Data Collection Survey for JICA Education Cooperation in the Post-COVID-19

Final Report
(Girls'Education)

February 2022

Japan International Cooperation Agency (JICA)

International Development Center of Japan Inc.

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Summary

The purpose of the Data Collection Survey for JICA Education Cooperation the post-COVID-19 is to propose a direction of JICA's cooperation for basic education in the next five years. This survey focuses on three themes: (i)girls' education; (ii)out of school children (OOSC), including child labor; and (iii)information and communications technology (ICT) in education. The direction of JICA's cooperation towards SDG Target 4.1 (By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes) is proposed based on international discussions, trends of key donors, and Japan's efforts. This report provides the results of the survey on the first theme: girls' education.

Although gender disparities in schooling have improved globally, girls tend to be less likely than boys to be enrolled in primary and secondary education in Sub-Saharan Africa and South Asian countries. In some cases, the burden of domestic work and the needs of remote learning brought on by the COVID crisis disadvantage girls in their education. Risk factors that prevent girls from resuming schooling, such as pregnancy and early marriage, have also arisen.

Due to the COVID crisis, the gap in learning among students is widening and inequitable, both in terms of remote learning (via paper-based, radio, television, internet, etc.) during the closure of schools and in terms of returning to school when school resumes. It is feared that the percentage of children defined as "learning poor" (those who cannot read or comprehend simple, age-appropriate texts at the age of 10) may be as high as 70% for girls and boys combined, up from 50% before the COVID crisis.

Since 2015, the international community has been working on Sustainable Development Goals (SDGs) as the post Millennium Development Goals (MDGs). The MDGs were set out to increase the primary education enrollment rate by 2015. While both the enrollment rate and gender disparity have improved worldwide, the problem of lack of enrollment in school remains. At the same time, the problem of learning among children who are enrolled in school, but have not acquired basic academic skills, has become more apparent. For this reason, SDG 4.1, the first target of the education SDG agenda, sets two indicators, "minimum proficiency in reading and mathematics" and "completion rate," to be monitored separately for girls and boys.

International organizations and major donors have also supported girls' education, gender equality, and girls' and women's empowerment, while strengthening efforts in monitoring education to improve learning. In light of the COVID crisis, efforts have been made to promote the reopening of schools and re-enrollment of students and to support a variety of learning opportunities and methods, including remote learning. Depending on the age of the target population and the region, support is also provided to address issues specific to girls, such as menstrual hygiene management and conditional cash transfers for schooling.

The Government of Japan and JICA are also committed to supporting quality learning and girls' education. However, with regard to the Japan's bilateral cooperation, the UNESCO report of 2019 indicated that, in terms of monetary value, the percentage of gender projects in education aid is 6%, the lowest among Development Assistance Committee (DAC) member countries. This can be attributed to the fact that the number of Japanese cooperation projects that actually target girls and women as direct beneficiaries has a relatively small monetary value, and that the implementation monitoring, and public relations activities related to the direction of assistance are not effective.

JICA has set targets for the share of gender projects, and it is increasing in basic education projects; however, the conditions for categorizing gender projects are not strict. In addition, during the implementation of projects, there is no systematic monitoring from the perspective of gender mainstreaming. Even among the technical cooperation projects that were being implemented at the time of this survey, very few of the gender projects had "girls" or "gender-specific" as indicators in the project

goals. Moreover, the goals and indicators for the number of projects that specify learning outcomes, such as mathematics achievement tests, are on the rise, but most of these projects do not include gender-disaggregated indicators. Finally, we could not find any public documents or online information on the progress of these indicators that could be continuously checked during the implementation of the projects.

The need and urgency for global efforts to address SDG Target 4.1 have increased for both girls and boys in the wake of the COVID crisis. Therefore, JICA also needs to strengthen its cooperation and improve its visualization of the contribution so that it also enhances collaboration with counterpart governments and other development partners towards a common goal and its collective impacts. Therefore, as the direction of JICA's cooperation for the next five years, we propose a framework named "Student-Tailored Education and Proof of Skills with Gender Consideration (STEPS-G)," which will provide a clear pathway to SDG 4.1. This framework is intended to guide JICA's project formulation (including modification of ongoing projects, if necessary) and implementation monitoring.

Specifically, in light of the COVID crisis, we propose that JICA strengthen its focus on "aligning with the daily lives and development of girls and boys" who need immediate access to education, while "providing girls and boys with daily learning and monitoring their learning progress" through improved education policy and practice, resulting in "girls and boys gaining basic academic skills and completing primary education qualifications." The aim is to strengthen and make visible cooperative efforts to achieving both SDG 4.1.1 (minimum proficiency) and SDG 4.1.2 (completion). Reflecting the impact of the COVID-19 and Japan's comparative advantage, we also provisionally propose "10 basic math skills" as common outcome indicators in addition to the number of students enrolled in school by grade and by gender.

By using these indicators for multiple JICA projects, it will be possible to grasp the situation in the target areas of cooperation and monitor the progress made by implementing the projects on an ongoing basis, thereby enabling constructive dialogue with counterpart governments and development partners on the content of the initiatives (activities and outputs) with respect to SDG Target 4.1. In addition, this approach will enable us to fulfill our accountability to the Japanese people regarding the effectiveness of our official development assistance (ODA) in a more timely and continuous manner, which in turn will contribute to gaining the support of the Japanese citizens in allocating ODA funds to meet their needs in the wake of the COVID crisis.

There are many activities that JICA can pursue in cooperation with governments of developing countries to support children's journeys toward meeting SDG learning goals. JICA has provided both institutional and practical cooperation in all forms of assistance, including technical cooperation, grant aid, and ODA loan for school facilities, ICT equipment and materials, capacity building for community-based school management, development of textbooks and teaching materials, and teacher training.

Bearing in mind the scope of JICA's cooperation potential, this report examines three case study countries, Pakistan, Madagascar, and Egypt, while experimenting briefly with the STEPS-G framework, and it makes recommendations on the direction of JICA's cooperation and specific support for the next five years. In particular, we focus on Pakistan, which has a significant gender disparity in basic education enrollment, and we make recommendations for JICA's multiple cooperation projects, including those in sectors other than education. In order for learning activities to be positioned as a normal part of the daily lives and growth of girls and boys, and for these activities to continue, there may be a high need for collaboration with administrative bodies outside the sector of education to address various impediments. Although JICA has not had much experience in collaborating with other sectors, we believe that continuous monitoring of the progress of specific targets and initiatives under SDG Target 4.1 will increase the possibility of visualizing the contribution of other projects.

We propose to develop a strategic process that will allow us to identify the minimum targets that we want all children to reach. Moreover, we aim to consider how to achieve this goal with all parties

involved, so that five years from now, in 2028, we can confirm with our partner governments and development partners that the number of children, both girls and boys, who have achieved the minimum level of proficiency in mathematics has increased considerably and that the number of children who have completed primary education has also increased.

Abbreviations

Acronym	Official name (English or French)
ADB	Asian Development Bank
AFD	Agence Française de Développement
CCT	Conditional Cash Transfers
DAC	Development Assistance Committee
DFID	Department for International Development
ECED	Early Childhood Education and Development
EU	European Union
FCDO	Foreign, Commonwealth and Development Office
GPE	Global Partnership for Education
GPI	Gender Parity Index
ICT	Information and Communication Technology
IDA	International Development Association
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicator
MBS	Minimum Basic Skills
MICS	Multiple Indicator Cluster Surveys
MPL	Minimum proficiency level
NFE	Non-Formal Education
NGO	Non-Governmental Organizations
NPO	Nonprofit Organization
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
OOSC	Out-of-School Children
PDM	Project Design Matrix
PNG	Papua New Guinea
PTA	Parent-Teacher Association
SDG	Sustainable Development Goals
SIP	School Improvement Plan
SMC	School Management Committee
STEM	Science, Technology, Engineering and Mathematics
STEPS	Student Tailored Education and Proof of Skills
STEPS-G	Student Tailored Education and Proof of Skills with Gender Consideration
STR	Student-teacher ratio
UNDP	United Nations Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
WFP	World Food Programme
For Pakistan	
AAP	Accelerated Action Plan for Reduction of Stunting and Malnutrition
ALP	Accelerated Learning Program
AQAL	Advancing Quality Alternative Learning Project
ASER	Annual Status of Education Report
ASPIRE	Actions to Strengthen Performance for Inclusive and Responsive Education
DEO	District Education Officer
EGMA	Early Grade Mathematics Assessment
FHBW	Female Home Based Workers
GBHS	Government Boys High School
GBPS	Government Boys Primary School

GGHS	Government Girls High School
GGPS	Government Girls Primary School
GHS	Government High School
GRACE	Gender Response Actions to Ensure Retention through Community Engagement and School Practices Technical Cooperation Project
GWG	Gender Working Group
LIGHT-F	Livelihood Improvement for Growth and Transformation of the Female
LEG	Local Education Group
LSBE	Life Skill Based Education
LSU	Local Support Unit
MHM	Menstrual Hygiene Management
RSU	Reform Support Unit
SAT	Standardized Achievement Test
SELD	School Education & Literacy Department, Government of Sindh
SELECT	Sindh Early Learning Enhancement through Classroom Transformation Project
SESP	School Education Sector Plan
SESP&R	Sindh Education Sector Plan and Roadmap
SRSO	Sindh Rural Support Organization
STEVTA	Sindh Technical Education & Vocational Training Authority
TCF	The Citizens Foundation
TEO	Taluka Education Officer
TIMSS	Trends in International Mathematics and Science Study
UC	Union Council
WDD	Women Development Department
WDFP	Women Development Foundation Pakistan
For Madagascar	
BEPC	Brevet d'Etude du Premier Cycle (de l'enseignement secondaire) (Certificate of First Cycle of the Secondary Education)
CDMT	Cadre de Dépenses à Moyen Terme (Medium-Term Expenditure Framework)
CEPE	Certificat d'Etudes Primaires Elémentaires (Elementary Primary Course Certificate)
CISCO	Circonscription Scolaire (School District/School District Office)
CRAN	Cours de Remise a Niveau (Remedial Courses)
DEFPE	Direction de l'Education Fondamentale et de la Petite Enfance (Department of Basic Education and Pre-prmary Education)
DPFI	Direction du Patrimoine Foncier et des Infrastructures (Department of Land and Infrastructure)
DREN	Direction Régionale de l'Education Nationale (Regional Department of National Education)
FEFFI	Farimbon'Ezaka ho Fahombiazan'ny Fanabezana eny Ifotony (School Management Committee)
FRAM	Fikambanan'ny Ray Aman-drenin'ny Mpianatra (Pupil's Parents Association)
INFP	lnstitut National de Formation Pedagogique (National Teaching Training Institute)
PAEB	Projet d'Appui à l'Education de Base (Basic Education Support Project)
PASEC	Programme d'analyse de système Educatifs de la Confemen (Analyzing Program of Educational Systems of CONFEMEN)
PSE	Plan Sectoriel de l'Education (Education Sector Plan)
SGVB	Sexual and Gender-Based Violence
TAFITA	Tantsoroka ho an'ny Fitantanana ny sekoly (Projet d'appui à la gestion participative et décentralisée de l'école) (Participatory and Decentralized School Management Support Project)

ZAP	Zone Administrative Pédagogique (Administrative Educational Area/Chief)
For Egypt	
CAPMAS	Central Agency for Public Mobilization and Statistics
CCIMD	Center for Curriculum and Instructional Material Development
EGP	Egyptian Pond
EJEP	Egypt Japan Education Partnership
EJS	Egyptian Japanese School
E-JUST	Egypt-Japan University of Science and Technology
EKB	Egypt Knowledge Bank
GAEB	General Authority for Educational Buildings
KG	Kindergarten
MOETE	Ministry of Education and Technical Education
MOHESR	Ministry of Higher Education and Science Research
MOSS	Ministry of Social Solidarity
NAQA	National Authority for Quality Assurance and Accreditation
NCEEE	National Center for Evaluations and Educational Evaluation
NCW	National Council for Women
PAT	Professional Academy for Teachers
PMU	Project Management Unit
TTCS	Tokkatsu Training Certifying System

Introduction

Survey background and purpose

This Data Collection Survey for JICA Education Cooperation in the post-COVID-19 (hereafter "this survey") was conducted by the International Development Center of Japan, Inc. (IDCJ), commissioned by the Japan International Cooperation Agency (JICA). The global COVID-19 pandemic has exacerbated pre-pandemic issues in education such as learning crises and out-of-school children (OOSC). Disparities have widened in remote learning opportunities and the use of information and communication technology (ICT) during full and partial school closures.

In the Education x Innovation Initiative for Sustainable Future 2019 and the Learning Strategy for Peace and Growth 2015, the Government of Japan committed to increasing access to quality education and ensuring inclusive educational opportunities for girls and vulnerable groups. The COVID-19 crisis has heightened the importance of implementing these policies, and it is necessary to consider specific ways to address girls and underprivileged groups and promote the use of ICT in education.

Therefore, the purpose of this study is to propose the direction of JICA's cooperation for basic education in the next five years, considering the effects of the COVID-19 crisis, especially in the three focused themes of (i) girls' education, (ii) OOSC (including child labor), and (iii) ICT in education. Because pre-COVID education issues have worsened, this study proposes the direction of JICA's future cooperation toward SDG 4, especially Target 4.1 ("By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes"), which JICA has identified as a priority in its SDG Positioning Paper (2015).

This report provides the results of the study on the first theme: girls' education.

Survey scope and team composition

Regarding each of the three focused themes, this survey collected the following information:
(1) Current status of issues and measures in developing countries
(2) Strategies of major donors to support developing countries
(3) Japan's policies and actions
(4) Status of three case countries

The below table lists the case countries. They were proposed by JICA, taking into account regional balance (Asia, Middle East, East Africa, and West Africa) and JICA's ongoing operations and future prospects. The target subsector was basic education (primary education and lower secondary education). Other sub-sectors were also included in the analysis if appropriate.

Focused themes	Case countries
Girls' education	Pakistan, Egypt, Madagascar
OOSC (including child labor)	Cambodia, Ghana, Jordan
Use of ICT	Papua New Guinea (PNG), Nigeria, and Mozambique

The duration of this study was from January 8, 2021, to February 28, 2022. The overall workflow is shown below.

Workflow chart															
	2021												2022	
	1	2	3	4	5	6	7	8	9	10	11	12	1	2
Domestic survey (1) [1]-[3] Domestic survey (2) [6]-[11]	[1] Preparation of research plan [2] Literature survey and interviews with relevant Japanese stakeholders				[3] Interim report meeting and continuation of the survey				[6] Review of proposed cooperative directional approach [7] Final report meeting [8] Seminar [9] Development of educational materials					
Field survey [4][5]					[4] Inception report and questionnaire development									
						[5] Conducting field surveys								

The team composition is shown in the below table.

Position	Name	Organization
Survey Team Leader/ Girls' Education Team Leader	Takako Yuki	International Development Center of Japan, Inc. (IDCJ)
Deputy Survey Team Leader	Shuhei Oguchi	IDCJ
Girls' Education Team Member for Pakistan	Noriko Hara	IDCJ (Kaihatsu Management Consulting, Inc.)
Girls' Education Team Member for Madagascar	Emi Ogata	IDCJ
Girls' Education Team Member for Egypt	Masami Watanabe	IDCJ
Girls' Education Team Member for Awareness Raising Material	Mitsue Tamagake	IDCJ
OOSC Team Leader for Cambodia, Jordan, Ghana	Yoko (Komatsubara) Kasai	IDCJ
OOSC Team Member for Ghana	Tomoko (Shiroki) Baba	IDCJ (Action against Child Exploitation (ACE))
ICT Team Leader for Mozambique, Nigeria, PNG	Koji Sato	IDCJ
ICT Co-Team Leader for Mozambique and Nigeria	Naomi Takasawa	IDCJ
ICT Team Member for Mozambique, Nigeria	Tomoo Nasuda	IDCJ (Digital Knowledge Co., Ltd.)

Note: The extended team members (funded by IDCJ) include Hiroyo Onozato (donors' support for girls' education), Kiyofumi Tanaka (girls' education in Pakistan), Daigo Ito (OOSC in Cambodia and scholarship for girls' education), Keika Komura (video for girls' education), Yoshie Hama (qualitative information and video for girls' education), and Takuya Numajiri (indicators and assessment tools for mathematics).

The study and information collection were conducted with the cooperation of JICA's staff and experts. In addition, as a public relations activity for this study, a seminar mainly aimed at Japanese development consultants was held to promote understanding of the three focused themes. An educational material was prepared on the theme of girls' education.

In the first part, the direction of JICA's cooperation in basic education for the next five years was proposed based on the review of the international discussion on girls' education, the support trend of major donors, and Japan's efforts. In the second part, the results of the survey on girls' education in the case study countries were presented and the direction of JICA's cooperation was proposed.

Part I. Trends in International Cooperation for Girls' Education and Proposals for JICA's Cooperation

Chapter 1: Overview of Progress and Issues in Girls' Education

This chapter highlights progress and issues for girls' education in developing countries, mainly using information from international organizations (see Appendix B-1).

1.1 Status and Issues in Girls' Education

(1) Gender Parity in Enrollment

Globally, the gender gap in enrollment has improved at all levels of education[1]. However, as Table 1.1 shows, girls tend to be less enrolled in primary and secondary education than boys, especially in Sub-Saharan African and South Asian countries.

UNESCO estimates that 129 million girls are out of school, including 32 million of primary school age and 97 million of secondary school age[2].

According to a recent report[3] on the effects of COVID-19, the increased demand for domestic work has constrained girls' time for learning in some cases. Some girls have faced barriers to distance learning during school closures, including lack of digital skills, lack of access to devices, and cultural norms that constrain their use. In some societies, there are also risk factors (e.g., sexual exploitation, early marriage, pregnancy, domestic violence) that prevent girls from resuming school. How girls and boys were affected by the closure of schools during the COVID-19 pandemic depends on national and societal contexts, but what is clear is that attending school is essential for all learners and that school can shape daily life and provide gender-related protection.

Table 1.1: Gender disparity in school enrollment

Country*	ANER primary (%), 2019	GPIA in completion, 2019 Primary	GPIA in completion, 2019 Lower secondary
Angola	…	0.89-4	0.76-4
Benin	64	0.87-1	0.54-1
Burundi	59	1.16-2	0.80-2
Cameroon	65	0.98-1	0.83-1
Chad	41-1	0.76	0.47
Congo	…	1.04-4	0.79-4
Côte d'Ivoire	79	0.88-3	0.62-3
Guinea	60-3	0.75-1	0.61-1
Mali	50-2	0.81-1	0.71-1
Mauritania	73	0.86-4	0.73-4
Mozambique	55	0.96-4	0.89-4
Nigeria	…	1.00-1	0.89-1
Sierra Leone	83	1.03-2	0.89-2
Somalia	…	0.81-3	0.79-3
Togo	88+1	0.92-2	0.71-2
Uganda	53-2	1.07-3	0.87-3
Zambia	…	1.03-1	0.89-1
Afghanistan	86-1	0.60-4	0.52-4
Pakistan	73	0.87-1	0.82-1
Guatemala	79	0.95-4	0.87-4

(Source) UNESCO 2021/2 Global Education Monitoring Report.
(Note) Listed countries only for GPIA is less than 0.90.
ANER: Adjusted net enrolment rate
GPIA: Adjusted gender parity index
± n Reference year differs

(2) Gender Equity in Learning Proficiency and Selection of Programs

According to the adjusted gender parity index for 15-year-olds achieving minimum proficiency (UNESCO), girls tend to outperform boys in reading and perform roughly the same in mathematics. World Bank data[4] also shows that harmonized test scores are higher for girls than boys in 125 out of 158 countries for which data are available.

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[1] UNESCO, Gender Report 2020.
[2] World Bank, "Girls' Education" website, https://www.worldbank.org/en/topic/girlseducation#1.
[3] UNESCO, UNICEF, and World Bank (2021). UNESCO, "The State of the Global Education Crisis: A Path to Recovery," (2021), "When Schools Shut: Gendered Impacts of COVID-19 School Closures" (2021), etc.
[4] World Bank, Human Capital Index for 2020.

However, girls are relatively underrepresented in engineering and ICT programs in higher education. Opportunities to get involved in technology also tend to be limited for women. For example, there are 327 million fewer women than men with smartphones worldwide. Even when women do have access to the Internet, they may not use it as much as men for a variety of reasons related to gender disparities[5].

According to international organizations, the loss of learning due to COVID-19 has been large and inequitable. Due to prolonged school closures and differences in the quality of distance learning, the number of

Figure 1.1: Increase in learning poverty due to COVID-19

children in low- and middle-income countries who are in the situation defined as "learning poverty"[6] has already exceeded the pre-COVID level of 50% and is feared to be as high as 70%[7] (Figure 1.1). However, we were not able to identify the results of the simulation of learning poverty by gender.
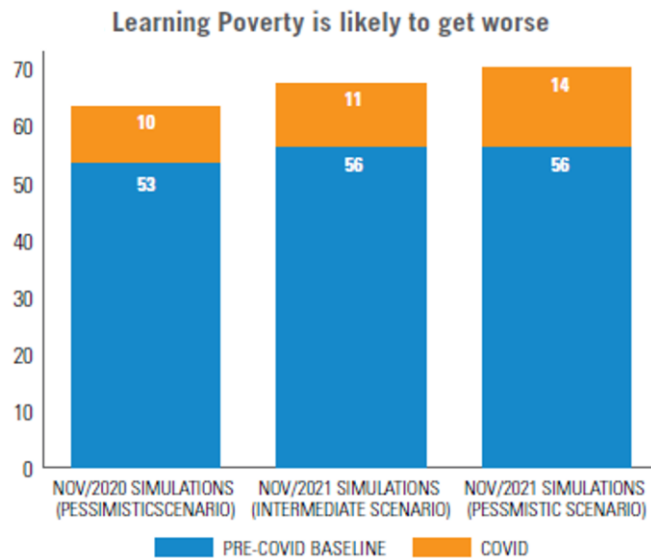
(3) Gender Differences in Intergenerational Mobility of Educational Attainment

In low- and lower-middle-income countries, the percentage of girls who receive education higher than that of their parents is on the rise, but it is still low compared to the percentage of boys (Figure 1.2).

Figure 1.2: Share of a generation cohort achieving a higher education level than that of their parents (absolute mobility) by sex, cohort, and country income
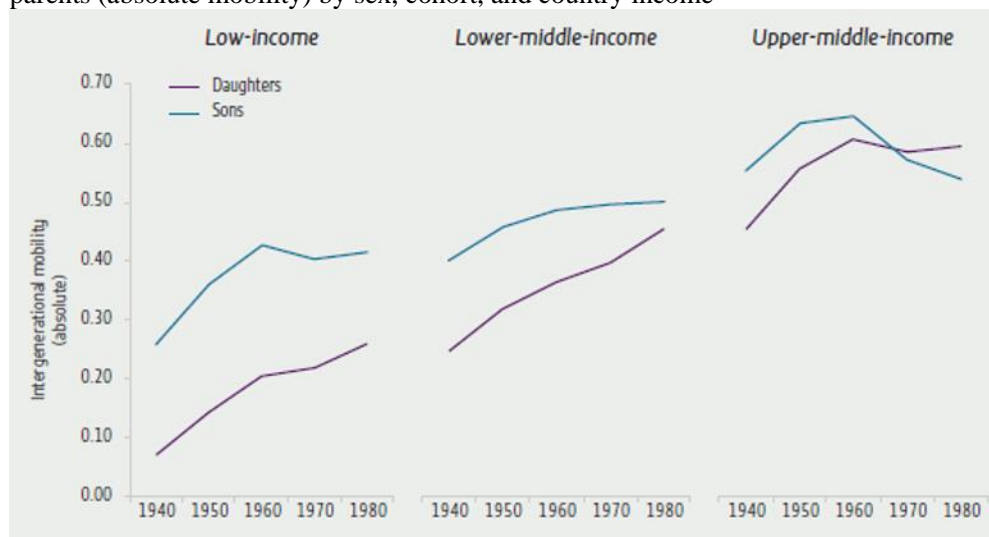
Source: UNESCO 2020 Gender Report

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[5] UNESCO (2020).

[6] Learning poverty means being unable to read and understand a simple text by age 10. This indicator brings together schooling and learning indicators: it begins with the share of children who haven't achieved minimum reading proficiency (as measured in schools) and is adjusted by the proportion of children who are out of school (and are assumed to be unable to read proficiently). See World Bank (2019), "Ending Learning Poverty: What Will It Take?"

[7] UNESCO, UNICEF, and World Bank (2021) "The State of the Global Education Crisis: A Path to Recovery".

1.2 Constraints and Measures for Girls' Education

Although the reasons that girls are not attending or learning in school vary depending on the school, community, household, and individual girl's situation, there have been numerous studies on girls' education and gender equality in education. The table below, based on UNESCO's report, shows indicators for ascertaining information on potential impediments and measures toward gender equality in education. This information is important in considering interventions that are appropriate for the current situation.

Table1.2: Examples of indicators for gender equality in education

Domain	Indicator

Gender norms and values	•Adults who agree with gender-biased statements
	(e.g., "A university education is more important for a boy than for a girl,"
	  "A woman's most important role is to care for the household,"
	  "When a woman works for pay, the children suffer")
	•Percentage of women aged 20 to 24 who married before age 18*
	•Percentage of adolescents aged 12 to 14 involved in household chores for 28 hours or more during the week by sex*
	•Percentage of children aged 5 to 14 engaged in child labor by sex*

Income/ wealth**	•Percentage of households at or below the poverty line •Percentage of households without access to basic living infrastructure (electricity and water)
Education policy and law	•Gender-responsive education sector plans •Inclusion of gender equality topics (gender discrimination, gender roles, gender violence, sexual and reproductive health and rights) in curricula and textbooks •Laws and policies that protect and facilitate the education of pregnant adolescent girls •Laws and policies that address school-related gender-based violence •Laws and policies that protect children against child labor and its effect on education •Percentage of schools that provide life skills-based HIV and sexuality education
Education system: environment	•Percentage of schools with adequate basic sanitation facilities, including single-sex toilets* •Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination, and abuse by sex •Percentage of school facilities that are within commuting distance of the student's home** •Percentage of female participants in school management committees (SMCs) or parent-teacher conferences**
Teachers and education	•Percentage of teachers by sex and level of education •Percentage of education leaders and managers by sex and level of education •Percentage of teachers who receive training on gender issues
Finance	•Cash transfers that are conditional on school attendance and differentiated by sex •Percentage of education aid that targets gender equality by donor
Outcomes (post-education)	•Women's labor force participation rate, wage gap between women and men, percentage of women and men in management positions* •Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual, or psychological violence by an intimate partner in the previous 12 months*

Source: Prepared using Table I.1 of UNESCO Gender Report 2019.
Note: *Included in SDG indicators. **Additions by this survey team.

Effective approaches and interventions will vary depending on the social and community context. For example, the Brookings Institution's (2016) "What Works in Girls' Education: Evidence for the World's Best Investment" catalogues various interventions and research findings that address the needs of girls' education.

Using the available research and evidence, the World Bank's (2020) "Cost-effective Approaches to Improve Global Learning Levels" categorizes educational interventions into four tiers (great buys, good buys, promising, or bad buys), reflecting each tier's effectiveness at improving learning. The effectiveness of gender-specific interventions and interventions targeting only girls will vary depending on the context of the target country (whether girls are disadvantaged or not) and age group (adolescent or not). Examples of interventions that had a significant impact on girls' attendance include scholarships for secondary education in Ghana and scholarships for girls linked to academic performance in Kenya. However, it is noted that scholarships can be merit-based and that setting conditions such as excluding students who are already in an advantageous position can lead to effective interventions.

Cash transfers are also a widely used intervention in returning to school after the closures due to COVID-19[8].

1.3: Major Donors' Strategies for Girls' Education

Below are major donors' strategies for girls' education.

<UNESCO>
The theory of change in UNESCO's Strategy for Gender Equality in and through Education (2019-2025) addresses the following two outcomes:
(1) Education systems are gender-transformative and promote gender equality
(2) Girls and women are empowered through education for a better life and a better future

Priority themes in the implementation plan include data to inform action, legal policy frameworks, and improving teaching and learning.

<UNICEF>
Under the goal of "Every Child Learns" in UNICEF's Strategic Plan (2018-2021), the following two results are set out in the Gender Action Plan (2018-2021):
(1) Equality in education for girls and boys (addressing barriers to schooling for girls, such as housework and distance to school, and boys' dropping out of school due to expectations of earning)
(2) Gender equality in teaching and education systems (addressing the shortage of female teachers and the lower salaries and qualifications of female teachers compared to male teachers in relation to the lack of role models and quality of education)

These results, along with six other results in health and nutrition, are intended to promote gender equality.

In addition, the following five interlinked results are identified with a focus on adolescent girls:
(1) End early marriage and early unions
(2) Advance girls' secondary education and skills
(3) Promote girls' nutrition, pregnancy care, and HIV prevention
(4) Facilitate dignified menstrual health and hygiene
(5) Stop gender-based violence in emergencies

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[8] UNESCO (2021) "When schools shut: gendered impacts of COVID-19 school closures".

It has also published various reports on girls' education and gender equality (Appendix B-1). For example, "Reimagining Girls' Education: Solutions to Keep Girls Learning in Emergencies (2021)" addresses the need and examples of gender-sensitive remote education provision.

＜The World Bank>

The World Bank's global education strategy, Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere (2020), sets the goal of "Learning with Joy, Purpose, and Rigor For Everyone, Everywhere" in light of the COVID-19. The following interrelated pillars are set forth:

(1) Learners are engaged (personalized learning)
(2) Teachers facilitate learning
(3) Learning resources are adequate and diverse
(4) Schools are safe and inclusive
(5) Systems are well-managed

Key policy actions are presented for each pillar, and the following points are highlighted for girls' education:

Pillar 1: Remove demand-side barriers (especially for girls, children with disabilities, and children in rural areas)

Pillar 4: Increase inclusiveness of schools so that all learners feel welcome and have access to quality learning (paying attention to the safety of commuting for girls, the affordability of school fees, social costs, etc., as well as supporting opportunities for girls who have experienced pregnancy or marriage to continue attending school or re-enroll).

The strategy also lists five "Core Principles to Guide Reform Efforts Toward the Vision for the Future," one of which is "Focus on Equity and Inclusion Through a Progressive Path Toward Universalism." It states that all students, regardless of gender, place of residence, or disability, should receive the support they need to learn. In light of COVID-19, the strategy is very conscious of the need for learning outside of school and learning that is child appropriate.

In addition, it appears that an increasing number of World Bank-supported projects have included "girls" in their titles (Table 1.3). Even in other projects, "Gender Tag" and "Environmental and Social Standards" have been checked in project appraisal stages. It is also common practice to monitor project performance indicators that are disaggregated by gender.

Table 1.3: Examples of World Bank project titles that include "girls"

Country/Region	Project titles*
Pakistan	Girls' Results Agenda for the Development of the Education Sector in Punjab Project
Madagascar	Girls' Empowerment and Human Capital Development in Madagascar
Western Africa	Africa Regional Girls' and Women's Empowerment MPA
Zimbabwe	Piloting Social Protection and WASH Interventions to Keep Adolescent Girls in School in Zimbabwe
Nigeria	Adolescent Girls Initiative for Learning and Empowerment
Mozambique	Improving Learning and Empowering Girls in Mozambique
Zambia	Girls' Education and Women's Empowerment and Livelihood Project
Zambia	Second Additional Financing for Girls' Education and Women's Empowerment and Livelihood Project – COVID-19 Scale-up of Social Cash
India	Tejaswini: Socioeconomic Empowerment of Adolescent Girls & Young Women
Central African Republic	Central African Republic Human Capital and Women and Girls' Empowerment (Maïngo) Project
Sao Tome & Principe	Girls' Empowerment and Quality Education for All Project
Angola	Girls' Empowerment and Learning for All Project

Source: World Bank (Projects & Operations) online search
Note: *The projects are ongoing or in pipeline as of September 2021.

<US Government>
In the US's Strategy on International Basic Education 2019-2023, the two objectives are addressed under the goal of "achieving a world where education systems in partner countries enable all individuals to acquire the education and skills needed to be productive members of society." The two objectives are as follows:
(1) Improve learning outcomes
(2) Expand access to quality basic education for all, especially marginalized and vulnerable populations

Objective 2 focuses specifically on girls, individuals in crisis and conflict-affected areas, and vulnerable groups due to poverty and disability. It states the US government's view that social prosperity requires that girls and women gain education and skills to become equally active members of the economy as men, and that it will work toward "empowering girls and women through basic education."

The strategy also says, "USAID education policy will highlight the importance of equality for girls and boys and disability-inclusive education throughout the agency's programming" (p. 85). All standard foreign assistance indicators are to be reported using data disaggregated by sex. As for the standard indicators, for example, the following two indicators are listed for Learning Outcomes, indicating that the focus is on Reading skills rather than Math skills in SDG 4.1.1.
• Percent of learners who attain a minimum grade-level proficiency in reading at the end of grade two with U.S. Government assistance;
• Percent of learners who attain minimum grade-level proficiency in reading at the end of primary school (or grade six, whichever comes sooner) with U.S. Government assistance.

<UK Government>
DFID[9] Education Policy Get Children Learning (2018) lists the following three priorities:
(1) Invest in good teaching
(2) Back system reform which delivers results in the classroom
(3) Step up targeted support to the most marginalised

With regard to girls' education, the third priority states, "We will maintain our commitment to improving the future prospects of hard-to-reach girls, supporting them to complete 12 years of quality education and learning wherever possible," and "We will also invest in improving the life chances of those who do not go on to secondary school – more than half of all girls in low-income countries-recognising that the barriers to their educational progress will take time to overcome."

As an example of support that has improved girls' school retention, learning outcomes, and self-confidence, the policy cites the "Girls' Education Challenges" program, which has been rolled out to multiple countries since 2012. An evaluation of the program's results in several target countries is also available.

At the G7 Cornwall Summit, which the UK government hosted in June 2021, G7 foreign and development ministers issued the "Declaration on girls' education: recovering from COVID-19 and unlocking agenda 2030"[10]. In the joint declaration, the G7 members committed to providing at least $2.75 billion for the Global Partnership for Education (GPE). In addition, to accelerate the progress of girls' schooling and learning in the poorest countries, the UK government has also put in place the "Prime Minister's Special Envoy for Girls' Education."[11]

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[9] In 2020, DFID was merged into the Foreign, Commonwealth & Development Office (FCDO).
[10] Carbis Bay G7 Summit Communiqué, https://www.mofa.go.jp/mofaj/ecm/ec/page4_005342.html.
[11] https://www.gov.uk/government/people/helen-grant#announcements

Chapter 2: Japan's Cooperation for Girls' Education

## 2.1: Japan's Development Cooperation Policy and Girls' Education

The Government of Japan issued the Development Cooperation Charter in 2015 to address development issues by mobilizing various stakeholders including both those from the private sector and non-governmental organizations (NGOs). That same year, the Learning Strategy for Peace and Growth was formulated as a policy for the education sector, and support for girls' education was included as part of the educational cooperation for comprehensive and equitable quality learning. Table 2.1 indicates how the government addressed its commitments to girls' education.

Table 2.1: Japan's political commitment to girls' education in developing countries

Japan's political commitment	Remarks on girls' education
Learning Strategies for Peace and Growth (2015)	One of the priority areas includes "educational cooperation to achieve inclusive, equitable and quality learning" and "cooperation for girls' education (addressing gender disparities in education)."
G7 Women's Initiative in Developing STEM Career (WINDS) (2016)	The activities include "strengthening the network of women and girls in STEM fields."
Charlevoix Declaration on Quality Education for Girls, Adolescent Girls and Women in Developing Countries (2018)	Japan committed 200 million US dollars to supporting high-quality education and human resources training for girls, adolescent girls, and women in developing countries.
Remarks by the Prime Minister at Fifth World Assembly for Women (WAW!) (2019)	The Prime Minister said, "Next 3 years by 2020, we would be offering high quality education and opportunity for people development to at least 4 million women in developing countries."
G20 Osaka Leaders' Declaration (2019)	It states, "We commit to continue support for girls' and women's education and training, including providing quality primary and secondary education, improved access to STEM (Science, Technology, Engineering and Mathematics) education and raising awareness toward eliminating gender stereotypes."

The Japanese government implements its development cooperation policy via multilateral cooperation (e.g., contributions to international organizations such as UNESCO, UNICEF, and the World Bank) and bilateral cooperation. As for bilateral cooperation, Japan needs to strengthen its commitment to gender equality in education and make it visible. For example, the UNESCO Gender Report 2019 states, "On average, across DAC member countries, 55% of direct aid to education was deemed gender-targeted, ranging from 6% in Japan to 92% in Canada[12]." It also points out that "JICA's thematic guidelines on gender and development have not been revised for a decade." This is not correct, but the misunderstanding may be attributed to the limited public information in English on Japan's bilateral cooperation. For example, in

Figure 2.1: Direct aid to eduction and sahre focused on gender equality

Source: UNESCO (2020)

2016, JICA published a 175-page "Guide to Gender Mainstreaming for the Basic Education Sector" in Japanese but only translated the summary tables into English.
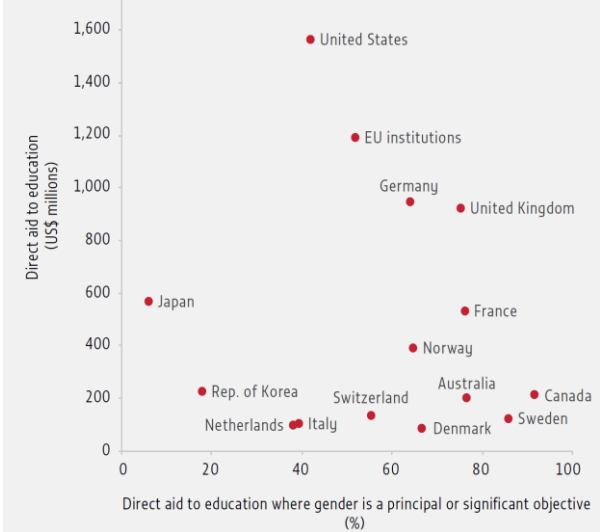
The Government of Japan should strengthen the visualization of its policy commitments.

2.2 JICA's Approach to Girls' Education

The JICA Position Paper in Education (2015)[13] presented JICA's operational strategies in education cooperation for the subsequent five years. For girls' education, the JICA's focus areas included the following statements:
● "JICA will increase our efforts to reach vulnerable and disadvantaged populations including the poor, girls and women, people with disabilities and ethnic minorities, placing a focus on non-formal education for girls and women and people with disabilities."
● "In countries and regions where girls are more disadvantaged, JICA will cooperate with schools and local governments/communities to promote a gender-sensitive learning environment through gender advocacy campaigns and gender-segregated toilets."
● "Mainly in Africa, JICA will support increasing children's engagement, especially girls, in science and mathematics at the primary and secondary levels."

The JICA's Position Paper on SDG 4 indicates how JICA prioritizes the seven Targets of Goal 4 (all related to girls' education), as shown in Table 2-3.

Table 2.2: JICA's focus on SDG 4 Targets

Degree of commitment	SDG Target
Targets JICA will focus on based on JICA's strengths	SDG 4.1, 4.3
Targets JICA will tackle with enthusiasm based on the importance of children's long-term development	SDG 4.2
Cross-sectoral Targets that JICA will tackle in all projects	SDG 4.5, 4.7
Targets that JICA will tackle according to country or regional issues	SDG 4.4, 4.6

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[12] UNESCO, "Global education monitoring report 2019: gender report: building bridges for gender equality."
[13] https://www.jica.go.jp/english/our_work/thematic_issues/education/c8h0vm0000am7dbv-att/position_paper.pdf

JICA is promoting gender equality in its projects in all sectors, not only in the education sector, in accordance with the Japanese government's Development Strategy for Gender Equality and Women's Empowerment[14]. In JICA's 4th medium-term plan (April 2017 to March 2022), the ratio of "gender projects" in the total projects (including technical cooperation, grant aid, and ODA loan projects) is set as a quantitative indicator. The gender classification of projects is made in accordance with the OECD-DAC classification[15], as shown in Table 2.3.

Table 2.3: Gender classification of JICA projects

(1) Gender Informed (Principal) Project (GI (P)):
✓ Gender equality policy and institutionalization projects: their major purposes are reforming policy and financial /legal systems for gender mainstreaming, strengthening national machinery (agency for gender equality), promoting government's capacity including human resource development.
✓ Projects primarily targeting women as beneficiaries: their major purposes are promoting women's empowerment and protection such as girl's education, mother and child health, women entrepreneurship development.
(2) Gender Informed (Significant) Project (GI (S)):
✓ Gender integrated projects: these projects contain specific activities that contribute to gender equality and women's empowerment even though they are not the primary project purposes.
(3) Non-Applicable Project: The project cannot be categorized as a gender-informed project.

Regarding basic education, some projects are classified by JICA as "GI (P): Projects primarily targeting women as beneficiaries" while others are classified as "GI (S): Gender integrated projects." Table 2.4 shows examples of each classification.

Table 2.4: Examples of gender categorization of JICA projects in basic education

Project name (starting year)	Reasons for gender classification (As stated in the ex-ante evaluation)
Category 1: GI (P): Projects Targeting Women (Gender Project)	
Technical Cooperation: Pakistan Advancing Quality Alternative Learning Project Phase 2 (2021)	The beneficiaries of this project are mainly girls and women, and consideration will be given to allow them to flexibly schedule their commute to school, considering their household and childcare schedules. In addition, we will raise awareness in the community so that girls and women can enjoy learning opportunities.
Technical Cooperation: School for All: Project for Improvement in Basic Education Quality and Girl-Boy Parity through School-Community Collaboration (2021)	To support the improvement of the gap between male and female enrollment in basic education by implementing the "Development of an Education Development Model that Contributes to the Promotion and Continuation of Girls' Schooling" as a major activity, with the improvement of equity in education between girls and boys and the improvement of girls' education as the overarching goals and project objectives.
Classification 2: GI (S): Projects Including Activities for Gender Equality (Gender Project)	
Technical Cooperation: Project for Strengthening Primary Teacher Pre-Service Education in Mathematics and Science (2020)	To plan the development of teaching materials for students and instructional materials for instructors from a gender perspective.
Grant aid: Project for Construction	Improving access to early secondary education through the

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[14] https://www.mofa.go.jp/files/000158137.pdf
[15] https://www.mofa.go.jp/policy/oda/evaluation/FY2019/pdfs/women.pdf.

of Secondary Schools in Zambezia Province (2020)	construction of gender-sensitive secondary schools, including separate toilets for girls and boys, in order to contribute to improving the enrollment rate of girls.
Grant aid: Nepal School Sector Reform Plan (2016)	The School Sector Reform Plan (SSDP), which is subject to financial support, includes the implementation of a scholarship program for female students and the construction of girls' toilets in all schools.
Classification 3: Non-Gender Project	
Technical Cooperation: Project for Promoting Holistic Education (2021)	Although the needs for gender mainstreaming were surveyed in the detailed planning study, it did not lead to the implementation of specific initiatives that contribute to gender equality and women's empowerment.

Source: Ex-ante evaluation for each project.

