc.) based on results of survey Implementation of supplementary activities for children with special needs (school lunches, vocational training, welfare counseling, supplementary lessons, special classes)	32	• Dispatch of volunteers to institutions for children with special needs (JOCV)
	x Establishment of school support systems (increase in the number of teachers, employment of special teachers and assistants, improvement of school health services, counseling) Enhancement of cooperation with relevant organizations outside school (e.g. medical institutions, welfare agencies, international organizations) as well as specialists (e.g. medical doctors, counselors, probation officers, social workers)	32	
	x Enhancement of cooperation with families and the community x Strengthening teachers' knowledge and skills by introducing training courses on children with special needs into new and in-service teacher training programs Development and implementation of special curriculum, tutorial and academic evaluation standards based on individual conditions of children with special needs	32	
<b>Provision of Alternative Educational Opportunities for Children with Special Needs</b> Number of pupils attending alternative educational opportunities for children with special needs Attendance of children with special needs Educational achievement of children with special needs (relative evaluation)	Development and promotion of educational programs for children with special needs x Diversification of educational methods (e.g. mobile schools, visiting education, classes for hospitalized children, integrated education, etc.) x Strengthening necessary knowledge and skills of substitute teachers through teacher training x Development and implementation of special curriculum, tutorial and academic evaluation standards based on individual conditions of children with special needs x Educational environment for children with special needs x Flexible curriculum (time and contents) x Implementation of appropriate and regular follow-up by specialists x Formal qualification for each educational program (qualification equivalent to primary education) authorized by government	32	• Dispatch of volunteers to institutions for children with special needs (JOCV)

\*"Case No." corresponds to the number in the list of relevant projects (see appendix 1.)

<b>Examples of Activities:</b>	JICA has considerable experience JICA has certain experience JICA has experience as a component of projects
<b>JICA's Schemes:</b>	x JICA has little experience A project which will potentially serve as a model for other similar projects

**Development  
Objective 3  
Satisfaction of  
Educational Needs  
of Youths and  
Adults**

**Mid-term  
Objective 3-1:  
Acquisition of  
Literacy and  
Numeracy by  
Youths and Adults**

**Mid-term  
Objective 3-2:  
Acquisition of Life  
Skills by Youths  
and Adults**

### **【 Development Objective 3: Satisfaction of Educational Needs of Youths and Adults 】**

#### **Mid-term Objective 3-1: Acquisition of Literacy and Numeracy by Youths and Adults**

In general, opportunities for basic education for youths and adults are provided through the “**promotion of literacy programs.**” However, this is not considered to be an educational option that complements official primary and secondary education. For adults, the acquisition of literacy has a direct impact on improving access to administrative services, increasing job opportunities, and enhancing social participation. Promotion of literacy programs has a more immediate impact on adults’ lives than primary and secondary education on school children.

#### **Mid-term Objective 3-2: Acquisition of Life Skills by Youths and Adults**

Today, non-formal education aims not only for literacy or numeracy, but also to obtain “**necessary life skills**”, or practical and useful skills based on people’s daily lives. Educational activities for life skills should include the following: improvement of life (especially health care and hygiene, nutrition, and environment); income-generation through vocational training and upgrading of skills; recognition of human rights, equality, freedom and responsibility, tolerance, and solidarity; democratization and community participation. It is also important for non-formal education to be closely related to community development. Relevant programs including literacy education and life skills training need to respond to the state and needs of communities.

#### ***JICA’s Activities***

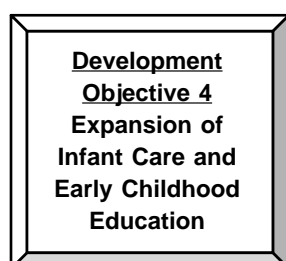
JICA should accumulate know-how by assessing the needs of target groups in community development programs and implement community-based projects.

Non-formal education meets the basic learning needs of youths and adults who are beyond the age of basic education. **JICA, however, has little experience in this area.** JOCVs have contributed to programs on literacy and life skills (skills necessary for daily life), but the number of the activities is small and they have only been implemented sporadically. In recent years, however, several precedent projects for non-formal education have been initiated through the **Community Empowerment Program** and the **JICA Partnership Program.**

Among literacy, numeracy, and life skills, the question of what should be acquired and how depends on the learning needs of target groups and other conditions. Therefore, non-formal education has a wide scope. Target groups include men and women of all ages, and educational content ranges from literacy to vocational training. Educational methods and periods are diversified to meet the needs of community-based literacy classes through correspondence courses. Certification and the types of implementing agencies also vary. Whereas the modern school education, despite diversity and unique situations in each country and region, takes a standardized form based on a national standard, **non-formal education is based on the needs of each community and target group, and is able to be tailored accordingly.**

The main target groups of non-formal education are adults who can manage their social lives, and their learning needs are specific and directly connected with their daily lives. Therefore, it is useful to **assess the needs of adults in community development programs, and to implement projects linking to other community development components such as income-generation and the improvement of health care and hygiene.**

Since non-formal education has various characteristics, many relevant activities are small-scale and at the grass-roots level. Utilization of local resources, as well as flexible and prompt responses to local needs and settings are also required for the successful implementation of projects and activities. Although JICA does not have much experience in this field, it is trying to accumulate it. **JICA should encourage cooperation with local NGOs and other donors, and requires support from Japanese NGOs and local governments through its JICA Partnership Program.**



## **【 Development Objective 4: Expansion of Infant Care and Early Childhood Education 】**

### **Mid-term objective 4-1: Expansion of Infant Care**

### **Mid-term objective 4-2: Expansion of Early Childhood Education Programs**

For expansion of early childhood education, a study is needed to assess the current situation and specific problems related to infants and children. Through campaigns, parents and communities should raise awareness on these issues. In cooperation with health care authorities, home infant care could be

**Figure 4 Development Objective 3**  
**"Satisfaction of Educational Needs of Youths and Adults"**  
**(Literacy, Numeracy & Life Skills)**

<b>Mid-term Objective 3-1 Acquisition of Literacy and Numeracy by Youths and Adults</b>			
<b>Indicators:</b> Adult literacy rate (ages 15 and above), Youth literacy rate (ages 15-24)			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Promotion of Literacy Programs</b> Number of class participants Attendance rate of participants Results of achievement test by participants  * In many cases, literacy and life skill classes are provided as the same program. However, here they are presented separately to allow readers to gain a clear understanding of each activity.	x Identification of target group for literacy programs based on census and social survey; identification of obstacles to education Policy planning for prioritizing literacy education; implementation of literacy campaigns Development of various literacy programs matching the needs of learners and social contexts (e.g. functional literacy, post literacy, new literacy); provision of effective and efficient educational opportunities (e.g. night school, adult school, mothers' class, distance education) x Preparation of instructors' manual based on effective literacy instruction methods Development and distribution of course materials to match learners' literacy levels and needs (including books, newspapers and magazines) Preparation of classrooms and equipment for literacy programs Employment and training of literacy instructors and educational promoters within the targeted program areas x Flexible curriculum (time and contents) x Implementation of appropriate and regular follow-ups by school inspectors and educational promoters x Award of formal literacy certificate (officially authorized qualification equivalent to primary education)	 29, 32  22, 26, 29, 32  29  23, 26  23, 26	• Implementation of literacy and life skills programs (Rural Development Extension Volunteers and Literacy Volunteers) (JOCV) Implementation of literacy programs in cooperation with Japanese/local NGOs (JICA Partnership Program)

<b>Mid-term Objective 3-2 Acquisition of Life Skills by Youths and Adults</b>			
<b>Indicators:</b> Results of survey on people's living condition by participatory/non-participatory observations Survey of acquisition levels of life skills			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Promotion of Life Skill Acquisition Programs</b> Number of participants Attendance rate of participants Participants' level of knowledge and skills acquired Participants' life survey Participants' attitude survey	Development of programs for life skill acquisition meeting participants' needs and social contexts (e.g. health-care, hygiene and nutrition, vocational training); provision of effective and efficient training opportunities x Preparation of instructors' manual by instruction level Development and distribution of course materials according to participants' knowledge and skills x Preparation of location and equipment for training x Employment and training of instructors from program target areas x Flexible curriculum (time and contents) x Appropriate and regular follow-up by school inspectors and educational promoters	26, 29  29	Implementation of literacy programs in cooperation with Japanese/local NGOs (JICA Partnership Program)
<b>Strengthening of Linkage with Community Development Programs</b> Various community development indicators Level of participation in social (community) activities Results of participants' life survey Results of participants' attitude survey	x Understanding of residents' living conditions and identification of needs through social survey x Survey on community organizations and autonomous activities and identification of problems x Consideration of problem-solving techniques to meet community needs x Implementation of programs aimed at acquisition of literacy and life skills x Understanding and review of progress achieved through community development activities Establishment and maintenance of related facilities (day care centers, health centers, feeding centers, vocational training centers, community centers, libraries)	15-21	• Construction of educational facilities (Grant Aid)

\*"Case No." corresponds to the number in the list of relevant projects (see appendix 1.)

<b>Examples of Activities:</b>	JICA has considerable experience JICA has certain experience JICA has experience as a component of projects x JICA has little experience
<b>JICA's Schemes:</b>	A project which will potentially serve as a model for other similar projects

**Mid-term  
Objective 4-1:  
Expansion of  
Infant Care  
Mid-term  
Objective 4-2:  
Expansion of  
Early Childhood  
Education**

improved. Public health nurses and nursery staff could also improve infant care at facilities by offering childcare guidance as well as developing and implementing childcare programs matching parents' needs. Basically, Early Childhood Education require supplementary activities for the expansion of primary and secondary education (quantitative expansion and quality improvement). Curriculum development, facility maintenance of kindergartens, training of kindergarten teachers, development of course materials based on growth and development of children, and establishment of supervision, evaluation and support systems are activities that could be implemented.

The Development Objectives Chart presents measures for infants (ages 0-2) and out-of-school children (ages 3-6) separately, but they could vary according to national standards and decisions.

### ***JICA's Activities***

JICA has limited experience in infant care and Early Childhood Education. It is important to develop grass-roots activities that integrate education and health care, while utilizing its experience in mother and child health care projects.

Recently, the expansion of infant care and Early Childhood Education has begun to receive international attention. However, JICA's assistance has been limited to the **dispatch of nursery staff and kindergarten teachers**, mainly to semi-developed countries. In 2001, the "**Study on the Improvement Plan of Living Environment for Children**" (Development Studies) began in Senegal. This project is expected to be a pioneering case for the expansion of infant care and Early Childhood Education.