According to Mizuno (2021)[16], the progress and issues related to gender mainstreaming in JICA cooperative projects in basic education are as follows:

- Both the number and percentage of "Gender Projects" have improved when compared to the trends during 2011-2015.
- On the other hand, the current requirements for gender project classification are not rigorous, and there is no specific monitoring from the viewpoint of gender mainstreaming during implementation.
- It is essential to formulate and improve the quality of projects from the perspective of promoting gender equality.
- It is essential to conduct gender analysis at the time of project formation, reflect the results of the analysis in the Project Design Matrix (PDM), and conduct steady monitoring during reflection in the PDM and project implementation stages.

In fact, among the technical cooperation projects under implementation at this survey, even for gender projects, based on the publicly available preliminary evaluation sheets, very few specified "girls" or "gender-specific" as specific indicators in their project goals and indicators. An increasing number of technical cooperation projects set learning outcomes as purpose and outcome indicators. Still, these indicators are not by gender: "XX% of students will achieve a minimum level of proficiency. In addition, we could not identify any public documents or online information that would allow us to know whether there is regular and continuous monitoring of the projects by gender (or even in total) and their progress during implementation.

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[16] JICA Education Week, "Progress and Challenges of JICA's Educational Support for Gender Equality" Presentation Material (2021).

# Chapter 3: Proposal for the Direction of JICA's Cooperation for Girls' Education

3.1 Proposal for the Direction of Cooperation in Basic Education in Light of the COVID-19 Crisis

The need for global efforts to meet SDG Target 4.1 ("By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes") is further heightened by the increased learning loss due to COVID-19 for both girls and boys. Based on research by international organizations and the case study countries discussed below, there is also a widening gap between students in terms of remote learning during school closures and returning to school when schools resume. In some cases, girls are at a greater disadvantage.

International organizations and major donors were working to address the loss of learning and gender inequality in education before COVID-19. In light of the COVID-19 crisis, they are trying to support more flexible access to learning for all children in schools and everywhere, as in the World Bank's education strategy. The disparity of learning loss has become more serious, and there is a strong need for the Government of Japan and JICA to further strengthen cooperation. It is also necessary to increase the visibility and presence of Japan's ODA in targeting girls and vulnerable groups. These efforts should also contribute to increasing support from Japanese citizens regarding the allocation of ODA budget to the education sector, including girls' education.

Therefore, we propose that JICA strengthen and visualize its cooperation over the next five years toward the two indicators of SDG Target 4.1, SDG 4.1.1 (minimum proficiency), and SDG 4.1.2 (enrollment and completion). More specifically, as shown in Figure 3.1, we propose a framework called Student-Tailored Education and Proof of Skills (STEPS). Furthermore, we propose STEPS with Gender Consideration (STEPS-G) to enhance gender mainstreaming. This framework is intended to guide JICA's project formulation (including modification of ongoing projects, if necessary) and implementation monitoring. Specifically, in light of the COVID crisis, we propose that JICA strengthen its focus on "aligning with the daily lives and development of girls and boys" who need immediate access to education, while "providing girls and boys with daily learning and monitoring their learning progress" through improved education policy and practice, resulting in "girls and boys gaining basic academic skills and primary education certificates."

Figure 3.1: STEPS framework
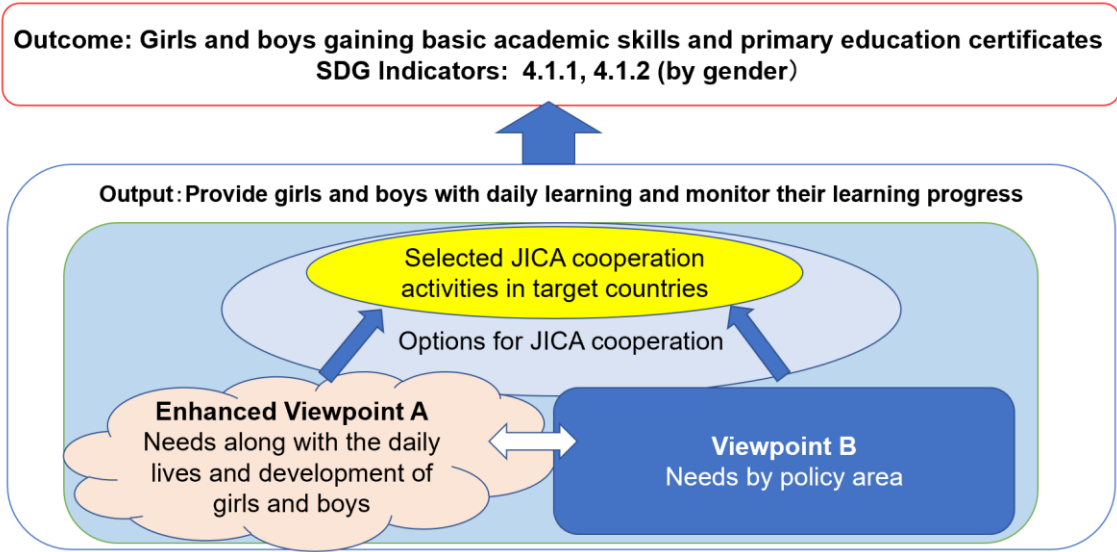
3.2 Proposal of STEPS Outcome Indicators

(1) Setting Quantitative Indicators (Common Outcome Indicators)

For the common outcome indicator for STEPS, it is proposed that the two indicators for SDG Target 4.1 (4.1.1 and 4.1.2) should be assessed by sex in the target areas of JICA's cooperation and that regular and continuous monitoring should be conducted within a focused and simplified scope, as shown in Table 3.1.

Table 3.1: Indicators of SDG 4.1 and the focus of STEPS

SDG Target	SDG indicators (the boxed area is the focus of STEPS)
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level (MPL) in (i) reading and (ii) mathematics, by sex
	4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)

To simplify the SDG 4.1.1 indicators, as shown in Table 3.2, we tentatively define "10 Basic Skills for Math" as the MPL for the lower grade level of mathematics.[17] In selecting the 10 Basic Skills, we reviewed the Global Proficiency Framework (GPF) for Mathematics on SDG 4.1.1, which was jointly developed by UNESCO, the World Bank, USAID, and other organizations as an activity of the Global Alliance to Monitor Learning (see Appendix A-1). Then, we proposed a benchmark for the most basic skills based on advice from JICA officials. Further, we propose the first five skills "5 Minimum Basic Skills (MBS) for Math," with the priority goal of complete mastery by all students in the third grade (or higher) of primary school. If necessary, we also suggest that the changes, priorities, and specific measurement methods of the "10 basic mathematical skills" including MBE be considered by wider JICA stakeholders. (See also Section 3-5 below for the proposal for the practical application of STEPS-G as a whole.)

Table 3.2: STEPS outcome indicators for 10 basic mathematical skills (tentative proposal)

	10 Basic Skills for Math	GPF* in Mathematics
1	Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals**	**G2**: N1.2.1_M
2	Compare and order whole numbers up to 100	**G2**: N1.1.2_M
3	Add within 100 (with and without regrouping)	**G3**: N1.3.4_M(addition)
4	Subtract within 100 (with and without regrouping)	**G3**: N1.3.4_M(subtraction)
5	Multiply within 100 (up to 10 x 10)	**G3**: N1.3.3_M
6	Divide within 100 (no remainder, up to 100 ÷ 10)	**G3**: N1.3.3_M
7	Identify unit fractions with denominators up to 12	**G3**: N2.1.1_M
8	Tell time using an analog clock to the nearest half hour	**G4**: M2.1.2_M
9	Compare between categories of bar graph with up to four categories and a single-unit scale	**G3**: S1.1.2_M
10	Recognize when a two-dimensional shape has been rotated or reflected**	**G2**: G.1.1.9_M

(Note) *See Appendix A-1 for an overview of the Global Proficiency Framework (GPF), definitions of the GPF items to which the "10 Basic Math Skills" correspond, and examples of math problems. N refers to number, M to measurement, S to statistics, and G to geometry. G2 or G3 stands for Grade 2 or 3 of primary education. The grades in which the skills are taught are approximate and may vary depending on the target area. ** "Numbers up to 100"(in the same category of skill) is not included in the GPF.

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[17] In this report's Japanese version, "Suugaku" (not "Sansu") will be mainly used to express Mathematics.

The reason for focusing on mathematics over reading is that Japan is one of the top countries in terms of mathematics proficiency in international assessments such as TIMSS, and it is also included as a priority area for science and mathematics education in Japan's educational cooperation policy. In addition, JICA is developing a set of primary school math problems (Japanese and English versions) and applications to be used as supplementary materials and tools. These tools are piloted in Egypt, Laos, and Nepal. These tools can also be used to prepare a mathematics assessment.

The reason for focusing on the lower grade level is that the number of children (both school-age and non-school-age) who have not fully mastered this level was a pre-COVID problem, and the number of students who have not attained this basic level of proficiency is likely to increase due to school closures in the COVID-19 crisis. Therefore, in achieving SDG 4.1 for all children, regardless of whether they are girls or boys, all children mastering the lower grade levels is considered the highest priority[18].

For SDG 4.1.2, we propose to regularly monitor at least the number of students and the girls' share by grade in the target areas, and to monitor the enrollment and completion rates by gender when school-age population data are available.

This report does not propose that JICA independently prepare and implement a questionnaire common to each country for household surveys that include OOSC. Yet, when a household survey such as the Multiple Indicator Cluster Surveys (MICS) is planned by the counterpart government with the support of a development partner, it is recommended that JICA have closer dialogue with the government regarding the possibility of including JICA's concerned areas in sampling and adding some questions to the questionnaires as needed[19]. With such household surveys, we recommend collecting and analyzing the number of girls and boys who are engaged in child labor, as related to SDG 8.7.1, as well as the status of children who are out of school or have insufficient time for learning.

For both indicators, it is proposed that consultations be held to enable data collection in the short to medium term, using various existing and planned surveys and information systems by counterparts and development partners. Data should be collected periodically. We propose monitoring progress by summarizing the data from multiple projects, as shown in Table 3.3, as well as sharing experiences of good practices and challenges globally. For example, about quantitative indicators in mathematics, it would be possible to discuss further whether there are commonalities among the target regions and countries in terms of changes in proficiency levels (or children's mistakes), and whether lessons learned from good practices (such as how to support learning) in the target regions that have shown more progress can be applied in other areas.

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[18] Then, depending on the situation of the target area and the country, it is desirable to monitor the next stage, at the completion of elementary school and junior high school, for target values.

[19] When counterparts are planning a household or school survey of a certain size with other development partners, the timing, target areas, sampling methods, questionnaires, etc. may be shared with the local education group (consisting of the Ministry of Education and development partners, etc.). If information is obtained early in the planning process, there are some surveys where Japan may be able to invest additional funds or technical assistance in the survey to increase the target area or sample, or to add some new questions to the questionnaire (for that area only).

Table 3.3: Sample summary table of the monitoring sheets for STEPS outcomes (image)

	Country A: Project 1		Country A: Project 2		Country B: Project 1		Country C: Project 1	
SDG 4.1.1: 5 minimum basic skills for math: MBS								
Target	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	XX schools		XX NFE centers		XX schools		XX villages, XX households	
Number of children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Year/month	2022/04		2022/06		2021/12		2022/5	
MBS 1	80%	75%						
MBS 2	70%	72%						
MBS 3	50%	53%						
MBS 4	50%	45%						
MBS 5	40%	45%						
MBS 1-5	35%	38%						
SDG 4 .1.2: Number of students by gender (GPI in parentheses)								
YY/MM	2022/06		2022/06		2022/03		2022/03	
Grade 1	600 (0.8)	750						
Grade 2	500 (0.7)	714						
Last year of primary school	450 (0.7)	642						
Completer	400 (0.66)	600						

(2) Qualitative Indicators (STEPS-G Only)

For areas that require more support to eliminate gender disparities (underserved areas), we propose using indicators (expressions) that are easy for girls and their parents to understand and make progress on, considering the relationship with SDG 4.1.1 and 4.1.2. We propose having discussion with counterparts about indicators that take into account the future of girls as envisioned by their current status in society (practical needs) and the future of girls as envisioned by progress in gender equality (strategic and transformational needs).

One idea is to select a pilot school district for STEPS participatory research from the target area of the JICA cooperative project, collect opinions, and summarize the results as a community participation event in schools and educational institutions throughout the district.

STEPS-G: Tentative proposal for qualitative indicators (to capture the opinions, attitudes, behaviors, and skills of the target population through interviews and observations)

Up to 3rd grade or equivalent (specific examples and level of detail can vary greatly depending on context)

＜Knowledge and awareness＞ (Items labeled "XX" are not standardized because they depend on the country or target region)

I know my age. I know what year and month I was born.

I know that I can receive a primary school or equivalent certificate with XX or more years of study.

If I have a certificate of primary education, it will be useful for XX (relevance to future education, career, life, etc.).

＜Skills＞

I can write my name and the names my family in the official language.

I can read aloud and explain the meaning of letters and numbers on simple signboards in villages and towns. (e.g., "That signboard says that if you go right after 2 km, you will find the city hall.")

I can buy snacks and stationery accurately (able to calculate price and change).

Up to the equivalent of the final year of elementary education
<Knowledge and awareness>
I know that if I (or my daughter) study for another XX years, I can receive a certificate of completion of middle school or equivalent.
Even if I (or my daughter) could not go to school due to health reasons, I know that I (or my daughter) can continue school by doing XX.
I know that I (or my daughter) can go to junior high school by doing XX.
<Skills>
I can read destinations and price lists for public transportation (e.g., buses).
I can shop alone for daily necessities (quantity, half size, % of processed food, read expiration/consumption dates of medicines, calculate prices, etc.).
I can write and read simple letters, memos, and text messages (in native and taught languages).

3.3 Proposal of a Method to Analyze Needs for Cooperation with STEPS-G Outputs and Activities

We propose the use of two types of checklists (tentative) to identify activities (or outputs) for which there is a high need for JICA to strengthen its cooperation toward the priority outcomes.
● Checklist A (Table 3.4): Consciously conduct surveys and analysis in line with the daily lives and growth of girls and boys who play a leading role in learning and receiving educational services. It is primarily intended for use in research on the current status of educational services and related guidelines through interviews with principals, teachers, parents, and students or classroom observations.
● Checklist B (Table 3.5): Based on the survey from the beneficiary's point of view, integrate gender issues into analysis of policy and interventions. It is primarily intended to investigate policy intentions and practices through interviews with central and local government and development partners.

Completed together with the partner governments and development partners, the checklist will provide a comprehensive picture of the current situation and the cooperation needs of the target country/region while assessing the extent to which JICA needs to strengthen its support. The checklist is intended to be used in varying degrees of scope and detail, depending on existing information and the scope of JICA's potential support for the country/region in question (it is not recommended that all countries are surveyed in the same way).

Table 3.4: STEPS-G checklist A (provisional proposal)

Assessing children's daily life and growth (to understand how and to what extent schools and government services are being implemented)	Example questions to check whether girls (especially in villages/vulnerable groups) are disadvantaged in the target area
A1: Are guardians informed of the opportunity and timing of school enrollment (start/resume)?	
1.1: Is the local educational administration aware of the basic information of the children (gender, date of birth, address, schooling experience, etc.)?	Is it less likely for girls to be registered at birth? Is there a preference for separate schooling for girls and boys when registering children in schools? If so, at what age does this tendency become stronger?
1.2: Do local education authorities have basic information on schools (number of teachers by gender, number of students, facilities, etc.)?	
1.3: Based on the information about children and schools, does the local educational administration inform guardians about the schools available for each school-aged child	

(both girls and boys), how to prepare for (re)schooling, and what kind of support the administration provides?	Is there a tendency for girls to have fewer school options (girls' schools, etc.) than for boys?
1.4: Do local education authorities and schools inform guardians and local residents in advance about the start of the school year and the start of the school term (the day after school vacation)?	
A2: Is daily learning being provided and checked?	
2.1: Do students and guardians receive learning materials and annual schedules from the school at the beginning of each school year or term?	Is the seating order disadvantageous for girls' learning, such as boys in the front and girls in the back?
2.2: Do teachers record student attendance at the beginning of each day's class and follow up with absent students? (Is there a seat/space for each student? Is there a seating chart and method of confirming attendance so that students who are absent or tardy are immediately identified? Is there a substitute teacher when the teacher in charge is absent? Are guardians notified when students are absent without prior notification?)	In terms of dealing with absenteeism, does the school tolerate absenteeism among girls more than boys and lag behind in follow-up? Are there any gender-biased words or actions from students or teachers? Are there toilets in the school or neighborhood that girls can use?
2.3: Are classes and the school environment provided in such a way that students will want to continue to attend and learn? (Where do students look during class: at the teacher, at the blackboard, at textbooks, at notebooks, at other students? What kinds of hand gestures and facial expressions do they use? Do they feel a sense of understanding and accomplishment? Are there things to do at school outside of class, such as recess, lunch, sports, etc.? Is there a place to go when they need to use the restroom?)	Are there toilets in the school that female teachers can use (i.e., can menstrual hygiene be managed)? Do girls tend to spend less time studying at home (or, inversely, do they tend to spend more time working at home)? Do girls tend to have less access to learning tools and devices (e.g., radio)?
2.4: Is students' progress monitored regularly (weekly, every unit, monthly, every semester, etc.), and do teachers provide feedback and follow-up to students and guardians?	
2.5: Does the school inform students and guardians about what to expect during school vacations?	
A3: Are students being assessed for progressing and preparing for the next grade?	
3.1: Are end-of-year assessments conducted?	Is there a tendency for girls to be less likely to take tests, or is there a tendency for the cost and timing of tests to disadvantage girls?
3.2: In addition, does the school or local administration follow up with students who are not yet academically proficient to encourage them to advance (even in the case of an automatic promotion system)?	Are there other constraints on the advancement of girls not related to academic ability that increase as they move into the upper grades? (Can co-education and heterosexual teachers be limiting factors? Is it difficult to attend school during menstruation? Are there few schools that girls can attend safely? Will the demand for domestic work increase? Is there a risk of dropping out of school due to early marriage or engagement?)
3.3: Is the school able to communicate learning results to guardians at the end of the school year?	
3.4: Does the school inform parents about the start of the new school year and how to prepare for it?	
3.5: Do the local government and schools prepare in advance for the expected number of students (by gender, etc.) for the new school year by dividing classes, assigning teachers, and preparing teaching materials and equipment?	

A4: Is there advice or support for progressing to the next level of education or employment?	
4.1: Do local government and schools provide guardians and students with information about progressing to the next level of education and employment?	Is it possible that guardians know less about schooling options for girls than for boys? Are girls at a disadvantage in terms of distance to school, routes to school, transportation safety, and cost?
4.2: Does the school directly support students (and graduates) in their pursuit of a higher level of education (e.g., test preparation, letters of recommendation)?	
4.3: Does the local government support guardians and students (and graduates) to go on to a higher level of education (e.g., in terms of costs)?	
4.4: Is students' information (grades, etc.) passed on to the school they progress to?	

Table 3.5: STEPS-G checklist B (provisional proposal)

Policy and intervention areas			Example questions to check whether gender equality is being addressed, whether girls (especially in villages/vulnerable groups) are being disadvantaged, and what measures are being taken
General	B1	Educational planning and administration	• Is the right to free and compulsory education for all children, regardless of gender, enshrined in law? • Are the gender outcome goals clearly stated? • In areas with significant gender disparities, are targets, measures, and budgets aimed at eliminating disparities included? • Is the participation of women in planning and monitoring processes ensured?
	A	Current status	• Is there a tendency for girls to be disadvantaged in the current state of schooling and learning in relation to children's growth and routines (information in Checklist A)?
Participatory school management and school activities	B2	School management and school activities	• In areas where gender disparities are pronounced, are school- and classroom-level activities aimed at eliminating disparities being promoted (i.e., are there activities that consider gender differences from entry to completion, referring to the perspectives in Checklist A)? • Do administrators and inspectors monitor school leaders and teachers regarding the promotion of gender-sensitive school management? • Is the participation of women in school leadership (principal, vice principal, etc.) and school management committees ensured? • Are guardians and community members, both female and male, encouraged to participate in school activities? • Is there a tendency for women to be disadvantaged in the methods of communication (including ICT such as cell phones) between actors (school administration, teachers, and guardians), and are methods taken that take women into consideration? • Is the participation of girls in school and classroom activities ensured? (Are such activities dominated by boys?)
Quality of learning	B3	Teachers (in and out of class)	• Is the absence of female teachers a factor constraining girls from going to school or continuing to a higher level of education? Are measures being taken for the preferential recruitment and assignment of female teachers? • Do administrators and school inspectors monitor schools and promote gender-sensitive school and classroom management?

			• Are measures taken to ensure that teachers' words and actions do not (unintentionally) create gender disparities in the motivation and quality of daily learning (seating position, visibility of the blackboard, number of presentations, etc.)? • Are measures taken to ensure that teachers' words and actions do not (unintentionally) reproduce gender bias in students' career paths and elective subjects (science, humanities, etc.)? • Are measures being taken to address any gender differences among teachers (ratio of high positions held, ratio of resource use)?
	B4	Curriculum and learning/teaching materials	• Are there any gender-biased elements in the content or illustrations of teaching materials? • Do girls tend to use fewer textbooks, teaching materials, stationery (such as notebooks and pencils), and ICT equipment at school and at home than boys?
	B5	Assessment and progression system	• Is there a tendency for girls to be disadvantaged in terms of options for advancement and qualification requirements? • Are there any cases where a leave of absence and re-enrollment of female students due to pregnancy will not be permitted?
Access	B6	Facilities, maintenance, and operation	• Do the length of the school route and the safety of the environment tend to disadvantage girls from continuing to school (considering the effects of season and time of day)? • Do school facilities, equipment, and maintenance (including toilets) tend to disadvantage girls in school? In countries/regions where coeducation is not readily accepted by guardians, are measures being taken to secure and expand girls' secondary schools? • In societies with constraints on the scope of girls' activities, are school construction or expansion projects done in conjunction with consultations to address the conditions of the surrounding community for girls' education and to obtain their commitment to sending girls to school? • Are high-level STEM and science schools established in such a way that the percentage of female students is not relatively low, and are the admission qualifications and selection criteria gender equitable?
	B7	Cost	• Is the cost of education a factor in discouraging girls from attending school or going on to higher education, or are subsidies provided for school expenses (transportation, uniforms, etc.)? • Are there any conditional measures for girls to attend school or go on to higher education, such as welfare or cash transfers funded by sources other than the Ministry of Education (Ministry of Social Welfare, local government, etc.)?
Cooperation within and outside public schools	B8	ECED (Early Childhood Education and Development)	• Is there a tendency for girls to be disadvantaged in pre-school education, nursery school, health services, and nutrition services (and if so, are corrective measures being taken)? • Are measures taken to ensure that gender bias in infant and toddler play does not disadvantage girls in their later learning (e.g., a tendency to use more numerical and graphic toys for boys)?
	B9	Non-governmental/private schools	• Do private schools with relatively high quality (schools that are advantageous in terms of higher education and employment) tend to have a small percentage of girls due to cost, gender segregation, location, etc.? • Do private schools (including NGO-run schools) with a relatively low educational environment tend to have a higher percentage of girls?

	B10	NFE (Non-Formal Education)	• Is there an accelerated learning program for girls (and boys) who are beyond the age of entry to regular school, an academic recognition system, and a system for transferring to regular school? • Is there a system in place that allows for parity between regular school and NFE completion?
Collaboration with other sectors	B11	Health, child development, and nutrition	• Are there any trends that disadvantage girls in nutrition, immunization, or other care during the period from fetus to school entry? Are there initiatives to encourage girls to record their growth, such as girls' birth certificates and maternal and child health handbooks? • Where culturally and religiously feasible, is sex and health education (including menstrual hygiene management) provided?
	B12	Local infrastructure	• Is the state of infrastructure (water, electricity, fuel) a factor in discouraging girls from attending school? • Is the lack of public transportation services a factor in discouraging girls from attending school?
	B13	Labor market	• Are women disadvantaged in employment after completing basic education in economic activities?

3.4 Proposal of STEPS-G as a Part of JICA's Cooperation

We also suggest having discussions with the counterpart governments about what kind of additional or improved activities JICA can support to contribute to the promotion of girls' education according to the current situation and the needs in the target regions, as identified using the above STEPS-G framework. We furthermore suggest discussing what kind of gender-sensitive support can be provided so that girls will not be disadvantaged.

Even in the ongoing projects shown in Table 3.6, there may be cases where gender considerations should be strengthened in light of the impact of COVID-19. JICA should consider providing support through strengthening cooperation with partner governments and various domestic and international development partners to accelerate the progress of gender mainstreaming and girls' education, while effectively combining JICA's forms of cooperation according to the needs of partner governments. In addition, since there may be common issues and measures in each area, we propose promoting the sharing of information and experiences among JICA cooperative projects in multiple countries, using gender mainstreaming and girls' education as a starting point.

In doing so, it is also advisable to make use of JICA's existing guidelines mentioned in Chapter 3, which include lessons learned on gender mainstreaming in previous JICA cooperation, as appropriate.

The following reference materials prepared by JICA in the past should also be used in each project's series of cycles:
● JICA (2016) A Guide to Gender Mainstreaming for the Basic Education Sector (in Japanese).
● JICA (2015) Comparative Analysis of Donor Schemes for Adding Value to Primary and Secondary School Construction," Final Report (in Japanese).

JICA reports[20] on gender issues in various countries and publications of the JICA Ogata Research Institute[21] can also be used as reference.

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[20] JICA library portal site（https://libopac.jica.go.jp/）
[21] https://www.jica.go.jp/jica-ri/ja/publication/topic/education.html

Table 3.6: Overview of JICA's cooperation projects in basic education by type and policy area

Policy areas	Technical cooperation	Grant aid	ODA loans
Sector-wide	Pakistan, Cambodia, etc.	Bangladesh, Nepal (free of charge for the program)	Egypt (policy loan)
Participatory school management and school activities	Niger*, Ghana, Madagascar, Nepal, Egypt, etc.	Madagascar, etc. (as part of school construction)	
Quality of learning (teachers, materials, assessment)	El Salvador, Mozambique, PNG, Cambodia, Zambia, Ethiopia, Senegal, Egypt, etc.	Mozambique, Burkina Faso, etc. (construction of teacher training schools) # PNG, Niger (materials printed and distributed)	
Facilities and maintenance		Pakistan*, Madagascar, etc. (construction of primary and secondary schools, materials, and equipment)	Egypt, Nepal (school construction, materials, and equipment)
Household education costs	(There is a track record of indirect direct cost reduction support, such as free distribution of teaching materials, and support for scholarship programs through free programs, but there is no track record of direct support for conditional cash transfers or scholarships for student attendance.)		
ECED	Egypt, Uzbekistan, etc.		
Non-governmental/private schools		#Pakistan and others (NGO-run school)	
NFE	Pakistan*, Madagascar (NFE)	# Pakistan (NFE Center Construction)	
Health, development, and nutrition	Mongolia, Sri Lanka (inclusive education)		
Local living infrastructure		(water supply, electrification, road maintenance)	(water supply, electrification, road maintenance)
Labor market	Pakistan (improving women's livelihood)		

Note:
*"Projects mainly benefiting women: GI (P)" (based on the gender classification of JICA projects)
Technical Cooperation: mainly includes consultancy services and training.
Grant aid: Mostly project-based with construction, consultancy services, and procurement of equipment. Since 2015, the program-type grant aid has been for only two countries.
ODA loans: Although there is little experience in the basic education sector, there are two types of yen loans: one is a project type that involves procurement of construction, consultant services, and equipment free of charge, and the other is general financial support (projects that do not involve procurement but are monitored by policy indicators).
A grant aid (project) implemented by the Ministry of Foreign Affairs of Japan (through procurement agencies such as JICA, or in collaboration with NGOs and UN agencies such as UNICEF).

3.5 Toward the Utilization and Practical Application of the STEPS-G Framework

(1) Utilization at Three Levels

As mentioned above, we envision the draft STEPS-G framework to be used in the formation of new JICA projects, the review of ongoing projects (changes in work plans, PDMs, etc. due to the COVID-19 pandemic), the support and monitoring of ongoing activities and projects, and the promotion of information sharing among a wide range of stakeholders.

Specifically, we propose that the framework be used at the following three levels:

(a) Strengthening and visualizing JICA's cooperation in priority countries and regions to eliminate gender disparities. In countries and regions where gender disparities in enrollment in basic education are evident, JICA's knowledge and experience will be used as an analytical tool for considering ways to strengthen cooperation by comprehensively understanding the efforts of partner governments and by leveraging support from development partners to eliminate these disparities. JICA's knowledge and experience will also be used as a tool to promote systematic and constructive exchange of opinions with related parties inside and outside Japan. In addition, it will be used to visualize and strengthen the PDCA (Plan-Do-Check-Act) cycle, which is the process of visualizing the contents of JICA's cooperation projects, periodically monitoring progress not only at the time of formation but also during implementation together with the counterparts in the partner country (national/local administration, etc.), sharing the results with development partners, and changing and strengthening the contents of cooperation activities as necessary. We also propose that this information be used to visualize and strengthen the PDCA cycle. Furthermore, the output (activity) checklist of STEPS-G is expected to be used by JICA officials to visualize the cross-sectoral collaboration with JICA cooperative projects in other sectors (women's health, livelihood improvement, etc.) related to the elimination of gender disparities in similar regions and countries.

(b) Visualization of gender mainstreaming in JICA's priority policies. In its new mid-term plan (FY2022-2026), JICA will establish a "Community Collaborative Education Cluster" and "Learning Improvement Cluster Focusing on Textbook and Teaching Material Development" under JICA's Global Agenda for Education (tentative). When monitoring and evaluating these clusters in the future, the outcome indicators and output checklists of STEPS-G should be used to visualize gender considerations and the results of each measure by gender.

(c) Constructive functioning of the information sharing platform. We propose using STEPS-G as a framework for organizing information in the regular dissemination of JICA's efforts for gender mainstreaming and girls' education at the two abovementioned levels (priority countries/regions and priority policies). Regular dissemination could be through websites and online conferences. In March 2021, JICA held Educational Cooperation Week, which consisted of several thematic sessions, panel discussions, presentations, and exchanges of opinions over three days in cooperation with consultants, NGOs, private sector practitioners, and university researchers involved in education development in Japan[22]. The session on girls' education introduced global gender issues and the efforts of JICA, the World Bank, and NGOs, and opinions on future issues were actively exchanged. In continuing this kind of networking and information sharing platform, it is important to focus on what has contributed to girls' and gender equality in developing countries compared to the previous year, to raise awareness of common goals among participants, and to reconfirm the significance of information exchange. We believe that the diffusion of this information could lead to further expansion of participants and collaboration, and eventually to the scaling up of cooperation for girls' education in developing countries. For example, as shown in Table 3.7, one idea is to monitor the progress of strengthening and visualizing gender mainstreaming in JICA cooperative projects every year as a practical application of STEPS-G.

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[22] JICA Knowledge Management Network for Education (KMN) Newsletter "Education Dayori" 33 No. 1.

In addition, as shown in Table 3.8, we recommend monitoring the understanding of SDG 4.1 and the awareness of gender mainstreaming among practitioners and researchers involved in educational cooperation, in order to further increase the commitment of all Japanese ODA officials to the promotion of girls' education in developing countries.

Table 3.7: Illustrated monitoring summary of the practical application of STEPS-G to JICA operations (numbers in the table are dummies)

FY	2021	2022	2023	2024	2025	2026
	Base					Target
1: Number of projects/total number of projects being implemented that include "girls as unit quantitative indicators" in PDM and effectiveness indicators*						
Technical cooperation projects	3/30	6/33	12/35	24/38	30/40	40/40
Grant aid projects	3/30	6/33	12/35	24/38	30/40	40/40
ODA loan projects	1/3	3/5	6/8	8/10	10/12	40/14
2: Number of projects/total number of ongoing projects that include "girls as units & SDG 4.1.1.-related quantitative indicators" in PDM and effectiveness indicators						
Technical cooperation projects	1/30	5/33	10/35	20/38	25/40	30/40
Grant aid projects	0/30	3/33	5/35	10/38	15/40	20/40
ODA loan projects	0/3	2/5	5/8	7/10	9/12	14/14
3: Number of projects for which the progress of the above indicators can be monitored at least once a year using monitoring sheets, etc.						
Technical cooperation projects	3/30	6/33	12/35	24/38	30/40	40/40
Grant aid projects	0/30	3/33	5/35	10/38	15/40	20/40
ODA loan projects	0/3	2/5	5/8	7/10	9/12	14/14
4: STEPS-G number of regions/countries covered	0	2	5	10	15	20
5: Systematic sharing meeting of STEPS-G experience						
Number of countries/regions where the meeting was conducted at least once a year among target country/region stakeholders	1	3	5	10	15	20
Number of meetings (e.g., seminars, workshops) implemented by educational cooperation-related parties in Japan (including by theme)	1	2	3	3	3	3
Number of web updates to the information sharing platform	0	12	24	36	36	36

*It is suggested that progress be monitored annually for SDG 4.1-related indicators, both in the PDM's high-level targets and in the proposals. Collaboration may be considered within the project or with individual experts such as education sector advisors.

Table 3.8: Examples of changes in perceptions and attitudes of Japanese educational collaborators intended by the practical application of STEPS-G

Sample questions	Base value in 2022: Hypothetical response	Target values 5 years later: Hypothetical response
Do you know the definition of SDG indicators 4.1.1 and 4.1.2?	No, I do not. I know that SDG 4.1 is a target for basic education, but I do not know the details of the indicators.	Yes, I do. (In addition to JICA staff who prepare Terms of Reference for JICA projects, consultants and NGO contractors have a sound understanding of SDGs 4.1.1 and 4.1.2, especially for mathematics, as well as the STEPS's common outcome indicators (BSM)).
Do you know what girls and boys in the target country/region are learning (and expected/assumed to learn according to policy)?	I don't know, as I'm not in charge of textbooks or teaching materials.	I know the content related to the STEPS common outcome indicators and when (in which grade) the relevant contents are expected to be taught.
Do you know whether there is a risk that the cooperative projects you are engaged in are leading to the reproduction of inequalities between women and men?	I'm not sure because I'm not in charge of gender. Gender mainstreaming is only asked about in pre- and post-evaluations. The counterparts are not asked, and the monitoring sheets don't ask me to write anything specific.	The values of PDM indicators and operational effectiveness indicators were collected as much as possible for each woman and man, and progress was monitored and discussed with counterparts if there were any problems. Information exchange with other JICA projects has also progressed, and dialogue with counterparts has become more productive.

(2) Structure for Promoting Utilization

The concept of STEPS-G proposed in this report was quickly and tentatively applied to Pakistan, which has a particularly large gender disparity in comparison to the other case study countries. However, STEPS-G was not sufficiently tested due to the limited scope of work compared to what is expected for this survey. In addition, in order for STEPS-G to be used as a new framework, JICA may need to change its usual project management budget, system, and personnel. Therefore, we propose considering an appropriate system and process for the utilization and practical application of STEPS-G, such as constituting a "Task Team for Promoting the Utilization of STEPS-G" (tentative name). Meanwhile, since JICA's global agenda education and various gender-related tools will be developed and put to practical use by JICA in the future, we propose using STEPS-G as part of that development.

Composition of the Task Team for Promoting the Utilization of STEPS-G (provisional proposal)
●JICA Girls' Education task members
●JICA Departments: Human Development Department, Gender Office, Evaluation Department, Regional Departments, Country Offices
●Knowledge management support (within JICA), as needed
●Advisory services (professional advice and information sharing), as needed

Short- and medium-term tasks of the Task Team for Promoting the Utilization of STEPS-G (provisional proposal)

- Trial of the STEPS-G framework (tentative draft) in priority countries (e.g., through project research or additional activities of technical cooperation), improvement/update of the framework, further concretization of the implementation manual and analysis tools, training for JICA officials and counterparts, and application to other countries
- Trial of the STEPS-G framework (tentative draft) in projects in priority thematic areas (e.g., by way of project studies or additional activities of JICA technical cooperation projects), improvement/update of the framework, further concretization of the implementation manual and analysis tools, training for JICA officials and counterparts, and application to other projects
- Formation of a network platform for STEPS-G (starting and expanding from the participants at the JICA Educational Cooperation Week), mapping the activities and research of the participants using the STEPS-G framework (provisional proposal), and holding regular opinion exchange meetings
- Project research: surveys and trials for activities that have no (or few) precedents among JICA's cooperative projects, but for which future possibilities and implementation methods are desired (e.g., demand-side financing interventions), as well as examination and trial of qualitative indicators and survey methods
- Creation, updating, and publicizing of educational materials (e.g., "Connecting Girls Across Nations and Generations")

In addition, JICA should consider using its website as a place to share information on STEPS-G. One idea is to make it possible to post information, like the theme-specific sites of USAID's education links (https://www.edu-links.org/) (Figure 3.2). Another idea is to outsource the management of the website. This would increase the possibility of the website becoming a place where information can be exchanged and linked more freely and quickly, without necessarily tasking JICA with updating and sharing information on the website. Such an approach could also make it easier to post information in Japanese and English using free automatic translation functions. We propose that the platform be operated in such a way as to make it transcend location and generation, helping to make more visible the thoughts of those involved in educational cooperation toward girls' education and gender equality and increasing the number of collaborators, both at home and abroad.

As mentioned above, there is a major challenge in visualizing the Japanese government's achievements and current status of support for gender equality in girls' education. It is not easy to find out what is where in the various data sources such as the Ministry of Foreign Affairs' ODA website, JICA's ODA visualization and issue-specific websites, and the JICA library website.

Figure 3.2 EDUCATION LINKS (USAID website for knowledge sharing)

Do you have content you would like to share?

SUBMIT IT TO EDUCATIONLINKS

How can you get updates?

Click on the topics that interest you to sign up for weekly updates.

- Disability Inclusive Education
- Education Finance
- Education in Crisis and Conflict
- Gender and Girls Education
- Higher Education
- Information and Communication Technology
- Reading & Literacy
- Systems Strengthening
- Youth Workforce Development

Source: https://www.edu-inks.org/index.php/about

Although these issues of information and public relations are not limited to the education sector, it would be beneficial to increase Japan's presence internationally by strengthening support and making it more visible in the fields of gender equality and girls' education, global issues for which Japan's commitment is regarded as low internationally.

Part II. Survey Results of Case Countries and Proposal for JICA's Cooperation

Chapter 4: Focus in Case Countries

We considered how to narrow the focus of the field survey while taking into account the main educational indicators of each case study country, JICA's current educational cooperation status (Table 4.1), and the general outlook for the future (preliminary information from JICA). However, we explained to the partner governments and development partners the limitations of the case study, such as the fact that it is part of a global survey, that it is a short-term field survey of several countries to examine the direction of JICA's cooperation in the short and medium term to promote girls' education, that it is not a detailed preparatory survey for one country, and that it is not a commitment for new cooperation.

As the figure below shows, although the percentage of girls in primary education has been improving in Pakistan, girls are still disadvantaged, and the need to eliminate the gender gap in education is higher in Pakistan than in the other case study countries. In terms of the number of out-of-school girls, Pakistan is second only to Nigeria in the world. Therefore, we focused on Pakistan to conduct a brief trial of the concept of the STEPS-G framework described above. Considering the size of Pakistan, the limited time frame of this study, and the fact that JICA was planning a project on basic education in Sindh, we focused on Sindh in particular and conducted a field survey there.

Figure 4.1: Change in the share of girls in the primary education student population in the case countries

(Source) World Bank
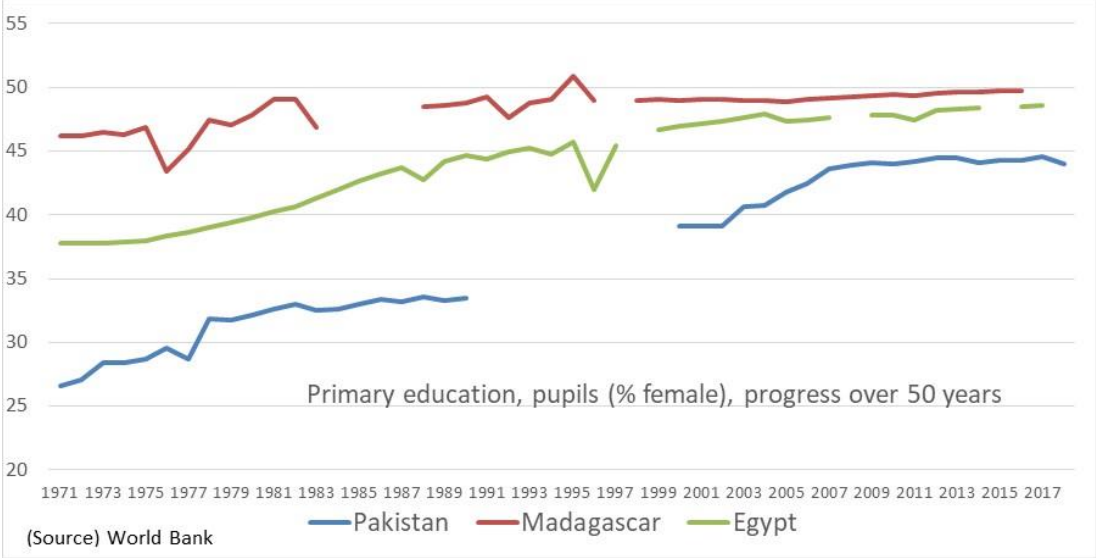
In Madagascar, although gender disparity in education is not pronounced, the completion rate for both girls and boys has not reached 70%, despite the high gross enrollment rate in primary education. JICA aims to help improve learning by strengthening participatory school management through the "School for All" project. In the medium term, JICA is expected to continue its support mainly through the "School for All" project (for which phase 2 started in 2020). Therefore, in this field survey, we focused on the part of the STEPS-G framework most related to "School for All."

Egypt does not have a pronounced gender gap in education. The completion rate of primary education reaches 100% for both girls and boys, and the rate of lower secondary education is also above 80%. The average level of learning achievement also tends to be higher for girls than for boys. As for gender differences by region and type of school, for example, it is possible that community schools in rural areas (with less facilities than regular government schools) have more female students, which means that girls face a lower-quality learning environment. However, it is unlikely that JICA will implement

new cooperation projects for these community schools in the medium term. (This judgment is the result of discussions with JICA, that it is highly unlikely that such schools will be included in the scope of the new technical programs start in FY2021.)

On the other hand, JICA has been providing comprehensive support for Japanese-style education in Egypt, covering basic education, technical and vocational education, and higher education. In terms of gender equality, the disparity in education has been reduced, but the disparity between women and men in the labor market remains significant. Therefore, to include the viewpoints of girls and parents (viewpoint A in the STEPS-G framework), the scope was expanded to include educational opportunities from preschool to after basic education, and points to be noted in JICA cooperation were examined.

Table 4.1: Basic information on basic education in the case countries

Basic information	Pakistan	Madagascar	Egypt
Gender disparity in entry: grade 1	Girls are disadvantaged	Not obvious	Not obvious
Gender disparity in enrollment rate: primary education	Girls are disadvantaged	Not obvious	Not obvious
Gender disparity in enrollment rate: lower secondary education	Girls are disadvantaged	Not obvious	Not obvious
Gross enrollment rate (girls): grade 1	107%	157%	102%
Completion rate (girls): primary education	77%	63%	100%
Completion rate (girls): lower secondary education	45%	38%	88%
Harmonization test score*: girls	343	352	368
Harmonization test score*: boys	335	350	344
Policy areas of JICA cooperation under implementation			
Technical cooperation projects	NFE, school administration*	School management	School administration/special activities, ECD
Technical cooperation (individual)	Education policy advisor	Education policy advisor	Education policy Advisor
Grant aid	Construction of girls' middle school**	Broadcast**	No
ODA loan	No	No	Japanese-style school
Source: World Bank online data (June 2021) Note: *Data are for 2017. The other data (without asterisk mark) are for 2018. **plan as of September 2021.			

Chapter 5: Pakistan

5.1 Scope of Field Survey

In Pakistan, according to the Second Amendment to Pakistan's Constitution enacted in 2010, education is under the jurisdiction of the provincial government. In our study, we focused on the Pakistani province of Sindh, where the percentage of out-of-school children is particularly high and the disparity between girls and boys in rural areas is particularly pronounced (see Figures 5.1 and 5.3). Even before the COVID-19 pandemic, the gross enrollment rate of girls in primary education in rural Sindh was 52% in 2013–2014 and 51% in 2018–2019 (see Figure 5.2), and enrollment has not shown an upward trend since.

In response to a request from the Sindh provincial government, JICA planned cooperation projects in basic education, especially in the northern part of the province, which was also selected as a target area for our study. Based on the plans for new projects, a simple application of the STEPS-G framework was made to collect and organize information from the government, donors, schools, and communities in northern Sindh in order to examine the direction of JICA's cooperation in promoting girls' education and eliminating gender disparity in basic education in the province.


Types of public schools in Sindh province, all with boys', girls', and coeducational schools
- Primary school: Grades 1–5
  (This may include preschool classes called "kachi" or ECE.)
- Elementary school: Grades 1–8
- Middle school: Grades 6–8
- Secondary school: Grades 6–10
- Upper secondary school: Grades 6–12

The period of the survey and field visits was October 5–23, 2021. Before and after the field visit, we had several meetings with JICA officials and exchanged opinions. As for the local information, we collected relevant information from the Sindh Education and Literacy Department (SELD) through local consultants during preliminary interviews.[23]
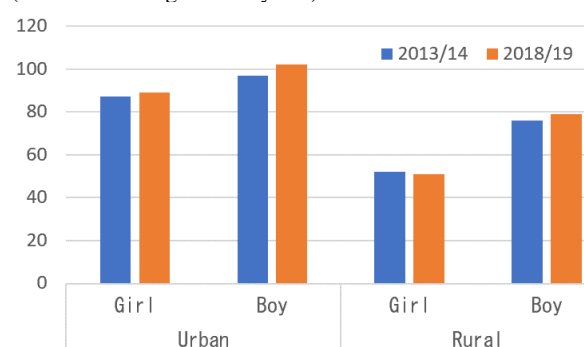
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[23] Dr. Aftab Ahmad Khushk and Ms. Kiran Parveen Abro were interviewed as consultants.

Figure 5.1: Out-of-school children by province (% of children aged 5–16 years)
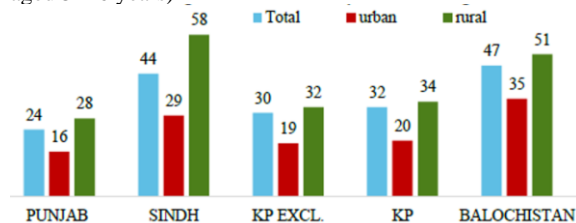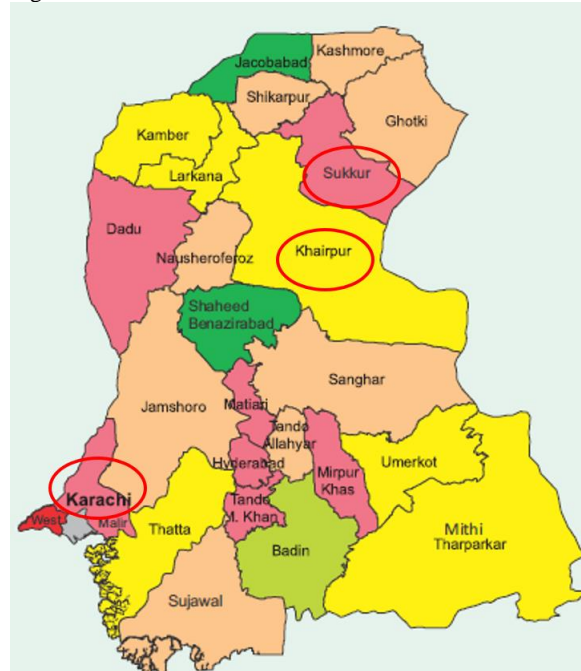

Source: PSLM, 2019–2020

Figure 5.2: Primary education gross enrollment rate in Sindh (% of children aged 6–10 years)

Source: Prepared based on data from PSLM, 2018–2019

Figure 5.3: Districts of Sindh

Source: ASER (2019)
Note. The color of the districts indicates the percentage of out-of-school children (i.e., 6-year-olds). Red circles indicate the districts visited during the survey.

5.2 Policy and Status in Basic Education: Focusing on Girls' Education

(1) Overview of educational planning and administration

Right of girls to education: The Right of Children to Free and Compulsory Education Act, enacted by the government of Sindh in 2013, states, "Every child of the age of five to sixteen years regardless to sex and race shall have a fundamental right to free and compulsory education in a school." To realize free and compulsory education, the roles of the government, guardians, community (i.e., school management committees), and teachers are stipulated, and penalties are imposed on guardians who fail to fulfill their responsibilities. In practice, it is the responsibility of the guardians to enroll their children in primary school, and they are responsible for selecting a school for their children when they reach school age (or another appropriate age), as well as for completing the enrollment procedure and managing the timing.

Girls' education in the government's education plan: For 2019–2024, SELD formulated a School Education Sector Plan and Roadmap (SESP&R) as the provincial education plan in 2019. Under the three pillars of improving access, quality, and governance, eight priority programs have been identified, including ones with a focus on girls' education (see Table 5.1). Those interventions are aimed at improving the Gender Parity Index (GPI) from 0.77 to 0.83 for primary education. The gross enrollment rate in primary education is targeted to increase from 81% to 97%, and the completion rate from 43% to 62%, although targets are not provided by gender. Furthermore, for various types of non-formal education (NFE), the government has set respective target percentages for the percentage of girls between 40% and 63%.[24]

Table 5.1 Policies focusing on girls' education in SESP&R

Program	Measure	Target value
Access		
Provision of equitable and appropriate school infrastructure	Separate toilets for girls and boys	9,212 schools
	Installation of boundary wall	4,344 schools
	Additional classrooms to improve access to secondary education, especially for girls	35,021 classrooms
Fair school attendance and school retention	Payment of stipend for girl students in Grades 6 and 9	2,319,790 students
	Transportation to and from school for girl students	6 districts
	Health and nutrition services to students from Grades 6–10, especially girls	Sessions and materials developed for teachers, communities, and girls
	Sessions for mothers' support groups on birth registration, health, nutrition, polio vaccination, and children's rights	Teaching materials and sessions developed for 138 groups
	Recruitment of ECE teachers (women)	2,412 women faculty members
	Establishing socioemotional skill mechanisms to help children to stay in school	
Quality		
Teacher recruitment and capacity building	Recruitment of women teachers	6,900 teachers
High-quality inputs	Updating of formal and NFE curriculum to	

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[24] Although Sindh's provincial government enacted the Sindh Non-Formal Education Policy in 2017, the guidelines do not mention any policy specific to girls.

and processes	focus on inclusive education, life skills, gender equality, cultural diversity, and citizenship in line with local and global trends	

The previous education plan, the Sindh Education Sector Plan (2014–2018), included gender equality as one of its cross-cutting issues and called for anti-harassment and gender training for teachers and staff, the improvement of gender bias in the content of teaching materials, gender-based budgeting, collaboration with relevant with institutions, and the introduction of a quota system for women teachers and staff. However, the current plan, the SESP&R, does not include any of those measures. Infrastructure development, stipends for girls, and the recruitment of women teachers have been continued, while new measures include collaboration in health, hygiene, and nutrition services for adolescent girls and communities. However, gender disparity still shows no sign of improving, and efforts to eliminate gender disparity have not been strengthened compared with the previous education plan.

Gender Unit: According to the interviews conducted during the field survey, the Gender Unit was established in 2017 under the additional secretary (i.e., academics and training) of SELD, with a deputy director (i.e., of gender) and a section officer. Prior to the establishment of the Gender Unit, a Gender Working Group (GWG) was formed to work on the tasks of the previous education plan, which led to the establishment of the Gender Unit.[25] In a subsequent 2018 notification, the membership of 24 parties was restructured to include government, donors, and nongovernmental organizations (NGOs), and the GWG was given 11 tasks. The GWG, headed by the additional secretary, is expected to monitor the various projects of the Education Department through the lens of gender, but such monitoring was not operational at the time of our interviews.

Tasks of the Gender Working Group
1: Act as an Advisory Committee to the Gender Unit.
2: The GWG will be chaired by a special secretary or equivalent.
3: Assess the alignment of SEPS with SDGs 4 and 5.
4: Provide technical inputs to enhance rigour and quality of gender focused studies to be conducted on gender in education related issued by the Government or partners.
5: Advise on gender integration into training programs as well as developing training programs for education managers at school, District and Provincial levels that address gender disparities.
6: Advocate the development and implementation of steps to increase access of education to girls.
7: Advocate for gender responsive budgeting (GRB) in the education sector.
8: Provide additional suggestions to increase access and improve the quality of education for marginalized children in Sindh.
9: Provide support to relevant or conducted for the development of gender-sensitive curriculum and textbooks.
10: Provide in developing gender-related guidelines for public schools.
11: Develop and recommend dissemination/communication strategies for gender equality in education.
(Source) SELD Notification No. SO(Gender)/SE&LD/Misc-03/2017.

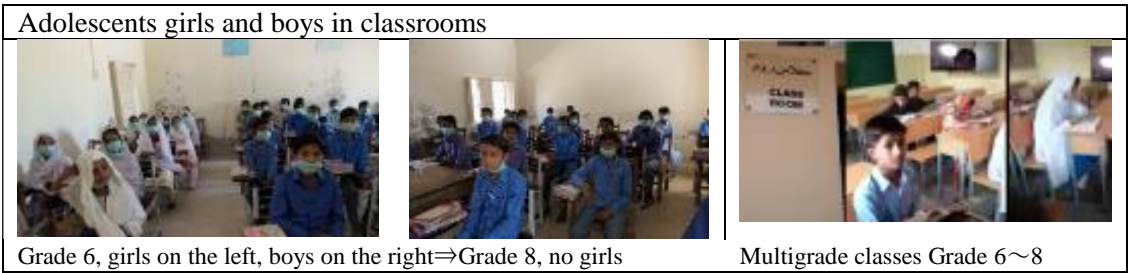
[25] Notification SO/G-1/GU/GWG/2015

(2) Current status of educational services as part of girls' growth and everyday life

Differences between girls and boys from the outset of schooling: As Figure 5.4 suggests, girls are far less likely than boys to be enrolled in government schools in Sindh upon their (expected) entry into primary education. Even if a child is registered at birth, no notification is addressed to the guardians by the local government pertaining to the admission of the child according to the child's age. To enroll their children in elementary schools, guardians need to visit the schools themselves when the time is appropriate. Beyond that, even in government schools, the admission requirements are uncertain, and when guardians visit neighboring schools to enroll their school-age daughters, there have been cases in which they have been barred from registering their children for Grade 1 because they are judged to be unable to read the alphabet of the language being taught (e.g., Sindhi). While enrollment in *kachi*, a class for pre-primary education, is neither a requirement nor a sufficient condition for enrollment in Grade 1, there is a large gender gap.

Figure 5.4: Number of students by grade and gender in public primary and elementary schools in Sindh
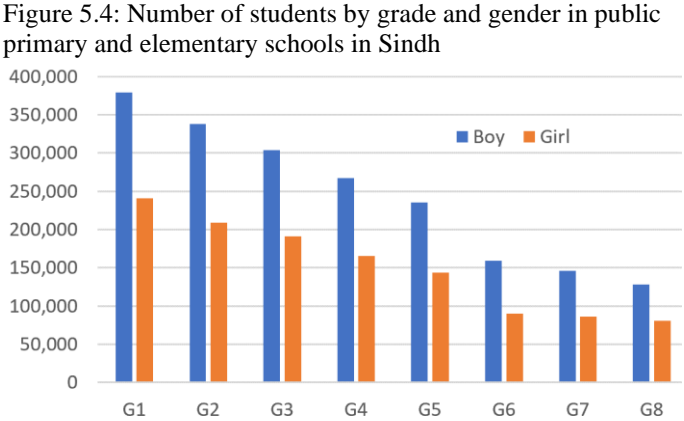
(Source) SELD PGS2019

Because coeducation in primary schools before puberty (i.e., up to the age of approx. 10 years) is often considered to be acceptable, there is a need to increase cooperation between guardians, residents, and the government so that schools within walking distance can be fully utilized and so that girls who have reached school age can be registered and enrolled just as boys are. If a girl cannot enroll by the age of 6 years and enrolls later at the age of 7 or 8, then she will be 10 years old before she is in Grade 5 (or the last grade of primary education), and some guardians may be reluctant to have their daughters attend coeducational schools after that age. A reason why girls drop out is that no girls' schools nearby provide secondary education after Grade 5. At the same time, if there are too few girls with Grade 6 admission qualifications in their neighborhood, then there have been cases in which even if a girls' junior middle school has been built, the number of students is insufficient, new (women) teachers cannot be assigned to classes, and the school cannot be opened. Encouraging girl students to enroll on time is essential to achieving gender equality in educational opportunities.

Adolescents girls and boys in classrooms
Grade 6, girls on the left, boys on the right⇒Grade 8, no girls   Multigrade classes Grade 6～8

Provision of daily learning: In the public schools that we visited, an opening ceremony was held on the first day of the school term, just as in Japan, but in no cases was the schedule for the term distributed. Although there was a daily attendance record, it did not report the students' gender, and there seemed to be no communication from the school to students' guardians when the students were absent. Some of the schools had classes for which girls were registered, but even though none of the registered girls attended, the classes had no available seats for additional students. There were no seating charts as there are in Japan, and though some urban junior high schools had a fixed seating order for students (i.e., the

same seats for the entire academic year in the order of grades), in many schools in villages students who arrived early sat where they pleased. The schools used forms such as general register books, attendance books, grade books, and school exit certificates, but most of the forms were handwritten, which complicates counting the number of students by gender and tracking them over time.

| Example documents for student management in schools		
General register	Attendance record of students	School leaving certificate

As for the characteristics of the learning environment in Sindh, the percentage of small schools with only one or two teachers is high. A head teacher often works as a classroom teacher, and multigrade teaching is practiced. Class hours are set by the government, but due to the presence of multigrade classes and the effects of the COVID-19 pandemic, there did not seem to be enough time for learning during our visits.

Multigrade classes (Kachi and grade 1)		Figure 5.5: Multigrade classes in rural Sindh
Rural area	Urban area (boys in front, girls in back)	(Source) ASER2019

At the visited schools, textbooks are distributed free of charge by the government but not for multiple classes. The majority of students had government textbooks, but quite a few children had clearly had to prepare one notebook for all subjects and used short pencils. The classrooms and facilities were also quite basic. There were no extracurricular activities during summer vacation or after school, and although cricket activities have been done in the past, they have been discontinued, reportedly due to budget constraints.

Progression and advancement: The number of students by grade level has steadily declined following enrollment, and it is possible that a significant number of students, both girls and boys, are not progressing smoothly. At the end of the school year, public schools administer oral exams to students in Grades 1–3 and written exams to students in Grades 4 and 5 to determine whether they pass or fail the relevant grade. In the past two years, however, the examinations were not held due to the effects of the COVID-19 pandemic. However, the government has not always been able to identify and transfer students who should not advance due to their test results in years past, and the government thus needs to prepare such data and work to prevent grade repetition and dropout.

Math assessment
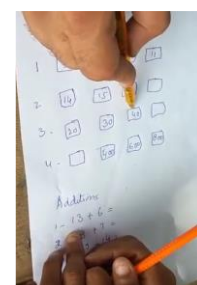
There are also learning challenges among students who do advance. Sindh's Standardized Achievement Test (SAT) for fifth graders shows that math and science scores are particularly low. In our survey, when a simple question was given to several students from two schools, the correct answer rate was low even for basic arithmetic problems—for instance, the number of correct answers for "19 + 6" was 0 out of 6 in Grade 3 and above—and mirror writing was practiced. Only one student

could count and perform arithmetic with bars when performing calculations such as addition, and the other students used their hands to calculate. There is thus an urgent need to improve the quality of learning.

(3) School management, community participation, and monitoring

In Sindh, a School Management Committee (SMC), as stipulated in Sindh's Right of Children to Free and Compulsory Education Act (2013), is to be formed at each school. Each SMC consists of nine members. In compulsory education, a school's SMC is charged with monitoring the attendance of students and is allocated a budget for improving the school environment that varies depending on the type of school.

Although the budget for SMCs was not allocated for several years, it was executed in 2020–2021. Because expenses are limited to school repairs and the purchase of consumables, in 2020–2021 the budget was used to purchase products to control infectious diseases, especially COVID-19. Criteria for allocating SMC funds to primary schools vary by school size but do not include criteria related to the enrollment of girls. In the years when the SMC budget was not executed, the SMC's activities were stagnant, and many SMCs did not hold meetings for several years. The SMC's activity records often include decisions on how to use the funds received. It is presumed that the attendance of students is not often checked, and that school monitoring is not often performed.

There is no quota for the participation of women as SMC members. At one school that we visited, women were added as members, but it was difficult for ones with limited ability to participate to serve as members, and they were later removed from the SMC. Other than the SMC, no school had a parent–teacher association or a mothers' organization. Although the principal is primarily in charge of contacting parents, principals who are men are allowed to visit with fathers only and may visit them only in their homes. Meanwhile, principals who are women may visit the parents of students in their own communities but cannot visit other villages, meaning that communication with parents outside those communities occurs through students only. As a result, access to students' parents, especially their mothers, is limited.

The school-specific budget was introduced in 2011 to be used for stationery, extracurricular activities, athletic equipment, teaching materials, books and lab supplies, furniture, and transportation.[26] However, the School-Specific Budget was almost never spent, and according to interviews in the field, it seems to have been discontinued.[27]

School monitoring and coaching: At the local level, there is a Directorate of School Education at the divisional level, under which there are district education officers (DEOs) and taluka education officers (TEOs). For Grades 1–10, a primary-school DEO and secondary-school DEO are assigned, while at the taluka level, they are further divided into men and women administrative officers. The men are in charge of boys' schools and coeducational schools, whereas the women are in charge of girls' schools.

Until three years ago, there was also a post of supervisor for each Union Council (UC) under the TEO, and such supervisors were primarily responsible for monitoring the schools. The post of assistant education officer at the district level has been newly created, but it remains vacant at the moment. With the support of the European Union, UNICEF, and other organizations, a "school cluster" policy has been introduced to organize multiple schools into clusters, and a system of coaching and capacity-building among teachers has been introduced through the use of teacher guides and subject coordinators within each cluster. However, the system has not yet been implemented throughout the state. The principal of

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[26] http://www.sindheducation.gov.pk/pages.jsp?page=schoolspecificbudget
[27] Final Appraisal Report, Sindh Province of Pakistan School Education Sector Plan and Roadmap for Sindh (SESP&R), 2019–2023

the hub school of the cluster is responsible for the repair of school buildings, SMC funds, teacher training, textbook distribution, and monitoring and data collection.

According to the job description of local education administrators, duties include preparing short- and long-term development plans at the district and taluka levels and assisting in the preparation of annual school plans. However, none of the local education bureaus that we visited had such plans in place, and although we were told that both the district and taluka levels conduct monitoring during school visits, there was no clear distinction in the purpose of monitoring at each level, and no monitoring tool seemed to exist.[28] Many of the administrators report the results of monitoring via WhatsApp with photos and other information. There are no numerical data or graphs that clearly capture the current status of gender disparity, other gender-related issues, and the progress of efforts in the area under the jurisdiction of the relevant education officer, and the situation at the district, taluka, and UC level is not captured objectively or visually. In addition, most of the TEO offices have no means of transportation (e.g., vehicles or transportation costs), and there is no budget for school enrollment campaigns conducted at the taluka level, where computer equipment is not yet available.[29] Efforts to promote girls' schooling at the district and taluka levels have been few as well.

By contrast, the Directorate of the Monitoring & Evaluation,[30] set up at the provincial level, has a chief monitoring officer in each district to monitor teachers' attendance using biometrics. The Reform Support Unit (RSU) has also established a Local Support Unit (LSU) at the district level that collects and enters data, compiles girls' stipends and SMC funds, and promotes the District Education Plan in line with the Sector Plan.

In Sukkur district, sector plans for each district are in the process of being developed, and during the field survey, Sukkur's DEO confirmed the existence of a template. The sector plans for SESP&R at the district level are being led by the Local Support Unit. The development planning in the job descriptions of the DEO and TEO is tied to the Annual Development Plan of the Sindh government, but there is no reference to SESP&R. The two parallel systems thus seem to be transitioning toward integration, but we were unable to ascertain any understanding of the situation, the formulation of strategies, clear initiatives, or progress monitoring at the local level for eliminating gender disparities.

At the regional level, the DEO and TEO did not seem to be aware of the information on non-formal schools.[31] DEOs and TEOs with different responsibilities may sit together in meetings, but no formal mechanism for information sharing or collaboration has been established. In one case, a school supported by the Sindh Education Foundation, a semiprivate organization of the Sindh government, was opened very near to a regular government school, which led to a decrease in the number of students. It thus seems necessary to strengthen cooperation among neighboring schools and to integrate and organize schools through the abovementioned school cluster policy.

(4) Quality of learning: Assessment, teachers, classes, and materials

Examination system: In Pakistan, examinations for students' promotion from pre-primary education to each subsequent grade are conducted. The table below shows how the examinations at the primary and secondary levels are conducted.

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[28] Although the items to be monitored are listed in the job descriptions of TEOs, the level of recognition in the field could not be confirmed in our survey.
[29] Even without a budget, TEO offices were conducting a "walk and announcements" to promote school attendance.
[30] http://www.sindheducation.gov.pk/pages.jsp?page=sindhschoolmonitoringsystem
[31] SESP "1.3.4 Development of PPP-NEF framework and monitoring mechanism in close collaboration with DG M&E"

Table 5.2: Exams for promotion to the next grade of education

Grade	Testing method	Administrator
1–2	Oral and written examinations set by an examination committee consisting of TEOs and several principals	An examination committee consisting of several principals
3–8	District-specific standardized written test	District Education Office
9–10	Unified written test by Board	Board of Secondary Education, Sukkur

Source: Based on interviews during field surveys in Sukkur and Khairpur districts

The results of the examinations up to Grade 3 are notified to the students on Annual Score Cards. The overall results are not tabulated, so it is impossible to confirm the difference in performance between girls and boys. According to our interviews, the passing mark is 33%, but we could not find any written notification that defines that standard. Student retention is included in the questionnaire of the Annual School Census conducted by the RSU, but the data have not been published.[32]

SELD commissioned a third party, IBA University Sukkur, to initiate the SAT in 2012.[33] The SAT was administered to students in Grades 5 and 8, and according to the results, girls outperformed boys. On the Early Grade Reading Assessment (EGRA), girls also outperformed boys. The 2019 results of ASER, a second- and third-grade test administered to fifth graders, showed that girls outperformed boys on that test as well (see Figure 5.6).

Figure 5.6: Learning achievement in rural Sindh
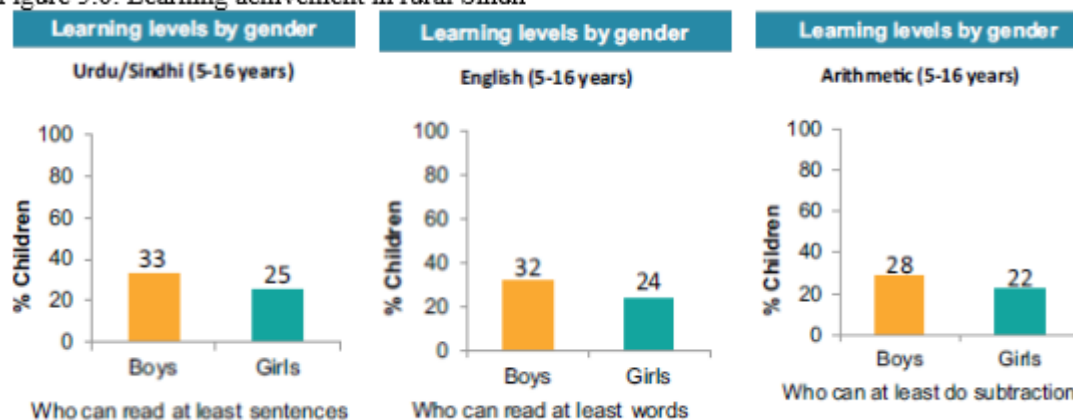
(Source) Annual Status of Education Report (ASER) Pakistan 2019

Student–teacher ratio (STR): The standard STR in Sindh is 30, but that ratio is presumed to be a ratio of teachers to the total number of students in the school.[34] It is not specified per grade. The SELD's website, showing the STR for each school, indicates the shortage and surplus. The data for the schools visited during the field survey appear in Table 5.3.

Table 5.3: Shortage of teachers in schools visited

School Name (level of education)	Students	Teachers	STR	Teachers in shortage
GGPS Mian Dad Khoso (primary)	84	2	42	1
GGPS Nauraja (primary)	183	4	45	3
GGPS Manzoor Hussain Bhatti (primary)	118	4	29	0
GBPS Ghulam Rasool Rind (primary)	297	4	74	6
GHS Abad Lakha (secondary)	1,869	37	50	26
GGHS Nizamani (secondary)	1,942	68	28	-3
GBHS Nauraja (secondary)	732	12	61	13
GBHS Fakirabad (secondary)	759	20	37	6

(Source) Prepared using SELD's data (i.e., online checker) on the numbers of students and teachers.

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[32] https://rsu-sindh.gov.pk/profiles/Proforma_ASC_2020-21.pdf

[33] www.satsindh.net.pk

[34] https://checker.sindheducation.gov.pk/

For example, at GGPS Mian Dad Khoso, an additional teacher is needed to achieve a STR of 30 for the current two teachers working there. If Kachi is included, then the elementary school will have six grades, and if Table 5.3 is followed, then it will be a multigrade class with three teachers teaching six grades. In that case, then it will be necessary to consider whether three classrooms can be secured, for GGPS Mian Dad Khoso had only two classrooms. In addition, at both GHS Abad Lakha and GGHS Nizamani, the number of students exceeded the capacity of the classrooms in some grades. To ensure appropriate teacher allocation, it is necessary to conduct a demand-focused study that considers the actual number of classrooms and the number of students in each grade instead of simply calculating STRs.

Study hours: The number of study days and hours are specified by SELD as 35 minutes per class, 41 classes per week, and 229 days per year. By contrast, the attendance requirement was not confirmed in the interviews during the field survey; although some principals and education officers answered 70% or 80%, there was no text specifying the required number of days of attendance. In one of the coeducational secondary schools visited during the field survey, girl students were registered but in Grades 8–10 almost never attended and participated in examinations only. It is presumed that the absence of girls is tacitly accepted due to the unavoidable circumstance known to all concerned that it is difficult for girls to commute to school. In another secondary school for boys, the number of students far exceeded the capacity of the classrooms, and only a quarter of the students were allowed to enter the classrooms. Three-quarters of the students were treated as absent, but as with the girls mentioned above, it is assumed that they participated in examinations only.

Teachers: The recruitment and assignment of women teachers is regarded as a necessary measure to improve girls' access to education. The number of women versus men teachers in public schools, shown in Figure 5.7, is fewer at all levels of education.[35]

Figure 5.7 Number of teachers by gender
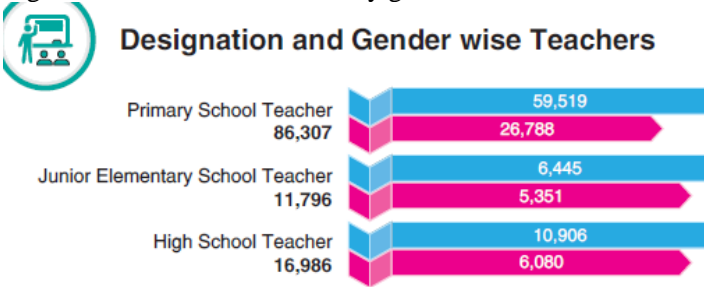
(Source) SELD PGS 2019

The Citizens Foundation, run by a nonprofit organization that we visited during our field survey, has a policy of having exclusively female teachers even in coeducational schools in order to encourage girl students to attend school. The number of students enrolled in teacher training courses is higher for girl than boy students. Even so, measures are required to further increase the ratio of women teachers in public schools.

SELD was in the process of recruiting new teachers in October 2021.[36] In the recruitment policy for 2021, there is a 15% quota for hiring women teachers. However, as per the rules, only men are eligible to apply to teach at boys' schools and only women teachers at girls' schools, and only in coeducational schools can both men and women apply and be hired. Thus, according to those rules, the 15% quota for women teachers is applicable only in coeducational schools. Considering that schools with only women teachers make girl students and their parents feel secure, it is necessary to examine to what extent the policy of securing the 15% quota for women teachers in coeducational schools contributes to the promotion of girls' education. The figures published as vacancies for recruitment in Sukkur and Khairpur districts in the current recruitment appear in Table 5.4.

Table 5.4: Number of vacancies in teaching posts

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[35] Data on private schools is not available for Sindh only. However, according to data for Pakistan as a whole during 2016–2017 (Academy of Education Planning & Management, Islamabad), the number of women teachers exceeds that of men teachers.

[36] Although 162,000 people took the exam against 46,649 vacant seats, only 1,250 passed, and it is reported that measures will be taken to lower the passing standard (https://www.dawn.com/news/1651670).

District	Primary schools			Elementary and secondary schools	
	Men	Women	Total	Primary school teacher	Junior elementary school teacher
Sukkur	413	81	494	302	752
Khairpur	1,012	572	1,584	829	954

Source: Prepared using SELD data

The number of vacancies to be filled in elementary schools is far less for women teachers. However, it is unclear to what extent priority is given to the recruitment of women teachers in the recruitment process, for the fill rate against the total number of vacancies is unknown. In interviews, although the DEOs reported information about teacher vacancies at the state level, they are not involved in the prioritization of recruitment.

It has been recognized that having all women teachers is one way of promoting girls' schooling, and the Citizens' Foundation schools and NEF centers have reassured students and parents by maintaining women teachers. SELD has held the recruitment of women teachers as a policy, but there is a need to ensure that the policy is promoted, implemented, monitored, and verified. In addition, if there are any barriers contributing to the low number of women teachers in public schools compared with private schools, measures are required to address them.

The same policy is applied to the hiring of faculty from remote areas. Interventions thus seem to be required to recruit teachers from outside their place of residence even if it means giving preferential treatment.

Teacher absenteeism is a major challenge in promoting school attendance for both girls and boys. Therefore, the chief monitoring officer at the district level, appointed by the Directorate General Monitoring & Evaluation checks the attendance of teachers using biometrics.

Curriculum: In 2018, SELD approved the integration of life skills-based education (LSBE) into the curriculum for Grades 6–9 and the integration of the topic in each subject in Grades 1–5. In December 2020, the curriculum guidelines for LSBE, based on the "It's All One Curriculum," were approved and currently consist of seven units, including the Gender Unit (see Table 5.5).[37]

Table 5.5: LSBE curriculum guidelines

Unit	Contents
Unit 1	Health and well-being require human rights
Unit 2	Gender
Unit 3	My relationships
Unit 4	Communication and decision-making skills
Unit 5	The human body during adolescence
Unit 6	Reproductive Health
Unit 7	Advocating for human health, rights and gender equality

(Source) SELD Curriculum guideline for life skill-based education

The Gender Unit covers the definition of gender and the impact of gender norms on education, social activities, health, and employment. Those norms are instilled by families and communities and reinforced by media, education, religion, and others; they are also linked to marriage at an early age and gender-based violence. LSBE is not treated as a stand-alone subject but is integrated within each subject. UNICEF and the Menstrual Hygiene Management working group have also developed a supplementary reading book, *Growth and Changes*, which addresses ways of coping with physical and physiological changes during puberty. SELD claims to have completed the LSBE training of more than 30,000 teachers so far.[38]

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[37] Guidelines and activities for an integrated approach to sexuality, gender, HIV, and human rights education developed by the International Women's Health Coalition, CREA, the Girls Power Initiative, International Planned Parenthood Foundation, International Planned Parenthood Foundation Western Hemisphere, Mexfam, and the Population Council.

[38] Budget speech, 2020–2021

(5) Access to facilities and costs

Infrastructure development in government schools in Sindh remains a challenge. According to SELD data (School Profile 2019), fewer than 30% of public-school buildings are rated as having good infrastructure. The number of classrooms is inadequate, and the maintenance of toilets, fences, and water supply remains a challenge. Those infrastructural conditions are assumed to impact the enrollment of girls.

As Table 5.6 shows, there is no clear difference in access between boy and girl students when examining the number of schools only. [39] In addition, even in the elementary schools designated as boys' schools, many were also open to girls, which indicates that girls have institutional access to all schools. The percentage of girls in coeducational schools and boys' schools visited during the field survey was generally low (i.e., <50%).

Table 5.6: Number of schools in Sindh

School type	Boys	Girls	Mixed
Primary	7,721	5,486	31,116
Middle	290	467	1,138
Elementary	124	204	489
Secondary	418	472	887
Higher secondary	73	74	171

(Source: Prepared by Profiling for Government schools 2019)

SESP&R states that infrastructure will be developed to improve girls' access to education, but the budget does not indicate any allocation for infrastructure for girls. Thus, it is unclear whether such infrastructure is a priority in budget allocation.

Girls' stipends: The RSU is in charge of girls' stipends, which is an SELD project to promote girls' education. According to the budget scale, the benefits are outsourced and implemented based on the applications submitted by each district, but the effectiveness of the program has not been verified at the RSU level. The scale of expenditure for girls' benefits has not been disbursed, although it was budgeted for in the 2018–2019 school year. According to the headteachers of the schools visited, the budget has not been disbursed in the past three years and has been reduced from the 2019–2020 budget. A review of the scheme is planned by the SESP&R.

EdTech: In Pakistan, several private EdTech companies provide educational materials on their websites or through apps. One such company, Orenda, is piloting a project in Punjab to provide Grade 6 courses to underprivileged, out-of-school girls at home using digital learning materials. The pilot has resulted in 80% of participants passing their Grade 6 examinations. Distance education and digital learning materials can therefore be an option for girls who have difficulty commuting long distances to school. Even so, the cost of digital equipment and gaining the trust of parents to allow their children to receive such education continue to be challenges.

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[39] Because the number of schools is also the number of government schools in the entire province of Sindh, more detailed analysis requires data on the number of schools per district and taluka and including private and non-formal schools.

(6) Effects of COVID-19

The first case of COVID-19 in Pakistan was confirmed in February 2020. With the spread of the infection and lockdown protocols, measures have been taken to close schools.

Figure 5.8: School closure period according to COVID-19 in Pakistan

(Source: http://covid19.uis.unesco.org/global-monitoring-school-closures-covid19/country-dashboard/)
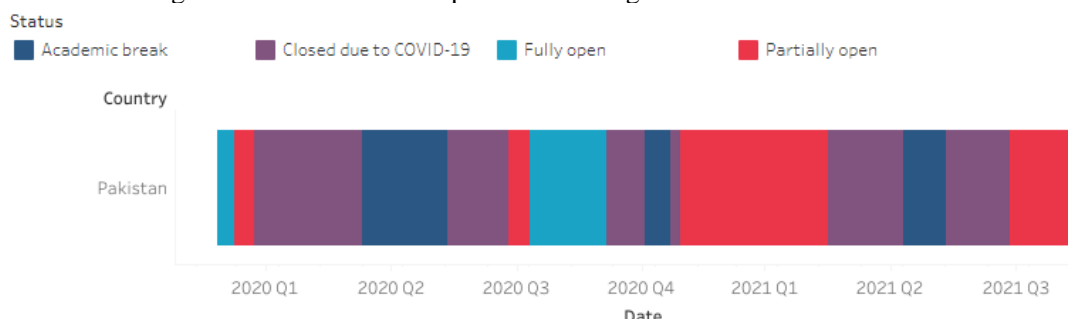
Figure 5.8 shows data regarding school closures from February 16, 2020, to October 30, 2021, while the periods of school closure appear in Table 5.7. It shows that schools were closed for more than half of the time. In addition, there were also periods when 50% attendance was imposed, meaning that the total learning time in schools was significantly reduced.

Table 5.7: School closure periods due to the spread of COVID-19

	Period (including school holidays)	Days
First closure	March 16, 2020 – September 12, 2020	180day
Second closure	November 26, 2020 – January 18, 2021	53day
Third closure	May 8, 2021-Augsut 29, 2021	113day

(Source) http://covid19.uis.unesco.org/global-monitoring-school-closures-covid19/country-dashboard/ and
https://www.cgdev.org/blog/new-data-learning-loss-pakistan

In the interviews with teachers during the field survey, the following measures and impacts of the COVID-19 pandemic were mentioned:
- During the closure period, teachers came to school once a week and assigned homework to the students;
- Although older students could study on their own, it is difficult for younger students to learn through independent study, and there is a loss of learning especially at lower grade levels.
- Students from private high schools are transferring to public schools due to their families' financial difficulties, and the number of students is increasing.

Both SELD and the Ministry of Federal Education and Professional Training are currently promoting TV educational programs and online educational content distribution to promote distance learning amid the COVID-19 pandemic, but according to the field survey, only a small number of students were using those programs. The interviews did not identify any clear differences in the impact of COVID-19 on girls versus boys.

The ASER report, a village household survey conducted in 2021 across Pakistan, including Sindh province, pointed out that girls generally have lower learning outcomes than boys, including both students who are enrolled and who are out-of-school.[40] A household survey conducted by the Malala

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[40] The study was conducted on a sample of households in rural areas of 16 districts in Pakistan—in Sindh, Karachi-Malir, Sukkur, Tharparkar, and Dadu were included—to understand the impact of the pandemic

Fund with its partners using a mix of telephone and home visits in July and August 2020 additionally reported that girls in Sindh's interior districts were "definitely" less likely than boys to say that they would return to school after the COVID-19 pandemic.

5.3 Status of Major Donors' Support: Focusing Girls' Education

In Sindh, a Local Education Group (LEG) consisting of SELD departments, other relevant government agencies, donors supporting the education sector, universities, and NGOs is responsible for monitoring and jointly reviewing the Sector Plan.[41] As of March 2021, the members included 49 institutions. The status of support by major donors to the education sector in Sindh is shown in Table 5.8; each donor has incorporated activities that contribute to reducing the gender gap in access to education.

The World Bank, one of the major donors, has identified the goal of its new Country Partnership Strategy 2022–2026 as being "Girls and boys learning and Growing healthy, in a Green and clean Pakistan, in a Growing, inclusive and sustainable economy," with the four priority focus areas beginning with "G" in line with the World Bank's strategy document.[42] Some principles of engagement are to focus on ensuring results, to allocate resources for fewer instead of many areas, and to begin with the basics (e.g., primary and secondary education, stunting, and water scarcity). Emphasis is placed on girls' education, as symbolized by the fact that the first "G" in the goal refers to "Girls." In Sindh, the World Bank supports girls' education through several projects as shown in Table 5.8.

Table 5.8: Support for girls' education in basic education by major donors

World Bank
Actions to Strengthen Performance for Inclusive and Responsive Education (ASPIRE) Program, 2020–2025 (i.e., federal program for COVID-19 response, including the allocation of resources to Sindh)   Aims to increase restroom facilities in schools attended by girls, to raise awareness of girls' education focusing on referral mechanisms to prevent violence against children, and to develop statistics by gender
Sindh Early Learning Enhancement through Classroom Transformation Project (SELECT), 2021–2026 (i.e., co-financed by the World Bank-funded IDA and the Global Partnership for Education [GPE] grant for improving reading skills of early-grade primary students and increasing student retention in primary schools in selected districts)   Aims to provide school-based training on gender bias and stereotyping, an awareness program to break gender stereotypes through radio, the expansion and renovation of approximately 500 elementary schools, and digital monitoring and behavioral nudges (e.g., text messages) to capture girls' commuting patterns
Enabling Social Sectors for Growth: Sindh Human Capital Project (in the pipeline)   Aims to increase girls' participation in pre-primary and secondary education
ADB
Sindh Secondary Education Improvement Project, 2020–2025   Aims to construct 160 secondary schools with an emphasis on girls' schooling, teacher training

(http://aserpakistan.org/document/aser/2021/ASER_2021_Measuring_the_Impact_of_COVID_19_on_Education_in_Pakistan_FINAL_REPORT.pdf).

[41] UNICEF is the coordinating agency for the education donor group for Pakistan as a whole; WFP and JICA were co-chairs of the education donor group from 2020 to 2021.

[42] World Bank's presentation on the process of the Pakistan Country Partnership Framework, 2022–2026 (https://pubdocs.worldbank.org/en/492201612194821855/pdf/External-PPT-Pakistan-CPF.pdf)

(including gender-biased materials and teaching methods) and develop a unified examination syllabus with consideration for the percentage of women assessors
Integrated Social Protection Development Program, 2021–2026 Provides a conditional cash transfer for enrollment in primary and secondary education, including for girls, and participation in ALP/NFE for out-of-school children
UNICEF
Support materials for back-to-school campaign, provided annually ECE Teacher Training (i.e., for 1,500 teachers) Training 1,500 SMCs for SIP development Birth registration pilot project in six districts Support for non-formal schools in four districts (i.e., distribution of "school in boxes") Teacher training in pilot schools supporting digital blended learning during the pandemic
UNESCO
Girls' Rights to Education Program, since 2014 Aims to improving access to education for girls through advocacy and mobilization, to improve the school environment, to revitalization parent–teacher associations and the SMCs, and to provide training of teachers for multigrade classes and training for provincial and district education officials on how to create school environments that promote girls' education
USAID
Sindh Basic Education Program, 2011–2021 Aims to improve the quality and accessibility of education (i.e., of the 106 schools that have been updated to secondary schools, 28 are girls' schools) and enroll girl students in the Community Mobilization Program (i.e., enrolled 19,810 students in Grade 1 compared with the targeted 13,000, for 150,000 students enrolled in total Sindh Reading Program (SRP) for school-going children and out-of-school children (also expected to include literacy education for parents) Support the Sindh Capacity Development Project in developing NFE policy and its implementation framework.
EU
Development Through Enhanced Education Program, 2019–2022 Aims to provide universal access to education and employment through enhancing data for monitoring and school clustering for continuous professional development
Sindh Technical Assistance for Development Through Enhanced Education Programme, since 2021 Provides technical assistance for an integrated data system used to plan and promote evidence-based education for girls (implemented by UNICEF)
FCDO
Sindh Education Non-State Actors Program, 2016–2020 Aims to promote the enrollment of out-of-school children and provides financial support for school supplies, teacher salaries, and transportation

5.4 Role of Gender in Girls' Education

Factors for out-of-school girls: As studies have shown, a wide range of factors determine girls' non-enrollment, both on the demand side and the supply side (see Table 5.9). In addition to factors that apply to many countries and regions, including distance to school, safety, school fees, and domestic work, taboos against coeducation and a high degree of wariness among teachers of other gender were also evident in the rural areas of Sindh where the study was conducted. Pakistani society is one in which male-dominated institutional practices are entrenched.