Since infant mental and physical growth is indivisible, **the expansion of infant care and early childhood education will integrate current educational approaches as well as maternal and child health care.** Therefore, **JICA should utilize existing experience on maternal and child health care, and take a multi-sectoral approach.**

As with the educational needs of youths and adults discussed in the previous section, infant care and early childhood education are less institutionalized than school education. Forms and content vary, especially when grass-roots communities and NGOs conduct these activities. Therefore, JICA should consider **how to operate on a grass-roots level, through JOCV and the JICA Partnership Program.**



**Figure 5 Development Objective 4**  
**"Expansion of Infant Care and Early Childhood Education"**

<b>Mid-term Objective 4-1 Expansion of Infant Care</b>			
<b>Indicators:</b> Infant mortality rate (under the age of 1), Under-five mortality rate, Morbidity, Maternal mortality rate			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Awareness-raising on the Importance of Infant Care</b> Participation in child-care programs Results of attitude survey of parents and local residents	Understanding of infants' living conditions and identification of problems based on census and social survey × Formulation of policy on infant care with overriding priority and implementation of illuminating campaigns to promote infant care programs, through cooperation with ministries and agencies related to health	13	Preparation of plan to improve early childhood living conditions (Development Study)
<b>Improvement of Infant Care at Home</b> Results of survey on infant living conditions Results of attitude survey of parents Participation in child-care programs Infants' physical and mental development (height, weight, reaction, behavior, etc.)	Identification of problems based on survey on infants' living conditions Development of training programs for parents on infant care (e.g. health, hygiene, nutrition, early childhood education, etc.) and provision of infant care services (e.g. birth registration system, maternal and child health handbooks, mothers' classes, health consultation, immunization) Regular instruction on infant care by local specialists (e.g. public health nurses, child-care workers) × Establishment of counseling on infant care with specialists as needed and infant care follow-up systems Promotion of information exchange among parents through organizations of local residents and publication of newsletters	13 23, 32 32	Preparation of plan to improve early childhood living conditions (Development Study) • Dispatch of health nurses to child-care facilities (JOCV)
<b>Implementation of Infant Care Programs at Child-Care Facilities</b> Participation in child-care programs Infant/child-care worker ratio Background of child-care workers: academic record, training experience, qualifications, years of experience, working conditions, turnover, etc. Results of monitoring child-care activities at facilities Results of analysis on interviews with child-care workers and parents Infants' physical and mental development (e.g. height, weight, reaction, behavior) Immunization State of facility management	Development of child-care programs that meet the needs of parents (e.g. health, hygiene, nutrition, early childhood education) Establishment, appropriate operation and management of child-care facilities (e.g. day-care centers) based on national/regional development plan Training and securing of child-care workers with sufficient knowledge and skills, as well as implementation of regular training for child-care workers × Preparation of child-care workers' manual based on effective child-care methods × Development and distribution of toys and play equipment which meet child development levels × Sustained supply of safe food and water Implementation of appropriate and regular follow-up by administrative authorities	13, 24 13, 24 24 13	Preparation of plan to improve early childhood living conditions (Development Study) • Dispatch of child-care workers to child-care facilities (JOCV)

<b>Mid-term Objective 4-2 Expansion of Early Childhood Education Programs</b>			
<b>Indicators:</b> Gross and net enrollment ratios in Early Childhood Education programs, Advancement rate to primary education, Percentage of new entrants to primary grade 1 who have attended Early Childhood Education programs, Comparison of readiness at primary grade 1 between pupils with and without Early Childhood Education experience through classroom observation, Repetition rate at primary grade 1			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Awareness-raising on the Importance of Early Childhood Education Programs</b> Early Childhood Education program enrollment Results of attitude survey of parents and local residents	Understanding of living conditions of children aged 3-6 and identification of problems based on census and social survey × Policy planning on Early Childhood Education programs with overriding priority and campaigns to promote Early Childhood Education programs	13	Preparation of a plan to improve early childhood living conditions (Development Study)

Sub-targets of Mid-term Objective	Examples of Activities	Case No.*	JICA's Schemes
<b>Implementation of Early Childhood Education Programs</b> Gross and net enrollment ratio in Early Childhood Education programs Pupil-teacher ratio Background of teachers: academic record, training, teacher's qualifications, years of teaching experience, working conditions, turnover, etc. Monitoring teaching conditions at facilities Analysis of teachers' instruction records Analysis of interviews with teachers and parents Children's physical and mental development (height, weight, reaction, behavior, etc.) Results of text analysis Availability of shared course materials State of facility management	Curriculum development/improvement of Early Childhood Education programs matching the reality of children and needs of parents, including instruction procedures and guidelines for child-care	13	Preparation of a plan to improve early childhood living conditions (Development Study) • Dispatch of child-care workers to child-care facilities (JOCV)
	Establishment of Early Childhood Education facilities based on educational plans (e.g. kindergartens, day-care centers)	23	
	Improvement of management manuals and community-based participation	13, 24	
	Training and securing of kindergarten teachers with sufficient knowledge and skills based on expected demands, as well as implementation of regular training	24	
	× Preparation of teaching guidelines and teachers' manual based on child-centered pedagogy		
	Development and distribution of educational toys, play equipment and picture books meeting child development levels	32	
Establishment of Early Childhood Education facilities and system for teacher supervision, evaluation and support	13		

\*"Case No." corresponds to the number in the list of relevant projects (see appendix 1.)

<b>Examples of Activities:</b>	JICA has considerable experience JICA has certain experience JICA has experience as a component of projects
	× JICA has little experience
<b>JICA's Schemes:</b>	A project which will potentially serve as a model for other similar projects

**Development Objective 5  
Improvement of Educational Management**

## **【 Development Objective 5: Improvement of Educational Management 】**

### **Mid-term Objective 5-1: Establishment of Political Commitment**

### **Mid-term Objective 5-2: Enhancement of Educational Administration System**

**Mid-term Objective 5-1:  
Establishment of Political Commitment  
Mid-term Objective 5-2:  
Enhancement of Educational Administration System**

For effective implementation of Development Objectives 1~4, educational management and administration should be improved at the national, regional, district, and school level. At the national level, it is important to formulate and implement educational policies and plans, based on international agreements and goals, as well as the circumstances in target countries.

In implementing educational policies and plans, the educational administration system should be strengthened by improving governmental institutions and school systems. Many developing countries have promoted decentralization in recent years. In addition, the enhancement of local governments is urgently required to increase educational administration capabilities. Improved school management capabilities also require training school principals and securing independent financial resources.

The **participation of local communities in the educational development process** is an important and effective method of enhancing local administration

and school management. Community participation and awareness of school management could be promoted through dialogue and cooperation. Problems such as teachers' absence without notice and inappropriate guidance to pupils can be also improved. Communities' direct involvement in educational policies and plans not only assures educational relevancy at regional levels, but also the implementation of efficient and effective activities.

### **JICA's Activities**

Few cases have focused on educational management. JICA is accumulating expertise on educational management through its development studies on education.

Improvement of educational management has an impact on the entire educational sector and is indispensable for the sustainability of educational development. JICA's educational cooperation has focused on specific human and material components, such as school unit improvement (construction of elementary schools on grant aid cooperation) and teacher training (training of science and mathematics teachers at about 700 schools). However, **there have been few cases that have focused on educational management.** Since 1998, **development studies on basic education have considered issues such as improving (management) educational facilities, decentralization, and teachers' capacity building.** Seven development studies on education have been conducted to date, with some ongoing. JICA is accumulating expertise on educational management through its development studies on education.

An ongoing development study about sector program on the primary education development in Vietnam supports sector program formulation, through the Development Study scheme. JICA itself is in the process of trial and error regarding sector programs. In African countries, sector programming has been becoming the mainstream for educational cooperation, with coordination among donor agencies inevitable. As a top donor for many developing countries, Japan's development studies on education have great potential. In this sense, progress on the Development Study in Vietnam is being closely followed.

### **JICA's Priority**

#### **2-3-3 JICA's Priority**

##### **Quantitative Expansion of Primary and Secondary Education**

Today, 110 million children worldwide do not have access to school. The promotion of primary education and realization of universal primary education is an urgent issue. Countries with a certain level of primary education are expected to move toward expanding secondary education. Therefore,

**Figure 6 Development Objective 5**  
**"Improvement of Educational Management"**

<b>Mid-term Objective 5-1 Establishment of Political Commitment</b>			
<b>Indicator:</b> Recognition of efforts both at home and abroad			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Establishment of Policy Framework</b>	Preparation of educational sector program reflecting international consensus and goals, current situations of countries, national development plans, people's needs and trends in other sectors x Policy planning on basic education giving consideration to current situations of countries, people's needs, consistency with superior plans and continuity from the preceding educational policies Formulation of basic strategy and action plans giving consideration to current system of implementation and budget for education Establishment of cooperative relations with other donor agencies, support groups at home and NGOs	12	Preparation of plan to improve education administration (Development Study) Advice on gender-sensitive school education (Dispatch of Long-term Experts)
Results of policy analysis on basic education		8, 9, 10, 11, 13, 29	
Results of feasibility study on implementation of basic strategy			
Results of feasibility study on implementation of action plan			
Coordination of assistance		all	
<b>Mid-term Objective 5-2 Enhancement of Educational Administration System</b>			
<b>Indicators:</b> Results of third-party evaluation by administrative auditing agencies, Public expenditure on education per pupil as a percentage of GNP per capita, Progress of nationwide action plans			
<b>Sub-targets of Mid-term Objective</b>	<b>Examples of Activities</b>	<b>Case No.*</b>	<b>JICA's Schemes</b>
<b>Improvement of Administrative Capacity</b>	Clarification of affairs responsible at each educational administrative level and office x Review of personnel affairs on educational administrative officers (e.g. employment, rotation and promotion) giving consideration to the right-person-in-the-right-place Implementation of training for educational administrative officers aimed at acquisition of necessary knowledge and skills as well as improvement of awareness and motivation Preparation of basic information on education (e.g. laws, regulations, statistics)	8, 9, 10, 11	Preparation of plan to improve education administration (Development Study) Advice on gender-sensitive school education (Dispatch of Long-term Experts)
Results of performance evaluation of educational administrative officers		8, 9, 10, 11, 13, 29, 31	
		9, 10, 12, 13	
<b>Improvement of Finance on Education</b>	x Increase in budget for education through review of national finance x Utilization of private financial resources by promoting cooperation with private sectors and NGOs x Moderation in expenditure of the budget through enforcement of accounting audits		
Public expenditure on education as a percentage of total public expenditure			
<b>Downsizing Educational Administration</b>	x Consolidation of departments and agencies; downsizing of redundant staff based on review of responsibilities at each office x Transfer of activities to the private sector		
Number of departments and agencies in an organization Number of educational administrative officers			
<b>Promotion of Decentralization</b>	x Delegation of authority from the central to local governments x Simplification of the decision-making process in local governments Educational policy planning/implementation; development of ownership by local educational administrative officers Strengthening of partnerships through community participation in the process of educational policy-making and prompt response to local needs x Enhancement of monitoring of local education administration through citizens' ombudsmen system	8, 31	Preparation of plan to improve education administration (Development Study)
Progress on authority delegation Progress on action plans at local level Results of interviews with local residents Analysis of project evaluation reports		8	
<b>Improvement of School Management Capacity</b>	Improvement of school management capacity through introduction of schoolmaster training Appropriate school management through active participation by parents and community in school education Securing independent revenue sources for school management (e.g. donations from parents, the community and private firms)	7, 8, 31	Preparation of plan to improve education administration (Development Study) Improvement of training system for science and mathematics teachers (Project-type Technical Cooperation/Dispatch of Experts)
Results of interviews and questionnaires to teachers		23	
Results of interviews and questionnaires to local residents Availability of independent revenue sources		2	

\*"Case No." corresponds to the number in the list of relevant projects (see appendix 1.)

<b>Examples of Activities:</b>	JICA has considerable experience JICA has certain experience JICA has experience as a component of projects
x	JICA has little experience
<b>JICA's Schemes:</b>	A project which will potentially serve as a model for other similar projects

Quantitative Expansion

- Administrative support for expansion of primary and secondary education
- Support to improve the social environment

Prioritized areas

sub-Saharan Africa, Southwest Asia, and rural and remote areas

quantitative expansion of primary and secondary education (especially of primary education) should be regarded as a prioritized area of JICA's operations. The enrollment rate can be improved by improving **the social environment** (such as family and local community support). **Administrative efforts to expand primary and secondary education are also required.**

**Prioritized geographic areas for quantitative expansion are sub-Saharan Africa and Southwest Asia**, where there are relatively few efforts to improve primary education. And **assistance should be prioritized for rural and remote areas rather than urban areas.**

Qualitative Improvement

- Teacher training
- Improving pedagogy
- Improving facilities, textbooks and course materials
- Improving curriculum
- Learning monitoring and evaluation
- Improving school management

Prioritized areas:

All developing countries

### **Qualitative Improvement of Primary and Secondary Education**

Quantitative expansion of primary education and qualitative improvement of primary and secondary education are indivisible for educational development in developing countries. Where there is a lack of either of these, basic education development cannot be achieved. This is why the promotion of children's enrollment requires **well-trained teachers, appropriate pedagogy, improved educational facilities, textbooks and course materials, curricula that is appropriate to the children's language and social environment, proper monitoring and evaluation, and school management.** In addition, high quality education is thought to prevent dropouts and repetition, and to enhance educational effectiveness and expand education.

Since quality assurance of primary and secondary education is regarded as a common challenge in all countries, all developing countries are targeted regardless of their stage of educational development.

Reduction of Gender Disparity

- Focus Areas: Southwest Asia, the Middle East and educationally less-developed regions

### **Reduction of Gender Disparity**

Gender disparity in basic education makes female social participation difficult. This not only causes various gender disparities in a society but also inhibits social development in forms of population, health care, and the environment. Therefore, gender disparity in basic education should be reduced to promote fair, equitable, and widespread social development.

**Prioritized geographic areas are Southwest Asia and the Middle East, where large gender disparities exist.** It should also be noted that gender disparities are larger in **less educationally developed regions.**

Non-formal Education

- Literacy
- Numeracy
- Acquisition of life skills
- Regional social development

Focus areas:

Countries that are less developed in basic education and that have large challenges in social development such as health care and environment.

### **Promotion of Non-formal Education for Acquisition of Literacy, Numeracy and Life Skills**

Basic education is a tool to acquire the knowledge and skills necessary to survive in a society. On the other hand, non-formal education provide **knowledge and life skills** for adults without sufficient school education, and “Out-of-School Children” (who lack the access to school). Components of non-formal education include **literacy, numeracy, decision-making, problem solving, critical thinking, effective communication, simple vocational training, environmental education, health care and hygiene education, and infectious disease prevention measures (such as HIV/AIDS)**. Such non-formal education not only complements school-based basic education, but could also be a prerequisite for social development at the grass-roots level. This should be addressed through community development such as improving health care and the environment, as well as through educational cooperation.

**The promotion of literacy, numeracy, and life skills through non-formal education should focus on countries that are less educationally developed and that have major social development problems in the health and environment sectors.**

Educational Management

- Capacity-building of governments, municipalities, schools and communities
- Participatory decision-making
- Necessary for all nations

### **Improvement of Educational Management**

Capacity-building of central and local governments in counterpart countries is essential for effective and sustainable cooperation. The involvement of schools and communities in development activities is also vital. And authorities should participate in each stage of project planning, implementation, monitoring, evaluation, and feedback. Furthermore, **decision-making should be carried out democratically and all activities should be harmoniously implemented.**

## **3. Toward Future Cooperation**

JICA should bear the following in mind regarding cooperation in basic education:

### **Respect for Counterparts’ Ownership**

Basic education is an enormous project that targets all people. It also plays a key role in establishing a national foundation, including people’s

awareness and cultural sustainability. Thus, the promotion of education **requires strong government initiatives**. When JICA provides assistance for basic education, **it should respect the ownership of counterpart countries**, encourage ownership through policy dialogues, and support capacity-building.

Notes:

- Respect for ownership
- Cooperation with local communities
- Utilization of local resources
- Coordination with other donors
- Collaboration with other sectors
- Knowledge-building and Japanese experience
- Human Resource Development and network of educational cooperation
- Coordination with development education

### **Emphasis on Cooperation with Local Communities**

Cooperation in basic education aims to assure quality school-based and non-formal education to all people, incorporating a wide range of grass-roots activities. Expansion of basic education requires people's acceptance of educational contents and systems and that communities and families feel the need for official educational activities. Communities should actively participate in the formulation and implementation of educational development plans. Therefore, JICA should respect counterpart ownership, and promote educational development with various stakeholders including communities, families and teachers, in order to develop its cooperation in basic education.

### **Utilization of Local Resources**

Basic education is closely related to the culture, values, language, and education system of each country. Success cannot be achieved without careful consideration of these social factors. Recent efforts in education development have increased the number of capable local experts familiar with the concept of social considerations. However, due to insufficient management and budgets at relevant local institutions, human resources have not been utilized effectively. In such cases, course materials and equipment, which were developed from past studies and projects by donor agencies, remain unutilized. JICA aims to **utilize these local resources** for basic education, **linking local human resources and information** effectively.

### **Cooperation with the International Community and Response to Sector-wide Approaches**

Basic education has a broad scope, and depends on many factors such as teachers, textbooks and course materials, educational facilities, budgets, administration and the social environment. Therefore, **multi-sectoral approaches and coordination among donors are essential for educational assistance**. JICA should understand the education sector as a whole rather than as a specific and individual phenomenon before starting individual project formulation. In this context, JICA should put more energy on gathering

information on other donors activities in Education Sector through donor-coordination meetings such as the Poverty Reduction Strategy Papers (PRSP) and the Sector Wide Approaches (SWAPs) so as to realize more effective assistance.

### **Necessity of Collaboration and Coordination with Other Sectors**

Cooperation in basic education is important in development assistance, and a foundation for broader economic and social development. To solve issues such as **economic development, gender, poverty, health, population, HIV/AIDS, peace-building and governance**, the expansion of basic education is vital. At the same time, improving these issues is also a key to the promotion of basic education. Therefore, when JICA formulates country-specific programs, **it should seek effective cooperation, understanding the relationship between basic education and other sectors.** Multi-sectoral approaches in a micro-level project are as important as the promotion of macro-level cooperation. For instance, non-formal education and public education are both necessary for poverty alleviation and rural development projects. The success of these projects requires cooperation between basic education and other sectors, while paying attention to people's basic needs.

### **Knowledge-building for Educational Development in Developing Countries, and Utilization of the Japanese Experience in Education**

Recently, JICA has rapidly increased its basic education activities. Provision of social support for education requires **adequate knowledge on the promotion of basic education in developing countries.** As Japan has fewer experts in basic education assistance compared to Western countries, it has not made much progress regarding educational research in developing countries. Therefore, knowledge building is important in the promotion of basic education in developing countries.

Japan made significant efforts to expand education under strong government initiatives in the Meiji and post-war periods. Such experiences include internationally-recognized science and mathematics education, a local education administrative system (such as boards of education), and a school lunch system. These **Japanese experiences** cannot be transferred directly to developing countries, so flexible adaptations must be performed to introduce them. **Information management and disclosure of Japanese experiences**



should be useful for developing countries interested in Japanese-style education and they can tailor some Japanese experiences to their own educational development. In the long term, those efforts would foster Japan's assistance for basic education.

### **Human Resource Development in Basic Education and Establishment of Home and Overseas Networks of Education Cooperation**

The lack of experts in basic education has been a major obstacle in the expansion of basic educational assistance. **JICA should train staff with expertise in basic education project formulation.**

Aid coordination is encouraged in the education sector, and future educational development will be actively discussed in the international arena. JICA is required to **participate in the educational cooperation network at home and abroad**, and to acquire new knowledge on educational assistance, for which it will need the cooperation of all staff.

### **Coordination with Development Education in Japan**

Japan has actively internationalized its education system. Integrated Study Classes were introduced in primary and secondary school in 2001. International understanding as well as understanding of the environment, information and local communities are considered important issues to be addressed in these classes. In order to encourage people's broader participation and support for JICA's overseas projects, the strengthening of **development education** is also an important issue.

Japanese teachers, administrators, and researchers can be involved in JICA's basic education assistance in various ways. Once information on education in developing countries is introduced into Japanese education, teacher and school exchanges between developing countries and Japan will be encouraged. JICA aims to promote cooperation for basic education, which should have positive effects for its assistance for development education in Japan.

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## Appendix 1. JICA's Main Operations in Basic Education

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JICA has cooperation experiences in the field of basic education in such forms as: improvement of science and mathematics education through Project-type Technical Cooperation; Expert Team Dispatch; support for formulation of educational development plans through Development Studies; construction of primary and secondary school buildings through Grant Aid; support for non-formal education through Community Empowerment Program and JICA Partnership Program; Dispatch of Experts for advising on educational policies and educational development; and dispatch of teachers through the Japan Overseas Cooperation Volunteers (JOCV) program (for individual projects, see the list of Relevant Projects in Basic Education). In this section, the characteristics and future issues of JICA's cooperation activities in basic education are explained.

**Improvement of  
Science and  
Mathematics  
Education**

Science and mathematics education improvement projects rapidly increased in the late-1990s as "soft assistance" in basic education. Comprehensive assistance is addressed including: teacher training; development of teaching methods and course materials; training for evaluators; and review of syllabus/curriculum.

### 1. Improvement of Science and Mathematics Education (Project-type Technical Cooperation/Team Dispatch of Experts)... Case No. 1-7

Projects for improving science and mathematics education rapidly increased in the late-1990s as "soft" assistance (assistance in social aspects of development) in basic education. Beginning in the Philippines in 1994 as Project-type Technical Cooperation, a cooperative package including Grant Aid and JOCV, the same type of projects were set up in Kenya and Indonesia in 1998, Ghana in 1999, and Cambodia in 2000. Similar projects are also carried out in Egypt and South Africa through Team Dispatch of Experts. All Project-type Technical Cooperation in the area of basic education are related to improving science and mathematics education. However, those basic education projects account for only 5% of total Project-type Technical Cooperation.

Three of the above mentioned five Project-type Technical Cooperation target primary and secondary education, while two projects target only secondary level. The subjects focused on in these five projects are science and mathematics. In-service teacher training is provided in three projects and pre-service teacher training in two in cooperation with counterpart organizations such as teachers' colleges and teacher training centers of recipient countries. *In addition to teacher training, the development of science and mathematics instructional methods, as well as textbooks and course materials, training*

*for evaluators, and review of syllabus and curriculum are also included in those five projects.*

**Future Issues:**

- Assurance of local costs
  - Assurance of Japanese experts
  - Appropriateness of Japanese experiences
- Systematization is needed, learning from experiences

As many of the Project-type Technical Cooperation for science and mathematics education improvement are still at a fledgling stage, the outcomes cannot be measured yet. *Future issues pointed out so far are: assurance of local costs such as training expenses and training participation fees; assurance of Japanese experts in science and mathematics education; and applicability of Japanese experience in science and mathematics education.*

Reasons for the recent rapid increase in Project-type Technical Cooperation to improve science and mathematics education are: the transition from “hard” to “soft” (brick-and-mortar type of cooperation to the assistance in social aspects) cooperation has been required; the level of Japan’s science and mathematics education is high; and science and mathematics education is relatively easy to apply to other countries regardless of difference in language and culture. However, as it is the first time to implement such systematic cooperation in the area of basic education, especially in the contents of basic education, Japan will have to obtain more systematic knowledge and appropriate methods in this area, through successes and lessons learned from its project experiences.

**Support for Formulation of Educational Development Plans**

Development Studies have led to new efforts such as improvement of governance, formulation of plans, Early Childhood Education, and sector programs

## **2. Support for Formulation of Educational Development Plan (Development Study)...Case No. 8-14**

Another important shift in “soft” assistance in basic education is the start of Development Studies for education in 1998. Following the 1998 Development Study on the quantitative and qualitative improvement of lower-secondary education as well as the strengthening of local education administration in Indonesia, a series of Development Studies such as the Development Study for primary school mapping and micro-planning in Tanzania (1998) and Malawi (2000) were initiated. A study on participatory school building construction as a Development Study by local consultants was conducted in Cambodia from 2000. Such studies were aimed at improving the quality and enrollment ratios in primary and secondary education. These efforts have been further expanded to the education sector program, beginning with the Development Study on the Primary Education Sector Program in Vietnam in 2001. In the same year, a Development Study started in Senegal aimed at improving the living environment of children aged 0-6 years, which is JICA’s

first large-scale support for Early Childhood Education.