Table 5.9: Factors of girls' being out of school[43]

Demand side	Economic factors	• Poverty makes income-generating activities and household chores a priority for survival. • Guardians cannot afford the cost of securing a long-distance commute to school.
	Sociocultural and religious factors	• Guardians do not prefer coeducation after puberty due to the risk of harassment at the commuter school and do not even prefer girls to leave their houses. • Education for girls is considered to be a lower priority than for boys. Girls are considered to have less need for education because they are not expected to work outside the home in the future.
	Political factor	• Local security is unstable due to ethnic conflicts and the kidnapping of minority girls.
Supply side		• There are no schools within commuting distance. • There are not enough classrooms for the number of students. • There are not enough girls' schools or women teachers. • Infrastructure such as fences and toilets remain underdeveloped.

For example, we identified many cases in which the father's names were listed on the lists of teachers and students. Marriage certificates also require the father's signature and include a space to indicate whether the girl or woman is a virgin (or ever married), which reflects the importance of ensuring the chastity of daughters as well as maintaining the gendered nature of Pakistani society. Those institutional practices may be a factor that increases the barrier for girls who have reached puberty to leave their homes and go to school.

Part of the Sindh Marriage Certificate

(See Rule 8-10)

This Form has been prepared in the light of Rules No. 8 and 10 of Muslim Family Ordinance 1961

NIKAH NAMA / MARRIAGE CERTIFICATE

1. Name of the Ward _____ Town/Union _____ Tehsil _____
Police Station:_____ and District: _____ where the marriage took place:

2.	Name of the bridegroom & his father, with their respective residence	
3.	Date of birth/Age of the Bridegroom	
4.	Name of the Bride & her father, with their respective residence	
5.	Whether the Bride is Virgin/widow or divorced	
6.	Date of Birth/ Age of the Bride	

In fact, during the school visits, the principal pointed out that girls' reaching puberty is a factor of their non-enrollment. Parents also commented that only schools with exclusively women teachers should be allowed to teach girls after secondary education and that they could not send their children to school even in primary education because of the danger on the way to and from school. Ensuring the safety of girl students on their way to and from school is considered to be a major issue in promoting girls' schooling. Due to that challenge, girls' schools and neighborhood schools are preferred. The girls studying at the non-formal center mentioned that their parents allowed them to go to the school because

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[43] Based on "Population Council 2018, Adolescent girls' voices on enhancing their own productivity in Pakistan," "Ishfaque Ali Kalhoro et al.; "2020 Factors of Dropout in Government Primary Schools of Sindh: A Qualitative Study of District Larkana, Sindh, Pakistan," and interviews conducted during the field survey

it was within the community. Furthermore, for long-distance commuting to school, whereas boys have the option of commuting by bicycle or motorcycle, girls do not have that option, and there is an additional cost for commuting to school to ensure safety. Because only a limited number of households can afford those costs, they are forced to disallow their daughters to commute to school. Solving those problems will be necessary to promote girls' school attendance.

A few of the girl students interviewed in the survey indicated that some of the men in their families were against their attending school. There are thus a certain number of men who are opposed to girls' education, and it can be inferred that opposition due to peer pressure from relatives and neighbors is also a major barrier.[44] It is therefore also important to promote understanding among men in the population, including in the community.

Child protection: Corporal punishment by teachers in schools is seen as a contributing factor to students' non-enrollment as well. The Sindh government passed a law, the Sindh Prohibition of Corporal Punishment Act (2016), in the provincial assembly in January 2017. The Act prohibits corporal punishment and non-physical abuse of children in all educational institutions and workplaces. In June 2020, SELD formed a committee to formulate additional regulations and in July 2021 issued a notice to each educational institution to establish a Child Protection Committee to promote the Act.[45] The committee is being provided with technical assistance by UNICEF.

Improving nutrition: The government of Sindh is currently implementing the Accelerated Action Plan for the Reduction of Stunting and Malnutrition (AAP), a 10-year plan starting in 2017 that takes a multisectoral approach to reducing malnutrition. It has a secretariat in the Planning Department and aims to improve stunting from 48% to 30% by 2021 and to 15% by 2026 by improving eight sectors: health, livestock, fisheries, agriculture, local government, social welfare, population welfare, and education.

World Bank-supported projects and EU-supported projects are being implemented under the AAP program. Because the target population is 1,000 days after birth, the education sector targets preschool children. The World Bank reports that the Early Learning and Situation pilot program through the Lady Health Workers Association under the Department of Health has been successful, and it is hoped that the activity will be aligned with the Early Childhood Care and Education under SELD.

According to SELD, the education sector activities planned under the AAP were already planned and budgeted in the Sector Plan, and all activities were completed ahead of the other sectors and did not require budget from the Planning Department. They were of the view that there was a need for improvement in program planning to create synergy among sectors. Under the AAP, the NGO program Agah Walidain-Informed Parents is being used to engage preschool children and their parents.[46] Thus far, 2,184 mothers' organizations and 68 SMC members have been trained. Those channels of contact with parents could be used to promote the school enrollment of school-age girls.

The WFP is planning a workshop with Pakistan's federal government to promote school meals. In recent years, emergency relief has been a priority, and school meals have not been a focus. Although the plan is to move forward with the project, the project has not yet been implemented due to lack of funds from the government of Pakistan.

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[44] For an example, see "SP Suhai Talpur: The woman on the frontline of Chinese consulate operation," https://tribune.com.pk/story/1852859/1-ssp-suhai-talpur-woman-frontline-chinese-consulate-operation
[45] SELD Notification SO (Curriculum)/SE&LD/12-4/2020
[46] The pilot is being conducted in Badin district.

5.5 JICA's Cooperation for Basic Education and Girls' Education

Japan's policy for addressing education issues in Pakistan has been to improve the access to and quality of education by providing support, including NFE, in order to ensure inclusive, equitable education for all while paying attention to the importance of girls' education and achieving SDG 4.[47] Specifically, under the Support for Education Program, Japan has provided technical cooperation for quality NFE and grant aid for the construction of girls' elementary schools and facilities in rural areas.

In our study, information was collected from JICA's ongoing cooperation, the Advancing Quality Alternative Learning Project (AQAL) (Phase 2) and the Education Policy Advisor to gather their opinions on JICA's need for future cooperation related to girls' education. We also collected information on the Project for the Improvement of Livelihood and Well-Being of Home-Based Women Workers in the Informal Economic Sector in Sindh Province (LIGHT-F) under the Japan's Gender Equality Program from the perspective of girls' education and its role therein. Prior to the field survey of the study, a detailed survey to assess the plan for a new technical cooperation project for basic education in Sindh province was underway, and a preparatory survey addressing new grant aid for girls' secondary schools was also planned.[48] The outline of those projects and the primary points of the survey results are described below.

(1) AQAL: Advancing Quality Alternative Learning (Phase 2), 2021–2025(planned)

Project overview based on the ex-ante evaluation	
Overall goals	To diversify learning opportunities and thereby enhance the development of human capital Indicator 1: Number of learners who received certificates through NFE Indicator 2: Number of participants in vocational training from Integrated Literacy and Skills (ILS)
Project purpose	To improve access to quality education for socially disadvantaged children, youth, and adults Indicator 1: Number of learners studying in NFE Indicator 2: Learners' achievement in the pilot area
Outputs	Outcome 1: Governance and management in NFE will be strengthened. Outcome 2: Accelerated Learning Programme-Primary (ALP-P) at the primary level will be developed, revised, and implemented in various educational settings. Outcome 3: Rapid learning programs at the early secondary and vocational training levels will be designed and tested as feasible opportunities for continuing education for out-of-school children, adolescents, young adults, and adults. Outcome 4: Literacy, life skills, and vocational skills programs will be developed and implemented for youth and adults who are illiterate or newly literate.
Target area	Federally administered areas and Punjab, Sindh, Balochistan, and Khyber Pakhtunkhwa provinces
Gender	GI(P) (primarily for female beneficiaries): The beneficiaries of the project are primarily girls and women. The project also aims to raise awareness in the community so that girls and women can enjoy learning opportunities.

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[47] Ministry of Foreign Affairs (2018), "Rolling Plan for the Islamic Republic of Pakistan" (2017–2022)
[48] JICA, "Preparatory Survey for Upgrading Primary Girls Schools into Elementary Schools in Rural Sindh," https://www2.jica.go.jp/ja/announce/pdf/20210804_215504_1_01.pdf

The results of the survey are summarized below.[49]

JICA has provided technical assistance for alternative NFE for more than a decade, and the NFE policy for government-approved public education has been approved by the Parliament in Sindh, Balochistan, and Punjab provinces. ALP is provided to those who have not been able to enroll or continue their studies in regular schools at the typical school age. It also provides literacy education to adults who have missed the opportunity to attend school. As of 2021, as shown in Table 5.10, there were more than 33,000 students in Sindh studying in ALP programs equivalent to primary education and 63% were women.

Table 5.10: Sindh NFE (Primary Education Stage), 2021

	Total	ALP	ALP(%)
Number of schools	4,094	975	24%
Number of learners			
Female	66,467	21,066	32%
Male	75,438	12,383	16%
Total	141,905	33,449	24%
Share of females	47%	63%	

(Source) AQAL2

As shown in Figure 5.9, ALP is characterized by a teaching method that recognizes and utilizes prior knowledge and builds new knowledge and skills for students more than 8 years old. It is characterized by (1) a curriculum that emphasizes competency and learning outcomes, which enables students to catch up in a short period (e.g., linkage with children's original knowledge and experience and activity-based learning); (2) cross-curricular curriculum and materials (e.g., integration of science and social studies with local languages, phonics, and reading); and (3) the use of a variety of learning materials.

Figure 5.9: NFE-ALP at the primary education level

(Source) AQAL2

With the help of the community, non-formal schools can be established at existing locations, and the plan–do–check–act cycle of the planning, preparation, implementation, and evaluation of the opening of each NFE school is functional. According to the AQAL project expert, alternative NFE is "an education system that allows students to learn anytime, anywhere, and at any age." Schools that work with the community; they do not wait for students to come to school but go where and when they are needed, and their characteristics make them relatively familiar.
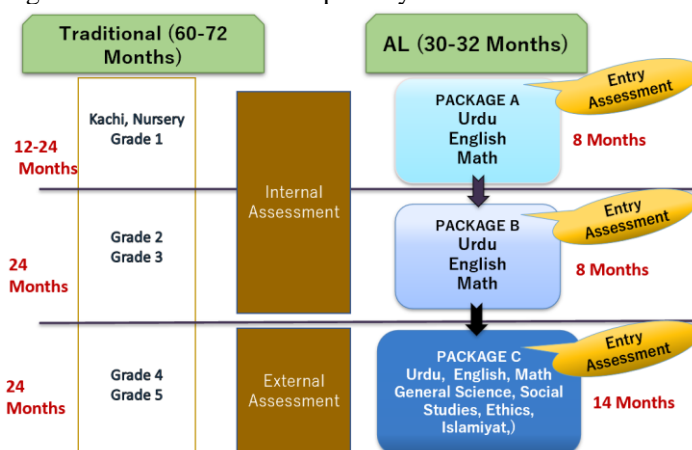
The non-formal school in Khairpur, which we visited during our survey, used a room in a family's home as a classroom. One girl student said, "There is a government primary school 15 minutes away by foot, but my parents don't allow me to go there because it's a coeducational school, but now I can come to this school because the woman teacher is from the same *sheikh* ('tribe'), and my parents trust her." Some of the students actively expressed their desire to continue their studies and become teachers or doctors in the future.

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[49] Based mainly on information from the AQAL project team and visits to non-formal schools

NEF center in northern Sindh (Package C class for primary education level)			
House hosting a NEF class		Entrance of class	Inside classs

We also visited an NFE center near Karachi that offers vocational training courses. Many of the women said that they do their housework in the morning and come to study at the center in the afternoon. Some said they were helping their families by improving their skills in sewing and beauty. It appears that there is a great need for a place where women can learn.

NEF center near Karachi			
Literacy class	Ceremony for certificates	Graduates	Vocational course

(2) Project for Upgrading Primary Girls Schools into Elementary Schools in Northern Rural Sindh, 2016–2018 (New similar projects are under preparation)

Project overview based on the ex-ante evaluation	
Purpose	The project aims to improve girls' access to basic education by expanding the existing girls' primary school into a girls' pre-secondary school, reconstructing old elementary school classrooms, and equipping classrooms with furniture and equipment in the rural areas of northern Sindh, thereby contributing to narrowing the urban–rural and gender disparities in educational opportunities. Quantitative effects, with 2015 as the base value and 2022 (i.e., at the end of the project after 3 years) as the target value -Number of girl students in the first semester of secondary education (i.e., Grades 6–8) in the 25 target schools: 100 students => 2,028 students -Number of primary school classrooms that can continue to be used out of the current aging classrooms in the 25 target schools: 0 =>17 classrooms Qualitative effects -The school environment for girls in primary education will be improved by rebuilding elementary school classrooms with safety hazards. -The construction of perimeter walls, restrooms, and other facilities will provide the necessary environment for girls to attend school and is expected to reduce the number of girls out of school in the targeted rural areas.
Target areas	In Sindh province, six northern districts (i.e., Khairpur, Sukkur, Ghotki, Shikarpur, Larkana and Dadu) will be covered.
Gender	Gender classification of "projects with women as primary beneficiaries": Support is targeted at girls' schools, which will improve the school attendance rate and contribute to the correction of gender disparity by creating a school environment suitable for girls to attend.

The results of this survey are summarized below.

According to the interviews with DEOs and head teachers in Sukkur and Khairpur districts, some of the elementary schools supported by Japan's grant aid have not received new teacher posts for secondary education because they have not obtained sanctioned new establishment and/or do not have an adequate number of students. At some schools, primary education teachers teach secondary education classes (i.e., Grade 6 and higher).

In the field survey, we visited GGPS Wapda Colony, a school in an urban area near the DEO in Khairpur district in a two-story building with three classrooms, a multipurpose room, a principal's office, and a storage room, all constructed with Japan's grant aid. At the time of our visit, only the principal's office and one classroom were in use. One of the classrooms was used as a multigrade class to teach students in Grades 6–8 all at once. In that class, the number of registered students was 19 for girls and six for boys. However, on the day of our visit, only two girls and three boys were studying in the classroom. The multipurpose room is equipped with computers, but it was not in use because there were no staff members who know how to use it. The other rooms were clean, but the wooden windows were closed, and the rooms were dark.

At the time of the preparatory survey for the project, the number of girls in middle school (i.e., Grades 6–8) was assumed to be included in the demand for school enrollment, not only for the primary school division of the school but also for the other two primary schools. However, the current situation was different.

In addition, there were eight schools in Khairpur district and four schools in Sukkur district, and some of the schools' head teachers were interviewed by telephone. Few of them are able to provide secondary education to girls to meet the expected number of students in their new classrooms due to challenges in teacher allocation. It is necessary to consider how far the catchment area for girls' junior high schools can be expanded. It is also necessary to update the survey regarding the demand for school enrollment, to prepare a teacher allocation plan and a facility utilization plan for the next three years, and to continue implementation and monitoring while taking into account commuting routes, transportation, expected graduates and the career paths of existing private and public elementary schools as well as NFE schools, and the characteristics of the community.

(3) GRACE: The Project for Gender Responsive Actions to Ensure Retention Through Community Engagement and School Practices, 2022–2026 (planned)

Project overview based on the ex-ante evaluation table[50]	
Overall goal	To implement the gender-responsive dropout prevision model in primary schools in Sindh Indicator 1: Dropout rates at non-target schools will improve for both boy and girl students. Indicator 2: Completion rates at target schools will improve for both boy and girl students. Indicator 3: Number of schools implementing gender-sensitive dropout prevention models will increase.
Project purpose	A gender-responsive dropout prevention is operationalized at target primary school in Sindh Indicator 1: Dropout rate at target schools for both boy and girl students. Indicator 2: Attendance rates at target schools for both boy and girl students. Indicator 3: Proportion of children in target schools will respond that they enjoy coming to school.
Outputs	Outcome 1: Based on the handbook on dropout prevention activities in collaboration

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[50] https://www2.jica.go.jp/ja/evaluation/pdf/2021_2003385_1_s.pdf

	with communities, dropout prevention activities will be implemented in target schools. Outcome 2: Lessons and remediation will be implemented in target schools based on training modules for teachers in order to restore children's learning. Outcome 3: A network of neighboring target schools and a collaborative mechanism among government officials to support the implementation of dropout prevention activities in target schools will be implemented.
Target areas	Sukkur and Khairpur districts in Sukkur division and one district from Karachi
Gender	For projects with GI(P) women as primary beneficiaries, the goal is to prevent school dropout from a gender perspective by addressing issues specific to girls in the target area.

(4) LIGHT-F: Project for the Improvement of Livelihood and Well-Being of Home-Based Women Workers in the Informal Economic Sector in Sindh Province, 2017–2022(planned)

Project overview based on the ex-ante evaluation[51]	
Overall goal	The number of Female Home Based Workers (FHBW) households who receive some of the services explained in the livelihood improvement knowledge and tool kit is increased.
Project purpose	To facilitate the use of toolkits developed through public–private partnerships to improve the livelihoods of FHBW households Indicator 1: The number of organizations which has applied the toolkit. Indicator 2: The toolkit is authorized by the Women Development Department (WDD).
Outputs	Output 1: Capacity of WDD in promoting the tool kit to improve livelihoods of FHBW HHs through PPP is enhanced. Output 2: Capacity of target FHBW HHs*2 in life management (LM) skills is improved. Output 3: Capacity of target FHBW HHs to access to financial services is improved. Output 4: Target FHBWs acquire knowledge and skills necessary for income generation. Output 5: Importance of promotion of female employment in the formal sector is sensitized. Output 6: The tool kit is developed based on the Outputs 2 to 5.
Target areas	Karachi district, Sukkur district (and surrounding districts)
Gender	GI(P): The project primarily targets domestic women workers and is therefore classified as a "project primarily benefiting women."

The summary of the results of the survey follows.

Education needs: Around Sukkur district, the beneficiaries were women who were making traditional and highly skilled handicrafts at home, but more than half of them were illiterate. In the life management program, a household account book was introduced, but the majority of the beneficiaries could not read or write and had to be assisted by staff or literate persons in the group to record the information. In addition, because they could not read the order forms, they had to communicate orally or by memory, which sometimes resulted in miscommunication and problems. No measuring tape was used and there was no numeric standardization of the sizes of products. In the course of their own income-raising activities or upon seeing their literate peers in other groups at group training, some beneficiaries expressed a strong desire to learn to read. In response to that request, LIGHT-F introduced literacy courses and conducted literacy courses for more than 50,200 people in 3 months. The participants were highly motivated to learn, and all of them passed the final exam. Some mothers have sent their daughters

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to institutions of higher education by teaching them what they have learned, and others have expressed a desire to learn more.

A session on Women and Occupation is being held at Life Management. Among the reasons why women struggle to secure particular occupations are the lack of permission from men, their own lack of education, and insufficient funds.

LIGHT-F activities		
FHBS	Life board game	Training for household account book
(Source) JICA		

Information strategy for women role models: Two booklets— "Women of Northern Sindh: Into the World of Work" (in English and Sindh) and "Women's Stories: Journey of Profession through Urban Challenges" (in English and Urdu)—have been developed for the purpose of exposing women to as many different professions as possible, even ones that do not conform to the traditional view on women's professions, in order to broaden their career choices. The booklets include stories of women in several professions, including one about how a nurse in Sukkur was able to get into nursing school.

According to the experts who interviewed the women for this booklet, in order to get a particular job in Pakistan, you need to have at least a Grade 10 professional education, and rural women, in particular, overwhelmingly lack access to such education or even basic education and are thus forced to choose domestic work or micro-entrepreneurship. Some have reported that the occupations discussed in the booklet can serve as a reference for the next generation. There are also educational materials such as a video to promote women's full-time employment; it tells the story of a woman who became a factory supervisor and includes an episode explaining why she started working, as well as an episode about a factory worker who talks about the benefits of social security. Career education seminars for high school students have been initiated in private and public schools as well.

In addition, the project has created a game about life, in which women can learn about the economic differences in salary and social security, among other things, between regular employment and domestic work and engage in sessions in which they can contemplate regular employment.

5.6 Proposal for JICA's Cooperation: Direction and Actives

As mentioned, based on the literature and interviews with government officials, donors, and school officials through the field survey, eliminating gender disparity in basic education in Pakistan (i.e., Sindh province) is a priority that requires strengthening efforts by the government and all stakeholders involved. At the time of Grade 1 of primary education, there are already far fewer girl students than boys, and on average, only 63 girls per 100 boys. After starting schooling, it is estimated that more than 10% of all students do not progress to the next grade (e.g., stay in their current grade, drop out, or move out of the house). Moreover, the number of students who do not progress from the last grade of primary school (i.e., Grade 5) to middle school (i.e., Grade 6) is even higher, especially among girls.

Some surveys on learning outcomes show that girls tend to have higher achievement than boys in among students who are enrolled in school. But girls tend to have lower achievement in very basic reading, writing, and calculation based on household surveys that include children not enrolled in school. Such outcomes are not surprising given the low enrollment rate of girls. Information on learning during school closures due to the COVID-19 pandemic and returning to school after school resumed shows that girls are disadvantaged in primary education as well but not always. As various surveys have pointed out, both girls and boys face significant challenges in the quality of their learning, and during the school visits for our study, it seems difficult for both girls and boys in at least Grade 3 to answer even basic questions of arithmetic (e.g., "13 plus 6").

The government of Sindh has also targeted improving girls' education and learning in its education plan, but the negative impact of the pandemic has been compounded by the fact that the situation is far from improving. Several development partners have supported the education sector, and various information systems for monitoring progress have been established. However, due to challenges in the integration of various data and the comprehensiveness of the provincial government's school statistics (e.g., information on private schools and non-formal schools is not integrated), it is difficult to accurately assess the gap between progress in reducing the number of out-of-school children by gender and age. By contrast, considering the population of Sindh, regional differences, and the negative impact of the COVID-19 on learning, there is no doubt that the government and development partners need to strengthen their support to achieve SDG 4.1. Pakistan is a priority country in a priority region where the need and relevance of JICA's enhanced cooperation over the next years are high. In fact, Pakistan is a priority country in JICA's new Global Agenda for Education, which focuses on the Leaving No One Behind Education Improvement Cluster and will contribute to the reduction of out-of-school children, with a particular focus on girls' education.[52]

Based on the results of our study described above, in what follows we present the results of a concrete study on the direction of JICA's cooperation and support measures by applying the framework of STEPS-G proposed in Chapter 3. In Sindh province, several JICA educational cooperation projects are already under implementation or planning. It is proposed for JICA to work with the government of Sindh to promote cooperation among those individual projects, to work on the continuous monitoring of progress, and to improve cooperation activities by combining multiple projects aimed at achieving the common outcome indicators of STEPS-G based on SDG 4.1, especially for the two northern districts of the province. In the midterm, it is expected to strengthen the linkages between the projects funded solely by Sindh's government and the cooperation projects of other development partners in the province. Given the rapidly changing situation in the area, including the effects of the pandemic, it is proposed to implement JICA's Global Agenda, which aims to make collective impact on global deficits.

5.6.1 Managing JICA cooperation projects toward the common outcome indicators

The common outcome indicators of STEPS-G are consistent with and complementary to the target indicators of the education policy of the government of Sindh, and the primary donors' supporting projects (e.g., SELECT) are also highly relevant to the targets of several ongoing or planned JICA cooperation projects. In the past, JICA cooperation projects have not always released quantitative information on the progress of outcome indicators on a regular basis. In the future, it is proposed to utilize the existing data and strengthen the monitoring of the progress of the common outcome indicators, with a view to periodically disclose them on SELD's website and JICA's website. It is also suggested that the progress toward and challenges in achieving the common outcomes be shared as appropriate during the joint review of SESP&R with the government and development partners and in the Gender Working Group meetings.

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[52] *JICA Educational Knowledge Management Network Newsletter* 33, No.1 (December 2021)

Specifically, we propose to monitor the indicators presented in Chapter 3 for each project as shown in Table 5.11. As examples of monitoring methods (e.g., information sources), we assume that, in addition to the surveys slated to be conducted in each project, the data that SELD and schools are supposed to collect and organize on a regular basis will be used. We propose to work on a series of plan–do–check–act cycles, including technical cooperation for regular monitoring by counterparts and changes and improvements of activities based on the results of monitoring, including data quality. However, if such technical cooperation is judged to be beyond the scope of Japanese input (e.g., workload of experts) to each project currently envisioned, then additional input will be sought.

In addition, it will be a new attempt for JICA to group several JICA cooperation projects into one JICA's STEPS-G Support Program (or Gender Mainstreaming Education Support Program) and conduct monitoring the progress of the program with counterparts on a regular basis. Therefore, it will be necessary to establish a system (e.g., workflow) in JICA's field offices and headquarters at the outset. The possibility of adjusting the division of work among full-time staff and experts should be considered in several related departments, as well as the necessity of assigning additional specialized staff for the STEPS-G program as part of the cluster management of JICA's Global Agenda proposed in Chapter 4. It should be noted that the target area of the program is Sindh province (population: approx. 50 million), which takes about 2 hours to reach by air from Islamabad, where JICA's country office is located.

Because the STEPS-G common outcome indicators are directly related to SDG 4.1.1, in the midterm SELD's monitoring of the progress of SDG 4 and SESP&R as a whole should be linked with the monitoring of SELD's budget-only projects in the primary cooperating areas of JICA (i.e., Sukkur and Khairpur districts). It is proposed that such technical assistance and collaboration, including collaboration with technical assistance by other development partners, should be linked with the monitoring of progress toward achieving SDG 4 and the progress of SESP&R by SELD in Sindh province and in the primary cooperation target districts of JICA (i.e., Sukkur and Khairpur).

Table 5.11: Tentative indicators for STEPS-G common outcomes in Sindh province

Project: Type of target	SDG 4.1.1(i): Basic math skills in Grade 2 or 3	SDG 4.1.2: Number of girl and boy students enrolled by grade
GRACE: Schools	• Indicator: Math test results (Project Output 2) • Example Method 1: Math tests at baseline, midpoint, and end-point surveys (sample schools) • Example Method 2: Results of regular math tests (target school, all grades) • Example Method 3: Results of the county's end-of-year written math test (target schools, Grades 4–5) • Example Method 4: Qualitative survey to understand how math skills are used in daily life, which cannot always be captured by tests	• Indicators: Number of students (Grades 1– 5) used to calculate project's overall goal and purpose (dropout and completion rates) • Example Method 1: baseline, midpoint, and end-point surveys (sample schools) • Example Method 2: Number of general register books at the beginning and end of the school year (target schools, all grades) • Example Method 3: Number of students listed in the attendance and score report for the last month of the school year • Example Method 4: Education Management Information System (EMIS) in SELD • Example Method 5: Qualitative survey of several girls to understand the reality of school attendance (i.e., continuation and advancement), which cannot always be captured by statistical data
AQAL: NFE Centers	• Indicator: Learner achievement (i.e., project's purpose)	• Indicators: Number of learners and certificate recipients for Levels A–E (equivalent to primary and middle schools)

	• Example method 1: Math test in base and end surveys (sample NFE center) • Example method 2: NFEMIS	• Example Method 1: Baseline and end-point surveys (sample NFE center) • Example Method 2: NFEMIS
Grant aid Girls' middle schools		• Indicator*: Number of students for effectiveness in Grades 6–8 • Example Method 1: Number of students in feeding schools at the time of the feasibility study, the start of construction, and the completion of construction (e.g., opening of schools), ideally with information collected at those three time points • Example Method 2: Number of elementary school students at the time of the ex-post evaluation (i.e., 3 years after the end of the project)
LIGHT-F: Target household	• Indicator: Calculation skills of households (as part of Output 2–4) • Example method 1: Math test on baseline and end-point surveys (sample of household members) • Example method 2: Results (e.g., numeracy) for adult literacy course participants	

Note. * Indicators are tentative assumptions.

Regular monitoring by SELD and development partners means that we will be able to the consistency and complementarity in the indicators, as shown in the example of SELECT in Table 5.12, so that we can check the compatibility of the data collected and the calculation methods of the indicators and simultaneously implement capacity-building from SELD to the local administration and school levels throughout the province. Along with SELECT, it is suggested that the monitoring and coordination of ASPIRE and the Human Capital Project with World Bank- and GPE-supported projects; UNICEF-, EU-, USAID-, and UK-supported projects; and ADB-supported projects at the secondary school level be promoted as well. It is also advised to discuss with SELECT and the target

Table 5.12: Consistency and complementarity between SELECT development goal indicators and STEPS-G indicators (tentative proposal)

SELECT (supported by World Bank and GPE) in 15 Sindh districts	STEPS-G in Sindh, especially the two northern districts (primarily GRACE and grant aid) different from the target districts for SELECT
Improved reading skills at 3rd grade measured by an EGRA test in supported schools	STEPS-G's "10 Basic Math Skills" include math problems at a similar level to EGMA, a math tool that corresponds to EGRA; SELECT will also be implementing the government-funded EGMA so that results can be compared.
Increase in the grade promotion rate from Grades 1 to 2 in supported districts [67% for girls, 78% for boys as of October 2021*]	By confirming the number of students in the target schools by gender annually, it will be possible to approximate the rate of promotion and compare with the SELECT target districts regarding the degree of progress and calculation methods.
Increase in the transition rate from Grades 5 to 6 in supported districts	By confirming the number of students in the target schools by gender annually, it will be possible to determine the completion status of Grade 5.

[55% for girls, 62% for boys as of October 2021*]	Next, it is proposed to examine the possibility of calculating and monitoring the progression rate, referring to SELECT's method of calculation, to gauge whether it is possible to ascertain the status of students entering middle schools and other schools supported by the grant aid.
4: Percentage of project schools with the student attendance monitoring system using redress procedures for student attendance	The structure and calculation indicators of the student attendance monitoring system in the SELECT target districts will be used as a reference when determining the number of students attending the target school by gender.

Note. * Implementation Status Report (October 2021).

5.6.2 Managing outputs (activities) as a JICA cooperation program

The outputs of JICA's cooperative activities for the STEPS common outcomes are organized as shown in the tentative proposal in Table 5.13, based on the results of the field survey with the application of the STEPS-G output checklists and keeping in mind the four projects that JICA is currently implementing or planning. It is proposed to be further developed and discussed with counterparts in the future.

The weakening of the gender perspective in the Sindh Education Sector Plan, the vacant position in the Gender Unit and the weak activities of the Gender Working Group are all setbacks from the time of the previous sector plan. There is a need to increase the commitment to policies to promote girls' education at the provincial level, to strengthen the allocation of personnel and budget to each activity, and to monitor results to facilitate policy implementation with districts, talukas, schools, and communities. In those series of efforts, the Education Policy Advisor (Advisor) is expected to promote dialogue with SELD and development partners while monitoring the progress of the JICA education projects, especially in terms of implementation, using two northern districts in Sindh as a case study. Recommendations on the Project for Upgrading Primary Girls' Schools into Elementary Schools in rural Sindh Province, which was in preparation at the time of our study, are summarized at the end of this section.

Table 5.13: Tentatively proposed outputs (activities) of JICA's cooperation in Pakistan

		Examples of activities	Individual business
1	**General**		
A		• Regular progress monitoring of SESP&R performance indicators by gender and measures and budgets to promote girls' education • Activities of SELD's Gender Working Group • Common outcome indicators for JICA Educational Cooperation • Programming of multiple projects and monitoring of progress of activities, use of the existing SELD database, improvement of consistency with monitoring database of other projects, implementation of cross-sectional surveys, and so on	Advisor (Propose additional technical cooperation for MIS, if necessary)
B		• Regular monitoring of progress and information-sharing on performance indicators by gender for individual projects and activities to promote girls' education	GRACE, AQAL, grant project
2	**Participatory school management, including practical activities in other fields**		
A		• Addition of a component to promote girls' education in the distribution criteria for SMC funds of the Sindh government • Reviewing the regulations related to SMC to promote girls' education (e.g., adding an "effort target" to include women as	Advisor

		members in SMC of elementary schools, which are effectively coeducational)	
B		• Community participatory activities and interschool collaborative activities for the improvement of gender disparity in the target schools of individual projects (i.e., primary schools, elementary schools, and NFE centers)	GRACE, AQAL, grant project
3	**Quality of learning (i.e., teachers, materials, and assessment)**		
A		• Promoting the elimination of gender disparities in school cluster policies and teacher personnel systems and processes (e.g., the placement of women teachers in de facto coeducational "boys' primary schools" and senior women assistant teachers in "boys' elementary schools")	Advisor
B		• Teacher training, use of teaching materials and assessment, and distribution of teaching materials and stationery according to community needs to improve learning for gender equality in the target schools of individual projects (i.e., primary schools, middle schools, and NFE centers)	GRACE, AQAL, grant project
4	**Access (i.e., facilities, maintenance and operations, and direct costs)**		
A		• Implementation of the school cluster policy and school integration policy based on the geographical information of households of school-age girls, including out-of-school girls (e.g., commuting distance), and the process of considering sites with high needs for school construction (e.g., expansion) and prioritization, including information on the possibility of using existing facilities (e.g., double-shifting) and allocation of women teachers • Improve the implementation of government scholarships for girls	Advisor (Propose additional input of technical cooperation for GIS-MIS if necessary)
B		• Examining the possibility of promoting school attendance by measures other than building schools and facilities for girls not attending school in the vicinity of the candidate sites for individual projects (e.g., examine the priority of facility construction) • Prior consultation with residents living near the candidate sites for individual projects on the conditions (e.g., facilities and teachers) for sending girls to school and the commitment and potential contribution of the residents to send girls to school • Preparing for the opening of the schools during the implementation of the project (i.e., during construction), including planning for the registration of new girl students, assigning teachers, and notifying the community of when the school will open • Maintenance and management of facilities in consideration of girls after the completion of the project	Mainly grant project (GRACE may also have small-scale facility activities as part of school management activities)
5	**Collaboration with education outside regular public elementary schools (i.e., ECD, NFE centers, and private schools)**		
A		• Development of regional and prefectural guidelines for preschool readiness systems to eliminate gender disparities at the time of entering elementary school • Integration of information on schools run by the private sector and education management organizations into EMIS	
B		• Promoting the enrollment of girls in *kachi* classes in preparation for learning in primary schools or elementary schools	GRACE

	• The local government's monitoring of the number of students and teachers of each gender in private schools and EMO-run schools in the target clusters of individual projects and its strengthening of the capacity of the school district as a whole to eliminate gender disparities		
C	• Accelerated learning programs for girls (and boys) over the age of entry into regular schools, academic certification systems, and transfer to regular elementary and middle schools	AQAL	
D	• Opening NFE classes as a catch-up program for girls during afternoon shifts and summer vacations at targeted elementary schools	GRACE, AQAL	
6	**Collaboration with other sectors (e.g., development, health, and nutrition)**		
A	• Advice on gender-sensitive curriculum and tools in the Sindh	Advisor	
B	• Support for knowledge and measures (e.g., menstrual hygiene management) to ensure that differences in growth rates do not disadvantage certain girls as part of girls' awareness-raising activities, if appropriate, and as part of community-based participatory activities in target schools (i.e., primary schools, elementary schools, and NFE centers)	GRACE, AQAL	
C	• Awareness-raising activities on post-school economic activities for girls in the target area (i.e., Sukkur district)	GRACE, AQAL, LIGHT-F	

Regarding Japan's grant aid (for which the preparatory study is ongoing as of January 2022), although the scale of funding is primarily for construction (i.e., civil work), to ensure the effectiveness of the project it is proposed to include "soft components" not included in the previous project.[53] Specifically, we propose to include technical support services for the management of the community participation and the assignment of teachers in order to improve girls' school attendance. It is always important to confirm with counterparts, government officials in the target area, and community representatives in the catchment area regarding the detailed planning, implementation, and monitoring of the project that the primary purpose of the assistance is not to build the building as planned but to keep girls in school, increase enrollment, and improve learning. It is proposed that a system be implemented to ensure that counterparts, local government officials, and community representatives in the catchment area can confirm the detailed planning, implementation, and monitoring of the project.

In general, in the case of JICA's grant for the construction of elementary schools, after the preparatory survey procurement agencies will conduct the procurement work on behalf of the counterpart government and submit quarterly reports and completion reports to the counterpart government and JICA. However, those reports by the procurement agency primarily address the progress of procurement and financial status and usually exclude the status of the completed school facilities in use or the status of equipment (e.g., desks, chairs, computers, and generators) use and problems. In the post-evaluation conducted 3 years after the completion of the project, when all payments to the contractors have been made, JICA will verify whether the schools are being used. At that point, it will be too late for the early detection and improvement of problems.

Especially in a society such as northern Sindh's, where gender disparity in villages exists from the elementary school level and where girls are restricted in their range of activities and resistant to men teachers, promoting girls' enrollment in secondary school needs to be considered in conjunction with an

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[53] According to JICA's (2020) "Soft Component Guidelines (Version 4)," soft components are procured as "services" for projects implemented by the counterpart government using facilities and equipment (i.e., "hard components") constructed and procured through Japan's grant aid. There are two types of grants: ones that aim to ensure the smooth launch of the project, especially the project implemented by the counterpart, and ones that aim to ensure at least the sustainability of the results of the cooperation.

analysis of the implementation of social (e.g., gender) and educational policies in all aspects, including the design and location of school facilities. Such aspects need to be considered in conjunction with analysis. Immediately after the completion of construction by the contractor, the following questions need to be addressed:

- Have girls started school as planned?
- Are classrooms, toilets, and other facilities in use, and are there any defects or problems? If so, are they (or could be they) problems for the contractor or the school or administration to maintain, and how will they be resolved?

It is also necessary to strengthen the dialogue among all parties involved before, during, and immediately after construction on how to contribute to the increase and continuation of girls' enrollment as planned.

For example, when the World Bank funded the construction of a school to promote girls' schooling in Yemen, it required a team of engineers and "community participation officers," both girls and boys, from the local education administration to visit the catchment area before finalizing the construction site. The team also provided technical assistance and training on the guidelines to that purpose. The community participation officers were responsible for obtaining the signatures of the parents who agreed to send their daughters to the school when the new classrooms were completed, as well as determining the number of students, interviewing the engineers about the environmental arrangements (e.g., water and toilets) for sending girls to school, and asking how the community could contribute to the maintenance and operation of the school during and after construction. We also documented how the community can contribute to the maintenance and operation of the school during and after construction; the specific conditions under which men teachers could teach girls, depending on their age and place of origin; and technical cooperation with meeting the Ministry of Education's teacher reallocation policy and special recruitment quotas for women teachers[54].

JICA, similar to the World Bank, is an organization capable of providing various forms of cooperation, including grant aid, paid funds, technical cooperation, and training. It is hoped that those resources can be used organically to contribute to the early improvement of girls' schooling.