All of the seven Development Studies mentioned previously concern improving primary and secondary education. However, a new type of cooperation has been recently addressed with studies on sector programs and Early Childhood Education. *With the beginning of Development Studies on education, JICA has shifted its focus to improve governance including decentralization of education, community participation, formulation of plans on school construction such as school mapping and micro-planning, Early Childhood Education programs, and sector programs, although its experience remains very limited.* Therefore, the start of Development Studies in education has played a significant role in bringing about the changes in JICA's cooperation.

Several issues have been identified so far. For example, improving *JICA's study management ability and assurance of appropriate consultants in the field of education*, and the need to improve the quality of studies and *accumulate know-how* for the future are such issues. Furthermore, *a Development Study is aimed at supporting formulation of project plans. Therefore, for the implementation of plans into actual projects, it is necessary to create smooth linkages between the Study and other types of cooperation, such as Grant Aid, Technical Cooperation, and ODA Loans.*

**Future Issues:**

- Improvement of JICA's study management ability
- Assurance of appropriate consultants
- Linkage among Grant Aid Cooperation, Technical Cooperation, and ODA Loans.

**Construction of Primary and Secondary Schools**

From 1990, Grant Aid for primary and secondary school construction increased. Many projects target primary schools. A majority of projects are for the extension/reconstruction of school buildings in urban areas.

### **3. Construction of Primary and Secondary Schools, etc. (Grant Aid)...Case No. 15-22**

*Grant Aid for the construction of primary and secondary schools increased rapidly in the 1990s*, as a result of the prompt response to the trend in international assistance of emphasizing basic education after the World Conference on Education for All (Jomtien, Thailand, 1990). At present, about 20% of Grant Aid is for education, of which one third to a half is related to basic education, or the construction of primary and secondary schools.

About seven projects are implemented every year, with approximately 50% located in Africa, 30% in Asia and 10-20% in Latin America. The scale of the projects varied, from several hundred million yen to two billion yen, due to the wide range of the number of schools constructed and the scale of projects. Some projects such as those in the Philippines and Vietnam continued for 4-5 phases. More than six billion yen has been spent on the construction of schools.

*Many grant projects for the construction of schools target primary*

*schools. The majority are for expanding or reconstructing school buildings rather than new construction, and are in urban areas rather than rural areas.*

It is difficult to determine sites for constructing new schools in rural areas due to a low school enrollment ratio and the uncertainty of the number of teachers and children enrolled after construction. In pursuing rigid targets, improvement of already overcrowded urban schools is more likely to be selected as a project target.

Future issues:

- Community participation in school construction
  - Construction costs
- Thorough consideration of recipient countries' are required.

Along with the rise of Japan's presence in the field of basic education development due to the recent increase in Grant Aid for construction of primary and secondary schools, the appropriateness of this type of assistance has been discussed within and outside JICA. *The main issues in such discussions are community participation and construction costs.* The urgent and primary issue in basic education is the provision of basic education to 110 million out-of-school children worldwide, or the universalization of basic education. The obstacles to education are not only the shortage of schools and teachers, but also social factors such as the lack of understanding about education among parents and society, as well as child labor that is rooted in poverty. Thus, parent and community participation in the process of school construction as well as education in general, with a sense of ownership, is necessary to improve the school enrollment ratio. This participation should be pursued through the formulation of plans, implementation of projects, and maintenance and management of schools. The issue of how community participation can be assured in Grant Aid is currently under discussion. Regarding construction costs, it has been suggested at donor meetings (including those at the World Bank) that the number of schools should be increased through a reduction of the unit cost for school construction, to respond to the urgent need for school buildings for basic education. This issue should be discussed with consideration to factors such as the quality of school facilities, long-term influence on facility maintenance and management, and the effect of community participation on project progress. Further, the contexts of projects vary, as shown in the urgency of post-disaster restoration and regional differences in basic education needs. Thus, *for future assistance in construction of primary and secondary schools to be appropriate, it is crucial to take the recipient countries' needs for basic education development into consideration.*

In recent school construction projects, *there is a trend from the mere construction of school buildings to improving facilities to meet local needs.* Recent projects actively utilize local resources and materials for further cost

Recent projects have improved facilities that meet local needs. Examples are: inclusion of soft components, provision of educational equipment, and special consideration for girls, rural children and minorities.

Distance education through TV and other media is effective in reduction of urban/rural disparities (project example in Pakistan)

**Support for Non Formal Education**

Literacy education and early childhood development projects are implemented within Community Empowerment Program/JICA Partnership Program

Synergies with other schemes are expected to compensate for small impact due to limited budget

reduction and integrate several components related to socio-economic aspects such as the establishment of facility maintenance and management systems; construction of latrines and water places; provision of necessary educational equipment (e.g. blackboards, desks and chairs, laboratory equipment); and special consideration for girls, rural children and minorities. One example of such an effort is the primary school construction project in Nepal (Case No. 15), in which Japan provided necessary resources but school construction itself was carried out by community members in cooperation with donors. Future projects for primary and secondary school construction should leverage such efforts.

The project for Expansion of the Education TV Channels in Pakistan (Case No. 22) is another type of Grant Aid in basic education. *Distance education through TV and other media is effective for improving literacy rates in rural areas, contributing to a reduction of urban/rural disparities.* This kind of project is expected to increase access to education aside from construction of schools.

**4. Support for Non Formal Education (Community Empowerment Program/JICA Partnership Program) ...Case No. 23-27**

The Community Empowerment Program and the JICA Partnership Program are aimed at supporting grass-roots social development projects carried out by Japanese NGOs, local governments and civil organizations. Many basic education projects are implemented in these categories, *including non-formal literacy education and early childhood development which were previously difficult to implement within traditional cooperation schemes.* This is because these new schemes have relatively flexible components that satisfy the needs of non-formal education projects, which are: small-scale grass-roots cooperation, direct support to local governments and NGOs, and maximum utilization of local resources.

*Since the budget is rather small, it is hard to expect an immediate or a considerable impact in these schemes. However, new synergies are expected to be identified if they are coordinated with other schemes such as Project-type Technical Cooperation and Dispatch of Experts.*

**Dispatch of Individual Experts**

Positive effects can be obtained by combining Dispatch of Long-term Experts and other schemes

**5. Dispatch of Experts (Education for Girls, Cooperation in Literacy, etc.)...Cases No. 28-30**

*Combining the Dispatch of Experts and other schemes may have positive effects in some cooperation fields.* The cooperation project on education for girls in Guatemala (Case No.28) is a pioneering project in the field of girls' education. Under this project, several schemes were effectively linked to the Dispatch of Experts that included the Acceptance of Trainees, Provision of Equipment, JOCV, Construction of Primary Schools, and Grant Assistance for Grass-roots Projects. These efforts resulted in capacity improvement of administrative officers and teachers.

In the literacy improvement project in Pakistan (Case No.29), a study on the current situation, consultancy, and preparation of course materials was conducted. These efforts are expected to have a positive effect on literacy education for out-of-school children.

**Acceptance of Trainees**

Mainly conducted in Country-Focused Trainings and Group Trainings under Project-type Technical Cooperation. (e.g. Local educational administration course for trainees in Guatemala; Education system and educational administration course for trainees in Palestine)

**6. Acceptance of Trainees...Case No. 31**

*Trainees in the field of education attend a Country-Focused Training or a Group Training under the Project-type Technical Cooperation Scheme.*

The training courses introduce Japan's know-how on educational administration to local educational administrative officers. Japan's experience improving education-related services (such as education systems, course materials, pedagogy, and teacher training) are introduced to primary and secondary school principals and senior-level teachers that are in charge of supervising other teachers. Participants are expected to acquire the knowledge and skills necessary to solve educational problems in their home countries, and to put their acquired knowledge/skills into practice.

The training courses also involve science education in laboratories aimed at capacity building of in-service science teachers, and an educational administration course aimed at strengthening the management ability of educational administrative officers.

At the same time, new courses have emerged and new types of training courses will continue to be developed in the field of education. Third-country Training is a new initiative. In one example, counterparts of the project for Strengthening Mathematics and Science Education in Kenya were trained at a training center for science and mathematics teachers in the Philippines.

### Dispatch of Teachers (JOCV)

Many teachers have been dispatched through JOCV scheme. As grass-roots cooperation is possible in their activities, coordination with Grant Aid / Project-type Technical Cooperation has done.

#### Future issues:

- Clarification of JOCV roles in projects
- Coordination and gaining consensus among JOCV members, experts, and other staff

## 7. Dispatch of Teachers (Japan Overseas Cooperation Volunteers)...Case No. 32

Education has traditionally been an important component of Japan Overseas Cooperation Volunteers (JOCV). About 30% of volunteers are involved in education, and 40% of them have worked on basic education issues. Many of these volunteers are dispatched to primary and secondary schools or other educational institutions in developing countries as teachers of science, mathematics, technical arts, music, physical education (PE), Japanese language, and early childhood development. Others are dispatched to educational administrative organizations or educational resource centers to develop course materials or train teachers. Teachers are dispatched all over the world, but a majority of science and mathematics teachers are sent to Anglophone Africa, music and PE teachers to Latin America, and Japanese language teachers to Asia and Eastern Europe.

*The biggest advantage of JOCV teachers is that they are able to engage in grass-roots cooperation because they are directly assigned to local schools. For this reason, recent projects have involved grass-roots activities through JOCV in addition to facility/equipment provision through Grant Aid and technology transfer through Project-type Technical Cooperation* (e.g. project on improving science and mathematics education in the Philippines). Since basic education development requires grass-roots activities and outcomes, the Dispatch of Teachers through JOCV has considerable potential if effectively coordinated with other schemes.

However, in order to make the collaboration between *JOCV and other technical cooperation schemes such as Dispatch of Experts is to be effective, it is necessary to gain a consensus under meticulous coordination among the JOCV members, experts, and other staff* about their respective roles and Terms of Reference (TOR) throughout projects. These points were overlooked in past projects. If lessons are learned from past experiences, grass-roots activities through JOCV dispatch should work effectively to improve basic education development projects.