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[54] https://ir.lib.hiroshima-u.ac.jp/ja/journal/JICE/6/1/article/34194

Attachment 5.1: List of Places Interviewed and Visited [Pakistan]

Classification	Interviews and visits	Region
SELD	Chief Advisor, Curriculum Wing and Gender Unit, Directorate of Planning & Development, Research STEDA Directorate of Literacy and Non-Formal Education Reform Support Unit Sindh Education Foundation	Karachi
Other government organizations	Sindh Technical Education and Vocational Training Authority (STEVA)	Karachi
	Accelerated Action Plan Task Force Secretariat	Online
Donors	World Bank USAID UNICEF WFP	Online
	ADB (PIU Sindh Secondary Education Improvement Project)	Karachi
Local Education Administration	DEO (Secondary) office, Sukkur DEO (Primary), Sukkur TEO Primary Male, New Sukkur TEO Primary- Female, Pano Akil	Sukkur
	Dy DEO (Secondary) Khairpur DEO (Primary) Khairpur TEO (Primary) Female, Khairpur TEO (Primary) Female, Kot Diji TEO (Primary) Male, Kot Diji	Khairpur
School	GGPS Nauraja, Pano Akil, Sukkur (Primary school, rural) GBHS Nauraja, Pano Akil, Sukkur (Secondary school, rural) GGPS Mian Dad Khoso, New Sukkur, Sukkur (Primary school, urban) GHS Abad Lakha, New Sukkur, Sukkur (Secondary school, urban)	Sukkur
	GGPS Manzoor Hussain Bhatti, Kot Diji, Khairpur(rural primary school) GBPS Ghulam Rasool Rind, Khairpur (urban primary school) GBHS Fakiraba, Kot Diji, Khairpur (rural high school) GGHS Nizamani, Khairpur (urban high school)	Khairpur
NFE Center	Adult Literacy Center	Karachi
	NFE center Nizamani	Khairpur
job (work) training (for the unskilled)	STEVTA Career Counseling & Placement Center Government Vocational School Girls, Sukkur	Sukkur
NPO	The Citizens Foundation School	Karachi
EdTech	Orenda Mera Sabaq Foundation Teletaleem	Online
JICA	Pakistan Office AQAL2 project expert Education Advisor Expert, Federal Ministry of Education	Online

Attachment 6.2: List of Main Reference [Pakistan]

1: Federal Government Website
- Ministry of Federal Education and Professional Traininghttp://mofept.gov.pk
- Non-Formal Education Management Information System Pakistanhttp://www.nfemis.net/
- Academy of Educational Planning and Management AEPAMhttp://www.aepam.edu.pk/
- Pakistan Bureau of Statisticshttps://www.pbs.gov.pk

2: Sindh Ministry of Education Website
- School Education and Literacy Department Government of Sindh http://www.sindheducation.gov.pk/
- Online Biometric Checker https://checker.sindheducation.gov.pk/
- School Monitoring Dashboard (by Directorate General of Monitoring and Evaluation) https://mne.seld.gos.pk/#/main
- Reform Support Unit https://rsu-sindh.gov.pk/
- Sindh Teacher Education Development Authority (STEDA) https://steda.gos.pk/
- Directorate of Curriculum, Assessment & Researchhttp://dcar.gos.pk/
- eBooks Sindh Textbook Board Jamshorohttp://ebooks.stbb.edu.pk/
- SAT (Standardized Achievement Test) Sindh http://satsindh.net.pk/Home/About
- Sindh Digital Learning Platformhttp://www.sindheducation.gov.pk/pages.jsp?page=digitallearningplatform
- Sindh Education Foundation (SEF)https://www.sef.org.pk/
- Board of Intermediate Education Karachi https://biek.edu.pk/

3: Survey report including schools and households in Sindh (including donor assistance report)
- Annual Status of Education Report (ASER) http://aserpakistan.org/index.php
- TIMSS-2019 (Grade 4) for Pakistanhttps://timssandpirls.bc.edu/timss2019/encyclopedia/pakistan.html
- Demographic and Health Survey (DHS) 2019 https://dhsprogram.com/publications/publication-FR366-Other-Final-Reports.cfm
- EGRA-2017 for Pakistan (Sindh, Gilgit, Urdu) https://earlygradereadingbarometer.org/pakistan-sindh-urdu-2017/countries/home
- Sindh Multiple Indicator Cluster Survey 2018-19 Survey Findings Report.by Bureau of Statistics Planning & Development Board Government of Sindh and UNICEF http://sindhbos.gov.pk/wp-content/uploads/2021/03/Sindh-MICS-2018-19-Final-SFR.pdf

4: Sites related to donor projects and programs, including Sindh
- World Bank. Sindh Early Learning Enhancement through Classroom Transformation (SELECT) https://projects.worldbank.org/en/projects-operations/project-detail/P172834
- World Bank: Actions to Strengthen Performance for Inclusive and Responsive Education Program for Results/ASPIRE

2020-2025https://projects.worldbank.org/en/projects-operations/project-detail/P173399
- World Bank. COVID19 Response, Recovery and Resilience in Education Project.
  https://projects.worldbank.org/en/projects-operations/project-detail/P174223
- World Bank. Enabling Social Sectors for Growth: Sindh Human Capital Project (pipeline, in formation).
  https://projects.worldbank.org/en/projects-operations/project-detail/P167962
- World Bank. Pandemic Response Effectiveness Project.
  https://projects.worldbank.org/en/projects-operations/project-detail/P173796
- Asian Development Bank. Sindh Secondary Education Improvement Project.
  https://www.adb.org/projects/51126-002/main
- Asian Development Bank. Pakistan: Integrated Social Protection Development Program.
  https://www.adb.org/projects/45233-007/main#project-pds
- Global Partnership for Education-Pakistanhttps://www.globalpartnership.org/where-we-work/pakistan
- USAID. Sindh Basic Education Program M&E Database (supported by USAID)
  Available at: http://202.63.218.194/mne_detailed/pmiu.php
- UNICEF: Every child learns Country Programme of Cooperation between the Government of Pakistan and UNICEF 2018-2022
- USAID-Pakistan education site
  https://www.usaid.gov/pakistan/education
- USAID-Sindh Basic Education Program-Facebook
  https://www.facebook.com/sbep.gos/
- UK. Sindh Education Non-State Actors (SENSA) Programme 2016-Mar 2021
  Available at: https://devtracker.fcdo.gov.uk/projects/GB-GOV-1-300238/documents
- UK. Project Closing the Gap (implemented in Sindh and Federally Administrated Tribal Areas: FATA)
  Available at: https://girlseducationchallenge.org/projects/project/closing-the-gap/

5: Documentation of development partners, including Sindh
- Malala Fund "Girls' education and COVID-19 in Pakistan" (November 2020)
  https://malala.org/newsroom/archive/girls-education-and-covid-19-in-pakistan
- World Bank. Pakistan District Education Management and Service Delivery Study (2019).
  https://documents.worldbank.org/pt/publication/documents-reports/documentdetail/787131562572214336/pakistan-district-education-management-and-service-delivery-study
- World Bank. Public Expenditure Review: Sindh (2017) Chapter 3: Sindh Education Sector
  http://hdl.handle.net/10986/29264
- World Bank. Community Engagement in Schools: Evidence from a Field Experiment in Pakistan 2020https://openknowledge.worldbank.org/handle/10986/33941
- World Bank. Learning Losses in Pakistan Due to COVID-19 School Closures: A Technical Note on Simulation Results (2020)https://openknowledge.worldbank.org/handle/10986/34659
- World Bank. Ready to Learn: Before School, In School, and Beyond School in South Asia (2020).
  Available at: http://hdl.handle.net/10986/33308
- GPE. Summative Evaluation of GPE Country-Level Support: Balochistan & Sindh (2018)}
  Available at: https://www.globalpartnership.org/content/summative-evaluation-gpes-country-level-support-education-pakistan
- UNICEF. Adolescent Girls' Voices on Enhancing their Own Productivity in Pakistan (2018): Examining the lives, aspirations, and Adolescent Girls' Voices on Enhancing their Own Productivity in Pakistan (2018): Examining the lives, aspirations, and perspectives of older adolescent girls (ages 15-19 years) who are "not in education, employment for pay or profit, nor in marriage . "https://www.unicef.org/pakistan/reports/adolescent-girls-voices-enhancing-their-own-productivity-pakistan

- UNICEF. Adolescent Girls Information Needs regarding Menstrual Hygiene Management: The Sindh Experience (2017). A comparative case study (rural vs. urban) in Sindh with data collected from both in school and out of school girlshttps://www.unicef.org/pakistan/reports/adolescent-girls-information-needs-regarding-menstrual-hygiene-management-sindh-experience
- UNICEF: Mobile App helps reduce school dropout in Pakistan's Sindh provincehttps://www.unicef.org/pakistan/stories/mobile-app-helps-reduce-school-dropout-pakistans-sindh-province

6: (In Japanese) JICA websites

- Advancing Quality Alternative Learning (AQAL) Project
  https://www.jica.go.jp/oda/project/1500360/index.html
- Livelihood Improvement for Growth and Transformation of the Female
  https://www.jica.go.jp/oda/project/1500361/index.html
- Project for Upgrading Primary Girls Schools into Elementary Schools in Northern Rural Sindh
    https://www.jica.go.jp/oda/project/1560680/index.html
  https://www.jica.go.jp/project/pakistan/006/index.html

Attachment 5.3: Curriculum for Primary Education (weekly hours up to grade 3)

GRADE – I & II				
Sr.	Subject	Periods per Week	Total Marks	Medium
CORE SUBJECTS				
1	**Urdu/Sindhi** Listening 02 Speaking 02 Reading 04 Writing 02	10	100	
2	English	7	100	English
3	Mathematics	7	100	Sindhi/Urdu
4	General Knowledge (General Science, Social Studies and Islamiat)	9	100	Sindhi/Urdu
FOUNDATIONAL SKILLS AND ACTIVITIES				
	Library/ Reading	2		
	Physical Education	2		
	Arts and Crafts	2		
	Information Communication Technology (ICT)	2		
	Total:	**41**	**400**	

GRADE- III				
Sr.	Subject	Periods per Week	Total Marks	Medium
CORE SUBJECTS				
1	**Urdu/Sindhi** Listening 01 Speaking 01 Reading 03 Writing 02	7	100	
2	Asan Sindhi/ Asan Urdu	3	100	
3	English	6	100	English
4	Mathematics	8	100	Sindhi/Urdu
5	General Knowledge (General Science and Social Studies)	6	100	Sindhi/Urdu
6	Islamiat/Ethics (for Non-Muslims)	5	100	Sindhi/Urdu
FOUNDATIONAL SKILLS AND ACTIVITIES				
	Library/ Reading	2		
	Physical Education	2		
	Arts and Crafts	1		
	Information Communication Technology (ICT)	1		
	Total:	**41**	**600**	

Time Calculation

Monday, Tuesday, Wednesday, Thursday and Saturday

Daily Time: 5 Hrs 300 Minutes Summer Time 08:00 AM - 01:00 PM Winter Time 08:30 AM - 01:30 PM	7 Periods per day	Duration of One Period (Minutes)	Morning Assembly + PT (Minutes)	Break / Risess (Minutes)	Time of 7 periods (Minutes) 35x7	Total time (Minutes)	Total Periods (Except Friday)
		35	25	30	245	300	35

Friday

Daily Time: 4 Hrs 240 Minutes Summer Time 08:00 AM - 12:00 noon Winter Time 08:30 AM – 12:30 PM	6 Periods per day	Duration of One Period (Minutes)	Morning Assembly + PT (Minutes)	Break / Risess (Minutes)	Time of 6 periods (Minutes) 35x6	Total time (Minutes)	Total Periods
		35	15	15	210	240	6

No. of Working Days in a week	Total Number of Periods per Week
Monday, Tuesday, Wednesday, Thursday Friday and Saturday 06 Days	41

(Source) SELD Scheme of Studies Primary Grades (I-V)
(Note) It was expected to be applied from fiscal 2018year 2006.

Chapter 6: Madagascar

6.1: Scope of Field Survey

In Madagascar, there is no significant difference between girls and boys in terms of enrollment and completion rates in basic education; in fact, the figures for girls are somewhat higher than those for boys (see Figure 7.1). There is no clear disadvantage for girls in primary education opportunities by region.

According to the 2018 Population Census, however, the percentage of people over age of six with no education at all is slightly higher for females than for males in rural areas.[55] With this difference between urban and rural areas in mind, school visits were conducted in the suburbs of the capital city of Analamanga and in the rural areas of the Anosy District in the south of the country (see Figure 7-2). Due to COVID-19 travel restrictions, interviews with schools, communities, government, and donors were remotely conducted from Japan using ZOOM and WhatsApp.

There are two types of public schools for basic education in Madagascar. We visited three primary schools in two villages and one urban area and one middle school in urban area. We visited one of the primary schools twice to observe a summer school called Cours de Remise a Niveau (CRAN), which was held for OOSC during the August summer vacation, and a regular class in September.

Main types of public schools (basic education):
• Primary school/Ecole Primaire
  (co-educational only): grades 1–5 (may include kindergarten-level classes)
• Junior high school/Collège
  (co-educational only): grades 6–9

Remote field surveys were primarily conducted at

Figure 6.1

(Source) Prepared using World Bank online data (December 2021)

Figure 6.2: Map of Madagascar

the end of August and September 2021. Before and after the field survey, several interviews were also held with JICA officials (i.e., headquarters and office staff, specialists, and experts). Local information was collected from the Ministry of National Education (hereinafter Ministry of Education) in a written form through local consultants.[56] Online information was also collected and organized by the Ministry
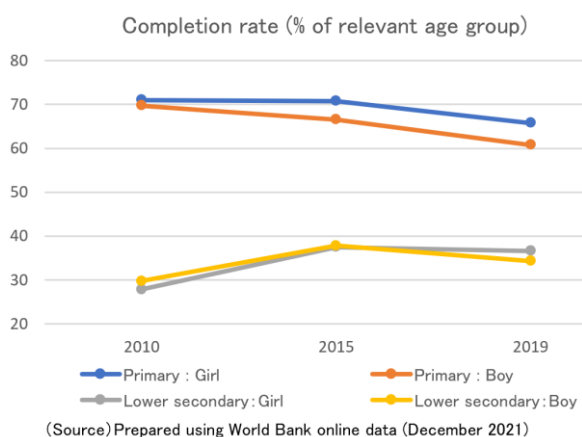
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[55] Résultats définitifs du RGPH-3 2018 Troisième Recensement Général de la Population et de l'Habitation
[56] Madagascar Service

of Education and development partners. This chapter will focus on the survey's results on girls' education. [57]

6.2 Policy and Status in Basic Education: Focusing on Girl's Education

(1) Overview of Educational Planning and Administration

Right of girls' education: The Constitution (2010) reaffirms the principle of gender equality as it relates to the right to an education.[58] It states that all children have the right to an education under the responsibility of their parents or guardians, and that the state shall take measures to ensure the intellectual development of each individual and shall also compensate for free public education.

Girls' education in the government's education plan: Education reforms are ongoing under the Education Sector Plan 2018–2022 (Plan Sectoriel de l'Education: PSE), which was jointly developed by three ministries responsible for the education sector (i.e., the Ministry of Education, the Ministry of Technical Education and Vocational Training, and the Ministry of Higher Education and Scientific Research). As shown in the table below, the PSE has been a key element in the reform process; notably, the PSE lists the main target indicators and figures for basic education but does not separate them by gender. As for the main measures, there is limited mention of girls' education, but the curriculum revision includes sexual education and reproductive health, along with ICT, and girls who are married early are the target of non-formal education.

Table 6.1: Key indicators and measures for basic education in PSE

	Main Indicators	Main measures
Primary	• Promotion rate of the third year toward the fourth year • Repeating rate • Dropout rate • Percentage of certified teachers • Hours per year of teaching and learning time	• **Access:** Community sensitization, school construction and renovation, recruitment of new teachers, subsidies for non-formal teachers, allocation of school fund (i.e., caisse-école), support for school canteen and school health promotion to reduce parental expenses, partnership development with the private sector, etc. • **Quality:** Strengthening of basic learning in the early grades (i.e., math, Malagasy, French, life skills), curriculum revision (i.e., COOCM), introduction of new school programs including sexual education and making textbooks and teaching aids available in accordance with the new programs, introduction of evaluation method of the knowledge acquired by pupils (i.e., the abolition of CEPE and BEPC), improvements in learning time, training for formal/non-formal teachers, integration of FRAM (Fikambanan'ny Ray Aman-drenin'ny Mpianatra) teachers employed by parents in the civil services, etc. • **Management and governance:** reinforcing the local administration, management and pedagogical supervision, etc.
Lower Secondary	• Effective transition rate from the sixth year to the seventh year • Percentage of certified teachers • Success rate in the end-of-sub-cycle examination	• **Access:** School construction and facilities, scholarships, etc. • **Quality:** Curriculum reform, introduction of ICT into teaching and learning, improvement of learning environment (i.e., restoration of facilities, development of textbooks, instructional materials, and digital teaching materials), enhancement of teacher training, etc. • **Management and governance:** Management system reform for decentralized organizations, ensuring transparency and accountability of school management, etc.

Source: PSE

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[57] For education sector information, we referred in particular to JICA (2021) "Overview of the Education Sector, Madagascar" and "Information Collection Survey for Expanding the Impact of Basic Education Cooperation in Africa and the Middle East".
[58] CEDAW 2014 (p.47)

Among the major PSE measures, the change of the duration of primary and lower secondary education (from 5 + 4 years to 6 + 3 years), the abolition of the primary and lower secondary completion examinations (i.e., CEPE and BEPC), and the introduction of assessment examinations every three years were scheduled by the minister to be postponed just before the 2020 school year due to a lack of sufficient public understanding.[59]

Administrative structure: The Ministry of Education, which is in charge of the basic education sector, underwent a major internal reorganization in August 2020; prior to this reorganization, there were two directorates under the sub-sectoral classification of mainly basic education (i.e., up to early secondary education) and late secondary education, but after the reorganization, the classification was changed to the Directorate General of Schools, which is in charge of the sub-sector, and the Directorate General of Pedagogy, which is in charge of the quality of education. The TORs of each department are specified in Decree N°2020-1025 of the Ministry of Education.[60] Activities related to raising awareness of gender-inclusive education in the community and among parents were conducted by the Department of Mass Education and Civic Education (DEMC). Gender-related activities for students during class hours in primary and secondary schools are under the jurisdiction of the Department of Basic Education and Pre-primary Education (DEFPE), and a gender focal person has been assigned.[61]

Implementation Monitoring: In the education sector, a three-year implementation plan for the 2018–2020 period was developed to promote PSE, and an annual action plan was developed based on this plan. Monitoring and evaluating PSEs will be conducted by the National Platform for the Steering of the Educational Sector (PNPSE), which is composed of governmental representatives, donors, teachers' unions, etc., and will only conduct annual reviews in 2019 and 2021 due to COVID-19. The budget is planned and managed in line with the Medium-Term Expenditure Framework (currently CDMT 2019–2021), which was introduced with support from the International Monetary Fund and other donors.[62] The PSEs, implementation plans, and CDMTs have been developed with significant donor support.[63] Due to decreased revenue in recent years, there is a gap between the budget planned by the PSE and the budget of the CDMT. Moreover, the CDMT was unable to identify any indicators related to the budget for gender equality, especially girls' education.

Education statistics are consolidated by the Ministry of Education from the Subdistrict Education Office (CISCO) of the Ministry of Education, through the Regional Directorate of National Education (DREN). Annual education statistics (annuaires statistiques) are also produced by CISCO, which include the number of students per grade and their gender. As of the date of this report, however, only statistics up to the 2016–2017 academic year are available online.[64]

According to the Department of Information System, high-speed data transmission between DREN and the Ministry of Education is now possible via a fiber-optic internet connection, while data transmission between CISCO and DREN remains via an internet connection using Huawei modems. Despite the fact that data transfer from the regions to the center is now possible, there is no software to consolidate and manage the significant volume of data, and support in the form of software development and technical assistance is expected. In the interview with AFD, it was pointed out that even if the data are

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[59] Hearing with Director of Educational Planning (September 2, 2021)

[60] DECRET N°2020-1025 fixant les attributions du Ministre de l'Éducation Nationale ainsi que l'organisation générale de son Ministère

(https://www.education.gov.mg/wp-content/uploads/2020/09/Ampliation-D-2020-1025-du-26-08-20-Organigramme-MEN.pdf)

[61] Based on information from the JICA Education Sector Advisor. The focal persons of both DEMC and DEFPE have received training on sex and violence and are familiar with the laws and regulations.

[62] Cadre a Moyen Terme Annexe au Projet d N°034/2018 du 24 Octobre 2018 portanto Loi de Finance pour 2019

[63] UNICEF (2017) "Political Economy Analyses of Countries in Eastern and Southern Africa: Case Study Madagascar Political Economy Analysis". Economy Analysis"

[64] According to JICA, there is also data for 2020/2021 year, but it seems that it is just not available to the public.

consolidated, the capacity of the Department of Educational Planning and other departments to analyze the compiled data and reflect it in planning must be improved.

(2) Current Status and Issues of Educational Services as Part of Girls' Growth and Daily Life

Gender parity from the start of schooling: As shown in Figure 6.3, there is no significant difference between females and males in the number of students enrolled in elementary school. According to the Multiple Indicator Cluster Survey (MICS-2018), which is a household survey, only about 60% of the school-age children, both girls and boys, are enrolled. According to several schools visited online, even for children with birth certificates, there was no case of the school or administration informing each parent about the enrollment of their child, and the parents visited the school to register their child. There was an opinion that schools are sometimes not notified of the births of girls, but statistics show that 78% of girls and boys possess

Figure 6.3: Number of students enrolled in public schools by grade and gender
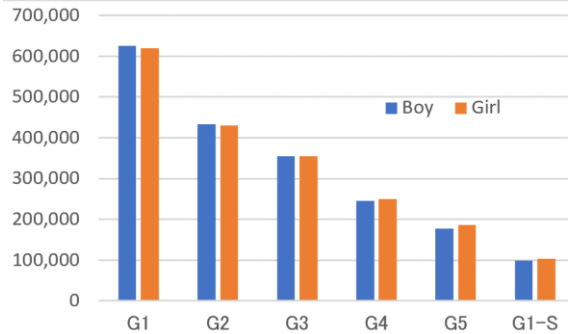

(Source) ANNEE SCOLAIRE 2018-19
(Note) G1-G5 for primary schools, G1-S for 1st grade of secondary schools.

birth certificates.[65] Enrollment in preschool education surged in public schools in 2016, with a high percentage, 52%, of girls.

There is a significant retention problem of both girls and boys in the early grades. In the past ten years, the repetition rate has been as high as the 20% range, and the dropout rate is also high,[66] averaging about 16% for grades 1–4; the completion rate of primary education is less than 70%. In the first semester of secondary education, the percentage of students attending private schools is about 40%, but in both public and private schools, the percentage of girls is more than 50%.[67] In lower secondary education, the repetition rate is also high for both girls and boys, and it has been in the 10% range for all grades since 2015, and for the final grade (4th grade) of middle school, this rate is approximately 30%.[68]

In Madagascar, generally speaking, there is no gender gap in basic education. Interviews with the Ministry of Education and donors also stated that regional disparities are more significant than gender disparities. In the 2018 MICS, the completion rate of primary and secondary education by gender was slightly higher for girls in both cases, while the completion rate in rural areas was significantly lower than in urban areas (see Figure 6.4). In Anosy, which was visited in this study, the middle school is approximately 6 km away from primary school. There are no school buses or dormitories, and public buses are expensive, so girls and boys both left their homes at 5 am in the morning every day and walked approximately two hours to get to school.

Figure 6.4: Completion rate (%)
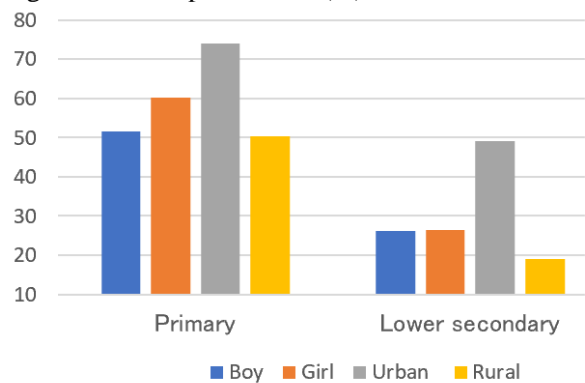
(Source) UNICEF "MICS Madagascar 2018"

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[65] 2018 Annual data from World Bank Online Data (WDI)
[66] JICA (2021) "Overview of the Education Sector, Madagascar."
[67] Ministry of Education Annual Statistics
[68] Ministry of Education Annual Statistics

Provision of daily learning: In the public primary schools we visited, each class had an attendance record. Depending on the class and school, attendance was not always recorded by gender. Contact from the school for those who were absent also seemed to depend on the school. According to one village school, if a student is continually absent, the principal and teachers will initially visit the family to inquire whether the student is willing to continue attending school. Based on the results of the CRAN exam, the school decides in which class the student will be placed, whether they will be promoted to promote the next grade, and whether they will be allowed to remain in school.

Even though parents sometimes allow boys to miss school, they typically want boys to continue their education after elementary school so they will be leaders in their community. Girls, on the other hand, are only expected to continue their education until primary school, after which they are expected to assume the responsibility of household chores. Regardless of gender, student absenteeism increases during the rainy season in the summer from December to early March. Girls and boys both indicated that the reason for their absence was because of household chores and to take care of their siblings while their parents were engaged in farming (i.e., rice, cassava, etc.). Some schools responded that boys tended to be absent more often during the farming season due to farming responsibilities and needing to care for their siblings. In rural areas, girls were more likely to fetch water on a daily basis, while boys were more likely to help with household chores such as farming and collecting firewood.

We were unable to confirm any cases in which the beginning and end of the semester was marked by events (i.e., an entrance ceremony, opening ceremony, etc.), as is done in Japan. Textbooks for individual students are not distributed at the beginning of the semester. Since the school keeps the textbooks, students are unable to take them out and review them according to the notes they took from the blackboard during class. In some classrooms, it was difficult for the students in the back to read the written characters on the blackboard (written rather than block letters), especially those written in colored chalk, even after asking other students. In one school, the inability to purchase stationery items such as notebooks and pens was the reason some students dropped out.

Among the students enrolled in the school, some stated that the female students were more focused in class, had fewer absences and dropouts, and performed better than the boys. At the primary schools we visited, there was no fixed "seating chart," and students were seated in mixed groups of girls and

From Anosy village (at the top), through the schoolyard (in the middle), it takes many students more than a 30minute to get to their classrooms; a junior high school is in the town and it takes time one2 way.
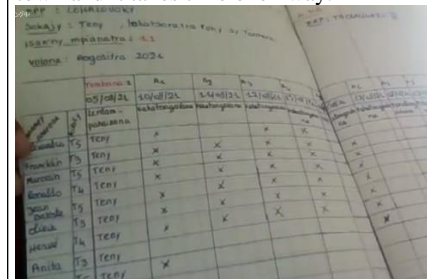
At the same elementary school, CRAN is held in the summer and attendance is checked daily. There are no genders listed, but they can tell from the names.

Analamanga rural school. Separate toilets for girls and boys.

Grade 1, there is no fixed seating order, but a mixture of girls and boys.

Grade 3, seated in a mixed group of women and men, using notebooks.

boys; the same was true at the middle school we visited, but the physical education classes were conducted separately for girls and boys.

As for clothing, we were informed that the government provides uniforms for the girls and the boys. Some schools did not provide uniforms, however, and students attended in plain clothes.

None of the schools we visited provided multi-grade classes. For double-shifting, there was one school where classes were held in two sessions—morning and afternoon—because two of the five classrooms could not be used due to damage on the roof. In addition to the shortage of textbooks, PSE cited the lack of leadership skills of unqualified teachers, who make up 80% of the teaching staff, and a significant shortage of class hours per year as factors that contributed to the low internal efficiency.

In the middle school interviews, the main reason for absenteeism among the female students was menstruation. In primary schools, similar issues were not pointed out, probably because it is for students between the ages of 6–10. In primary schools, classes on menstruation were given in health and physical education for grades 4 and 5. For girls, frequent absenteeism due to early marriage and menstruation seemed to affect their progress to secondary education and above.

Non-formal education (public education outside of the regular classroom): A remedial course (CRAN) for children who have left it before the 5th year of the primary level was launched in 2014 by the President of Madagascar and supported by UNICEF.[69] According to UNICEF,[70] a number of female students who have become mothers have also returned to school. In this study, we observed a CRAN class in Asony in August 2021.[71] As in the regular classes, there was a mix of girls and boys.

The supplementary classes on which the School Management Committee (FEFFI) is working under JICA's TAFITA project (Participatory and Decentralized School Management Support Project [Phase II]) are also expected to be effective.[72]

Some students could not read the words on the blackboard except for white.

A junior high school with more than two students, math class. We were seated in a mixed group of girls and boys. The teacher explained in Malagasy, although the numbers were read in French.

Junior high school, separate toilets for girls and boys on the left, separate gym for girls and boys.

A class at CRAN in collaboration with TAFITA. In the Madagascar language class, students are learning by writing words associated with the words in the Mind-Map circle on the floor.

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[69] PSE
[70] In Madagascar, abortion is forbidden by law (the maximum penalty is death), and in some cases, early pregnancies have led to the abandonment of continuing education.
[71] Hearing at Lohalovoky Elementary School, Anosy District (August 16, September 22, 2021).
[72] Analamanga District Elementary School Hearing (September 9, 15, 2021).

(3) School Management, Community Participation, and Monitoring

At the school level, FEFFI was introduced in the 2015–2016 school year to promote decentralization in primary education. However, the PSE is shifting its efforts to reduce the burden on parents while maintaining decentralization through subsidies to FEFFI and the distribution of school kits. As mentioned above, perhaps because most people are aware that there are no gender differences at the primary education level, no gender-sensitive activities or activities specific to the promotion of girls' education were planned for FEFFI in the schools we visited.

In terms of decentralization, following the enactment of decentralization-related laws and documents in 2014, efforts have been made with the support of UNDP and other organizations, but no significant progress has been made.[73] The Ministry of Education's regional departments are DREN in 22 regions, and 114 CISCOs with district officers (ZAP) at the commune level.[74] Through CISCOs, DREN supervises public and private schools and compiles educational statistics; CISCOs provide administrative and logistical support to public and private schools in the commune, conduct district-based in-service teacher training in collaboration with the Superintendent of Public Instruction, and collect school-level data.[75]

According to the relevant 2014 laws and documents, communities manage the infrastructure of educational, cultural, and health facilities, including preschools and primary and secondary schools. Furthermore, as of 2021, the mid-career recruitment process for hiring regular teachers was to be implemented at the commune level.

(4) Quality of Learning: Assessment, Teachers, Classes, and Materials

Examination system: In primary education, a certificate of completion (i.e., Certificat d'Etudes Primaires Elémentaires: CEPE) is obtained by passing a final examination. It should be noted, however, that the pass rate varies from year to year, because the final exam is not a national exam, but rather an exam created by the DREN in each region, and in some regions, students who are likely to fail the exam are not allowed to take it in order to maintain the region's pass rate.[76] The CEPE pass rates for the past four years through 2017 were notably higher for private schools than public schools, with private schools reporting significantly higher average pass rate of 70–80% than public schools, which reported average pass rates of 50–60%.[77] As shown in the table below, the education statistics have provided information about pass rates in urban and rural areas since 2018, but the difference between public and private schools are more significant than the differences between either urban and rural areas or different genders.

Table 6.2: Pass rates of CEPE and BEPC (%)

CEPE								BEPC							
Public				Private				Public				Private			
Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
60	64	62	63	79	80	86	88	43	45	37	37	94	61	57	59

（Source）Prepared using data from ANNEE SCOLAIRE 2018–19

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[73] https://www.mg.undp.org/content/madagascar/fr/home/presscenter/pressreleases/2019/madagascar-relance-son-processus-de-decentralisation.html

[74] DECRET N°2020-1025 fixant les attributions du Ministre de l'Éducation Nationale ainsi que l'organisation générale de son Ministère

[75] JICA (2021) "Overview of the Education Sector, Madagascar"

[76] There seems to be no uniformity in the examination questions among the DRENs, according to JICA (2021) "Overview of the Education Sector in Madagascar."

[77] JICA (2021) "Overview of the Education Sector, Madagascar."

According to the results of the 2020 examinations obtained from CISCO Ambohidratrimo (i.e., the rural area) in this study, the pass rates by gender are nearly the same: 76.7% for boys and 76.3% for girls. The pass rate by subject, however, was approximately three points higher for girls in Malagasy and French, and approximately three points higher for boys in natural science subjects. It is essential for CISCOs to understand these trends and use them to improve their classes.

In primary and secondary education, students can obtain a qualification (i.e., Brevet d'Etude du Premier Cycle: BEPC) by passing the final examination. According to the annual statistics of the Ministry of Education, there was no notable difference in the BEPC pass rate between public and private schools until 2016. These rates were also higher in rural areas than in urban areas, and according to gender, there was a notable difference in private rural areas.

International Assessment: Madagascar participated in the 2019 PASEC (Programme for the Analysis of Education Systems of the Ministers of Education Conference) for language and math achievement tests in grades 2 and 5.[78] The percentage of students assessed as having adequate academic skills was 55.3% in second-grade language and 79.4% in math, placing them in the top tier of the 15 participating countries, but only 17.5% in fifth-grade language and 21.6% in math. There was little difference in the result between girls and boys in math for both grades, but language was slightly higher for boys.

Student–Teacher Ratio: According to DEFPE, the number of students per teacher is defined as 25.[79] In FY2018, however, the number of children per teacher averaged 37, and this was a significant improvement from 48 per teacher in FY2009, but this does not seem to have led to an improvement in the quality of education, since the majority of teachers are unqualified. Due to the classroom shortage, multi-grade classes and double shifts between morning and afternoon classes are required, which has affected the quality of education; during our visit to an elementary school, we observed a situation wherein two teachers were in charge of one classroom instead of two classes because of the classroom shortage.

Textbook distribution: As for indicators related to the learning environment, the PSE set a target of two students per textbook for primary education. The number of textbooks available in 2018 was 235,000 for Malagasy (i.e., 15.7 students per textbook), 630,000 for French (i.e., 5.8 students per textbook), and 1,060,000 for math (i.e., 3.5 students per textbook). [80] There were concerns about the impact of the shortage of teaching materials on the quality of education.

Class hours: The number of class hours per week in elementary education is the same for all grades—27 hours and 30 minutes over five days (i.e., Monday through Friday)—and the target number of class hours per year is 900 hours.[81] In practice, however. it is only about 600 hours.[82] To secure study time, remedial classes such as those offered by TAFITA, which are described below, are considered to be highly effective.

Teachers: The number of primary education teachers increased from 95,184 in 2009 (of which 73,636 are public school teachers) to 126,649 in 2018 (of which 97,751 are public school teachers). Even though the student-to-teacher ratio has improved, the number of qualified teachers is still very low. While gender data was not collected for public schools, according to the Director of Education Planning, the majority of teachers are female; as for the private schools, 71% of these teachers were female in 2018.

The number of teachers in lower secondary education also nearly doubled from 31,090 in 2009 (of which 16,317 were public school teachers) to 57,152 in 2018 (of which 32,568 were public school teachers).

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[78] CONFEMEN "PASEC 2017," "PASEC 2019."
[79] Information from the Director of the Office of Basic Education (September 17, 2021).
[80] Unlike the annual review, it is unclear why there are significantly fewer textbooks in Malagasy than in French.
[81] JICA (2021) "Overview of the Education Sector, Madagascar".
[82] PSE

The percentage of female teachers declined over the past decade, however, from 47.2% to 42.7% in public schools and from 45.7% to 42.9% in private schools. In public schools, as in primary education, the low proportion of qualified teachers remains a challenge.

The number of nursery teachers in preschool education rapidly increased in the public sector, from 7,277 in FY2010 (of which 1,174 were public school teachers) to 40,155 in FY2018 (of which 30,175 were public school teachers). As in primary education, the ratio of children to childcare worker is low (21-to-1 in public schools and 26-to-1 in private schools), and the percentage of qualified teachers was less than 20%.

There are two types of qualifications for primary teachers: Certificat d'Aptitude à l'Ensegnement (CAE) and Certificat d'Aptitude Pédagogique (CAP: teacher license)[83]; the latter is the higher Pedagogue level of certification and can be obtained by completing a formal teacher training course or passing a teacher certification exam conducted by the Ministry of Education. The employment status of teachers in public schools is divided into civil servants, non-civil servant contract teachers (status similar to civil servants on a contract basis with the government),[84] and non-civil servant FRAM teachers.[85] Whereas contract teachers include qualified teachers, FRAM teachers are unqualified and employed by the community. Since 2010, the Ministry of Education has provided grants to FRAM teachers in vulnerable areas, such as rural areas with more than 50 students per teacher.[86]

Math materials, such as weights and

The percentage of public-school teachers in elementary education in FY2018 by employment status was 8% civil servants, 31% contract teachers, 35% subsidized FRAM teachers, and 21% unsubsidized FRAM teachers. In secondary education, 23% were civil servants, 35% were contract teachers, 6% were subsidized FRAM teachers, and 32% were unsubsidized FRAM teachers. A total of 94% of the FRAM teachers in primary education and 96% in early secondary education were located in rural areas. Teachers' salaries are based on a grid that considers their educational background, qualifications, and length of time with the Ministry of Education[87]; the teachers' evaluations are conducted by their supervisors. There is a need for 2,300 supervisors, but this number was reduced to 900 by making the head of ZAP the supervisor.[88]

In terms of teacher training, basic education teacher training is conducted at the National Teaching Training Institute (INFP) and at the provincial INFP regional center (CRINFP). As for in-service training, the Journée Pedagogique is conducted by ZAP units three times each year during the school vacation period for public and private teachers. It should be noted, however, that it is unclear whether systematic or comprehensive capacity building for teachers without teaching licenses is being achieved.[89]

In response to this uncertainty, the "National Strategic Project for the Training of Teachers and Supervisors in Basic Education (Projet de Stratégie Nationale de Formation des Enseignants et des Encadreurs Pédagogiques de l'Education Fondamentale)" was formulated in December 2019, and training for teacher certification (10 days/70 hours) was established, which seems to promote the certification of unqualified teachers. Furthermore, the PSE integrated FRAM teachers into the civil

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[83] JICA (2021) "Overview of the Education Sector, Madagascar"
[84] Loi 94-025 de 1994 portant Statut des Agents non encadrés de l'Etat (Quasi-similaire à celui du fonctionnaire)
[85] FRAM teachers have no legal basis, only a notification from the Ministry of Education regarding the provision of grants. Note N°050-MEN-SG-DRH du 09 mars 2010 fixant la répartition du quota des ENF subventionnés
[86] In addition, there are several other requirements, such as being a Malagasy citizen who is at least 18 years old and has obtained a BEPC or higher.
[87] CODE CADRE ET GRILLE INDICIAIRE DES CORPS INTER DISCIPLINAIRES
[88] Hearing from the Human Resources Bureau (September 14, 2021)
[89] JICA (2021) "Overview of the Education Sector, Madagascar."

service and indicated that it will no longer employ FRAM teachers; in 2019, the Ministry of Education introduced training for FRAM teachers on a pilot basis in eight CISCOs but was forced to cancel it due to policy changes.

Curricula: The World Bank supports curriculum development through the Madagascar Basic Education Support Project (PAEB). Since 2021, new curricula was piloted in 216 public and private schools in 18 CISCOs that uses student-centered teaching methods to help students express their opinions and write about them.[90] The Ministry of Education has developed a curriculum on Sexual and Reproductive Health and Rights (SRHR) with SEED Madagascar, a nonprofit organization, in 2017 and introduced it in 178 high schools in 22 regions in April 2021.[91] The development of a sexual education curriculum for primary education is underway but is still in the experimental stage.[92]

Information on the development and introduction of textbooks and teaching materials associated with the new curriculum is not available. Regarding the distribution of textbooks and teaching materials, the Ministry of Education procures and distributes them to CISCOs, and each CISCO distributes them to ZAP, which in turn distributes them to the schools. Some challenges related to the storage and distribution of textbooks and teaching materials are that transportation costs sometimes exceed the cost of textbooks and CISCOs and ZAPs do not have adequate storage facilities for the textbooks. The Ministry of Education, with support from UNICEF, JICA, and others, created a School Materials Distribution Division to address these issues.

(5) Access: Facilities and Costs

The annual statistics of the Ministry of Education include the number of classrooms and the number of classrooms with electricity, and the number of desks, chairs, blackboards, etc. in each CISCO. Approximately 3.3 % of classrooms had electricity in FY2018. Even though the PSE set numeric targets for the number of classrooms to be built and renovated, the Department of Land and Infrastructure (DPFI) has been unable to determine specific areas where the infrastructure for basic education facilities is not being developed, probably because the PSE stipulates that communes should manage their infrastructure; there is also no data on the status of other facilities related to the educational environment, such as toilets and cafeterias. According to an interview with the DPFI, approximately 80% of the total number of classrooms need to be renovated due to aging facilities, but due to the effects of the cyclone and COVID-19, renovation has not progressed. In the interview at the primary school, it was reported that toilets were separated for girls and boys in both the urban and rural areas of Analamanga. According to the Ministry of Housing, Social Protection and Promotion of Women, the Ministry of Water and Sanitation is focused on installing separate toilets for girls and boys in secondary schools.

With regard to the cost of education, a decree for the institutionalization of school subsidies (décret sur la caisse école) is being prepared to make education free and reduce parents' financial burden. The Ministry of Education is also promoting the prevention of dropping out of school and improved child nutrition by including the provision of school lunches in the Plan National d'Action pour la Nutrition-III and is considering allocating funds directly to FEFFI to manage the school lunch program.[93]

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[90] https://www.education.gov.mg/nouveaux-programmes-educatifs-les-nouveaux-programmes-educatifs-mis-en-oeuvre-a-partir-de-cette-nouvelle-annee-scolaire/
 https://documents1.worldbank.org/curated/en/181541608676732038/text/Disclosable-Version-of-the-ISR-Madagascar-Basic-Education-Support-Project-P160442-Sequence-No-06.txt
https://lexpress.mg/26/08/2021/rentree-scolaire-un-nouveau-programme-en-vigueur/
[91] https://www.education.gov.mg/systeme-educatif-protocole-daccord-lintegration-de-leducation-a-sante-aux-droits-sexuels-reproductifs-programme-scolaire-niveau-lycee-a-ete-signe/
https://madagascar.co.uk/blog/2021/06/delivering-srhr-teacher-training-and-capacity-building-central-and-southeast-madagascar
https://safidy.org/fr/actualities?id=50
[92] Hearing with the Director of the Basic Education Bureau (September 17, 2021)
[93] Hearing before the Director of the Office of Basic Education (September 17, 2021)

(6) Effects of the COVID crisis

According to UNICEF,[94] a state of emergency was declared on March 19, 2020, due to the COVID-19 pandemic, resulting in school closures that affected 7 million students. Schools were partially re-opened in April 2020 to accommodate students who needed to take certification exams that are typically administered at the end of primary and secondary education. Schools were closed again on July 11, 2020, and partially reopened later in the month; in April 2021, Madagascar experienced a second wave of COVID-19, and schools were closed after the Easter vacations, and only re-opened in May for the final primary, secondary, and high school grades to prepare for final exams, even though all grade schools did not re-open until early June.[95] In this study, we were able to observe a regular class in September 2021.

As a response to the COVID-19 disaster, the government initiated educational television and radio instruction to support distance learning for students who do not attend school.[96] In reality, however, a limited number of students actually learned via television, radio, and cell phones.

6.3 Status of Major Donors' Support: Focusing on Girls' Education

There is a general perception in Madagascar that there is no gender disparity in basic education, and few donor-supported programs have been dedicated to girls' education. Regardless, the World Bank is currently preparing to launch a multi-sectoral human capital development program, Girls Empowerment and Human Capital Development in Madagascar, which will focus on the empowerment of girls and young women (12–35 years old)[97]; this program will not only encompass education, but also nutrition, reproductive health, social security, and vocational training, and the Task Leader belongs to the education team, which conducted identification missions during FY2021 and aimed to attain board approval by the end of June 2022. While there is no statistical gender disparity in basic education, the aim of this program is to have a sustainable impact on the human capital development of girls and young women, rather than to simply eliminate gender disparity in light of gender disparity in upper secondary education and above, early pregnancy and early marriage practices, violence victimization, and other issues related to girls and young women. According to an interview with the World Bank, they are considering collaboration with other donors, have started to contact UNDP, and hope to collaborate with JICA.

Other gender-sensitive efforts in current programs of major donors for which information was collected are listed below.

World Bank
PAEB
The purpose of this program is to improve academic performance in preschool and primary education, and even though it is not specifically designed to promote girls' education, gender-sensitive efforts are being made; for example, by including parameters related to gender equity in the criteria for allocating subsidies to schools, we are fostering school awareness of gender equity. Furthermore, the upcoming training for principals will include courses on gender considerations and courses on operational management, teaching methods, and leadership.
AFD and UNICEF
A common fund of €4.8 million was launched for the Ministry of Education in 2021. Discussions are underway with the Ministry of Education to include gender equity indicators in the allocation of funds.[98]

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[94] https://www.unicef.org/media/84491/file/Madagascar-SitRep-30-September-2020.pdf
[95] Information from JICA Madagascar Office
[96] https://www.worldbank.org/en/topic/edutech/brief/how-countries-are-using-edtech-to-support-remote-learning-during-the-covid-19-pandemic
[97] Hearing at the World Bank (September 15, 2021)
[98] Hearing with AFD (September 15, 2021) AFD's aid policy is basically only aid through financial support.

6.4 Role of Gender in Girls' Education

According to a UNESCO study, the percentage of out-of-school children is slightly higher among rural and impoverished boys in the of 5–14 age group (see Figure 6.5); for the 15–17 age group, the percentage of out-of-school children is slightly higher among rural and poor girls. Boys typically drop out because of family economic deprivation, a lack of awareness of the benefits of education, and the need for agricultural laborers. Girls, on the other hand, typically drop out because of early marriages; according to a USAID survey,[99] adolescent girls whose reproductive life started account for 8% of those aged 15 and 31% of those aged 15–19.

According to the aforementioned UNICEF survey, some of the reasons for non-enrollment that are more pronounced among girls include the lack of birth certificates required for the enrollment process and safety concerns (see Table 6.3). At the elementary school in the fishing village of Anosy that was interviewed for this study, there was no difference in the initial number of enrolled girls and boys, but the number of girls gradually decreased; at the time of enrollment, there were 35 girls, but only three remained at the time of graduation, and in some years, only two girls out of a total of 12 passed the CEPE. This suggests that the tendency of loss-of-educational opportunities is generally high for girls above the age of 15 in Madagascar, and it could occur even at the primary-school ages in some regions.