## Relevant Projects in Basic Education (Major Cases)

No	Country	Project Name	Period	Type of Schemes	Mid-term Objectives	Characteristics
<b>1. Improvement of Science and Mathematics Education (Project-type Technical Cooperation/Team Dispatch of Experts)</b>						
1	Philippines	Science and Mathematics Education Manpower Development Project: SMEMDP	1994.4-1999.5	Project-type Technical Cooperation	1-2	The first Japanese technical cooperation project in the area of basic education. A large cooperation package of training, expert dispatch, project-type technical cooperation, grant aid and JOCV. Based on local in-service training of teachers, educational method was expanded to local regions by the training center for science and mathematics teachers in the University of Philippines.
2	Kenya	Strengthening of Mathematics and Science Education in Secondary Schools	1998.7-2003.6	Project-type Technical Cooperation	1-2, 5-2	The main purpose is establishment of an in-service teacher training system. For the system's self-development (cost-sharing), a training fund for teachers was established and is functioning by contribution of parents. Retraining of teachers is also conducted. Develop and expand educational contents and methods that meet with local conditions. It is tied with grant aid and JOCVs. Local training is conducted.
3	Indonesia	Project for Development of Science and Mathematics Teaching for Primary and Secondary Education	1998.10-2003.9	Project-type Technical Cooperation	1-2	For raising teacher's qualifications, activities are being implemented to train teachers and strengthen in-service teacher training at three educational universities. Activities are conducted by a working group within academic fields (mathematics, physics, chemistry and biology) and a task team in the WG (educational course/contents, syllabus/guidance method, material development, educational evaluation/academic exchange). Collaboration with grant aid (provision of equipment) scheme.
		Project for Development of Science and Mathematics Teaching for Primary and Secondary Education	E/N: 2000.8	Grant Aid		
4	Ghana	Improvement of Educational Achievement in Science, Technology and Mathematics (STM) in Basic Education	2000.3-2005.2	Project-type Technical Cooperation	1-2, 2-2	Result-oriented project with overall objective of "improving science and mathematics capability of primary/secondary students". Focused on development of cooperation at school (class) level through training teachers. Tied with country-focused training course.
5	Cambodia	Secondary School Teacher Training Project in Science and Mathematics	2000.8-2003.7	Project-type Technical Cooperation	1-2	Comparatively short (three years) project setting "capacity-building of science and mathematics teachers in secondary/high schools" as its overall objective and seeks to improve courses at teacher training schools by improving and developing curriculum/syllabus/course materials.
6	Egypt	Development and Creativity in Science and Mathematics in Elementary School	1997.12-2000.11	Team Dispatch of Experts	1-2	Implement development of text at the central level aiming at "quality improvement of science and mathematics classes at primary schools" by introducing practical instruction methodologies such as experiments. Established the Educational Cooperation Special Committee within the Hokkaido University of Education.
7	South Africa	Education and Training in Science and Mathematics in MPUMALANGA	1999.11-2002.1	Team Dispatch of Experts	1-2, 5-2	Only project coordinations are long-term experts, and substantial input was provided through technical training in Japan and dispatch of short-term experts. Cascade-type training method functioned efficiently and effectively by promoting moderation of Japanese expertise and technology by local authorities.
<b>2. Support for Formulation of Educational Development Plan (Development Study)</b>						
8	Indonesia	Study on Regional Educational Development and Improvement Project	1998.12-2000.5	Development Study and Long-term Experts	1-2, 2-2 5-1, 5-2	The first Japanese development study in the area of basic education. Objective was to formulate improvement plan based on verification of input results ("establishment of a secondary school development team", "exercise of school management", "revitalization of educational course for teachers", "distribution and management of textbooks", "revitalization of parents' activities" and "school subsidies").
9	Tanzania	School Mapping and Micro-Planning in Education	1999.7-2002.1	Development Study	1-1, 5-2	Gathered school information through region's educational administrators who received various local trainings, and analyzed educational needs and restraining factors. Had wide target area and large number of stakeholders (interested parties). Results of the first project year led to "Improvement Plan of Primary School Facilities". Objective is to promote education through community participation.
		Plan to Improve Primary School Facilities in Dar es Salaam	2001.4-	Grant Aid		
10	Malawi	Study on Community Based Basic Education Program	2000.4-2001.9	Development Study	1-2, 5-2	Objectives were quality improvement of primary education and community-based educational promotion (10-year Education Plan in 1999). Formulated educational plan for expanding basic education ("analysis of current situation", "school mapping" and "micro-planning"). Continued from project-formulation on education and WID in 1998.

No	Country	Project Name	Period	Type of Schemes	Mid-term Objectives	Characteristics
11	Myanmar	Development Study for the Improvement of Quality and Access of Basic Education	2000.12-2002.9	Development Study	1-1, 1-2 5-1, 5-2	Combination of social and hard components. Social components (education for school children): "production of teaching guidance", "program formulation for enhancement of universities' educational functioning". Hard components (access improvement): "formulation of primary school maintenance plan". Technical Transfer to C/P was regarded as more important than program formulation.
12	Vietnam	Development Study on Primary Education Sector Program	2001.4-	Development Study	5-1, 5-2	Operationalization is conditioned (consecutive input of ODA scheme - technical cooperation, grant aid and loans. Invited counterparts to Japan for development study). Coordination among donor agencies are more intensive than usual. Consultants are permanently stationed.
13	Senegal	Study on the Improvement Plan of Living Environment for Children	2001.7 Preliminary Study scheduled	Development Study	4-1, 4-2 5-1, 5-2	Multi-sectoral approach (education, health care, sanitation and nutrition) targeting 0 to 6 year-old children. Master Plan planning for Improvement of Children's living environment and verification study (pilot project) of "Child Center".
14	Cambodia	A Study on Participatory School Construction	2000.10-2001.3	Development Study by Local Consultants	1-1	Studied current situation on "community-based construction of primary schools" that had been implemented by each donor, and recommended standardized design and construction system. Also considered priority in construction of primary schools based on mapping materials (made by UNICEF).
<b>3. Construction of Primary/Secondary Schools, etc. (Grant Aid)</b>						
15	Nepal	Project for Construction of Primary Schools under Basic and Primary Education Programme II	1999	Grant Aid	1-1, 1-2 2-1, 3-2	Provided necessary money for procurement of equipment to construct primary schools. "Community-based participatory cooperation", community-based construction based on the request of local residents using equipment provided. A part of "the Plan of Basic to Primary Education", including curriculum, development of textbooks, training for teachers, educational management organizational/institutional enhancement.
16	Cameroon	Project for Construction of Primary Schools	1999	Grant Aid	1-1, 1-2 2-1, 3-2	Social components were included. Targets of soft components were: rebuilding of school maintenance and management system both at school and administrative (prefecture) level (Senegal); and analysis of state of facilities by the Ministry of Education as well as regulation of maintenance and management system (Cameroon).
17	Senegal	Construction of Primary Schools	2000	Grant Aid		
18	Pakistan	Project for the Establishment of Teacher's Training College for Women and Improvement of Educational Equipment in the Northwest Frontier Province	1995	Grant Aid	1-1, 1-2 2-1, 3-2	Objective was to increase school enrollment for girls: construction of a training school for female teachers (Pakistan); construction of primary school in the northern mountainous region inhabited by minority group (Vietnam); construction of primary/secondary schools in townships where school enrollment rate is low (South Africa).
19	South Africa	Project for Construction of Primary and Junior Secondary Schools in Eastern Cope Province	1998	Grant Aid		
20	Vietnam	Project for the Improvement of the Facilities of Primary Schools in the Northern Mountainous Region	2000	Grant Aid		
21	37 Countries	Project for Construction of Primary and Secondary Schools	1995-2000	Grant Aid	1-1, 1-2 2-1, 3-2	Basic idea of elementary/middle school construction is to increase classrooms by renovating existing schools rather than constructing new schools. Supplementary facilities such as toilets and water supply facilities, as well as blackboards, desks, chairs, experimental appliances are equipped (Palestine, Bosnia-Herzegovina, Philippines, Mongolia, Nicaragua, Benin, Mali, Djibouti, Angola and etc.).
22	Pakistan	Project for Expansion of the Education TV Channel	1995	Grant Aid	1-1, 2-2 3-1	Provided money to purchase broadcasting equipment in order to increase educational opportunities and raise the literacy rate. Seek to improve educational opportunities in rural areas needed to reduce regional disparities in education, literacy education and sanitary education.
<b>4. Support for Non Formal Education (Community Empowerment Program/JICA Partnership Program)</b>						
23	Ethiopia	Life Glow School II	1999.7-2002.3	Community Empowerment Program, Short-term Experts	2-1, 2-2 3-1, 4-1 4-2, 5-2	Main objective was capacity-building. Participatory construction of low-cost Learning Center with locally-procured equipment. Early-childhood education, child education, literacy education for girls, education in rural areas and promotion of education for girls.

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No	Country	Project Name	Period	Type of Schemes	Mid-term Objectives	Characteristics
24	Brazil	Community Development Through Training of Creche Educators (Improvement of Education, Community Health and Women's Situation)	2000.7-2002.7	Community Empowerment Program	1-2, 1-2 4-1, 4-2	Training for preschool teachers on education and health care. Follow-up of preschool management is also implemented. Improvement of readiness. Living Improvement through preschool and regional development. Ripple effects to other regions were expected.
25	Bolivia	Proyecto para la Asistencia a la Participacion de la Comunidad en Education	2000.7-2002.7	Community Empowerment Program, Long-term Experts	1-1	Support for grant-aided construction of primary schools from social dimension. Tied with Long-term Experts (promotion support for educational reform). JOCV scheduled to be dispatched. Extension Activities utilizing video materials to promote citizen's participation in education.
26	Vietnam	Project for Promotion of Adult Literacy in the Northern Mountainous Region	2000.3-2003.2	JICA Partnership Program	2-2, 3-1 3-2	The poorest area in the Northern mountainous regions are targeted. Establish terakoya (private school to provide basic education on the grass-roots level) and its management organization. Provide teachers with literacy education and instruction methods. Provide literacy education and further education at terakoya in order to promote people's enlightenment, and implement rural development program for income-raising.
27	Cambodia	Improvement Access to Primary Education in Rural Areas through Community Participation Project	2000.10-2003.9	JICA Partnership Program	1-1, 1-2 4-1	Improve environment for basic education through citizen's participation in the targeted areas. Activities include: construction of primary school buildings, opening of preschool classrooms, building of toilets and wells, provision of furniture and equipment, opening of libraries, workshops for Buddhist monks, establishment and management of rice banks, provision of traditional musical instruments and training.
<b>5. Dispatch of Experts (Education for Girls, Cooperation in Literacy, etc.)</b>						
28	Guatemala	Cooperation in Education for Girls	1996.2-2001.12	Long-term Experts +	2-1	WID project based on Japan-US common agenda, and also multi/bilateral cooperation through UNDP's Japan-WID trust fund and coordination with USAID. Dispatch of experts, country-focused trainings, dispatch of JOCVs, provision of equipment, construction of primary schools (grant), grant aid for grass-roots projects were cooperated effectively. Main focuses were capacity-building of educational administrators and teachers of elementary schools and gender-awareness reform.
29	Pakistan	Literacy Improvement	1997.6-2000.6	Long-term Experts	3-1, 3-2	Experts were dispatched to improve literacy education at terakoya for preschoolers and dropouts. Study conducted on current situation and program to improve educational curriculum, gave advice and prepared course materials.
30	36 Countries	Dispatch of Technical Cooperation Experts	1995-2000	Long-term Experts	1-2, 2-1 3-1, 5-1 5-2	Activities included: project-type technical cooperation, education policy and aid advisor (Cambodia, Indonesia, Bangladesh, Ghana, Malawi, Saudi Arabia); audio-visual education (Indonesia, Sri Lanka, Honduras, Tunisia); Japanese-language teaching (Malaysia, Brazil, Argentina)
<b>6. Acceptance of Trainees</b>						
31	35 Countries	Technical Training of Overseas Participants	1995-2000	Trainees	1-2, 5-2	Training courses on: educational administration; school system; course-material preparation; instruction methodology; teacher training; and training system. Administrators of the Ministry of Education, school principals and teachers were targeted. Group course for regional education administrators were also implemented due to decentralization.
<b>7. Dispatch of Teachers (Japan Overseas Cooperation Volunteers)</b>						
32	72 Countries	Japan Overseas Cooperation Volunteers	1965-	JOCV	1-1, 1-2 2-2, 2-3 3-1, 4-1 4-2	Mainly focused on grass-roots activities. Has experience on non-formal education for life improvement and technical learning, as well as official education including science and mathematics. About 200 types of expertise in seven sectors, 30% of which are in the educational and cultural sector.

\*This chart lists distinguishing and pioneering cases in the area of basic education from 1995 to 2001.

\*Figures in the column of "Mid-term Objectives" refer to those in the Development Objectives Chart.

## Appendix 2. Basic Checklist (Basic Education)

The following are the main indicators used to understand a country's situation and level of development in basic education. Although other factors such as an academic achievement, curriculum and textbook availability are necessary for accurate understanding, those indicators widely available are listed here.