With regard to Sexual and Gender-Based Violence (SGVB), Madagascar's SGVB law was passed in January 2020; prior to this, the Ministry of Education conducted an SGBV awareness campaign in 2019 in conjunction with the UN's "He for She" campaign, which targeted 25 public elementary school in the capital and surrounding areas.[100] In particular, extracurricular activities were held for grades 4 and 5 to teach students about gender, SGBV, positive masculinity, etc.

Figure 6.5: Percentage of out-of-school children by age group and gender
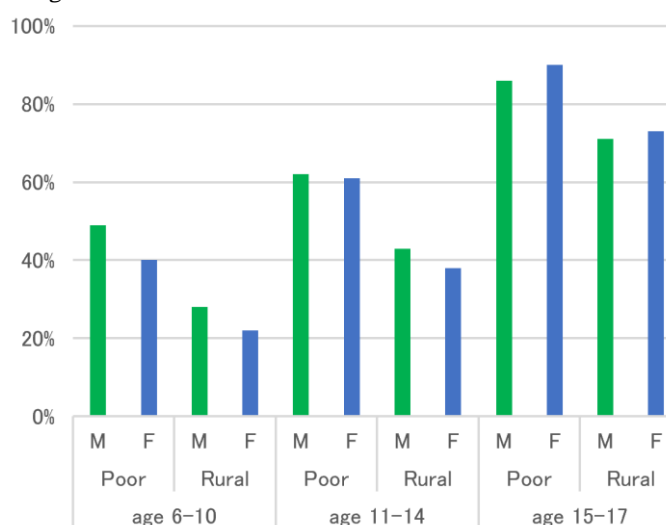
（Source）UNESCO (2021) "Analyse des Données relatives aux Enfants Non Scolarisés et de l'Impact de la Pandémie COVID-19 à Madagascar (draft final)"
(Note) F: Females, M: Males

Table 6.3 :Main reasons for non-enrollment

Main reasons for non-enrollment	Boy	Girl
Poverty	53.90%	48.80%
No school in the neighborhood	20.70%	24.70%
Too young/too old to attend school	17.10%	16.90%
No birth certificate	4.10%	7.30%
Classes are too difficult	5.90%	3.70%
Disability (mental or physical)	4.10%	2.30%
Not safe	1.80%	4.10%
Class content is not productive	2.20%	1.50%
Marriage	0.20%	1.20%
Class content is not appropriate	0.70%	0.60%
Other	5.50%	7.00%

(Source) UNICEF MICS2017-2018

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[99] USAID (2021) Madagascar Enquête Démographique et de Santé.
[100] JICA (2021), "Information Collection Survey on Measures against Gender-Based Violence in Africa," interview record.

6.5: JICA's Cooperation for Basic Education and Girls' Education

In the field of education in Madagascar, the Japanese government plans to contribute to the achievement of SDGs 4, which are related to education, and others by aiming for full penetration of primary education as stated in the Education Sector Plan (Year 2018–2022) and improving school management and the quality of learning with the participation of local residents by taking advantage of Japan's comparative advantage.[101] Specifically, the "Support Program for Improving Basic Education" provides support through multiple projects to improve access to and the quality of basic education in order to achieve universal primary education.

In this survey, we collected information on JICA's "Participatory and Decentralized School Management Support Project (Phase II) (TAFITA Project)" and asked the project stakeholders on future JICA cooperation needs related to girls' education. Additionally, various information about the education sector was collected from the education policy advisor,[102] and advice on the future direction of JICA cooperation was obtained.

Participatory and Decentralized School Management Support Project (Phase II) (TAFITA Project)

| Project overview based on ex-ante evaluation	
Overall Goal	High-quality basic education based on participatory and decentralized school management will be provided in elementary schools in the project area.
Project Purpose	Infrastructure for the provision of quality basic education based on participatory and decentralized school management in elementary schools in the project area will be developed.
Output	**Output1:** Participatory and decentralized school management model disseminated and utilized in elementary schools in the project area **Output 2:** Monitoring systems to support the sustained activities of FEFFIs are established and strengthened in elementary schools in the project area **Output 3:** The model to improve basic academic skills by incorporating rapid learning support according to level-of-proficiency is disseminated to the project target areas outside the Analamanga and Amoron'i Mania districts **Output 4:** In the pilot areas (i.e., Analamanga and Amoron'i Mania), the following applied models are technically validated to improve access to and the quality of basic education: • Early Childhood Development / Preschool Education Model • School lunch model
Gender	**GI(S) Gender Action Integration Project:** Promote a model that emphasizes women's participation in the membership of school management committees. Contribute to the improvement of education, including the promotion of girls' school enrollment, through the implementation of the School Action Plan by the School Management Committee.

The results of this survey in relation to the difference between men and women were primarily based on interviews with JICA experts.

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[101] Ministry of Foreign Affairs of Japan (2021) "Rolling Plan for the Republic of Madagascar" (2020–2025).
[102] The main objective of the Education Policy Advisor (two years from 2021) is to organize, analyze, and identify issues in the overall education sector in Madagascar in order to achieve the goals of the Education Sector Plan (2018–2022), and to provide necessary advice, coordination, and support for the presentation of improvement measures, institutional development, and support for project implementation. In addition, based on the results of JICA's cooperation to date and the challenges of the education sector in Madagascar, the policy advisor is expected to propose the direction of the revision of JICA's cooperation program in the education sector in Madagascar, and provides necessary advice, coordination, and support for the promotion of the implementation of existing projects and the formation of new projects.

TAFITA is one of the "School for All" projects JICA is supporting for several African countries.[103] TAFITA-2 is supported by expanding the number of target regions from two in Phase I to 11. As shown in Figure 6.6, TAFITA-2 is expected to revitalize participatory and decentralized school management committees and develop the needed infrastructure to provide high-quality basic education through supplementary classes, school lunches, preschool education, and educational forums, thereby contributing to the improvement of learning and ultimately reducing the risk of retention and dropout.

Figure 6.6: Overview of TAFITA
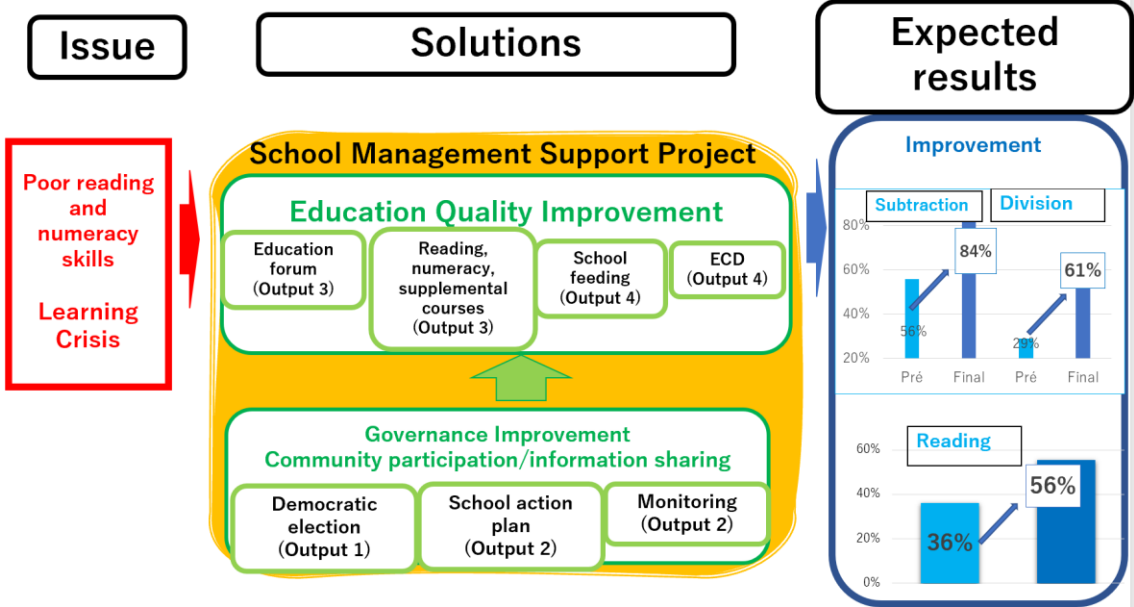
In Madagascar, the difference between girls and boys in school attendance and academic achievement in elementary school is unclear, so TAFITA does not cooperate in gender-sensitive school activities such as the "Girls' Dropout Prevention Campaign.[104]" Although various gender-sensitive initiatives (i.e., sexual education) could be implemented with "School for All" as the core, TAFITA's current priority is to improve the academic performance of both girls and boys in 23 regions, followed by improving the dropout and higher education rates. Furthermore, "School for All" emphasizes monitoring, and it is important to expand the areas of effort monitoring is strengthened, although it seems premature to add in a variety of efforts at this point.

As for gender-disaggregated data related to enrollment, attendance, progress, and advancement, each school fills out the FPE (Fiche Primaire d'Enquete) questionnaire to record education statistics and submits it to the Ministry of Education through ZAP, CISCOs, and DREN, and it is possible to obtain data from the Ministry of Education to monitor the progress of the school or if a school is developing activities to eliminate the gender gap in a specific area. Even though the dropout rate is not published in the education statistics, it is reported at the school level, so this rate was monitored in this impact study using data collected from CISCO. Academic improvement supported by TAFITA uses the ASER test (i.e., reading, writing, and arithmetic) used by Pratham, an Indian NGO. The plan is to test 1 million students for reading and writing and 270,000 students for arithmetic,[105] and if the information from these test results is digitized, it becomes increasingly possible to analyze the results separately for girls and boys will increase.

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[103] JICA (2021) "The Evolving 'School for All' Project: Expanding to 53,000 Schools in eight African Countries". (https://www.jica.go.jp/topics/2021/20210428_01.html)

[104] This is an initiative of JICA's technical cooperation project in Niger, "School for All: Project for Improvement in Basic Education Quality and Girl-Boy Parity through School-Community Collaboration."

[105] Information as of September 2021.

With regard to the composition of FEFFI members, the TAFITA guidelines state that "care should be taken with regard to the difference in the number of women and men," but there is no specific provision for the ratio of women-to-men on the board. According to the regulations, however, half of the board members are teachers, and since many teachers are women, it can be assumed that there is a high percentage of women on the board. The monitoring did not capture data on the gender composition of the FEFFI membership, but this is because the participation of women was not limited when general meetings were held, when there were more women in attendance than men; notably, in impact surveys conducted in some regions, data on the gender composition of the FEFFI was available.

6.6 Proposal for JICA's Cooperation Direction and Activities

As mentioned above, based on interviews with the government, donors, and school officials throughout the field survey, the elimination of gender disparity in opportunities for basic education, especially at the primary education level, is not a priority issue in Madagascar. There are some cases where girls are disadvantaged and some cases where boys are disadvantaged due to diverse factors such as age, household income, community, and students' distance from school. There is no clear information to suggest that the impact of the COVID 19 crisis disadvantages girls over boys at the primary-education level. In general, several students, both male and female, do not or cannot advance from the lower grades of primary education, and the completion rate of primary education is low. Learning achievement in the final year of primary education is also low.

Based on the results of this study, Madagascar is a high priority country in terms of the necessity and urgency of JICA's cooperation for SDG 4.1 in the coming years. The common outcome indicators of the STEPS-G presented in the first chapter are consistent with the educational policy of the Malagasy government and is related to the assessment of basic academic skills in primary education, which are also the focus of TAFITA2, as shown in Table 6.4.

The lack of significant differences between girls and boys in basic indicators related to primary education in Madagascar over the past year or more suggests, however, that cooperation in activities that take girls into account on a nationwide basis is not seen as a priority. As TAFITA2 expands its coverage in the future, it can be assumed that if gender differences occur in the form of disadvantages for girls in different regions, they will be promptly addressed, and educational forums will be held at the CISCO level, drawing on the experience of schools for all in Niger and other countries.

As described in Table 6.5, this survey proposes to therefore initially monitor the progress of basic academic achievements by girls and boys in Madagascar, in relation to the process of the achievement, daily attendance, school attendance, and reduced retention, by sequentially adding different types of data (e.g., impact evaluation target schools, math learning target schools, overall target schools) with different types of data (e.g., impact evaluation data, test data, EMIS of the Ministry of Education). It is suggested for JICA to consider the Ministry of Education whether to add technical cooperation (i.e., a greater amount of assigned experts) to monitoring efforts.

Table 6.4: Tentative Draft Indicators for STEPS-G Common Outcomes: Madagascar

Indicator	Data Source
SDG 4.1.1-(i): Basic math skills at elementary school-grade level by gender	(1) TAFITA's Tarl test (see below)
SDG 4.1.2: Number of students by grade level and gender	(1) Madagascar Government's Annual Education Survey

(Source) GPF item numbers corresponding to questions taken from the TAFITA report.

It should be noted that even though the World Bank plans to include a gender component in the PAEB principal training, the PAEB itself only covers primary schools, but not secondary schools. The JICA education advisor is working with the Department of School Supervision, Education and Inspection to plan the principal training for secondary schools, which may include a gender component. As discussed above, the World Bank is in the process of forming a new education project that will include secondary education, and if JICA's technical cooperation assumes the lead in the gender-related training content for secondary school principals, information sharing will undoubtedly continue, and there is the possibility of future collaborations with various World Bank-funded activities.

Table 6.5: Additional methods of Technical Cooperation (Proposal)

	Form: Project name	Specific Activities (Proposal)	Period and Input
1	Technical Cooperation Project: TAFITA2	Analyze the data from projects already underway and projects for which technical cooperation is planned to collect and analyze academic achievement tests and impact-evaluation data by gender, and report whether there is a need for gender-sensitive school activities in accordance with the results.	Duration: from 2022 Additional Input: Expert for education statistics and gender considerations
2	Individual experts: Education policy advisors	Provide technical support for the timely publication and use of EMIS data by gender in the Ministry of Education. The inclusion of gender-sensitive modules should be considered when collaborating on training for middle school principals.	Duration: from 2022 Additional inputs: None (through ongoing or planned activities)

Attachment 6.1: List of Places Interviewed and Visited [Madagascar]

Ministry of National Education	Department of Educational Planning
	Department of Basic Education and Pre-primary Education
	Department of Human Resources
	Department of Information System
	Department of Land and Infrastructure
Other government agencies	Department of Promotion of Women, Ministry of Housing, Social Protection and Promotion of Women
	Department of Gender Mainstreaming, Ministry of Housing, Social Protection and Promotion of Women*.
School: Rural	EPP Lohalovoky (rural elementary school in Anosy) (CRAN visit)
	EPP Lohalovoky (rural elementary school in Anosy) (regular class observation)
School: Metropolitan Area	EPP Maibahoaka (Elementary school near the capital city in Analamanga)
	EPP Mangarano (Rural Primary School in Analamanga)
	CEG Talantamaty (Lower Secondary School in Analamanga)
Donors	Agence Française de Développement (AFD)
	World Bank
JICA-related	JICA Madagascar Office
	JICA expert (advisor on education policy, Ministry of National Education)
	JICA expert (TAFITA2)

(Note) *Written responses to the questionnaire only.

Attachment 6.2: List of Main Reference [Madagascar]

1: Government of Madagascar Web site
- Ministère de L'Education Nationale
  (https://www.education.gov.mg/)
- Ministère de la Population, de la Protection Sociale et de la Promotion de la Femme
  (http://www.population.gov.mg/)
- L'Institut National de la Statistique
  (https://www.instat.mg/)

2: Donor Materials
- World Bank. Madagascar Basic Education Support Project (PAEB) 2018-2023
  (https://projects.worldbank.org/en/projects-operations/project-detail/P160442)
- World Bank. Girls Empowerment and Human Capital Development in Madagascar (Pipeline)
  (https://projects.worldbank.org/en/projects-operations/project-detail/P176393)
- World Bank. Investing in Human Capital Development Policy Financing 2020-2021. (closed)
  (https://projects.worldbank.org/en/projects-operations/project-detail/P168697)
- World Bank. Investing in Human Capital DPF II
  (Pipeline)(https://projects.worldbank.org/en/projects-operations/project-detail/P171460)
- Bashir, Sajitha; Lockheed, Marlaine; Ninan, Elizabeth; Tan, Jee-Peng. 2018. "Facing Forward: Schooling for Learning in Africa." World Bank.(https://openknowledge.worldbank.org/handle/10986/29377)
- UNICEF-Madagascar education progamme
  (https://www.unicef.org/madagascar/programme/education)
- UNICEF. résultats du MICS 6 (2018) Madagascar: *Enquête nationale sur la situation socio-démographique des ménages (MICS).* (https://www.unicef.org/madagascar/mics2018)
- UNICEF. Analyse budgétaire de l'éducation nationale 2014-2019.
  (https://www.unicef.org/madagascar/rapports/analyse-budg%C3%A9taire-de-l%C3%A9ducation-nationale-2014-2019)
- UNICEF. The potential effects of the COVID-19 pandemic on children in Madagascar
  (https://www.unicef.org/madagascar/rapports/les-effets-potentiels-de-la-pand%C3%A9mie-du-covid-19-sur-les-enfants-%C3%A0-madagascar)
- AFD. Améliorer la Qualité de L'Education À Madagascar (https://www.afd.fr/fr/carte-des-projets/ameliorer-la-qualite-de-leducation-madagascar-aquem)
- AFD. Améliorer L'Éducation Scientifique À Madagascar Grâce Au Numérique
  (https://www.afd.fr/fr/carte-des-projets/ameliorer-leducation-scientifique-madagascar-grace-au-numerique)
- USAID Madagascar Gender Analysis for the 2020-2025 Country Development Cooperation Strategy
  (https://banyanglobal.com/wp-content/uploads/2020/08/USAID-Madagascar-Gender-Analysis-for-the-2020-2025-CDCS.pdf)
- USAID-Madagascar Demographic and Health Surveys 2021/ Enquête Démographique et de Santé (EDSMD-V) 2021 (French)
  (https://dhsprogram.com/methodology/survey/survey-display-560.cfm)
- Groupe de la Banque Africaine de Developpement. profile Genre Pays Republique de Madagascar.2019.
  (https://www.afdb.org/fr/documents/document/madagascar-profil-genre-pays-107494)
- UNFPA-Madagascar
  (https://madagascar.unfpa.org/)

3: JICA materials (French/English)
- Projet Ecole Pour Tous au Madagascar ~ Déroulement des activités Cantine scolaire d'une école modèle~(https://www.youtube.com/watch?v=VLIb3SHeISQ)

Attached 6.3: Primary Education Curriculum [Madagascar]

Elementary School 1Grade Timetable (2021Year: New Curriculum)

Schedule	1st day	2nd day	3rd day	4th day	5th day
7h15-7h35	Civic and citizenship education	Civic and citizenship education	Civic and citizenship education	Civic and citizenship education	Civic and citizenship education
7h35-7h55	Speaking practice (spelling)	Speaking practice (spelling)	Speaking practice (spelling)	Speaking practice (spelling)	Speaking practice (spelling)
7h55-8h15	Reading	Reading	Reading	Reading	Reading
8h15-8h45	Mental arithmetic	Arithmetic	Arithmetic	Metric system	Geometry
8h45-9h15	French (oral & written expression)	Physical & Sports Education	French (oral & written expression)	French (oral & written expression)	Physical & Sports Education
9h15-9h25	BREAK				
9h25-9h55	French (oral & written expression)	French (oral & written expression)	French (oral & written expression)	French (oral & written expression)	French (oral & written expression)
9h55-10h15	Arithmetic	Arithmetic	Geometry	Metric system	Geometry
10h15-10h45	Reading	Reading	Speaking practice	Dictation	
10h45-11h15	Writing exercice	Copy practice	Writing exercice	Recitation	
11h15-11h25	BREAK				
11h25-11h55	French (oral & written expression)	French (oral & written expression)	French (oral & written expression)	French (oral & written expression)	Singing, Dancing, Music
11h55-12h15	Singing, Dancing, Music	Drawing practice	Singing, Dancing, Music	Recitation	Drawing practice
12h15-12h45	Motor & Sensory education	Recitation	Motor & Sensory education		

Elementary3 School Timetable (2021Academic Year)

Schedule	1st day	2nd day	3rd day	4th day	5th day
7h-7h30	Civic and citizenship education	Speaking practice (Malagasy)	Civic and citizenship education	Speaking practice (Malagasy)	Civic and citizenship education
7h30-8h	Mental arithmetic	Physical & Sports Education	Metric system	Geometry	Physical & Sports Education
08h-8h30	Speaking practice (Malagasy)	Arithmetic	Grammar (Malagasy)	Reading (Malagasy)	Metric system
8h30-9h	Reading (Malagasy)	Reading (Malagasy)	Reading (French)	Conjugation (French)	Reading (French)
9h-9h15	BREAK				
9h15-9h45	Arithmetic	Arithmetic	Metric system	Geometry	Geometry
9h45-10h15	Oral expression (French)	Reading (French)	Grammar (French)	Grammar (French)	Spelling exercice (orthography) French
10h15-10h45	Sciences (life & earth)	Geography	Sciences (life & earth)	Geography	Sciences (life & earth)
10h45-10h55	Vocabulary (French)	Vocabulary (French)	Grammar (Malagasy)	Conjugation (French)	Written expression (Malagasy)
11h55-11h05	BREAK				
11h05-11h35	History	History	Vocabulary (Malagasy)	Spelling exercice (orthography) Malagasy	Written expression (French)
11h35-12h05	Vocabulary (Malagasy)	Vocabulary (Malagasy)	Recitation	Writing exercice	Extra curricular activities
12h05-12h35	Singing,Dancing,Music	Recitation	Drawing practice	Extra curricular activities	

Chapter 7: Egypt

7.1 Scope of Field Survey

In Egypt, there is no significant difference between male and female students in terms of enrollment and completion rates in basic education; rather, the figures for girls are somewhat higher than those for boys. Looking at the indicators by governorate and region, the enrollment rate tends to be lower in the governorates of Upper Egypt such as Beni-Suef, Fayoum, Menia, and Suhag (Figure 7.2). Therefore, we initially planned to visit Cairo (or Giza, Kalyubia, and other governorates around Cairo) and Fayoum governorate in Upper Egypt for this field study. Yet, as the Ministry of Education and Technical Education (MOETE) suggested, we visited the provincial education offices in Giza and Alexandria and schools in Giza, Alexandria, and Cairo (Figure 7.1).

In Egypt, there are three major types of public schools for basic education before university. We visited two public primary schools in urban Giza and low-income areas, and one Egyptian-Japanese School (EJS) in the suburbs of Alexandria. In Alexandria, we visited a girls' preparatory school, a coed STEM high school, and E-JUST (Egypt-Japan University of Science and Technology) in the suburbs, in addition to a girls' general high school in the city. We also visited a girls' technical secondary school in Cairo.

Figure 7.1: Governorates visited by this survey (red circled)