Indicators	Unit	Calculation Method	Notes
<b>(System of Education)</b>			
1	Education cycle (Of years in primary, lower secondary, upper secondary)	Year	
2	Years of compulsory education	Year	
3	Official entry age for primary education	Age	
<b>(Aspects of Educational Access and Equity)</b>			
4	Gross enrollment ratio in Early Childhood Education programs	%	Number of pupils enrolled in Early Childhood Education programs regardless of age/Population of age-group that officially corresponds to Early Childhood Education programs
5	Net enrollment ratio in Early Childhood Education programs	%	Number of pupils enrolled in Early Childhood Education programs who are of the official age-group for Early Childhood Education programs/Population of the same age-group
6	Gross enrollment ratio in primary education	%	Number of pupils enrolled in primary education regardless of age/Population of age-group that officially corresponds to primary education
7	Net enrollment ratio in primary education	%	Number of pupils enrolled in primary education who are of the official age-group for primary education/Population of the same age-group
8	Gross intake rate in primary grade 1	%	Number of pupils who enter the first grade of primary education regardless of age/Population of official primary school-entrance age
9	Net intake rate in primary grade 1	%	Number of pupils of official primary school-entrance age who enter the first grade of primary education/Population of the same age
10	Gross enrollment ratio in secondary education	%	Number of pupils enrolled in secondary education regardless of age/Population of age-group that officially corresponds to secondary education
11	Net enrollment ratio in secondary education	%	Number of pupils enrolled in secondary education who are of the official age-group for secondary education/Population of the same age-group

- The gross enrollment ratio is the ratio of the number of pupils enrolled at a specific level of education to the population of the age-group that officially corresponds to the same level of education. For example, if the official school ages for primary education are 6-12, the gross enrollment ratio is: number of pupils enrolled in primary education/population of those aged 6-12. It is possible to exceed 100%, as pupils of various ages are enrolled in the same grade in many developing countries where there is a range of actual school-entrance ages and a high repetition rate.
- The net enrollment ratio is the number of pupils enrolled at a specific level of education who are of the official age-group for the same level of education to the corresponding population. In the above example, the net enrollment ratio is: number of pupils enrolled in primary education who are of ages 6-12/population aged 6-12. Although the net enrollment ratio is more useful to accurately understand quantitative aspects of education, it is often not available in developing countries due to lack of data (ages of pupils enrolled in schools are not always surveyed).
- Early Childhood Education Programs, data is not available in many countries and international comparison is difficult because institutions and the manner of implementation vary. Applying to UNESCO's definition, the Early Childhood Education Program is a child care program in which any form of learning activity accounts for 30% of the program, and is offered at least 2 hours a day for more than 100 days a year.

## Approaches for Systematic Planning of Development Projects

Indicators		Unit	Calculation Method	Notes
<b>(Aspects of Educational Quality)</b>				
12	% of new entrants to primary grade 1 who have attended Early Childhood Education programs	%	New entrants to primary grade 1 who have completed Early Childhood Education programs for 200 hours or longer/Number of new entrants to primary grade 1	<ul style="list-style-type: none"> <li>The pupil-teacher ratio and pupil-classroom ratio are often used as indicators to show educational quality. The pupil-teacher ratio exceeds 100 in many urban schools in sub-Saharan Africa. It should be less than 50, but considering the relation between class effectiveness and resources, an appropriate number of pupils per class is considered to be 20-45, depending on the instruction method, available resources and national character. Because regional disparities (especially urban/rural disparities) are large in terms of the number of teachers and school buildings, the pupil-teacher ratio and pupil-classroom ratio are used for regional comparison in a country rather than for measuring the national average.</li> <li>A teacher's certificate and required academic qualifications are typical indicators to measure the quality of teachers. Unqualified teachers include many teachers who have inappropriate qualifications (e.g. teachers teaching at secondary schools with primary teaching certificates, teachers teaching mathematics with language certificate).</li> </ul>
13	Pupil teacher ratio	Person	Number of pupils/Number of teachers	
14	Pupil classroom ratio	Person	Number of pupils/Number of classrooms	
15	% of teachers who are certified to teach	%	Number of teachers who have teacher certificates (completed teacher training)/Number of teachers	
16	% of teachers having the required academic qualifications	%	Number of teachers who have minimum academic qualifications officially required by government (e.g. owning high school certificate, bachelor's degree) for teaching/Number of teachers	
17	% of female teachers	%	Number of female teachers/Number of teachers	
<b>(Efficiency of Education)</b>				
18	Repetition rate	%	Number of pupils repeating grade/Number of pupils enrolled in the same grade at the beginning of academic year	<ul style="list-style-type: none"> <li>The repetition rate is the ratio of the number of repeaters to the number of pupils enrolled in the same grade at the beginning of an academic year. The drop-out rate is the ratio of the number of drop-outs to the number of pupils enrolled in the same grade at the beginning of an academic year.</li> <li>The survival rate is the ratio of the number of pupils who complete a level of education, including repeaters, to the number of pupils enrolled in grade 1 of the same level of education. These indicators are mostly utilized to measure qualitative aspects of education, especially internal efficiency that shows output of the education system by a certain input.</li> <li>The coefficient of efficiency reflects both repetition and drop-out, by counting the ratio of ideal number of pupil-years needed for a cohort to complete a specific level of education without repetition or drop-out, to the actual number of pupil years for the same cohort. The ideal value is 100, thus the smaller the value, the worse internal efficiency.</li> </ul>
19	Drop-out rate	%	Number of pupils that have dropped out of school/Number of pupils enrolled in the same grade at the beginning of academic year	
20	Survival rate to grade 5	%	Number of pupils who reach grade 5/Number of pupils enrolled in grade 1	
21	Survival rate to grade 2	%	Number of pupils who reach grade 2 regardless of repeating/Number of pupils enrolled in grade 1	
22	Coefficient of efficiency	%	Number of pupil-years required to graduate without repetition or dropping-out from a given school cohort/Actual number of pupil-years spent to graduate from the same cohort	
<b>(Literacy Rate)</b>				
23	Adult literacy rate	%	Number of literates aged 15 and over/Population aged 15 and over	<ul style="list-style-type: none"> <li>Though literacy ability includes ability on literacy, numeracy and life skills, the international statistical standard for the literacy rate is to calculate the percentage of population who can both read and write and understand a short simple statement for his/her everyday life.</li> <li>The youth literacy rate reflects the outcome of formal education more directly.</li> </ul>
24	Youth literacy rate	%	Number of literates of age-group 15-24/Population of age-group 15-24	

Indicators		Unit	Calculation Method	Notes
<b>(Public Finance on Education)</b>				
25	Public expenditure on education as a % of GNP	%	Public expenditure on education/GNP	<ul style="list-style-type: none"> <li>Indicators such as public expenditure on education as a % of GNP and as a % of total public expenditure are used to measure governmental efforts toward educational development.</li> <li>It is not uncommon in countries with large school-aged populations that expenditure on education accounts for more than 20% of total public expenditure.</li> <li>Education is one of the top three public expenditure items along with health and defense in many developing countries.</li> <li>An amount of 50-90% of public expenditure on education is spent on teacher's compensation. Thus financial resources to improve the quality of education, such as textbooks, school buildings and teacher training, is lacking in countries with low educational development.</li> <li>Comparing public expenditure on education per pupil (i.e. unit cost) between levels of education, there is an around thirty times difference between primary education and higher education in Sub-Sahara Africa. In other words thirty primary school children are able to be educated per college student. Unit cost comparison is often used to examine the distribution of resources among levels of education.</li> </ul>
26	Public expenditure on education as a % of total public expenditure	%	Public expenditure on education/Total public expenditure	
27	Public expenditure on education per pupil as a % of GNP per capita	%	Public expenditure on education per pupil/GNP per capita	
28	Public expenditure on primary education as a % of total public expenditure on education	%	Public expenditure on primary education/Total public expenditure on education	
29	Expenditure on teacher's compensation as a % of total public expenditure on education	%	Expenditure on teacher compensation/total public expenditure on education	
<b>(Disparities in Education)</b>				
30	Gender parity index		Ratio of females to males (expressed in values based on males as 1)	
31	Urban/rural parity index		Ratio of urban pupils to rural pupils (expressed in values based on urban pupils as 1)	
<b>(Language in Education)</b>				
32	Language of Instruction			
33	Official language			
34	Principal local languages			
<b>(Population Indicators Related to Educational Demands)</b>				
35	Annual population growth rate	%		
36	Youth dependency ratio	%	Population of age-group 0-14/Population of age-group 16-64	

**Footnote 1. Internationally Recognized Objective Indicators (Since 1995)**

Enrollment ratio in primary education:

- Universalization of primary education by 2015 (The Dakar Framework for Action, 2000)
- Universalization of primary education by 2015 (The DAC New Development Strategy, 1996)
- Universalization of girl's primary education by the 2010s (WID Initiative by Japan, 1995)

Literacy rate:

- 50% improvement in the literacy rate by 2015 (The Dakar Framework for Action, 2000)

Gender disparities:

- Elimination of gender disparities in primary and secondary education by 2005; achievement of gender equality in education by 2015 (The Dakar Framework for Action, 2000)
- Elimination of gender disparities in primary and secondary education by 2005 (The DAC New Development Strategy, 1996)
- Elimination of gender disparities in primary education (WID Initiative by Japan, 1995)

**Footnote 2. Availability of Basic Indicators by Country**

(1) Many of the above mentioned basic indicators are available from statistical data in the following reports.

- World Education Report (UNESCO, published biennially)
- UNESCO's Statistical Yearbook (UNESCO, published biennially)
- Human Development Report (UNDP)
- The State of the World's Children (UNICEF)
- World Development Report (The World Bank)

(2) UNESCO Institute for Statistics (UNESCO UIS) is the only organization at present which collects and analyzes educational statistics of countries throughout the world. Many of the reports mentioned in (1) use UNESCO UIS as a source of data. UNESCO UIS data is available at <http://www.uis.unesco.org/>

(3) Country reports on progress achieved since the World Conference on Education for All (Jomtien, Thailand, 1990) and the current status of basic education is submitted by 167 countries to the World Education Forum (Dakar, Senegal, 2000). The report presents an assessment of basic education in each country as well as statistical data on basic education. A full text of these reports is available at <http://www2.unesco.org/wef/countryreports/>

## Comparative Examples of Countries using Basic Checklist

Indicators		Mozambique	Laos	Average of Developing Countries	Japan
<b>(System of Education)</b>					
1	Educational Cycle (Number of years) (Primary, lower secondary, upper secondary)	5·2·5	5·3·3		6·3·3
2	Years of compulsory education	7 years	5 years		9 years
3	Official entry age for primary education	6-year old	6-year old		6-year old
<b>(Aspects of Educational Access and Equity)</b>					
4	Gross enrollment ratio in Early Childhood Education programs		8% (8%)	23% (23%)	50% (50%)
5	Net enrollment ratio in Early Childhood Education programs				50% (50%)
6	Gross enrollment ratio in primary education	75.6% (64.8%)	114.3% (103.4%)	101.7% (95.9%)	100% (100%)
7	Net enrollment ratio in primary education	43.6% (39.8%)	76.2% (72.4%)	84% (77%)	100% (100%)
8	Gross intake rate in primary grade 1	86.7% (94.5%)	125.3% (117.4%)		100% (100%)
9	Net intake rate in primary grade 1	19.6% (19.1%)	54.0% (53.0%)	87%	100% (100%)
10	Gross enrollment ratio in secondary education	7% (5%)	28% (23%)	51.6% (46.3%)	103% (104%)
11	Net enrollment ratio in secondary education	6% (5%)	22% (19%)		97%
<b>(Aspects of Educational Quality)</b>					
12	% of new entrants to primary grade 1 who have attended Early Childhood Education programs		8.6% (10.3%)		
13	Pupil teacher ratio	62.2 person	31 person	36 person	20 person
14	Pupil classroom ratio	46.9 person			
15	% of teachers who are certified to teach	65.0%	37.4%		
16	% of teachers having attended the required academic qualifications		86.6%	89%	
17	% of female teachers	23%	42%	52%	62%
<b>(Efficiency of Education)</b>					
18	Repetition rate (Primary)	25.0% (26.1%)	22.6%	6.1%	0%
19	Drop-out rate (Primary)	18.3% (19.1%)	10.2%		0%
20	Survival rate to grade 5	46% (39%)	55% (54%)		100%
21	Survival rate to grade 2	86% (79%)	78% (78%)		100%
22	Coefficient of efficiency	38.1% (36.2%)	51.5%		100%
<b>(Literacy Rate)</b>					
23	Adult literacy rate	59% (28%)	63% (32%)	82% (68%)	100% (100%)
24	Youth literacy rate	74% (49%)	82% (56%)	87% (19%)	100% (100%)
<b>(Public Finance on Education)</b>					
25	Public expenditure on education as a % of GDP	2.1%	2.1%	3.9%	3.6%
26	Public expenditure on education as a % of total public expenditure	5.6%	8.7%		9.9%
27	Public expenditure on education per pupil as a % of GNI per capita		5.0%	16.6%	18.9%
28	Public expenditure on primary education and Early Childhood Education programs as a % of total public expenditure on education		48.3%		39.3%
29	Expenditure on teacher's compensation as a % of total public expenditure on education		67.1%	64.4%	49.8%
<b>(Language in Education)</b>					
32	Language of Instruction (Primary)	Portuguese			Japanese
33	Official language	Portuguese	Lao		Japanese
34	Number of principal local languages	20	4		1
<b>(Population Indicators Related to Educational Demands)</b>					
35	Annual population growth rate	3.8%	2.8%	1.8%	0.3%
36	Youth dependency ratio (Population of age-group 0-14 / Population of age-group 16-64)	86%	85%	54.3%	22%

Values in parentheses indicate statistics on females. Numbers in the far left column (1-36) correspond to the numbers in the table of basic checklist.

**Data sources:** World Education Report (UNESCO), World Development Report (WB), Human Development Report (UNDP), and Country Reports for EFA 2000 Assessment

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## Development Objectives Chart in Basic Education (1)

Development Objectives	Mid-term Objectives	Sub-targets of Mid-term Objectives	Examples of Activities
<b>1 Expansion of Primary and Secondary Education</b>	<b>1-1 Promotion of Enrollments in Primary and Secondary Education</b> Gross and net enrollment ratios in primary and secondary education	<b>Quantitative Expansion of Educational Services</b> (Rate of) increase in number of schools (Rate of) increase in number of classrooms (Rate of) increase in number of teachers (Rate of) increase in number of textbooks and other course materials	Building of educational infrastructure based on appropriate construction plans Training and securing of teachers based on expected demands Appropriate and quick assignment of teachers × Distribution of textbooks and other course materials to meet the needs of pupils and communities Implementation of distance education utilizing ICT
		<b>Improvement of Children's Educational Circumstances</b> School enrollment registration Attendance rate Results of placement tests at enrollment Results of classroom observation and analysis Results of social survey of communities (awareness, household economy, time-budget survey, etc.)	Campaign to promote understanding of education in communities and families × Provision of free primary education × Scholarships aimed at children's education, alleviation of household burdens and reduction of child labor
		<b>Improvement of Children's Readiness (Preparation for Learning)</b> Enrollment ratio in Early Childhood Education programs/Number of pupils enrolled in Early Childhood Education programs Percentage of new entrants to primary grade 1 who have attended Early Childhood Education programs Results of regular health check-ups Results of placement tests	Implementation of Early Childhood Education programs × Infant care with consideration to health, hygiene and nutrition × Introduction, establishment and improvement of school health activities and school lunches to improve pupils' health × Regular health check-ups, immunization and counseling at schools in cooperation with neighboring hospitals and health centers
		<b>Introduction of Flexibility into Education Systems</b> Attendance rate Promotion rate Reenrollment rate of drop-out pupils	Development of curriculum to match the current situation and needs of pupils and communities × Revision of school calendars and schedules (annual/monthly course plan) with consideration to pupils' life styles and community events × Revision of promotion systems, considering the possibility of an automatic promotion system × Introduction of a reintroduction system for drop-outs and pupils who have been absent long-term
		<b>Increase in Number of Teachers and Improvement of their Awareness, Knowledge and Skills</b> Pupil-teacher ratio Background of teachers: academic record, experience of teacher training, years of teaching experience, working conditions, turnover, etc. Results of classroom observation and analysis Results of questionnaire survey to teachers	Improvement of teacher-training courses and systems Review of criteria for teachers' qualifications × Review of criteria for employment of teachers and improvement of selection processes × Securing (special) financial resources for additional teachers Introduction of training for new teachers and implementation of continuous in-service teacher training Development and dissemination of teachers' manuals Improvement of teachers' working conditions as well as teachers' morale and conduct Establishment of systems to supervise, evaluate and support teachers
	<b>1-2 Qualitative Improvement of Primary and Secondary Education</b> Results of achievement tests Drop-out rate Repetition rate Completion rate Survival rate to grade 5 Coefficient of efficiency (Drop-out + Repetition) Advancement rate to higher education Employment of graduates	<b>Improvement of Curriculum</b> Results of analysis of curriculum Results of classroom observation and analysis	Promotion of educational research to improve curriculum Improvement of relevance to regional conditions through promotion and community participation
		<b>Improvement and Extension of Instructional Methods (Pedagogy)</b> Actual utilization of course materials prepared for teachers Results of classroom observation and analysis	Research and development of effective and efficient pedagogy Development and dissemination of course materials prepared for teachers × Best mix of pupils' mother tongues and official languages as instruction languages Establishment of evaluation methods of pupils' academic achievement and feedback systems
		<b>Improvement and Dissemination of Textbooks/Course Materials</b> Results of textbook analysis Ratio of textbooks/course materials per pupil Availability of shared course materials Results of classroom observation and analysis	Improvement of the contents of textbooks/course materials, assuring consistency with curricula Dissemination of textbooks/course materials; introduction of appropriate management and maintenance methods Reinforcement of the linkage between textbooks/course materials and the contents of training for teachers
		<b>Improvement of Educational Facilities</b> Pupil-classroom ratio Age and size of school buildings, school equipment (e.g. desks, chairs), classrooms for special use (e.g. science rooms, workrooms), sanitary facilities (e.g. toilets, wash rooms), etc. Facility operation rate (actual utilization) Maintenance	Formulation of an appropriate school location plan based on school mapping Construction of schools (improvement of physical learning environment) Formulation of basic design and standard specifications with consideration for local characteristics, pedagogy, gender aspects and construction costs × Improvement of facility operation (alleviation of overcrowded classrooms) by introducing shift systems (two-/three-shift) Improvement of management manuals and community-based participation Equipment repair and introduction of appropriate management and maintenance methods
		<b>Implementation of Appropriate School Monitoring and Evaluation</b> Results of analysis on evaluation methods and processes Number of school visits by evaluators Actual preparation of evaluation report and school database	Establishment of appropriate evaluation indicators and methods Institutionalized and regular evaluation Establishment of evaluation results feedback system Training of evaluators (teachers and school inspectors)
	<b>Improvement of Children's Readiness (Preparation for Learning)</b>	Implementation of Early Childhood Education programs × Infant care with consideration to health, hygiene and nutrition × Introduction, stabilization and improvement of school health school lunches for improving pupils' health × Regular health check-up, immunization and counseling at schools in cooperation with neighboring hospitals and health centers	

<b>Examples of Activities:</b>	JICA has considerable experience JICA has certain experience JICA has experience as a component of projects × JICA has little experience
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## Development Objectives Chart in Basic Education (2)

Development Objectives	Mid-term Objectives	Sub-targets of Mid-term Objectives	Examples of Activities	
<b>2 Reduction of Disparities in Education</b>	<b>2-1 Reduction of Gender Disparities</b> Gender disparities in basic education indicators Verification results of teachers' instruction by classroom observation Gender disparities in achievement tests	<b>Realization of Gender-sensitive School Education</b> Results of curriculum analysis from gender perspective Results of textbook analysis from gender perspective Results of classroom observation and analysis from gender perspective Number and percentage of female teachers Results of teachers' attitude survey Attendance rate of girls	Understanding of problems based on study of gender disparities in community and schools × Elimination of gender biases in the contents of curricula, textbooks, course materials, etc. Improvement of teachers' gender awareness and instruction through teacher training Dissemination of pedagogy that considers gender balance and promotes girls' active class participation × Introduction of course subjects and training to improve living conditions, based on local needs Increase in the number of female teachers Construction of girl-friendly facilities (e.g. separate lavatories for boys and girls, sanitary water places, dormitories) and safe educational environment × Review of school calendars (annual/monthly course plan) and time schedule × Protection of pupils on school routes through encouragement of group commuting × Encouraging girls who had to leave primary schools due to pregnancy and childbirth to return to schools × Establishment of community schools in remote areas × Establishment of girls' schools (or girls classes in co-ed schools if appropriate)	
		<b>Highlight Girls Education for Community and Families</b> Attendance rate of girls Results of attitude survey to parents and local residents Attendance of parents at school events and regular meetings Number of school visits by school inspectors and results of analysis in a visit record	Campaign to promote understanding of importance of girls' education Promotion of understanding on school education through classroom observations and school events Enhancement of communication between teachers and parents through home visits and regular meetings × Active participation of local residents in school education through seminars and workshops Implementation of tour guidance at schools and in the community by inspectors and girls education promoters	
		<b>Creation of a Model to Promote Girls' Education</b> Increase in the number of girls who have advanced to secondary and higher education Number and percentage of female teachers	× Scholarship for girls Increase in the number of female teachers × Recognition and dissemination of female role models × Expansion of educational opportunity at secondary level, including introduction of distance education	
		<b>Adult Women's Literacy Education</b>	Recognizing the importance of special considerations for adult women, fundamental activities follow the line of Development Objective 3 "Satisfaction of Educational Needs of Youths and Adults"	
		<b>2-2 Reduction of Urban/Rural Disparities</b> Urban/rural disparities in basic education indicators Urban/rural disparities in achievement tests	<b>Quantitative Expansion of Educational Services in Rural Areas</b> *See Figure 2 for urban/rural disparity indicators listed under Sub-targets of the Mid-term Objective 1-1	Assurance of educational opportunities according to local conditions: community schools in remote areas, mobile schools (guidance by teacher visits), short-term intensive education, distance education × Flexible grade/class composition (e.g. one-class schools, combined classes, biennial entrance system) corresponding to a fall in the number of teachers caused by a decline in the population of school-aged children × Employment of local substitute teachers; implementation of supplementary training × Encouragement of teachers to teach in rural areas by introducing special allowances × Promotion of transition from non-formal education to formal education for out of school children
			<b>Qualitative Improvement of Education in Rural Areas</b> *See Figure 2 for urban/rural disparity indicators listed under Sub-targets of the Mid-term Objective 1-2	× Development, introduction and stabilization of flexible educational methods able to meet the needs of differing classroom sizes (tutorial, student group teaching) Improvement of educational relevance by introducing practical courses on agricultural training, etc. Promotion of communication among teachers in neighboring schools
	<b>2-3 Assurance of Educational Opportunities for Children with Special Needs: Ethnic and Economic Minorities, Nomadic Children, Orphans, Refugees, Children with Disabilities, etc.</b> Enrollment ratio of children with special needs Completion rate of children with special needs	<b>Awareness-raising of the Importance of Education for Children with Special Needs</b> Maintenance of database Results of attitude survey to parents and local residents	× Preparation of basic information on children with special needs (identification and categorization, present situations and educational needs) based on census and social surveys × Identification of legislation, policy planning with overriding priorities, as well as campaigns on education for children with special needs	
		<b>Securing Access to Formal Education for Children with Special Needs</b> Number of children with special needs in schools Attendance of children with special needs Educational achievement of children with special needs (relative evaluation)	× Improvement of school facilities (e.g. cafeteria, workrooms, dormitories, barrier free facilities, etc.) based on results of survey Implementation of supplementary activities for children with special needs (school lunches, vocational training, welfare counseling, supplementary lessons, special classes) × Establishment of school support systems (increase in the number of teachers, employment of special teachers and assistants, improvement of school health services, counseling) Enhancement of cooperation with relevant organizations outside school (e.g. medical institutions, welfare agencies, international organizations) as well as specialists (e.g. medical doctors, counselors, probation officers, social workers) × Enhancement of cooperation with families and the community × Strengthening teachers' knowledge and skills by introducing training courses on children with special needs into new and in-service teacher training programs Development and implementation of special curriculum, tutorial and academic evaluation standards based on individual conditions of children with special needs	
		<b>Provision of Alternative Educational Opportunities for Children with Special Needs</b> Number of pupils attending alternative educational opportunities for children with special needs Attendance of children with special needs Educational achievement of children with special needs (relative evaluation)	Development and promotion of educational programs for children with special needs × Diversification of educational methods (e.g. mobile schools, visiting education, classes for hospitalized children, integrated education, etc.) × Strengthening necessary knowledge and skills of substitute teachers through teacher training × Development and implementation of special curriculum, tutorial and academic evaluation standards based on individual conditions of children with special needs × Educational environment for children with special needs × Flexible curriculum (time and contents) × Implementation of appropriate and regular follow-up by specialists × Formal qualification for each educational program (qualification equivalent to primary education) authorized by government	