(Source) UNICEF Children in Egypt, Census 2017

Figure 7.2: Out of school children (ages 6-17, %)
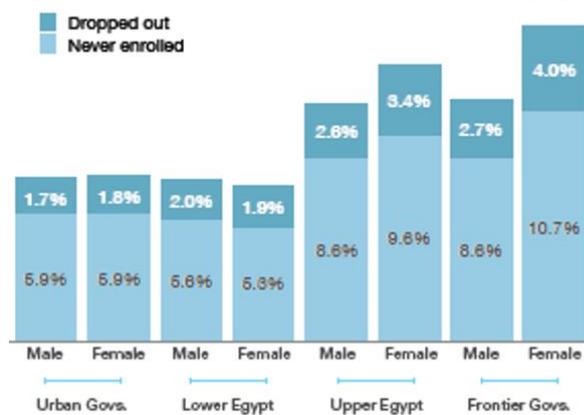
(Source) UNICEF Children in Egypt, Census 2017

```
Main stages of public schools
Primary school (grades 1-6, may include
   kindergarten)
Preparatory school (grades 7-9)
Secondary school (grades 10-12)
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The study period with field visits was from October 16 to November 4, 2021. However, before and after the field visits, several interviews and discussions were held with JICA officials (headquarters and country office staff, and experts). We also collected relevant information through local researchers.[106]

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[106]Dr. Rasha S. Sharaf, Dr. Enas Ahmed Mahmoud Fathi El-Kadi.

7.2 Policy and Status in Basic Education: Focusing on Girls' Education

(1) Overview of education policy and planning

Right of girls to education: Egypt amended its constitution in 2014 to expand compulsory education to include high school graduation (previously only primary education was compulsory), and to set a budget target of at least 4% of GNP for pre-university education. Regarding the equality of women and men, it is noteworthy that the previous constitution stated that "equality of women and men is guaranteed as long as it does not violate the provisions of Islamic Sharia," but the new constitution states that "equality of women and men is guaranteed" and "equality under the law."[107]

Girls' education in the government's education plan: In the Sustainable Development Goals Vision 2030, the government has set out comprehensive, long-term development guidelines for sustainable development in the three domains of economy, society, and environment. In the social domain, the pillars are (1) social justice, (2) health, (3) education and training, and (4) culture. In the "education and training" domain, policies and key performance indicators (KPIs) in the three areas of pre-university education, technical education and training, and higher education are set, with current status in 2015 and numerical targets for 2020 and 2030. For example, improving the TIMSS rankings is mentioned. However, there are no policies or performance indicators focused on girls, and no numerical targets have been set for girls and boys.

The Strategy for Pre-University Education (2014–2030), issued in 2014, states that the long-term goal of the education sector is "the holistic development of young people, so that they understand their rights and duties and acquire the principles and values of citizenship, tolerance, renunciation of violence, freedom and justice, in addition to having a sense of responsibility towards their country and fellow citizens". As a short-term goal, it states, "To ensure that every child has an equal right to a quality education in line with international standards, and that every child is able to contribute effectively to the social and economic development of the country and to compete locally and internationally." The main pillars of the strategy are listed as follows:

Pillars of the Strategic Plan for Pre-university Education (2014–2030)

Access
· School and classroom construction (elimination of regional disparities, equitable educational opportunities)
· Staffing of community schools to deal with out-of-school children, <u>female dropouts</u>, etc.

Quality of Education
· School buildings and educational equipment that meet national standards
· Curriculum (thinking, inquiry and analysis, soft skills, ICT, international standards, Arabic) (<u>no direct reference to sex education, contraception, FGM, etc.</u>)
· Improve the performance of teachers, inspectors, etc.
· Reduce absenteeism and dropouts

Educational administration
· Review of laws, regulations, and organization
· Education planning and finance, securing financial resources
· Monitoring and evaluation

The document also contains an analysis of the current situation using the number of teachers and students by gender. Among the policy programs, it cites the expansion of Community Schools to ensure educational opportunities for children aged 6–14 who are out of school or have dropped out of school, especially girls from poor and deprived areas.

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[107] JICA (2016) Study Report on Basic Education in Egypt.

Administrative Organization and Gender Issue Responsibilities: MOETE consists of six sectors under the Minister of Education: General Education, Technical Education and Equipment, Service Activities, Quality and Information Technology, Financial Administration, and the Office of the Minister. The general education sector includes the following four departments: the Department of Pre-school and Basic Education, the Department of Secondary Education, Private Education and Language Schools, the Department of Special Needs and Gifted Education, and the Department of Dropout Children.

MOETE has an Equal Opportunity Unit that works to protect the rights of female civil servants in the workplace and to eliminate all forms of discrimination. In addition, through the Her Dream initiative, the unit raises awareness of issues related to women, such as early marriage, violence against women, FGM, and school dropouts. In cooperation with the Ministry of Social Solidarity and NGOs, the unit supports community schools to ensure equal learning opportunities for poor and disabled students and early detection of learning difficulties.

(2) Current status and issues in the service of education

Gender parity in schooling: There is little gender difference in preschool enrollment rates[108]. The net enrollment rate in 2019/20 was 100% for primary school, 85% for preparatory schools, and 57% for general secondary schools. Overall, the enrollment rate of girls is 4-5% higher than that of boys (Figure 7.3).

According to the 2017 Census, 90% of children aged 6-17 were in school, 7% were out of school, 2% were enrolled but had dropped out, and 2.1 million children were out of school. It is estimated that there are 2.1 million OOSC (aged 6 to 14). However, compared to the results of the 2006 Census, the percentage of girls in the OOSC group has also been declining over the past decade (Figure 7.4).

Figure 7.3: Net enrollment rate (2019/20, %)
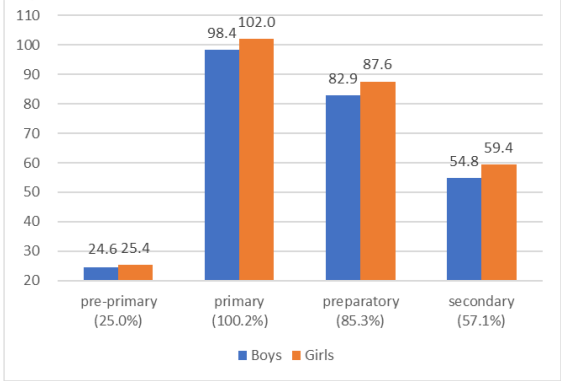
(Source) CAPMAS Statistical Yearbook 2020

Figure 7.4: Change in out-of-school girls and boys
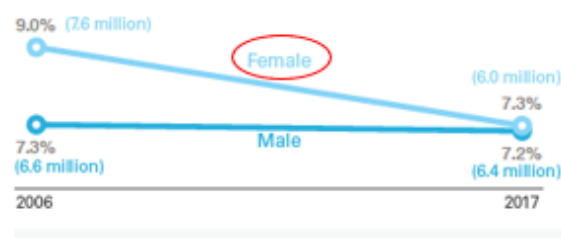
(Source）UNICEF Children in Egypt, Census 2017

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[108] In Alexandria, all the public language schools in the prefecture have KG, but only about 40% of the public elementary schools have KG. According to the director of the county's education department, there is no land for additional KGs in or around the elementary schools, so they are promoting the establishment of KG classes at the sites of preparatory and secondary schools, where there is relatively more room.

At the primary school level, most of the schools in Egypt are coeducational for girls and boys. However, at the public primary schools visited in this study, classes are currently held in two shifts due to COVID-19, and the same teacher is in charge of both shifts. There are some cases where classes are divided between girls and boys, such as the first shift (girls) 6:45-10:30 (3 hours 45 minutes) and the second shift (boys) 11:00-14:30 (3 hours 30 minutes). In many cases, public preparatory schools and secondary schools are divided into girls' schools and boys' schools, but even in girls' schools, classes are also taught by male teachers.

However, there is no distinction between boys' and girls' schools in the published statistics. Table 7.1 shows information on schools in the governorates, obtained from the education offices in Giza and Alexandria, two governorates which we visited. The majority of public primary schools in both Giza and Alexandria are coeducational, but the number of dedicated boys' and girls' schools increases in preparatory and secondary schools. The percentage of coed schools is lower in Alexandria than in Giza. In Alexandria, 60% of public preparatory schools and 80% of public secondary schools are separate for girls and boys. Most of the private schools in Giza are coeducational, but in Alexandria, 20-30% of the preparatory and secondary schools are boys' and girls' schools.

Girl's pre paratory schools and secondary school

Table 7.1: Percentage of co-educational schools in schools by educational level

*	School	Public schools				Private schools			
		Co-ed	boys' school	girls' school	Total	Co-ed	boys' school	girls' school	Total
G	Primary	791	3	3	797	488	0	0	488
		99.2%	0.4%	0.4%	100.0%	100.0%	0.0%	0.0%	100.0%
	Preparatory	314	95	106	515	411	3	4	418
		61.0%	18.4%	20.6%	100.0%	98.3%	0.7%	1.0%	100.0%
	Secondary	114	24	37	175	166	0	0	166
		65.1%	13.7%	21.1%	100.0%	100.0%	0.0%	0.0%	100.0%
A	Primary	605	4	7	616	297	11	28	336
		98.2%	0.6%	1.1%	100.0%	88.4%	3.3%	8.3%	100.0%
	Preparatory	144	102	104	350	208	12	28	248
		41.1%	29.1%	29.7%	100.0%	83.9%	4.8%	11.3%	100.0%
	Secondary	30	49	63	142	83	10	24	117
		21.1%	34.5%	44.4%	100.0%	70.9%	8.5%	20.5%	100.0%

(Source) Prepared using figures obtained from the provincial education offices in Giza and Alexandria.
(Note)*G: Giza, A: Alexandria.

In public schools, Arabic is generally the language of instruction. However, in "language schools," math and science are taught in English, and English classes are taught in advanced English. Public language schools charge tuition fees, although they are not as high as those charged by private schools. Since published statistics do not show the number of language schools or the number of students, Table 7.2 shows information on schools in the governorates obtained from the education offices of Giza and Alexandria governorates, which we visited. The percentages of students in language schools in public primary, preparatory, and secondary schools are 8%, 6%, and 10%, respectively, in Giza Governorate and 15%, 9%, and 15% in Alexandria Governorate. In Giza Governorate, the percentage of girls in language schools is slightly lower than that in general schools. In Alexandria Governorate, the percentage of girls in primary and secondary schools is the same in both language schools and general schools, but in general high schools, the percentage of girls is 6% lower in language schools than in general schools. Although Giza Governorate is located in the vicinity of Cairo, some of its districts are more gender conservative than those of Alexandria Governorate, and it is assumed that the reasons for this difference include the hesitation to pay tuition fees for girls' education and the resistance to coeducation of girls and boys.

Table 7.2: Girls' share in Arabic schools (public general schools) and language schools
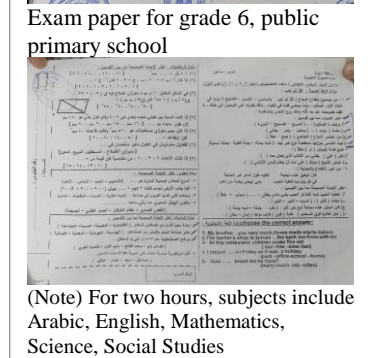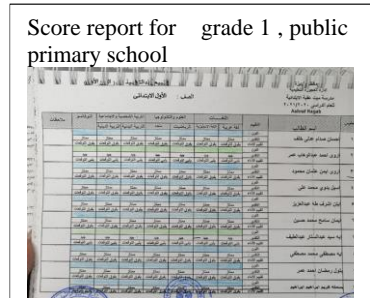
Governorate	School	Type	Schools	Students	Girls' share
Giza	Primary	Arabic	713	1,019,123	49%
		Language	84	83,404	47%
	Preparatory	Arabic	442	466,931	49%
		Language	73	29,135	46%
	Secondary (general)	Arabic	128	154,581	58%
		Language	47	17,135	48%
Alexandria	Primary	Arabic	508	483,641	49%
		Language	108	85,601	49%
	Preparatory	Arabic	292	250,296	49%
		Language	58	24,768	49%
	Secondary (general)	Arabic	107	94,410	56%
		Language	35	16,440	50%

(Source) Governorate education offices

Provision of daily learning: According to the public primary schools visited in this study, there is usually no contact from parents for absences of a few days, and in the case of long-term absences due to illness, a doctor's note must be submitted. Attendance is checked every morning at the first class, and a mark is placed in the attendance book for absences. Each day, the staff member in charge of Staff Affairs will compile the number of absences for the entire school. In the case of short-term absences, the school does not contact the students or their parents, but if a student has been absent for more than a week, a "letter of advice" is sent to the student, and if the student does not respond, a letter of advice is sent back to the student.

In addition to the textbooks provided by the government, the schools we visited also used hand-made teaching materials, which were posted on the walls of the classrooms. In addition, many of the classrooms had white boards instead of blackboards. In many cases, two- to three-seat desks and chairs were used in the classroom. In some cases, girls and boys were seated separately. For example, girls were seated in the right-hand row and boys in the left-hand row, but there were no cases where boys were seated in the front row and girls in the back row.

From the first to the third year of primary school, there are no end-of-term or end-of-year exams. Formative assessments are conducted for each unit in class, and achievement is indicated by four different color codes. The formative assessment sheets contain the student's name, number, subject name (Arabic, English, Math, Discovery, Physical Education, Religion, Tokkatsu), and for each subject, the assessment is given in color and words (excellent, good, average, poor). Blue indicates above expectations, green indicates standards were met, yellow indicates assistance was needed, and red indicates goals were not met and significant assistance was needed. [109] Students are automatically promoted to the fourth grade regardless of their level of achievement.

Public primary school

Score report for grade 1 , public primary school

Exam paper for grade 6, public primary school

(Note) For two hours, subjects include Arabic, English, Mathematics, Science, Social Studies

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[109] According to the JICA expert, the teacher's guide for Tokkatsu, which was distributed to teachers in February 2021, states that findings should be written instead of having a 4-scale evaluation.

However, the results of the 2013 Early Grade Reading Assessment (EGRA) for third-grade students showed that less than 20% of children met benchmarks in five of the six subtasks, and reading skills were rated as low in almost all areas[110]. In all areas, the average score for girls was slightly higher. Thus, it has been pointed out that many children cannot read simple Arabic sentences or perform calculations even after graduating from primary school. The "Learning Poverty" rate is 70%, and the number of children who do not reach "minimum proficiency" is 69%[111]. To address this learning crisis, Education 2.0, a curriculum reform, was launched in 2018, four years after its inception. This year, fourth-grade students and below are taking classes according to the new curriculum, and they will graduate from high school in 2030. It will take some more time to judge the results of the curriculum reform. In addition, the impact of the long-term school closures due to COVID-19, as described below, has been enormous.

Progression: Generally, after graduating from one public primary or preparatory school, students proceed to secondary school in the same district. If they wish, they can apply for admission to a school in another district, but they may not be admitted depending on the number of students in the receiving school and the student's performance. We visited a top-ranked girls' secondary school in one district, where students who had graduated from preparatory schools in the same district were attending, along with students who had graduated from preparatory schools in other districts.

EJS case study: At the EJS primary school we visited, every morning the class teacher together with "daily class coordinators" (two students, mostly a pair of a boy and a girl, take a turn to be in charge of the class) check the attendance of the students and record it in the attendance book. Some parents contact the school about absences of their children. If a student is absent for more than 10 days without notifying the school, the school will send a letter to the student asking for the reason for the absence. If a student is absent for an extended period of time due to illness, a doctor's note must be submitted. However, we were told that the number of absences would not prevent students from progressing to the next grade. Every day before class, there is a morning class meeting, and after the lunch break the students have cleaning time.

Case of a public technical secondary school: There are many different types of vocational technical education in Egypt. As for secondary schools as a whole, the percentage of girls tends to be slightly higher in general and commercial high schools and lower in industrial and agricultural high schools[112]. At the girls' technical secondary school we visited, the courses were divided into electricity, electronics, interior design, and clothing. It is possible to enter university in engineering, art, or computer departments after graduating from technical high schools if one has excellent grades. About 5% of all graduates from technical secondary schools enroll in universities. Some continue their studies at college instead of universities. The passing rate for graduation exams is high, but the school does not follow up on the employment status of graduates.

Workshop on electrical science

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[110] Egypt Grade 3 Early Grade Reading Assessment Baseline, USAID.
[111] ttps://thedocs.worldbank.org/en/doc/628301571223583690-0090022019/original/MNAMNC03EGYLPBRIEF.pdf
[112] Egypt in Figures 2021, p. 144.

Case of a public STEM school: There are 19 STEM secondary schools in Egypt. The first two schools that opened (Giza and Cairo) were boys and girls, but the remaining 17 schools were coeducational for girls and boys. Admissions are centrally conducted, and students can choose a STEM school of their choice according to their marks. This year (2021/22), from 22,000 applicants, 1,950 were accepted (19 schools total). STEM school in Alexandria was ranked high and attracted the best students from all over the country. Most of the students come from public preparatory schools and about 20-30% come from private preparatory schools, with a ratio of 1:1 female and male. STEM schools follow their own curriculum rather than the usual public secondary school curriculum, and the graduation exam (Thanaweya Amma) is waived. Except for Arabic, social studies, civics, and religion, all classes are

STEM school

conducted in English. Instead of rote learning through lectures, classes focus on group learning, research and experiments, and many projects. Because the school is a boarding school, and because the classes are very different from the regular courses in Egypt, and because the classes are taught in English, a two-week summer camp is held before the students enter the school to allow them to get used to the school. The annual cost for each student is 30,000 pounds (about 210,000 yen), but the government covers the rest of the cost, except for a 1,000-pound activity fee (about 7,000 yen) for students from public preparatory schools. Students from private schools will pay the same amount as the final year of tuition at the private school. The school will also take a deposit of 3,000 pounds for the laptop, which will be repaid upon graduation. In terms of gender, the top 10 in math were all boys last year, but there have been many years when girls took the top spots.

(3) School management, community participation, and monitoring

School Boards and School Councils: According to the interviews conducted at the schools in this study, each school has a School Board of Directors consisting of the principal, head teacher, social worker, psychologist, and about 10 to 20 other members who meet regularly to discuss administrative matters and solve problems within the school. In addition, there is a Board of Trustees consisting of principals, teachers' representatives, parents' representatives, and local experts, which meets once a year or every month (some schools have irregular meetings) to support school management and education.

Regarding parent-teacher meetings, for example, at the EJS visited by this research team, in addition to the school committee, there are two types of meetings. One is the class-based parent-teacher meetings, where each class meets monthly for 30-45 minutes to discuss class activities and issues. The other is the school-level parent-teacher meeting, which consists of the principal, teacher representatives, eight parents, a social worker, and a psychologist, and meets monthly. The main purpose of the meeting is to discuss suggestions and requests from the class parent-teacher association and to build a relationship between the school and the parents.

Governorate Education Office and District Education Office: MOETE has a Governorate Education Office (Mudiriahs) in each governorate, under which there is a District Education Office (Idara). The Idara is responsible for collecting information from schools and supervising and guiding schools. The number of Idaras differs from governorate to governorate, but in Giza governorate, where the study was conducted, there are about 3,600 schools from primary to secondary school levels under 20 Idaras, and in Alexandria governorate there are about 2,700 schools under 8 Idalas.

According to the Director of Alexandria Education Office, there are about 70,000 teachers and staff working in schools and in the Department of Education including eight District Education Offices, of which 850 people work in the Governorate Education Office. When asked about the education plan for Alexandria, the response was "Egypt's education administration is centrally driven, and the governorate

education office follows the instructions of the Ministry of Education and provides the central government with information on the education situation in the governorate and implements the plans prepared by the ministry. We do not formulate our own educational plans."

(4) Quality of Learning - Assessment, Teachers, Classes, and Materials

Examination system: The only nationally recognized exam is the secondary school final exam (Thanaweya Amma). There are also exams at the end of primary and preparatory school, but the exam questions are prepared by the district education offices in accordance with the framework provided by the National Center for Examinations and Educational Evaluation (NCEEE). Under the new curriculum, national exams will also be introduced at the end of the fourth year of primary school and at the end of preparatory school, but details have not yet been announced. Table 7.3 shows the pass rates by female and male, public and private schools for the final examinations at each stage of education in 2019/20. Pass rates are high at all levels, and there is no significant difference between girls and boys in public schools. In private general secondary schools, the pass rate for girls is about 3% higher than for boys.

Table 7.3 Pass rate of final examinations at each educational level

School	Public schools			Private schools			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Primary	98.2	98.5	98.3	99.7	99.7	99.7	98.3	98.6	98.5
Preparatory	99.0	97.9	98.5	99.6	99.6	99.6	99.0	98.7	98.6
General secondary	92.4	93.9	93.3	86.7	90.0	88.3	91.5	93.5	92.6

(Source) CAPMAS Statistical Yearbook 2020

International Assessments: Egypt has participated in TIMSS (grade 8) in 2003, 2007, 2015, and 2019. In 2019, Egypt ranked 34th out of 39 countries in mathematics and 37th out of 39 countries in science. In mathematics, only 55% of students reached the low benchmark (compared to the international average of 87% of students reaching the low benchmark), and in science, 47% (compared to the international average of 85%). Figure 7.5 shows the average score for girls and boys in mathematics, with the average score for girls being higher all four times.

Figure 7.5 TIMSS results for Egypt
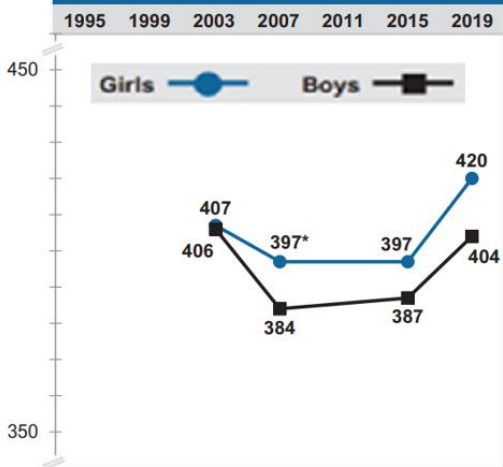
(Source) TIMSS-2019(Grade 8, Mathematics)

Students per Classroom: MOETE's guidelines set the number of students per classroom as 36 for kindergartens, 40 for primary and preparatory schools, and 36 for secondary schools[113]. The actual average number of students per classroom has been on the rise at all levels. The number of students per classroom has increased significantly in recent years, especially in primary and preparatory schools.

Shift system: The government has been building schools but has not been able to keep up with the rapid increase in the number of school-aged children. A relatively high percentage of schools are conducting classes in shifts due to the shortage of classrooms (Table 7.4).

Table 7.4: Share of multi-shift schools in schools and students (%)

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[113] JICA (2016) Study Report on Basic Education in Egypt.

Level	Multi-shift schools			Students in multi-shift schools		
	Public	Private	Total	Public	Private	Total
Primary	64%	39%	61%	65%	37%	62%
Preparatory	63%	53%	59%	63%	57%	61%
Secondary-general	48%	89%	50%	49%	84%	51%

According to the statistics of MOETE, schools are classified as "Whole Day," "Morning Shift," "Evening Shift," and "Double Shift." Morning shift and evening shift are schools that are open only in the morning or afternoon. For example, of the 16,920 public primary schools in 2020/21, the number of full-day, morning shift, afternoon shift, and double-shift schools are 6,140, 9,213, 784, and 783, respectively. The reason for the small number of schools on the evening shift compared to the number on the morning shift is that the afternoons are sometimes used by preparatory schools and secondary schools, not primary schools. In any case, class hours have been shortened in all but the full-time schools.

The two primary schools we visited in Giza were both Double Shift schools, but their situations were quite different. School A in the urban Aguza district was not originally a shift school but had more than 80 students per regular classroom and was teaching in shifts for infection control. The same teacher is in charge of classes for both shifts. The number of schools with such temporary shifts does not show up in the statistics. The school we visited in the Warraq district has been running double shifts since before the COVID-19 pandemic, with classes from 7:00 to 11:30 in the morning and from 12:00 to 16:30 in the afternoon, each shift lasting four and a half hours, with the same principal but with children and teachers changing between morning and afternoon. Both classes are coeducational, with each class lasting 60 to 70 minutes instead of the usual 90 minutes.

Textbook distribution: With the exception of language schools, free education is provided in basic education courses, but in reality "activity fees" and other expenses are collected. Textbooks are supposed to be provided free of charge to the children, and until last year textbooks were distributed free of charge to the enrolled students. This year, MOETE instructed schools to distribute textbooks on the condition that students pay an "activity fee" and the schools are following the instruction. At the preparatory school we visited in the suburb of Alexandria, 135 students (17%) out of 818 enrolled had not received their textbooks due to non-payment (our visit to the school was two weeks after the beginning of the school term). The general secondary schools do not use paper-based textbooks but use digital materials. Technical secondary schools use paper-based textbooks, and at the technical secondary school we visited in Cairo, textbooks were given only to students who had already paid for their activities.

Faculty Personnel: About 60 percent of teachers are women. The number of teachers had been increasing every year, exceeding one million in 2017/18, But the numbers peaked in 2018/19 and have been declining since then. This is probably due to the fact that the government has stopped hiring teachers as state employees since 2018 and now hires teachers on a contractual basis as needed, given the growing number of civil servants, including teachers, under MOETE. Table 7.5 shows the number of teachers and principals by school type and the percentage of women in each in 2020/21. The overall percentage of female teachers is about 61%, but it varies from almost 100% in kindergartens to 44% in agricultural secondary schools. The percentage of female principals and vice-principals is 45% overall, which is lower than the percentage of female teachers.

Table 7.5: Number of teachers by school type

School type	Teaching staff				Principal and Vice Principal			
	Male	Female	Total	Female share	Male	Female	Total	Female share
ECE	236	59,287	59,523	99.6%	21	471	492	95.7%
Primary school	151,452	290,851	442,303	65.8%	8,285	5,856	14,141	41.4%
Community School	279	7,718	7,997	96.5%	2	13	15	86.7%
Preparatory school	115,589	136,749	252,338	54.2%	6,120	5,595	11,715	47.8%
General secondary school	57,957	44,913	102,870	43.7%	1,959	1,930	3,889	49.6%
Technical secondary school	48,359	40,914	89,273	45.8%	906	305	1,211	25.2%
Agricultural secondary school	7,223	4,909	12,132	40.5%	213	60	273	22.0%
Commercial secondary school	14,343	22,092	36,435	60.6%	420	315	735	42.9%
Hotel secondary school	1,162	1,733	2,895	59.9%	41	36	77	46.8%
Special school	3,821	6,113	9,934	61.5%	222	173	395	43.8%
Total	400,421	615,279	1,015,700	60.6%	18,189	14,754	32,943	44.8%

(Source) Statistical Yearbook 2021, CAPMAS

As for teacher training institutions, all of the 28 national universities except for Luxor University have faculties of education. The number of female students is overwhelmingly high, about three times that of male students. Apart from the Faculty of Education, there are universities with departments of Women's Education, Physical Education, Music Education, Special Education, and Kindergarten Education, and if their students are included, the number of students exceeded 375,000 in 2019.

Curriculum: In 2018/19, a new curriculum, Education 2.0 (Edu 2.0), was introduced for kindergarten (KG) and the first year of primary school, which currently (2021/22) extends to the fourth year of primary school and will cover the third year of secondary school by 2030. Edu 2.0 will shift the focus from academic skills and rote learning to the acquisition of 21st-century skills such as thinking, application, and reasoning. In particular, from KG to the third year of primary school, the acquisition of life skills and integrated learning called "Discovery" are placed at the center.

The Center for Curriculum and Institutional Materials Development (CCIMD) is responsible for the development and revision of the curriculum, and in 2017, CCIMD also created the overall framework for Edu 2.0, which covers the period from KG to the third year of secondary school, as well as the grade-specific curriculum framework for KG to the third year of primary school.

The development of the curriculum framework includes a new teacher training framework and an assessment framework. Then, for each subject, CCIMD commissions experienced and highly reputable private textbook companies to produce textbooks, teacher guides, and digital materials[114]. According to Dr. Nawal (female), Director of CCIMD, gender considerations are taken into account in the development of curriculum and teaching materials to avoid reproduction of stereotypical gender views. For example, as seen in the following career education textbook for 4th grade primary school students, care is taken to avoid stereotypical gender views in the division of roles in the workplace and at home in photographs and illustrations.

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[114] Discovery Education was commissioned to develop materials for math and science; York Press for English; Nahdet Misr for Arabic, religion, and morality; and National Geographic for social and career education.
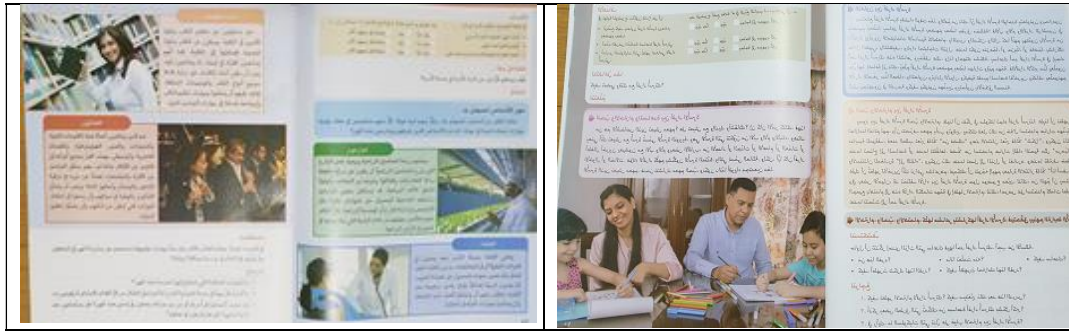
(5) Access - Facilities and Costs

The General Authority for Educational Buildings (GAEB), a department outside the Ministry of Education, is responsible for setting standards for educational facilities, designing, and constructing school buildings and facilities, and procuring school furniture and equipment. The procurement of school furniture and equipment in existing schools is funded by a portion of the overhead collected by the schools from their students, as well as by subsidies. The Governorate Education Office (Mudiriahs) and the District Education Office (Idara) conduct regular inspections of electricity and all equipment, and GAEB conducts regular inspections of school buildings and facilities every five years, and order repair work if necessary.

In public schools:
Women-only toilets: 4.3%.
Men-only toilets: 6.3%.
Unisex toilet: 88.5%.

Regarding the state of maintenance of public schools, based on the 2017 statistics from the National Statistical Report to follow up the 2030 Sustainable Development Goals in Egypt issued by the Ministry of National Planning in 2019, most schools have dual-use toilets for girls and boys.

Cost of Education: In public schools, basic education is generally free, but public language schools (math and science are taught in English, and advanced English is taught) charge tuition. All public schools also collect fees for activities, insurance, and other expenses. A portion of the money collected is used for school activities, procurement of goods, and maintenance of facilities and equipment. In Alexandria Governorate, where we visited this time, the annual fee per student is 220 EGP for the first four years of primary school, 300 EGP from the fifth year of primary school to the third year of preparatory school, and 500 EGP for secondary school.[115] Poor families, single-mother families, and families of wounded soldiers are exempted. However, there are many families that do not comply with the collection, and the collection rate in the previous year was less than 50% in Alexandria province.[116].

(6) Effects of the COVID-19 Pandemic

In Egypt, the pandemic of COVID-19 has resulted in prolonged school closures and shortened classes since mid-March 2020 (Table 7.6).

Table 7.6: Change of semester due to COVID-19 crisis

School year	Scheduled	Change
2019/20	1st Semester: 9/11–1/23 (111 days)	No change
	2nd Semester: 2/9–5/28 (94 days)	School closed from March 15 and the school year ended.

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[115] Information from the Director of Education, Alexandria.
[116] Information from the Director of Education, Alexandria.

|		
2020/21	1st Semester: 10/17–2/5 (93 days)	Classes started on October 17. Four days per week. Home study was allowed, and many students studied at home. School closed again on January 2 to end the 1st semester.
	2nd Semester: 2/20–6/17 (96 days)	Midterm break extended to February 27, and then Exam period began. The 2nd semester's classes began on March 14. School closed again on April 29, and the school year ended.

(Source) Compiled based on information from MOETE.

Edu 2.0, which started in 2018, saw the digitization of teaching materials, including the use of the digital online library Egypt Knowledge Bank (EKB), and the online delivery of classes and exams, which was further spurred by school closures. In primary education, in addition to the EKB mentioned above, there were also streaming classes using YouTube (MOETE Egypt Edu Stream) and Edmode, a free application that serves as a communication tool between the school and students. Some of the public primary schools visited in this study indicated that about 90% of the students were using the Edmode platform. In secondary schools, students are shifting from paper-based textbook distribution to digital learning materials and are using tablets to conduct classes.

According to interviews conducted at an urban primary school and a primary school in a low-income neighborhood in Giza governorate, both schools used Edmode to help students learn at home during the school closure, with about 90% of students at the former and 30% at the latter using the platform. Even in Giza, which is adjacent to Cairo, there is a big difference between districts. According to the principals of both schools, some students studied at home using the MOETE's YouTube online classes and TV educational programs (Madrasatna 1, Madrasatna 2).

There is still no official study report on the status of access to online classes. However, according to a real-time monitoring of online classes conducted jointly by MOETE and UNICEF during the school closure, online classes were accessed by about 10% of the students.[117]

Figure 7.6 Ownership rate of ICT equipment by gender
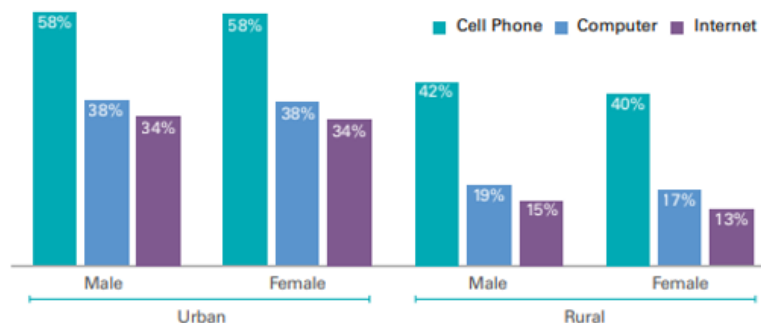
(Source) Census 2017

According to a study of parents of 1st-3rd grade students in 6 EJS and 6 general schools (5 of which are public language schools) conducted by the JICA Technical Cooperation Project in March 2021, the percentage of students who participated in online classes at least once was 96% in EJS and 26% in general schools. Although the 2017 census, which is pre-COVID data, shows that gender differences in access to cell phones, computers, and the internet slightly disadvantaged women (Figure 7.6), it was not possible to determine in this study whether these gender differences were reflected in gender differences in education during the COVID crisis.

The EJS used the Winjigo Platform (a paid online platform) to conduct real-time classes. Videos were uploaded for those students who could not watch in real time. According to the principal of the EJS visited in this study, about 65% of the students participated in the real-time online classes. Some pupils could not participate because they did not have internet at home and their parents were working.

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[117] Information from UNICEF.

Teachers sent links to parents via WhatsApp (commonly used on cell phones in Egypt), explained how to use the online classes, and encouraged participation.

7.3 Status of Major Donors' Support: Focusing on Support for Girls' Education

This section provides an overview of major donors' support for the education sector in Egypt.

Projects and Programs
World Bank
Supporting the Egypt Education Reform Project (2018-2023): The project aims to improve the quality of education in public schools by providing support in the areas of Early Childhood education, Continuous Professional Development (CPD), and assessment. The World Bank tries to include gender-sensitive and climate-sensitive behaviors in all activities. Activities for principals, vice principals and local administrators are also planned and will include a "gender-sensitive dimension." There will be disbursement linked indicators (DLIs), which will be verified by the independent verification agency (IVA) and will include gender sensitivity.
Strengthening Social Safety Net Project (2015-2022): The Ministry of Social Solidarity, rather than the Ministry of Education, is the implementing agency for this support, which also includes support and monitoring of women in relation to school attendance and attendance of school-aged children. An impact evaluation is also planned with J-PAL on the relationship between childcare and women's economic empowerment.
Higher Education for Economic Transformation Project (to be prepared/pipeline): Formal preparations have not yet begun but may also focus on labor market participation. Understanding the social norms that affect female students' majors, additional information, career counseling, etc. could be considered.
UNICEF
Community-based Education: Support for community schools that provide learning opportunities for out-of-school children and children living in areas with limited educational opportunities.
Adolescent and Youth Program: Discussions are ongoing at the policy level with the Ministry of Education to include support for the transitional period when marginalized youth continue their studies, receive training, or enter the workforce in the education reform for secondary education.
Life Skills and Citizenship Education: Support the development of a new curriculum for KG and G1 that builds on life skills.
Education in Emergencies: Educational support for migrants and refugees, using the digital platform Learning Path to support learning in refugee areas where schools are closed due to the COVID-19 pandemic. Distributing tablets and setting up Learning Hubs in poor areas to support access to online learning in Egypt, including EKB.
USAID
STEM School Support Program 3 (2018-2023): Opening of a boys' STEM high school and a girls' STEM high school near Cairo with support from USAID. Support and encourage girls to major in STEM fields. Currently, there are 19 schools: 1 boys' school, 1 girls' school, and 17 coed schools. The percentage of female students is 50%. USAID currently does not provide support at the school level but mainly provides teacher training and Fab Lab support.
Literate Village Project (2017-2023): Literacy education for women in a village in three governorates in Upper Egypt. Reading classes for children. Guidance to mothers on infant and childcare and life skills development. Voluntary family planning support.
TVET: Prior project WISE (Workforce Improvement and Skills Enhancement) supported 64 technical secondary schools in 11 governorates. The project supports job placement in cooperation with companies, new fields of logistics and renewable energy, student innovation and entrepreneurship. Upcoming projects include technical secondary school reform, establishment of an accreditation system for technical secondary schools in cooperation with the National Authority for Quality Assurance and Accreditation, and support for   commercial secondary schools with

Projects and Programs
many female students.
EU
TVET Reform Support Program 2 (2014-2021): Support MOETE's TVET reform (TVET 2.0), establish a training system suitable for the socioeconomic conditions of the youth, improve women's employment by improving girls' skills and techniques in various sectors, support ATS and technical universities (curriculum development, teacher training, etc.).

7.4 Role of Gender in Girls' Education

As mentioned above, the national average does not show a significant gender gap in education. On the other hand, there is a significant gender gap in economic activities. According to 2020 statistics from the Ministry of Planning and Economic Development, the unemployment rate for women is more than double that of men. From this datum, we can see that the unemployment rate is high among young people in the 15-24 age group, and especially high among women, and even higher among women in both the 15-24 and 25-49 age groups. A recent World Bank report[118] cites the growing demand for labor shifted towards manual and physical tasks in the economy, and gender norms regarding work outside the home and domestic responsibilities as some of the reasons why women's employment rates remain low.

The National Council for Women (NCW) is a body that promotes the empowerment of women in Egypt, with a mandate to achieve equality between women and men in the political, economic, social and cultural spheres. In 2017, the NCW formulated the "National Strategy of Egyptian Women Empowerment 2030." The strategy, which is in line with the Constitution and Vision 2030, defines the current situation analysis, overall and detailed goals, interventions and programs to achieve the goals, and outcome indicators in four areas: (1) political empowerment and leadership, (2) economic empowerment, (3) social empowerment, and (4) protection. Outcome indicators have been defined. In this strategy, the low level of women's participation in economic activities, despite the elimination of the male-female gap in education, is addressed and an improvement plan is presented.

In addition, Equal Opportunity Units (EUs) have been established in each ministry to protect the rights of female employees and eliminate discrimination. In October 2021, the Ministry of Planning and Economic Development, NCW, the National Council for Childhood and Motherhood, and the United Nations Population Fund (UNFPA) declared the Egyptian Girl Initiative, "Investing in Girls for a Brighter Future in Egypt". Using an illustration of Noura (a symbol for an Egyptian girl), the initiative also cites the elimination of FGM and early marriage.

WHO IS NOURA?

Noura is the symbol for the Girls Assets Framework in Egypt

She stands for the need to invest in adolescent girls in Egypt to provide them with opportunities to reach their full potential.

She stands for the need to

- Eliminate harmful practices
- Achieve gender equality
- Break cycles of poverty
- Ensure her choices are informed
- Overcome gender discrimination in the labour force
- Access inclusive and equitable quality education
- Achieve financial inclusion of all
- Eliminate the digital divide
- Access quality reproductive health services

With Noura, invest in girls NOW, for a bright future of Egypt

Adolescence: A girl's critical transition

Adolescence is a tumultuous time for girls, as they physically and emotionally transition into adulthood. It is the time when the foundations for gender roles are laid within their families and communities. Social norms often deprive girls of making decisions around their lives and futures and make them more susceptible to harmful practices such as FGM and child marriage.

Making the change

Investing in an adolescent girl means investing in families, communities, and entire nations

Only when an adolescent girl is **EMPOWERED**, when her health, social, and economic **ASSETS** are built, and when she is **EDUCATED,** then she can become an agent of change for herself, her family, and her community.

Girls are the decision-makers, workers, leaders and mothers of tomorrow and investing in them can break the cycle of poverty.

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[118] World Bank (2021) Unlocking Egypt's Potential for Poverty Reduction and Inclusive Growth: Egypt Systematic Country Diagnostic Update.

7.5: JICA's Cooperation for Basic Education and Girls' Education

Based on the Egypt-Japan Educational Partnership (EJEP), announced in 2016 with the Egyptian government, the Japanese government is providing comprehensive support to the entire Egyptian education system, from pre-primary education to basic education, technical education, and higher education, through technical and financial cooperation, taking advantage of the characteristics of Japanese education[119]. Of these, JICA technical cooperation projects in the field of education that are being implemented or planned at the time of this visit are as follows:

Field	Authorities	Projects
ECD	Ministry of Social Solidarity	Project for Quality Improvement of Early Childhood Development (June 2017–October 2021), successor project (in planning)
Basic Education	MOETE	Project for Creating Environment for Quality Learning (February 2017–November 2021) Project for Enhancement and Dissemination of Tokkatsu Models (October 2021–November 2027)
Technical Education	MOETE	Project for Enhancement of Technical Secondary Education (April 2017–March 2022)
Higher Education	Ministry of Higher Education and Science Research	Egypt-Japan University of Science and Technology (E-JUST) Project Phase 3 (February 2019–January 2025)

The following is a summary of the expected goals and outcomes for each project, as well as the results of the information gathered through the field study.

(1) Project for Quality Improvement of Early Childhood Development, 2017-2021

Outline of the project (based on the preliminary evaluation table)	
Overall Goal	The quality of childcare in Egyptian nurseries will be improved through learning through play to promote the development of children.
Project Purpose	In the pilot areas, the quality of childcare in nurseries will be improved through learning through play to promote the development of children.
Outcomes	Outcome 1: Improving the ability of nursery facilitators to implement learning through play. Outcome 2: Improving the monitoring system of nurseries to ensure their quality service. Outcome 3: Improving the surrounding environment that is appropriate for implementing learning through play.
Gender	In the baseline study, the needs of girls and boys separately, the relevance and consistency with gender-related policies and systems, and the quantitative effects will be confirmed.

<The results of information collection from project stakeholders on the gender gap>
- Most of the childcare workers are women and there is no qualification system. Improving the skills and abilities of childcare workers could lead to an improvement in the status of women. Improving the skills and qualifications of childcare workers could lead to the empowerment of women, but the key point is whether Egyptian society will demand it.

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[119] Ministry of Foreign Affairs of Japan (2020) Rolling Plan for the Arab Republic of Egypt.

- The project did not collect the number of childcare workers and the number of children (by gender) in each nursery. In the targeted Delta region, no difference in the number of preschoolers between girls and boys was perceived.
- The project did not analyze the number of male and female preschoolers in the baseline or the endline study.
- Various awareness-raising activities have been conducted, but the project has not taken the approach of girls' social participation. On the other hand, the project is concerned with trying to get men to participate and communicate the importance of preschool education. The way parents treat their children in the community and at home is important, and men need to get involved in these activities from the perspective of reflecting men's intentions and considering gender norms in childcare.
- In Egypt, there are also "playing house" and "pretend play," but they might not lead to gender stereotyping. Thinking that it is important to broaden the range of play, the project created an activity booklet with 175 children's games.

(2) Project for Creating Environment for Quality Learning, 2017-2021

Outline of the project (based on the preliminary evaluation table)	
Overall Goal	Public schools in Egypt adopt the Whole Child Education (Tokkatsu+) model in their practice.
Project Purpose	Whole Child Education (Tokkatsu+) model is in operation at selected schools.
Outcomes	Outcome 1: Guiding documents/materials for introducing the Whole Child Education (Tokkatsu+) model are developed. Outcome 2: Officials, Principals and Teachers become capable of putting the Whole Child Education (Tokkatsu+) model into practice. Outcome 3: System to disseminate the Whole Child Education (Tokkatsu+) model from new to existing schools is piloted. Outcome 4: Lessons learned and suggestions drawn through the implementation of the Tokkatsu+ Training and Certifying System (TTCS) pilot project are compiled and a proposal for TTCS is formulated.
Gender	In the baseline study, the needs of women and men separately, the relevance and consistency with gender-related policies and systems, and the quantitative effects will be confirmed.

<Results of information collection from project stakeholders on the gender gap>
- The total number of students in the 43 EJS schools for the 2020/21 school year was 3225 girls and 4608 boys, with girls accounting for 41.2% of the total.
- There is no separate quota for girls and boys in terms of enrollment. To enroll their children, parents must apply online and then be interviewed at each school (there are no exams or lotteries). The overall ratio of applicants to enrollment quota is said to be 13 times[120]. However, since the schools are spread all over Egypt, the ratio varies from school to school.
- EJS is a public school, but it charges tuition. In the first year (2018/19), the annual fee was 8,000 EGP (about 60,000 yen), but in 2021/22, it will be 15,600 EGP (about 110,000 yen), which is high for a public school. There are scholarships for the poor and the families of wounded warriors, but there are no scholarships specifically for girls.
- Of the 47 EJS schools (2021/22 academic year), principals were male in 24 schools and female in 23 schools, for a female ratio of 49%.
- In Egypt, girls and boys are generally separated starting from secondary school, but the EJS (currently KG to grade 4) plans to have coeducation for girls and boys even at the secondary level.
- In Tokkatsu, girls and boys are expected to participate and collaborate equally. Special activities promote class cooperation without any segregation of girls and boys. For example, in most of the

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[120] Yomiuri Shimbun (newspaper), January 26, 2021.

EJS, there are basically pairs of girls and boys doing the "day shift." The girls and boys cooperate with each other to serve as MCs at morning and return meetings, help with handouts, and so on.

- However, Tokkatsu does not have any activities that are directly gender themed. Projects are also framed in class meetings and classroom guidance, but the theme is left to the school or class. As a policy, we do not specify or impose themes from the project or from outside, and we place importance on the awareness and initiative of students and teachers themselves.
- (Do you cover gender-sensitive behavior in teacher training and parent meetings? What is your plan?) During the training, we have noticed that participants naturally sit in separate groups for girls and boys, but we have not intervened or addressed this issue. We feel that if people are okay with it as a social convention and custom, and there is no problem with it, there is no need to change it. We have not conducted any training on gender issues.

(3) Project for Enhancement of Technical Secondary Education, 2017-2022 (planned)

Outline of the project (based on the preliminary evaluation table)	
Overall Goal	The model activities for technical secondary schools that introduce Japanese-style technical education are disseminated in Egypt.
Project Purpose	The model activities for technical secondary schools that introduce Japanese-style technical education are established at pilot schools and a new model school.
Outcomes	Outcome 1: School management at pilot schools is improved through introducing Japanese-style school management systems. Outcome 2: Students acquire basic hard skills and soft skills through introducing improved practical lessons at pilot schools. Outcome 3: Local companies and pilot schools are cooperating with each other. Outcome 4: New model schools that introduce Japanese-style technical education are in operation.
Gender	Not specified

<Results of information collection from project stakeholders on the gender gap>

- A total of six schools were targeted: four existing technical high schools (three in Port Said are girls' schools and the high school in Obour is coed) and two new model schools (boys' schools) in Kesna and Dayab Negm.
- The outcomes of the interventions vary from school to school. It is more pronounced in the new model schools. The improvement targets are based on four items: production of products according to requirements, safe behavior, 3S (Seiri Seiton Seisou), and time management. There is no difference in the results between male and female students.
- About 30% of the students want to get a job after graduation, while some want to go on to higher education (technical junior college) and some girls dream of marriage. More boys than girls want to find a job, and their parents expect them to do so.
- Our partner companies have a clear preference for girls in the electronics department and boys in the mechanical department based on the type of work the graduates are looking for and the type of work the companies perform. For example, companies have a policy of hiring women for positions that require manual dexterity and men for factories that require heavy work and shifts. In addition to the company's policy based on Egyptian social norms and stereotypes, not due to labor laws, there is no other way but to choose one or the other in a class structure without coeducation for women and men.
- In the baseline and endline study, we did not analyze the data by gender, but by school and department.
- (At the time of planning, was there any suggestion to include activities targeting girls, who have higher unemployment rates, or to include gender indicators in the performance indicators?) There is no perspective of supporting women's employment, but rather the use of Japanese-style technical education to produce human resources for industry in cooperation with companies. In addition, except for one school, the target schools are divided into boys' and girls' schools, so I don't think this point is applicable.

- (In response to the question, "If ODA supports technical secondary schools and Japanese companies hire graduates, can't JICA negotiate with the companies about the ratio of girls to boys at the time of hiring?") Companies partner with the Ministry of Education, and JICA projects partner with the Ministry of Education. In other words, there is no direct link between the companies and the JICA projects. It is just a collaboration. In addition, as mentioned above, there is no choice but to choose between male and female students in a class of several dozen students. Sumitomo Wiring Systems and Unicharm's dual education program with the Ministry of Education is also renewable every year, and the companies have the right to quit the program after one year if they want to.

（4） **Egypt-Japan University of Science and Technology (E-JUST) Project Phase 3, 2019-2025 (planned)**

Outline of the project (based on the preliminary evaluation table)	
Overall Goal	The industrial, scientific and technological human resources produced by E-JUST will contribute to the development of the higher education sector and industry in the Middle East and Africa region.
Project Purpose	To establish E-JUST as one of the top research universities in Egypt.
Outcomes	Outcome 1: E-JUST independently operates the undergraduate and postgraduate programs at the Faculty of Engineering (FoE) and sustainably provides quality research and education in a consistent manner. Outcome 2: E-JUST expands and independently operates the undergraduate and postgraduate programs of the Faculty of International Business and Humanities (FIBH), and sustainably provides quality research and education. Outcome 3: E-JUST can provide liberal arts education to all students, staff and communities. Outcome 4: Networks between E-JUST and higher education institutions, industry and local communities within and outside Egypt are strengthened. Outcome 5: E-JUST is managed with governance capacity as a top-level research university in Egypt.