### Development Objectives Chart in Basic Education (3)

Development Objectives	Mid-term Objectives	Sub-targets of Mid-term Objectives	Examples of Activities	
<b>3 Satisfaction of Educational Needs of Youths and Adults (Literacy, Numeracy &amp; Life Skills)</b>	<b>3-1 Acquisition of Literacy and Numeracy by Youths and Adults</b> Adult literacy rate (ages 15 and above) Youth literacy rate (ages 15-24)	<b>Promotion of Literacy Programs</b> Number of class participants Attendance rate of participants Results of achievement test by participants  *In many cases, literacy and life skill classes are provided as the same program. However, here they are presented separately to allow readers to gain a clear understanding of each activity.	<ul style="list-style-type: none"> <li>× Identification of target group for literacy programs based on census and social survey; identification of obstacles to education</li> <li>Policy planning for prioritizing literacy education; implementation of literacy campaigns</li> <li>Development of various literacy programs matching the needs of learners and social contexts (e.g. functional literacy, post literacy, new literacy); provision of effective and efficient educational opportunities (e.g. night school, adult school, mothers' class, distance education)</li> <li>× Preparation of instructors' manual based on effective literacy instruction methods</li> <li>Development and distribution of course materials to match learners' literacy levels and needs (including books, newspapers and magazines)</li> <li>Preparation of classrooms and equipment for literacy programs</li> <li>Employment and training of literacy instructors and educational promoters within the targeted program areas</li> <li>× Flexible curriculum (time and contents)</li> <li>× Implementation of appropriate and regular follow-ups by school inspectors and educational promoters</li> <li>× Award of formal literacy certificate (officially authorized qualification equivalent to primary education)</li> </ul>	
	<b>3-2 Acquisition of Life Skills by Youths and Adults</b> Results of survey on people's living condition by participatory/non-participatory observations Survey on acquisition levels of life skills	<b>Promotion of Life Skill Acquisition Programs</b> Number of participants Attendance rate of participants Participants' level of knowledge and skills acquired Participants' life survey Participants' attitude survey	<ul style="list-style-type: none"> <li>Development of programs for life skill acquisition meeting participants' needs and social contexts (e.g. health-care, hygiene and nutrition, vocational training); provision of effective and efficient training opportunities</li> <li>× Preparation of instructors' manual by instruction level</li> <li>Development and distribution of course materials according to participants' knowledge and skills</li> <li>× Preparation of location and equipment for training</li> <li>× Employment and training of instructors from program target areas</li> <li>× Flexible curriculum (time and contents)</li> <li>× Appropriate and regular follow-up by school inspectors and educational promoters</li> </ul>	
		<b>Strengthening of Linkage with Community Development Programs</b> Various community development indicators Level of participation in social (community) activities Results of participants' life survey Results of participants' attitude survey	<ul style="list-style-type: none"> <li>× Understanding of residents' living conditions and identification of needs through social survey</li> <li>× Survey on community organizations and autonomous activities and identification of problems</li> <li>× Consideration of problem-solving techniques to meet community needs</li> <li>× Implementation of programs aimed at acquisition of literacy and life skills</li> <li>× Understanding and review of progress achieved through community development activities</li> <li>Establishment and maintenance of related facilities (day care centers, health centers, feeding centers, vocational training centers, community centers, libraries)</li> </ul>	
		<b>4-1 Expansion of Infant Care</b> Infant mortality rate (under the age of 1) Under-five mortality rate Morbidity Maternal mortality rate	<b>Awareness-raising on the Importance of Infant Care</b> Participation in child-care programs Results of attitude survey of parents and local residents	<ul style="list-style-type: none"> <li>Understanding of infants' living conditions and identification of problems based on census and social survey</li> <li>× Formulation of policy on infant care with overriding priority and implementation of illuminating campaigns to promote infant care programs, through cooperation with ministries and agencies related to health</li> </ul>
<b>4 Expansion of Infant Care and Early Childhood Education</b>		<b>Improvement of Infant Care at Home</b> Results of survey on infant living conditions Results of attitude survey of parents Participation in child-care programs Infants' physical and mental development (height, weight, reaction, behavior, etc.)	<ul style="list-style-type: none"> <li>Identification of problems based on survey on infants' living conditions</li> <li>Development of training programs for parents on infant care (e.g. health, hygiene, nutrition, early childhood education, etc.) and provision of infant care services (e.g. birth registration system, maternal and child health handbooks, mothers' classes, health consultation, immunization)</li> <li>Regular instruction on infant care by local specialists (e.g. public health nurses, child-care workers)</li> <li>× Establishment of counseling on infant care with specialists as needed and infant care follow-up systems</li> <li>Promotion of information exchange among parents through organizations of local residents and publication of newsletters</li> </ul>	
		<b>Implementation of Infant Care Programs at Child-Care Facilities</b> Participation in child-care programs Infant/child-care worker ratio Background of child-care workers: academic record, training experience, qualifications, years of experience, working conditions, turnover, etc. Results of monitoring child-care activities at facilities Results of analysis on interviews with child-care workers and parents Infants' physical and mental development (e.g. height, weight, reaction, behavior) Immunization State of facility management	<ul style="list-style-type: none"> <li>Development of child-care programs that meet the needs of parents (e.g. health, hygiene, nutrition, early childhood education)</li> <li>Establishment, appropriate operation and management of child-care facilities (e.g. day-care centers) based on national/regional development plan</li> <li>Training and securing of child-care workers with sufficient knowledge and skills, as well as implementation of regular training for child-care workers</li> <li>× Preparation of child-care workers' manual based on effective child-care methods</li> <li>× Development and distribution of toys and play equipment which meet child development levels</li> <li>× Sustained supply of safe food and water</li> <li>Implementation of appropriate and regular follow-up by administrative authorities</li> </ul>	
		<b>4-2 Expansion of Early Childhood Education Programs</b> Gross and net enrollment ratios in Early Childhood Education programs Advancement rate to primary education Percentage of new entrants to primary grade 1 who have attended Early Childhood Education programs Comparison of readiness at primary grade 1 between pupils with and without Early Childhood Education experience through classroom observation Repetition rate at primary grade 1	<b>Awareness-raising on the Importance of Early Childhood Education Programs</b> Early Childhood Education program enrollment Results of attitude survey of parents and local residents	<ul style="list-style-type: none"> <li>Understanding of living conditions of children aged 3-6 and identification of problems based on census and social survey</li> <li>× Policy planning on Early Childhood Education programs with overriding priority and campaigns to promote Early Childhood Education programs</li> </ul>
			<b>Implementation of Early Childhood Education Programs</b> Gross and net enrollment ratio in Early Childhood Education programs Pupil-teacher ratio Background of teachers: academic record, training, teacher's qualifications, years of teaching experience, working conditions, turnover, etc. Monitoring teaching conditions at facilities Analysis of teachers' instruction records Analysis of interviews with teachers and parents Children's physical and mental development (height, weight, reaction, behavior, etc.) Results of text analysis Availability of shared course materials State of facility management	<ul style="list-style-type: none"> <li>Curriculum development/improvement of Early Childhood Education programs matching the reality of children and needs of parents, including instruction procedures and guidelines for child-care</li> <li>Establishment of Early Childhood Education facilities based on educational plans (e.g. kindergartens, day-care centers)</li> <li>Improvement of management manuals and community-based participation</li> <li>Training and securing of kindergarten teachers with sufficient knowledge and skills based on expected demands, as well as implementation of regular training</li> <li>× Preparation of teaching guidelines and teachers' manual based on child-centered pedagogy</li> <li>Development and distribution of educational toys, play equipment and picture books meeting child development levels</li> <li>Establishment of Early Childhood Education facilities and system for teacher supervision, evaluation and support</li> </ul>

## Development Objectives Chart in Basic Education (4)

Development Objectives	Mid-term Objectives	Sub-targets of Mid-term Objectives	Examples of Activities
<b>5 Improvement of Educational Management</b>	<b>5-1 Establishment of Political Commitment</b> Recognition of efforts both at home and abroad	<b>Establishment of Policy Framework</b> Results of policy analysis on basic education Results of feasibility study on implementation of basic strategy Results of feasibility study on implementation of action plan Coordination of assistance	Preparation of educational sector program reflecting international consensus and goals, current situations of countries, national development plans, people's needs and trends in other sectors × Policy planning on basic education giving consideration to current situations of countries, people's needs, consistency with superior plans and continuity from the preceding educational policies Formulation of basic strategy and action plans giving consideration to current system of implementation and budget for education Establishment of cooperative relations with other donor agencies, support groups at home and NGOs
	<b>5-2 Enhancement of Educational Administration System</b> Results of third-party evaluation by administrative auditing agencies Public expenditure on education per pupil as a percentage of GNP per capita Progress of nationwide action plans	<b>Improvement of Administrative Capacity</b> Results of performance evaluation of educational administrative officers	Clarification of affairs responsible at each educational administrative level and office × Review of personnel affairs on educational administrative officers (e.g. employment, rotation and promotion) giving consideration to the right-person-in-the-right-place Implementation of training for educational administrative officers aimed at acquisition of necessary knowledge and skills as well as improvement of awareness and motivation Preparation of basic information on education (e.g. laws, regulations, statistics)
		<b>Improvement of Finance on Education</b> Public expenditure on education as a percentage of total public expenditure	× Increase in budget for education through review of national finance × Utilization of private financial resources by promoting cooperation with private sectors and NGOs × Moderation in expenditure of the budget through enforcement of accounting audits
		<b>Downsizing Educational Administration</b> Number of departments and agencies in an organization Number of educational administrative officers	× Consolidation of departments and agencies; downsizing of redundant staff based on review of responsibilities at each office × Transfer of activities to the private sector
		<b>Promotion of Decentralization</b> Progress on authority delegation Progress on action plans at local level Results of interviews with local residents Analysis of project evaluation reports	× Delegation of authority from the central to local governments × Simplification of the decision-making process in local governments Educational policy planning/implementation; development of ownership by local educational administrative officers Strengthening of partnerships through community participation in the process of educational policy-making and prompt response to local needs × Enhancement of monitoring of local education administration through citizens' ombudsmen system
		<b>Improvement of School Management Capacity</b> Results of interviews and questionnaires to teachers Results of interviews and questionnaires to local residents Availability of independent revenue sources	Improvement of school management capacity through introduction of schoolmaster training Appropriate school management through active participation by parents and community in school education Securing independent revenue sources for school management (e.g. donations from parents, the community and private firms)