Gender	GI(S) Gender Activities Integration Project: E-JUST has been promoting the enrollment of female students in the graduate school of engineering through the establishment of nursery schools, etc., and these students account for 27.9% of the total enrollment. In this project, E-JUST will continue to aim to increase the number of female faculty members and students through university management from a gender perspective.

<Results of information collection from project stakeholders on the gender gap>
(For opinions on gender equality other than the current status of E-JUST, the respondent is listed in parentheses.)

- In E-JUST, the first batch of undergraduate engineering students will graduate next year, and employment opportunities are still unknown.
- For the past four years, GTZ and the Goethe-Institut have been running a pro-girls program to encourage and support female secondary school students whose second language is German to study STEM. Due in part to these efforts, the interest of girls in science and engineering is gradually increasing (Dean Mona).
- In 2021/22, there were 3,720 undergraduate applicants, 1,441 successful applicants, and 1,131 admitted students. Of the admitted students, 75% took the Thanaweya Amma and 18% were STEM secondary school graduates. In the engineering department, the percentage was 48% and 38%, with a high percentage coming from STEM secondary schools.
- Of the 1,131 students admitted this year, 435 were female, a percentage of 38%. The percentage of women per faculty was 25% in engineering, 36% in computer science and information technology,

44% in international business and humanities, 65% in pharmacy, and 70% in sustainable architecture. Compared to the previous year, the percentage of women has increased.

- About half of the enrolled students received scholarships, while 73 students received full scholarships, which is 6.5% of the total.
- (Regarding the low percentage of female faculty members at E-JUST [22%]) The humanities program has just begun, and about 90% of the 70 faculty members are from the Faculty of Science and Engineering, and many are male. Although there are many women in administrative positions, the fact that the school is located in the suburbs, an hour's drive from Alexandria City, may have something to do with the low number of female faculty members.
- About a year ago, I founded the Gender Unit with six women and two men with the aim of achieving gender equality. We first conducted an awareness study of faculty members and students, and from the results it became clear that we needed to raise awareness, so we have been conducting various educational activities.
- Although it is not a serious social problem, there is a disparity between women and men in employment. In the past, it was taken for granted that a woman's "job" was to take care of the home. Even today, there are women who do not want to work after graduating from university, choosing to raise their families and children. In Cairo and Alexandria, such values have rapidly changed, partly due to European influences. Today, the idea that both women and men can work and take care of the household is widespread. It is possible to reduce the gap between men and women in employment by improving the quality of education and creating an environment where women can also acquire appropriate skills and abilities. (Dean Mona)

7.6: Proposal for JICA's Cooperation: Direction and Activities

As mentioned above, based on the results of interviews with the government, donors and school officials through the field study, the elimination of gender disparities in opportunities for basic education (especially at the primary education level) has made considerable progress in Egypt and cannot be considered a priority issue. The completion rate of primary education is also high for both girls and boys, and there is no clear trend of girls achieving less than boys in learning outcomes. Efforts are also being made to ensure that textbooks are gender sensitive. In terms of gender considerations in the classroom process, we were not able to identify any problems in the schools we visited. The number of female and male students by school type—including girls' schools, boys' schools, general schools, and language schools—was not available from the central government's public statistics. Based on information limited to the areas visited, it is not possible to say that girls are necessarily at a disadvantage, although some differences between girls and boys by school and selection may be apparent. The same is true for higher education, but gender differences in economic activity are more pronounced.

We did not find enough information on the impact of the COVID crisis on learning, such as school closures and reduced class hours, to generalize that girls were more disadvantaged. Although there is information that women tend to have less access to ICT such as cell phones and computers, this does not necessarily mean that girls were disadvantaged in learning by the COVID crisis. However, this study has the limitation that the field visits were limited to a few areas, and we were not able to confirm information on gender differences in more rural and impoverished areas.

Based on the above findings of this study, Egypt is not a high priority country in terms of the necessity and urgency of JICA's cooperation over the next five years towards SDG 4.1. This is because the primary completion rate is already high for both girls and boys among the common outcome indicators of STEPS-G presented in Chapter 4. On the other hand, another common outcome indicator, math proficiency, is not necessarily achieved by both girls and boys, and we believe that cooperation to improve learning remains highly relevant.

In Egypt, several JICA cooperative projects had been implemented or planned before the COVID pandemic, including support for the establishment and operation of public schools (EJS) that take

advantage of Japanese educational features. Although these JICA projects are expected to contribute to the improvement of learning in Egypt, there is a lack of information on gender considerations. For example, statistics on the number of female and male students applying and enrolling in EJS have not been made public so far. To ensure that girls are not disadvantaged in public schools with such characteristics, we propose that the Egyptian government continue to check and visualize this information[121]. Specifically, we propose that the Japanese approach to education, including gender considerations, be shared with governments and development partners in other countries, as shown in the box below.

(1) Project for Enhancement and Dissemination of Tokkatsu Models

> (i) Development and analysis of data by gender: The number of students, number of teachers, attendance, learning status (results of math mini-tests/drills), etc. for each EJS will be collected by gender to check for gender disparities.
> (ii) Admission and advancement requirements: If necessary, take gender measures (admission requirements, school fees, scholarships, etc.).
> (iii) Workshops on gender considerations: In collaboration with UNICEF and other organizations, conduct workshops and training sessions on gender considerations for PMU, Tokkatsu officers, teachers, and others to prevent the reproduction of stereotypical gender views in the implementation and support of Tokkatsu. In particular, we will analyze the need to pay attention to students' own physical and mental growth as they move into upper grades and preparatory school, as well as to the words and actions of the adults around them, such as parents and teachers.
> (iv) Public Relations: In public relations activities to promote Mini-Tokkatsu to general schools, aim to promote mutual understanding and social inclusion, including gender, through class meetings and diaries. Promote dissemination of shared experiences within Japan and to other countries (including Muslim countries) regarding leadership development of girls in coeducational schools from primary school onwards.

Regarding (1) above, we believe that it is technically possible to collect school information using the free smartphone application Epicollect, which is already in use for Tokkatsu monitoring. What is important is that not only the technical pro-team but also the Egyptian side (especially the project management unit) understands the necessity of collecting information by gender and that the format of information collection should be gender specific.

In addition, the EJS is expected to be extended to preparatory schools in the coming six years, and it is desirable to consider ways to contribute to gender equality in economic and social activities, keeping in mind the subsectors that Japan will cooperate with in the career paths and career counseling of students who graduate from the EJS.

EJEP: Japan's cooperation (colored sub-sectors)

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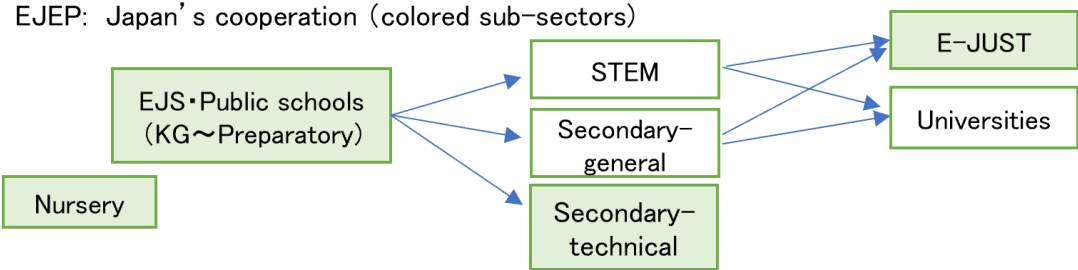
[121] Some of the recommendations overlap with those listed in JICA (2018) Country Gender Profile (Arab Republic of Egypt) Survey Report.

(2) Project for Quality Improvement of Early Childhood Development Phase2

① Construction of data by gender: In the baseline study, the number of children and teachers by gender in the target nursery schools will be collected.

② Women's empowerment: The empowerment of women and the improvement of women's working conditions through the improvement of the skills and abilities of childcare workers will be clearly stated as one of the project initiatives.

③ Workshops on gender considerations: In collaboration with UNICEF and other organizations, workshops and training sessions on gender considerations will be held for childcare workers, parents and others to prevent the replay of stereotyped views of gender when interacting with children.

④ Activity Booklet: Distribute the Activity Booklet created in Phase 1 and provide training on how to use it to contribute to improving the quality of preschool education.

Attachment 7.1: List of Interviewees and Places Visited [Egypt]

Classification	Target
Government body (agency)	・ Director, General Education Sector, Ministry of Education and Technical Education (MOETE) ・ Advisor to the Minister for International Cooperation, MOETE ・ Center for Curriculum and Instructional Materials Development (CCIMD) ・ Professional Academy for Teacher (PAT)
Donor	・ World Bank ・ UNICEF ・ USAID ・ EU
Local administration	・ Giza Governorate Education Office ・ Alexandria Governorate Education Office
School	・ Primary school (3): Giza urban area and low-income neighborhoods, EJS in the suburb of Alexandria ・ Preparatory school (1): Girls' preparatory school in the suburb of Alexandria ・ Secondary School (3): Girls' general secondary school in the city of Alexandria co-ed STEM secondary school in the suburbs of Alexandria girls' technical secondary school in Cairo. ・ University (1): E-JUST outside of Alexandria
Female student	Primary school students (8), preparatory school students (4), secondary school students (12), university students (3)
JICA	・ JICA Egypt Office ・ ECD technical cooperation (TC) Expert ・ Tokkatsu TC Expert ・ Technical education TC Expert ・ E-JUST TC Expert

Attachment 7.2: List of Main Reference [Egypt].

1: Egyptian Government Web Site
• Ministry of Education
  (https://moe.gov.eg/en)
• Ministry of Social Solidarity
  (https://www.moss.gov.eg)
• Central Agency for Public Mobilization and Statistics (CAPMAS)
  (https://www.capmas.gov.eg/)

2: Donor
• World Bank. Supporting Egypt Education Reform Project (https://projects.worldbank.org/en/projects-operations/project-detail/P157809)
• World Bank. AF-Supporting Egypt Education Reform (pipeline as of December 2021).
   (https://projects.worldbank.org/en/projects-operations/project-detail/P173072)
• World Bank. Egypt Higher Education for Economic Transformation Project (pipeline as of December 2021)(https://projects.worldbank.org/en/projects-operations/project-detail/P178101)
• World Bank (2021) Unlocking Egypt's Potential for Poverty Reduction and Inclusive Growth : Egypt Systematic Country Diagnostic Update.
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  (https://www.unicef.org/egypt/reports/policy-action)
• USAID. Basic Education in Egypt (https://www.usaid.gov/egypt/basic-education)

3. JICA Project ODA Visualization Website
• Egypt: Project for Quality Improvement of Early Childhood Development
  (https://www.jica.go.jp/oda/project/1600483/index.html)
• Egypt: Project for Creating Environment for Quality Learning
  (https://www.jica.go.jp/oda/project/1502827/index.html)
• Egypt-Japan University of Science and Technology (E-JUST) Project Phase 3
  (https://www.jica.go.jp/oda/project/1800270/index.html)

Attachment 7.3: Primary Education Curriculum [Egypt]

Subjects and number of weekly sessions per grade level in the curriculum

subject	KG	G1	G2	G3	G4
Welcome Students (breakfast and preparation)	5				
Multi-disciplinary (including Music and Art)	4.5	6	6	6	
Windows (Arabic)	4	5.5	5.5	5.5	
Windows (Math)	2.5	4	4	4	
English	2	4	4	4	2
English (Connect Plus) for Language Schools[122]	1	1	1	1	2
Religion	1	1	1	1	1
Physical Education (PE)	1	1	1	1	1
Tokkatsu		0.5	0.5	0.5	0.5
Arabic					5
Math					3
Science					2
Social Studies					1.5
ICT					1
Career Skills					1
Values and Respect Others (VRO)[123]		0.5	0.5	0.5	0.5
Art					1
Activities (music, library, theatre, etc.)					0.5
Total	20	22.5	22.5	22.5	20

(Source) Periodic Book 5, September 28, 2020, Education Ordinance No. 133, 2021921date.
(Note) The number of class sessions is shown. 1 session is 90minutes.

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[122] Applies to public and private language schools only. Not included in the total number of sessions.
[123] It was newly added in 2021/22. It was not included as a subject until the previous year, and 0.5 session is moved to VRO from 6 Arabic sessions in G1-3.

Appendix A1: Supplemental Information for the STEPS Outcome Indicators "10 Basic Mathematical Skills" (Provisional Proposal)

This section provides an overview of the Global Proficiency Framework (GPF) for Mathematics, which was referred to in the discussion of Table 3.2 (STEPS Outcome Indicators: 10 Basic Mathematics Skills [Provisional Proposal]) in this report, as well as the selection criteria and limitations.

(1) Overview of GPF for Mathematics

The GPF for Mathematics was developed by the Global Alliance to Monitor Learning (GAML), an international task force to monitor the progress of education SDG 4. It targets grades 1-9 as primary and early secondary education levels according to SDG 4.1.1. There are PDF and Excel versions on the GALM website. Although some of the contents (e.g., numbering) are different, the PDF version[124] (120 pages) published in December 2020 was used as the main reference in this study.

As shown in Table A1.1, the GPF for Mathematics provides a framework for the gradual acquisition of the Key Knowledge and Skills that make up Construct and Subconstruct in each of the five Domains.

Table A1.1: Overall structure of GPF for Mathematics

Domain	1: Construct	2: Subconstruct	3: Knowledge or Skill	4: Knowledge or Skills by Grade								
				G1	G2	G3	G4	G5	G6	G7	G8	G9
Number and Operations	6	17	42	6	9	11	18	23	26	24	15	4
Measurement	3	5	20	4	6	5	8	9	5	8	8	7
Geometry	3	3	19	5	6	9	7	5	8	9	9	7
Statistics and probability	2	4	14	1	1	1	4	4	5	6	7	7
Algebra	3	6	19	1	3	4	5	6	7	10	10	10
TOTAL	17	35	114	17	25	30	42	47	51	57	49	35

(Source) Prepared using the information in the GPF for Mathematics.

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[124] http://gaml.uis.unesco.org/wp-content/uploads/sites/2/2021/03/Global-Proficiency-Framework-Math.pdf

The minimum level of proficiency for each grade in Knowledge or Skill is presented as "Descriptors for the Three Highest Proficiency". In addition, as shown in Table A1-2, the proficiency levels for each Knowledge or Skill are divided into four levels, and the top three levels are "Partially Meets Global Minimum Proficiency" ⇒ "Meets Global Minimum Proficiency"⇒ "Exceeds Global Minimum Proficiency."

Table A1.2: GPF for Math, TABLE 5: DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MIMIMUM PROFICIENCY LEVELS"(A part)

GRADE 2: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
N: NUMBER AND OPERATIONS		
N1: WHOLE NUMBERS		
N1.1: Identify and count in whole numbers, and identify their relative magnitude		
N1.1.1a_P Count in whole numbers up to 30.	N1.1.1a_M Count in whole numbers up to 100.	N1.1.1a_E Count backwards from 20.
N1.1.1b_P Read and write whole numbers up to 30 in words and in numerals.	N1.1.1b_M Read and write whole numbers up to 100 in words and in numerals.	N1.1.1b_E N/A
N1.1.2_P Compare and order whole numbers up to 30.	N1.1.2_M Compare and order whole numbers up to 100.	N1.1.2_E N/A
N1.1.3_P N/A	N1.1.3_M Skip count forward by twos or tens.	N1.1.3_E Skip count backwards by tens.
N1.2: Represent whole numbers in equivalent ways		
N1.2.1_P Identify and represent the equivalence between whole quantities up to 10 represented as objects, pictures, and numerals *(e.g., when given a picture of 10 objects and other pictures of various numbers of objects, select the picture that has the same number of objects; associate a numeral with the appropriate number of objects).*	N1.2.1_M Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals *(e.g., when given a picture of 30 flowers, identify the picture that has the number of butterflies that would be needed for each flower to have a butterfly; given a picture of 19 shapes, draw 19 more shapes).*	N1.2.1_E N/A
N1.2.2_P N/A	N1.2.2_M N/A	N1.2.2_E Use place-value concepts for tens and ones *(e.g., compose or decompose a two-digit whole number using a number sentence such as 35 = 3 tens and 5 ones, 35 = 30 + 5, or using number bonds, determine the value of a digit in the tens and ones place).*

(2) Selection criteria, methods, and limitations of the tentative proposal for "10 Basic Mathematical Skills"

<Selection criteria and methods>
- We selected items from the GPF's "Number and Operations" up to Grade 3 as basic skills for future learning.
- We referred to internationally widely used assessments (TIMSS, EGMA[125]), mathematics tests (ASER and AQAL[126] tests) conducted with the support of JICA and other donors in Pakistan, the case study country of this study (also a focus country of JICA's Global Agenda "Education Cluster that Leaves No One Behind"), and the opinions of JICA's mathematics experts.
- Various ways of answering the questions (print, mini-blackboard, notebook, tablet, etc.) according to the environment of the children were kept in mind, and the ease of answering the questions was also taken into consideration.
- To make it easier for Japanese experts in educational cooperation (including not only mathematics experts but also school administration experts, educational policy advisors, gender experts, etc.) to understand and survey the academic performance of children in the target areas with their counterparts, we also referred to the "Tokyo Basic Drill" questions prepared by the Tokyo Metropolitan Board of Education in accordance with the Japanese elementary school curriculum guidelines as a case study.

Overview of Tokyo Basic Drill math drills

These drills are designed to help students acquire basic learning content for the first grade of primary schools through the first grade of junior high schools (equivalent to grades 1 through 7). (1) Questions, (2) answers, (3) explanations, and (4) diagnostic sheets (3 patterns) can be downloaded free of charge from the Tokyo Metropolitan Board of Education's website for each grade and after each unit. The electronic version is available for download free of charge to anyone. The "electronic version" allows users to answer and grade the questions using a computer, tablet, etc. (https://www.kyoiku.metro.tokyo.lg.jp/school/study_material/improvement/tokyo_basic_drill/about.html)
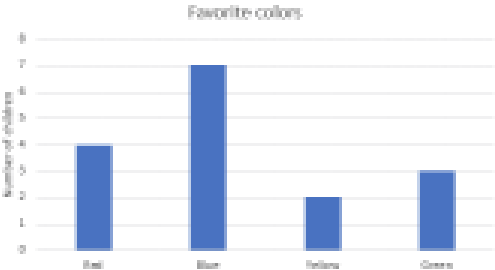

<Limitations>
- This is not a tool for diagnosing detailed learning steps, such as how an individual solves a problem and where he or she stumbles. It is not possible to determine whether an individual is able to carry out the addition of up to 100 solutions or whether he or she has found the answer in a different way. The scope and level of such diagnostic tools and basic items may vary depending on the purpose of the project, but this proposal is only intended to be applicable to most basic education projects (including school construction).

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[125] As indicated by GAML's "Mapping of SDG Indicators in Learning Assessments" (https://gaml.uis.unesco.org/dashboard/), there is a list of various other assessments, but we focused on TIMSS and EGMA, which have been administered to children in the primary stage of education in the case study country of Pakistan.
[126] ASER stands for "Annual Status of Education Report" and indicates the "Advancing Quality Alternative Learning Project" with JICA's technical cooperation. For more details, please refer to the case study of Pakistan in the Final Report for Girls' Education.

(3) "10 Basic Skills for Math" and "GPF for Mathematics"

No	10 Basic Skills for Math	GPF for Mathematics
1	Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals**	【G2: N1.2.1_M】 Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals (e.g., when given a picture of 30 flowers, identify the picture that has the number of butterflies that would be needed for each flower to have a butterfly; given a picture of 19 shapes, draw 19 more shapes).
2	Compare and order whole numbers up to 100	【G2: N1.1.2_M】 Compare and order whole numbers up to 100.
3	Add within 100 (with and without regrouping)	【G3: N1.3.4_M (addition part)】 Demonstrate fluency with addition and subtraction within 20 and add and subtract within 100 (*i.e., where the sum or minuend does not surpass 100*), with and without regrouping, and represent these operations with objects, pictures, or symbols (*e.g., 32 + 59; solve an addition or subtraction problem presented by images of bundles of tens and ones; use number lines or skips on a hundreds grid to reason through or solve addition and subtraction problems*).
4	Subtract within 100 (with and without regrouping)	【G3: N1.3.4_M (subtraction part)】 Demonstrate fluency with addition and subtraction within 20 and add and subtract within 100 (*i.e., where the sum or minuend does not surpass 100*), with and without regrouping, and represent these operations with objects, pictures, or symbols (*e.g., 32 + 59; solve an addition or subtraction problem presented by images of bundles of tens and ones; use number lines or skips on a hundreds grid to reason through or solve addition and subtraction problems*).
5	Multiply within 100 (up to 10 x 10)	【G3: N1.3.3_M】 Multiply and divide within 100 (*i.e., up to 10 x 10 and 100 ÷ 10, without a remainder*), and represent these operations with objects, pictures, or symbols (*e.g., 72 ÷ 8; 6 x 9; solve multiplication problems by using a rectangular array or by repeating groups of the same number of objects; solve division problems by dividing a group of objects into a given number of equal groupings*).
6	Divide within 100 (no remainder, up to 100 ÷ 10)	【G3: N1.3.3_M】 Multiply and divide within 100 (*i.e., up to 10 x 10 and 100 ÷ 10, without a remainder*), and represent these operations with objects, pictures, or symbols (*e.g., 72 ÷ 8; 6 x 9; solve multiplication problems by using a rectangular array or by repeating groups of the same number of objects; solve division problems by dividing a group of objects into a given number of equal groupings*).
7	Identify unit fractions with denominators up to 12	【G3: N2.1.1_M】 Identify unit fractions with denominators up to 12 (*e.g., 1/5; 1/7; 1/8; 1/10*) represented as objects or pictures (as part of a whole or part of a set) in fractional notation (*e.g., shade 1/5 of this shape; indicate 1/6 of these objects when arranged in a 3 x 6 array*).

8	Tell time using an analog clock to the nearest half hour.	【G3: M2.1.2_M】 Tell time using an analog clock to the nearest half hour.
9	Compare between categories of bar graph with up to four categories and a single-unit scale	【G2: S1.1.2_M】 Compare between categories of a tally chart, bar graph, or pictograph with up to four categories and a single-unit scale, using terms such as more than or less than (*e.g., Which color was chosen less often than green on this bar graph?*).
10	Recognize when a two-dimensional shape has been rotated or reflected**	【G2: G1.1.9_M】 Recognize when a two-dimensional shape has been rotated or reflected (*e.g., when shown a number of shapes, identify those that are the same, even when some are rotated or reflected*).

(4) Examples of math problems to measure the "10 Basic Mathematical Skills"

The following are examples of mathematical problems to measure the 10 basic skills. These examples are taken from EGMA and TIMSS (which are used internationally), assessments conducted for Pakistan (this survey's case country), and a workbook that follows the Japanese official guideline for teachers. If there was no particular example of a problem, it was left blank. There are some example problems marked "Advanced." If a student is able to correctly answer a problem marked "Advanced," it is assumed that the student has mastered the basic skills in question.

It should be cautioned that these examples are based on information collected within the limited scope of this survey and are not a compilation of the many mathematics problem collections.

Example math questions from widely used assessment tools (EGMA, TIMSS)	Example math questions from assessments conducted in Pakistan (AQAL and ASER)	Example math questions from a workbook (Tokyo Basic Drill) that follows the Japanese official guidelines for teachers.
Basic Math Skill 1: "Reading and writing numbers from 1 to 30" [G2: N1.2.1_M].		
	Ex1: AQAL Entry Assessment	

Basic Math Skill 2: Compare and order whole numbers up to 100 [G2: N1.1.2_M]		
Ex1: EGMA Look at these numbers. Tell me which number is bigger? [Repeat for each item] (✓) 1 = Correct. (✓) 0 = Incorrect or no response. <table><tr><td>7</td><td>5</td><td>*7*</td><td>1</td><td>0</td></tr><tr><td>11</td><td>24</td><td>*24*</td><td>1</td><td>0</td></tr><tr><td>39</td><td>23</td><td>*39*</td><td>1</td><td>0</td></tr><tr><td>58</td><td>49</td><td>*58*</td><td>1</td><td>0</td></tr><tr><td>65</td><td>67</td><td>*67*</td><td>1</td><td>0</td></tr></table> Ex2: EMGA **Task 3: Missing number**　　📖 C2 & C3 Here are some more numbers. [Point to the box] What number goes here? [Repeat for each item] (✓) 1 = Correct. (✓) 0 = Incorrect or no response. 1 | 5	6	7	(8)		1	0 | 2 | 14	15	(16)	17		1	0 | 3 | 20	(30)	40	50		1	0 | Ex-advanced1 （100 以上 3 桁の問題) :TIMSS (2019, Less difficult) MN11055 : ORDER 3-DIGIT NUMBERS FROM SMALLEST TO LARGEST	Ex1: AQAL Package A-Endline Assessment (نمبر10)　سوال نمبر2: درج ذیل اعداد کو درست ترتیب سے لکھیں۔ درست ترتیب　　　　　　اعداد _____　0,5,6,7,4,3,1,8,2,9　1 _____　60,52,55,57,59,54,51,58,53,56　2 <table><tr><td></td><td></td><td>55</td><td></td><td></td><td>60</td></tr><tr><td>61</td><td></td><td></td><td></td><td>68</td><td></td></tr><tr><td></td><td>72</td><td></td><td>76</td><td></td><td>80</td></tr><tr><td></td><td></td><td>84</td><td></td><td>89</td><td></td></tr><tr><td>91</td><td></td><td>95</td><td></td><td>98</td><td></td></tr></table>	

Basic Math Skill 3: Add within 100 (with and without regrouping) [G3: N1.3.4_M(addition)]

Ex1（with regrouping）：TIMSS 2019 – Less difficult MN11017 : 47 + 25 = (1)

Ex2(with/without regrouping): EGRA

1 + 3 = (4)	7 + 8 = (15)
2 + 3 = (5)	4 + 7 = (11)
6 + 2 = (8)	7 + 5 = (12)
4 + 5 = (9)	8 + 6 = (14)
3 + 3 = (6)	9 + 8 = (17)
8 + 1 = (9)	6 + 7 = (13)
7 + 3 = (10)	8 + 8 = (16)
3+ 9 = (12)	8 + 5 = (13)
2 + 8 = (10)	10 + 2 = (12)
9 + 3 = (12)	8 + 10 = (18)

13 + 6 = (19)   [1] [0]

18 + 7 = (25)   [1] [0]

12 + 14 = (26)   [1] [0]

22 + 37 = (59)   [1] [0]

38 + 26 = (64)   [1] [0]

The child: [ ] used fingers/tick marks,
             [ ] used paper & pencil,
             [ ] solved the problem(s) in his/her head

Ex1(without regrouping)：AQAL-Package A Endline Assessment

76 + 22 = [ ].

Ex2（with regrouping）：AQAL-Package B Midline Assessment

سوال نمبر 5: دئیے گئے سوالات حل کریں؟

(10)

11	44
+ 9	+ 48

Ex1(without regrouping)：G1: A-2

[2] けいさんを しましょう。

① 3 + 5 = 8
  G1: N1.3.1 _M

② 6 + 9 = 1 5
  G2: N1.3.1 _M

③ 7 0 + 2 0 = 9 0
  G3: N1.3.1 _P

④ 8 0 + 4 = 8 4
  G3: N1.3.1 _ P

⑤ 5 6 + 3 = 5 9
  G3: N1.3.1 _ P

⑥ 9 2 + 7 = 9 9
  G3: N1.3.1 _P

Ex2（繰上りあり）：G2: A-3

[3] 計算をしましょう。

① 34 + 18 = 52   G3: N1.3.1 _P

② 68 + 51 = 119   G4: N1.3.1 _M

③ 23 + 89 = 112   G4: N1.3.1 _M

④ 8 + 94 = 102   G4: N1.3.1 _M

Basic Math Skill 4: Subtract within 100 (with and without regrouping) [G3: N1.3.4_M(subtraction)]		
Ex-1(without regrouping)：EGMA	Ex-1(without regrouping):AQAL-Entry Assessment	Ex-1(without regrouping):G1-A-3

Column 1 (EGMA Ex-1):

4 – 3 = (1)	15 – 8 = (7)
5 – 3 = (2)	11 – 7 = (4)
8 – 2 = (6)	12 – 5 = (7)
9 – 5 = (4)	14 – 6 = (8)
6 – 3 = (3)	17 – 8 = (9)
9 – 1 = (8)	13 – 7 = (6)
10 – 3 = (7)	16 – 8 = (8)
12 – 9 = (3)	13 – 5 = (8)
10 – 8 = (2)	12 – 2 = (10)
12 – 3 = (9)	18 – 10 = (8)

Ex2（with regrouping）：EGMA

19 – 6 = (13) [1] [0]

25 – 7 = (18) [1] [0]

26 – 14 = (12) [1] [0]

59 – 37 = (22) [1] [0]

64 – 26 = (38) [1] [0]

The child: [ ] used fingers/tick marks,
[ ] used paper & pencil,
[ ] solved the problem(s) in his/her head

Ex-Advanced（*発展問題*：引かれる数が 100 を超える）：TIMSS **2019 (G4, Less difficult)**
MN11019: 482 – 27 = (C)

Column 2 (AQAL / ASER):

8 – 2 = [   ]

Ex-2（with/without regrouping）：ASER

Subtraction

85   67
- 23 - 29
_____

73
- 47

85
- 67

38   90
- 12 - 39

Column 3 (G1-A-3):

3 けいさんを しましょう。

① 9 − 2 = 7
G1: N1.3.1_M

② 1 0 − 8 = 2
G1: N1.3.1_M

③ 1 3 − 7 = 6
G2: N1.3.1_M

④ 9 0 − 4 0 = 5 0
G3: N1.3.1_P

⑤ 8 6 − 6 = 8 0
G3: N1.3.1_P

⑥ 7 6 − 5 = 7 1
G3: N1.3.1_P

Ex-2（with regrouping）:G2-A-4

4 計算をしましょう。

① 47 − 39 = 8   G3: N1.3.1_P

Basic Math Skill 5: Multiply within 100 (up to 10 x 10) [**G3**: N1.3.3_M]		
Ex-advanced1 文章問題(N.1.4.1)：EGMA Problem 6 • There are 5 seats on a bus. [*pause and check*] There are 2 children on each seat. [*pause and check*] How many children are on the bus altogether? Ex-advanced2 *発展問題* (100 を超えている) TIMSS2019 (G4, Less difficult) MN11056: 7 X 52 = (C) MN11136: 5 X 25 = (1) MN11212: 512 X 3 = (1) MP61273: 27 X 43 = (D)	Ex-advanced 1: AQAL-Package B Endline Assessment (5) .i 195 242 x2 x 7 G5: N1.3.3_M	Ex 1: G2-A-5 5 計算をしましょう。 ① 2×7＝14 ② 3×4＝12 G3: N1.33_M G3:N1.3.3_M ③ 4×7＝28 ④ 5×9＝45 G3: N1.3.3_M G3:N1.3.3_M ⑤ 6×3＝18 ⑥ 7×8＝56 G3: N1.3.3_M G3:N1.3.3_M ⑦ 8×8＝64 ⑧ 9×6＝54 G3:N1.3.3_M G3:N1.3.3_M ⑨ 8×3＝24 ⑩ 9×2＝18 G3:N1.3.3_M G3:N1.3.3_M

116

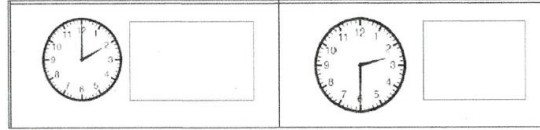| Basic Math Skill 6: Divide within 100 (no remainder, up to 100 ÷ 10) [G3: N1.3.3_M]		
Ex-advanced1（word problem）:EGMA Problem 5 ☞ There are 12 toffees. [*pause and check*] 4 children share the toffees equally. [*pause and* How many toffees does each child get? Ex-advanced2（あまりのある割り算）: TIMSS2019(G4, Less difficult) MN11134: 23 DIVIDED BY 4 (B) MN21067: 23/5 = (B)	Ex1: AQAL-Package B Endline Assessment 8 〉72　　　4 〉96 Ex2: ASER Division _____ 5)35 6)72 3)15 2)40	Ex-advanced1 (with remainder）: G3-A-5 ⑤ 計算をしましょう。（あまりあり） 5 6 ÷ 6 = 9 あまり 2 G6: N1.3.3_M
Basic Math Skill 7: Identify unit fractions with denominators up to 12 [G3: N2.1.1_M]		
Ex1: TIMSS2019(G4, Less difficult) MN11032: IDENTIFY THE PICTURE WITH 1/4 OF STARS SHADED (D)		Ex1: G2-A-2 ② $\frac{1}{2}$、$\frac{1}{3}$、$\frac{1}{4}$ の大きさに色をぬり ましょう。(れい) ① $\frac{1}{2}$　② $\frac{1}{3}$ G3:N2.1.1_M　　G3:N2.1.1_M ③ $\frac{1}{4}$ G3:N2.1.1_M

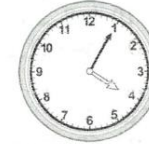| Basic Math Skill 8: Tell time using an analog clock to the nearest half hour [G4: M2.1.2_M]		
	Ex1: AQAL-Package A Midterm assessment Ex-advanced1（分刻み）：ASER Q1: What is the time in this clock? 	Ex-advanced1（per minute：G2-A-7） 7 なんじなんぷんでしょう。 ① G4: M2.1.2_M 2 じ 45 ふん ② G4:M2.1.2_M 4 じ 5 ふん ③ G4:M2.1.2_M 11 じ 55 ふん
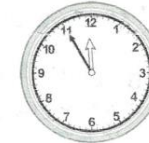
Basic Math Skill 9: Compare between categories of bar graph with up to four categories and a single-unit scale [G3: S1.1.2_M]		
		Ex-advanced 1：G2-A-11

11 すきなくだものをしらべました。ひょうやグラフにせいりしましょう。

リンゴ	リンゴ	ミカン	イチゴ	リンゴ	イチゴ
リンゴ	ミカン	メロン	リンゴ	リンゴ	イチゴ
イチゴ	リンゴ	メロン	モモ	イチゴ	リンゴ
モモ	メロン	ミカン	ミカン	イチゴ	ミカン

①ひょうにせいりしましょう。

しゅるい	リンゴ	イチゴ	ミカン	メロン	モモ
数(人)	8	6	5	3	2

G2：S1.1.2_M

②下のグラフにせいりしましょう。

すきなくだものしらべ
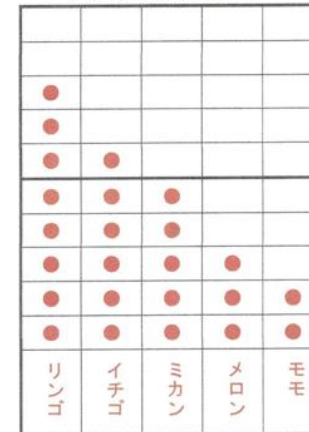
G2：S1.1.2_M

(Note) For the10th basic math skills, there is an example question in the GPF as described in (3) above.

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Appendix A2: Seminar for Development Consultants

Overview

Title	Online Seminar on Basic Education Cooperation in the Post-COVID-19: Girls' Education, Out-of-School Children, and Information and Communications Technology (ICT) in Education
Date	February 15, 2022: 13:00–15:00
Place	Online via MS Teams
Purpose	The seminar is primarily intended for development consultants, promoting understanding the results of the survey on girls' education, out-of-school children, and ICT through information sharing. It has been conducted through the "Data Collection Survey for JICA Education Cooperation in the Post-COVID-19."

Program	1. Opening remarks
	2. Presentations on survey results by the International Development Center of Japan Inc. (IDCJ)
	   -Proposal across the three themes
	   -Girls' education
	   -Out-of-school children (including child labor)
	   -ICT in education
	3. Question and answer session
	4. Closing remarks: Japan International Cooperation Agency (JICA)

Participants	Consultants JICA staff and experts (Total: about 100 participants)

1. Main points of the survey results

The survey team (IDCJ) presented the findings and recommendations as a summary of the final report.

2. Key points of the question-and-answer session (a brief description, not a full record)

<Overall>
Comment from participant: The most critical finding of this survey is that Japan has been providing support that remains close to the education field's beneficiaries. Still, it is necessary to make Japan's educational support more visible. It is important to consider the tools used internationally and make it easier to understand and demonstrate that students are acquiring math skills. It is also essential to use a common standard tool across JICA-supported projects to review the results, thus increasing the awareness of those who implement the projects.

<Girls' education and ICT>
Question: There was an explanation that girls are at a disadvantage regarding ICT. Do you have any suggestions for gender considerations in cooperation in ICT use?

Answer: Data from the case study countries demonstrated that women have lower ownership rates for devices such as smartphones. Therefore, consideration is necessary to ensure that female students and teachers are not disadvantaged when providing support for ICT-based education. UNICEF provides a helpful reference titled "Reimagining Girls' Education: Solutions to Keep Girls Learning in Emergencies (2021)," which provides a checklist for the key considerations in Section 2 (Strengthening gender-responsive distance education provision and learning outcomes).

According to the information collected in Mozambique, there are cases in the northern conflict areas where families do not send their girls to school due to a lack of security. Therefore, the World Bank plans to support girls in conflict areas by setting up distance learning centers in elementary schools.

<Out-of-school children (OOSC)>

Question: What is JICA's direct approach to the problem of children who are not attending school? How does formulating a project pose challenge when considering cost-effectiveness?

Answer: Although these programs are not supported by JICA, examples in the case study countries of this study include Complementary Basic Education in Ghana and a Consortium in Cambodia. These approaches utilize local non-governmental organizations (NGOs). Identifying out-of-school children is a difficult task, and once they are placed, supporting them requires cooperation among various actors. Still, there is potential for JICA support.

Comment: An example of JICA support for out-of-school children is the "Pakistan Alternative Education Promotion Project" (which provides non-formal education support). As for the approach, it is essential for students to learn in a short period and comprehensively in accordance with their learning needs. JICA is also considering the use of ICT for outreach to OOSC and integrating math, science, and social studies rather than separating the learning by subject. (For the junior high school age group, there is a need to incorporate work-related skills, for example.) It is essential to prevent children who are not enrolled in school from being left behind further due to the disparity in access to learning as the way students learn changes, especially with ICT.

Comment: It is also true in Pakistan that other donors, governments, and NGOs are struggling with approaching children who are not enrolled in school. In providing non-formal educational opportunities, JICA is helping to create a system in which government policies and tools are in place, NGOs can use them, and multiple actors can work together to provide a certificate of completion of schooling as the next step. In this way, JICA's approach to OOSC could support the Government counterpart for the creation of mechanisms, policies, and tools.

<ICT>
Question: Concerning the proposal for JICA cooperation on the use of ICT in education in Papua New Guinea, what measures can JICA take to address regional disparities that may arise when activities in pilot areas are scaled up nationwide?

Answer: One key is to go offline. Each school should use a minimum set of ICT in the classroom with intranet or even under offline condition. Smartphones, battery-powered projectors, battery-powered monitors, battery-powered speakers, and solar panels should be integrated into each school, and support for school management should be provided to maintain these devices.

Question: What types of media have been targeted at children who are out of school?

Answer: Radio and TV were the most common media for children who could not go to school in the case study countries, but the children did not use them frequently because of WhatsApp was widely used as a means of communication between schools and parents and for sharing educational materials.

3. Main points of the closing remarks

Deputy Director General, and Group Director for Basic Education (from February 15, 2022), JICA
●We appreciate that the survey team put together the deliverables, including the visits to the fields during the COVID crisis. We have received some concrete proposals such as the use of STEPS (Students Tailored Education and Proof of Skills framework) in this survey. On the other hand, it is not realistic to apply it to all the projects under implementation at once. Still, we would like to pursue the possibility of, for example, Pakistan for girls' education, Jordan for OOSC, and Papua New Guinea for ICT, not only technical cooperation but also financial cooperation. Of course, we must discuss such cooperation with the counterpart governments and the expert consultant teams, but we would

like to ensure that this survey's results are translated into the implementation. The point is that JICA is doing prolific work, but it sometimes lacks visibility, so we would like to make efforts to show the results of all projects in a way that is easy to understand.

● I am aware that the role of teachers and schools will change in the future as we respond to the post-COVID-19 era. We can consider today's seminar to follow the Educational Cooperation Week held in September last year. We would like to share our knowledge and eventually return the results to developing countries. I am grateful for today's seminar as an opportunity to do so.

Previous Director General, and Group Director for Basic Education (until February 14, 2022), currently Chief Representative of JICA Senegal Office

● In the post-COVID era, it is possible that the nature of education itself will change, and this has provided an opportunity for JICA to examine what we can do. The theme for this survey was girls' education, OOSC, and ICT. The issues in the post-COVID era are not limited to these topics, but we regard these aspects as essential. In addition, it is necessary to implement projects that consider these kinds of initiatives and elements, even if only incrementally, in all projects. This is not a problem that JICA can solve alone, but one that needs to be tackled together with international organizations, NGOs, and private companies. The post-COVID-19 era and the pursuit of collective impact by those involved may have started from different vectors, but I think this is an opportune time to move and integrate in one direction. I would be happy if everyone involved could take this opportunity to continue developing educational cooperation. Starting next month, I will be heading projects in the field that are not limited to education. Still, I hope that consultants and others will continue to work in their respective fields and share their knowledge and experience to build momentum.

Appendix B1: Main Reference (for Part I)

1. Websites for girls' education (gender equality and education)

- GPE Gender Equality
  https://www.globalpartnership.org/what-we-do/gender-equality
- UNESCO Education and Gender Equality
  https://en.unesco.org/themes/education-and-gender-equality
- UNESCO Malala Fund for Girls' Right to Education (website).
  https://en.unesco.org/themes/education-and-gender-equality/malala-fund
- UNGEI (United Nations Girls' Education Initiative)
  https://www.ungei.org/
- UNICEF Girl's education
  https://www.unicef.org/education/girls-education
- World Bank Girls' Education
  https://www.worldbank.org/en/topic/girlseducation
- OECD Gender
  https://www.oecd.org/gender/
- G20 #eSkills4Girls initiative (Federal Ministry for Economic Cooperation and Development, Germany)
  https://www.eskills4girls.org/
- UK Aid Girls' Education Challenge
  https://devtracker.fcdo.gov.uk/projects/GB-1-202372/
  https://girlseducationchallenge.org/
- USAID Gender and Girls Education
  https://www.usaid.gov/education/gender-and-girls-education
  https://www.edu-links.org/topics/gender-and-girls-education
- J-PAL on Gender
  https://www.povertyactionlab.org/sector/gender

2. Websites for education in the COVID crisis

- UNESCO's support: Educational response to COVID-19
  https://en.unesco.org/covid19/educationresponse/support
- World Bank Education and COVID-19 Response
  https://www.worldbank.org/en/topic/education/coronavirus

3. Documents that mainly address girls' education (gender equality in education)

- Coffey (2017) Endline Evaluation Report Step Change Window. Prepared for the UK Department for International Development- Evaluation Manager Girls' Education Challenge Fund. (Afghanistan; DRC; Ethiopia; Kenya; Mozambique; Sierra Leone; Somalia; Tanzania; and Zimbabwe)
- G7 (2021) Declaration on Girls' Education: Recovering from COVID-19 and Unlocking Agenda 2030.
- GPE (2021) Factsheet: How GPE Drives Gender Equality.
- GPE (2021) Girls' Education Accelerator.
- Hanmer, Lucia; Elefante, Marina (2016) The Role of Identification in Ending Child Marriage. World Bank.
- Sperling, Gene B., and Rebecca Winthrop (2016) What Works in Girls' Education, The Brookings Institution.
- Tembon, Mercy; Fort, Lucia (2008) Girls' Education in the 21st Century: Gender Equality, Empowerment, and Economic Growth. World Bank.
- UNESCO (2019) Gender Report 2019: Building Bridges for Gender Equality.
- UNESCO (2019) Strategy for Gender Equality in and through Education (2019-2025).
- UNESCO (2020) Gender Report 2020: A New Generation: 25 Years of Efforts for Gender Equality in Education.

- UNICEF (2019) Guidance on Menstrual Health and Hygiene.
- UNICEF (2020) Towards an Equal Future: Reimagining Girls' Education through STEM 2020.
- UNICEF (2021) Reimagining Girls' Education: Solutions to Keep Girls Learning in Emergencies.
- UNICEF Gender Action Plan 2018-2021.
- UNICEF Global Annual Results Report 2019: Gender Equality.
- Word Bank (2015) Partnering for Gender Equality World Bank Annual Gender Trust Funds Program Report (including Adolescent Girls Initiative).
- World Bank (2012) World Development Report 2012: Gender Equality and Development.
- World Bank (2018) Missed Opportunities: The High Cost of Not Educating Girls. The Cost of Not Educating Girls Notes Series.
- World Bank (2021) Count Me In: World Bank Group Education Global Practice: Improving Education Outcomes for Girls and Women (slideshow) https://www.worldbank.org/en/news/slideshow/2021/10/13/count-me-in-world-bank-group-education-global-practice-improving-education-outcomes-for-girls-and-women
- World Economic Forum (2021) Global Gender Gap Report 2021.

4.   Documents that are relevant to girls' education

- AFD (2020) Activity Report Education Training Employment 2020.
- DFID Education Policy Get Children Learning 2019
- UNESCO (2021) Pandemic-Related Disruptions to Schooling and Impacts on Learning Proficiency Indicators: A Focus on the Early Grades.
- UNESCO (2021) When Schools Shut: Gendered Impacts of COVID-19 School Closures.
- UNESCO Global Education Monitoring (GEM) Reports (series)
- UNESCO, UNICEF, and World Bank (2021) The State of the Global Education Crisis: A Path to Recovery.
- UNESCO, UNICEF, the World Bank, the World Food Programme and UNHCR (2020) Framework for Reopening Schools.
- UNESCO, UNICEF, and World Bank (2020) What Have We Learnt? Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19.
- UNICEF (2020) Cash and Voucher Assistance Targeting for Education Outcomes.
- UNICEF (2020) Secondary Education Guidance Multiple and Flexible Pathways.
- US Government Strategy on International Basic Education 2019-2023.
- USAID (2020) COVID-19 and Education: Initial Insights for Preparedness, Planning and Response.
- USAID (2020) Compendium of Standard PIRS for Education Programming.
- USAID (2020) USAID's Education Policy Program Cycle Implementation and Operational Guidance.
- World Bank (2016) Taking Stock of Programs to Develop Socioemotional Skills: A Systematic Review of Program Evidence. Directions in Development.
- World Bank (2018) World Development Report.
- World Bank (2020) Cost-effective Approaches to Improve Global Learning Levels.
- World Bank (2020) Guidance Note on How to Use Learning Assessment in the Process of School Reopening.
- World Bank (2020) Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere.
- World Bank (2020) The COVID-19 Pandemic: Shocks to Education and Policy Response.
- World Bank (2020) World Bank's Education Response to COVID-19.

Appendix B2: Outlines of Educational Materials for Girls' Education

Among the case study countries, Pakistan has a significant gender disparity in basic education. Based on the information gathered from JICA officials and field surveys, we developed educational materials on girls' education.

Form: Short video (about 5 minutes) (see excerpt images below)

Target audience: Students (mainly in primary schools), teachers, parents, government officials, NGO officials, etc. in rural areas of Pakistan.

Main characters:

(1) A female student (Noor) who will soon become turn 10 years old.

(2) A female teacher (Zahra) who has returned to the village after receiving higher education in the city.

Other characters: Classmates (girls and boys), Noor's parents and brother, community

Synopsis: Noor learns through Zahra's class that there are women in various professions and that the faculty and community are working on solutions to the various barriers to girls staying in school, which strengthens her desire to study for the future.

Scenario: As shown in Table B2-1 below.

Language: Plain English (It is assumed that the video can be displayed in multiple languages using the subtitle function and automatic translation function.)

Utilization: For example, it can be used under JICA technical cooperation projects. This video is a copyright-free material.

Photo cooperation by JICA officials, project's experts, and Ms. Kiran Parveen Abro

Illustration and video production by Keika Komura, Sophiro Corporation

Some excerpts from the girls' education awareness video.

Table B2-1 Scenarios for awareness-raising materials for girls' education

No	Speaker	Lines
1	Storyteller	Noor is a girl who loves drawing. She will be 10 years old soon. But she tends to be absent from school. She has to help her family work in the village and take care of her little brother.
2	Storyteller	Today, Noor came to school after being absent for a month. She is attending the class of a new teacher for social studies. The teacher, Zahra, grew up in this village. She went to college in the city and returned as a teacher.
3	Teacher	Let's learn about our community today. For example, wheat is grown in this village. Do you know how wheat is sold?
4	A girl	After it is dried and milled, it is sold in the city.
5	Teacher	That's right. For example, milled wheat is used to bake bread and biscuits. Then, biscuits are packed and sold in shops.
6	Noor	The picture on the package is cute!
7	Teacher	This is designed by a person who works as an illustrator.
8	Teacher	Here are pictures of the city I visited. What do you think?
9	Students	Wow, there are many shops and offices.
10	Teacher	Yes. There are women and men doing different jobs, such as police officers, doctors, analysts, scientists, beauticians, and illustrators.
11	Storyteller	Noor's face shined for a moment. But her face quickly turned down.
12	Teacher	You like drawing, don't you?
13	Noor	Yes.
14	Teacher	What else do you want to do? How about you?
15	A girl	Uh…I want to speak English better.
16	Teacher	Then, you have to study English hard. Try to come school every day.
17	Noor	But my dad says, "A girl needs to help her family first. Don't think about school. It is too costly."
18	Teacher	How about your mother?
19	Noor	My mother wants me to go to school. But she has never been in school.
20	Teacher	I fully understood because my mother was the same. But she had a chance to learn how to calculate at a literacy class when I was small. She told me it helped her a lot. For example, she could check the change when shopping and help my brother do his homework. So, my father realized that it was good for females to be educated. Then, he came to support my wish to become a teacher. I studied hard to get a scholarship.
21	Noor	But, when I come to school, my mom seems to get very tired in the

		evening. She works in the fields, cooks, cleans, and takes care of my small brother. I have to help her.
22	Teacher	But I think that your mom would be very happy if you studied hard at school. Let's think about your daily and monthly schedule and how you can help your mom even when you come to school every day. You have 24 hours in a day. Let's find time and a way for you to study.
23	Noor	(Uh…) But my dad also says, "You are getting married when you are 14." If I get married, I won't be able to go to school. What can I do?
24	Teacher	In this country, there is a rule that girls should not be married until the age of 16. There is also a rule that all girls and boys must receive basic education. In this village, we sometimes decide on a girl's marriage partner early, but we will discuss it at the next parent-teacher meeting and school management committee. The dads care about the girls as well as boys. We will try to come up with a good way to keep all of you studying.
25	Noor	But even if I can finish primary school, there is only a boys' middle school near my house. The girls' school is far away.
26	Teacher	We are discussing with the entire community about transportation and other solutions.
27	Noor	I don't want to be teased by boys on the way to school.
28	Teacher	I also had bad experiences like that. But if you study hard, some people will change their behavior gradually and start supporting you.
29	Storyteller	Noor previously thought that she had to get married soon and needed to give up on studying. But she learned about her other possibilities.
30	Noor	Girls can study for the future. I am not alone. Teacher helps me. Community will also support girls' education. I want to study more.
31	Teacher	That's right. You are the next generation that will create the future of this community, this country, and the world. Let's study, think, and expand your possibilities together!

Appendix B3: Cases of Japanese NGOs' Efforts on Girls' Education in Developing Countries

Japanese NGOs are also contributing to SDG4 in developing countries. According to a survey by the Japanese NGO Network for Educational Cooperation (JNNE)[127], the target regions of their projects are mainly in Asia, with low-income countries as the main target. The fields are contributing to the improvement of primary and early secondary education, bridging the gap and improving skills.

NGOs are also developing projects with their own financial resources, but some projects are funded by the Government of Japan. The table below shows examples of programs implemented by NGOs that include girls as beneficiaries in various programs of the Ministry of Foreign Affairs, Ministry of Education, Culture, Sports, Science and Technology, and JICA.

Table B3: Examples of NGO-implemented programs funded by the Japanese government

Modality	Project Name	NGO/NPO
JICA Partnership Program	Tanzania: Education Support Project to Prevent Young Pregnancy and Gender Inequality	NPO Class for Everyone
N-Ren*	Pakistan: Project to Promote Girls' Education through Improvement of Educational Environment in Khyber Pakhtunkhwa	NPO Kokkyo naki Kodomotachi (KnK)
N-Ren*	Pakistan: Sanitation Project for Girls Primary School and Afghan Refugee Primary School in Haripur District, Khyber Pakhtunkhwa Province	NPO AAR Japan
N-Ren*	Sudan: Improving the Educational Environment for Internally Displaced Women and Children in South Kordofan State	NPO Japan International Volunteer Center
N-Ren*	Laos: Project to Improve Basic Education for Ethnic Minorities in Udomxay Province	NGO Plan International Japan
Ministry of Education, Culture, Sports, Science and Technology: EDU-Port Support Project	Saudi Arabia: Sports Day World Caravan Project, "Holding Japanese Sports Day at Public Girls' Schools in Saudi Arabia"	NPO Japan Sports Communications

(Note) *N-REN: Grant Assistance for Japanese NGO Projects

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[127] http://www.jnne.org/doc/contribution_of_japanese_ngos_to_sdg4_ver2.pdf.

Appendix B4: Policies of Girls' Education in Japan

From 1891 to 1904, the primary education enrollment rate for girls in Japan grew rapidly, from just over 30% to almost 100% in a short period of time[128]. Various policy efforts were made to universalize girls' primary education. For example, the central government consulted and discussed with prefectural and county boards of education measures to prevent girls from not attending school, made compulsory education free of charge, trained and increased the number of female teachers, established babysitting schools (classes), organized school-age registers, and demanded school attendance. After the second half of the Taisho era (1912-1926), secondary education rapidly expanded in quantity with separate schools for girls and boys. After World War II, coeducation for girls and boys was emphasized and developed as a national educational system[129]. In the late 1940s, the gap between girls and boys in junior high school narrowed, and in the 1950s, the gap between girls and boys in senior high school narrowed as well[130].

In Japan today, the gender gap in education is not as pronounced as the gender gap in economics and politics. Therefore, in the Japanese government's Fifth Basic Plan for Gender Equality: Towards a Gender-Equal Society in which All Women Shine (Cabinet Decision, December 25, 2020), the outcome targets in the field of education include the percentage of female students and teachers of science and technology in higher education, but not those related to female students in primary and secondary education (Table B4-1).

Yet even in primary and secondary education, various measures are being taken to encourage gender equality in higher education and career choices. For example, the "Science and Technology Challenge [Riko-Challe [131]])", an initiative led by the Gender Equality Bureau of the Cabinet Office, encourages female junior and senior high school students and female students to develop an interest in science and technology and to choose a career path (challenge) with a clear vision of their future (Figure B4-1). It also introduces messages from women who are active in the field of science and technology, responds to questions, introduces universities, companies, and other Riko-Challe Support Groups, and conducts research and studies on "educational materials for instructors on science and mathematics education for junior high school students that take into consideration the perspective of gender equality.

Figure B4.1: "Riko-Challe" character

(Source) Gender Equality Bureau, Cabinet Office

In the Ministry of Education, Culture, Sports, Science and Technology, the Gender Equality, Cohesive Society Learning and Safety Division of the Education Policy Bureau comprehensively supports and promotes "learning to live together," including learning activities related to the formation of a gender-equal society based on the Basic Law for a Gender-equal Society and the government's Basic Plan for Gender Equality based on this law, lifelong learning for people with disabilities, and guidance for foreign students[132]. For example, the Center supports the "Development of Life Planning Education Program" and provides various teaching materials such as video materials and worksheets for high

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[128] JICA (2003), "Japan's Educational Experience: Considering Educational Development in Developing Countries" (Chapter 6 "Girls' Education")
[129] Ministry of Education, Culture, Sports, Science and Technology, "One Hundred and Twenty Years of School System History."
[130] Saito, Y. (2014) "Closing the Gender Gap in Education: The Japanese Experience."
[131] https://www.gender.go.jp/c-challenge/about_rikochalle/index.html
[132]
https://www.city.nishitokyo.lg.jp/siseizyoho/sesaku_keikaku/shingikaikaigiroku/bunka/shakaikyoiku/syakaikyoikuh30/301025.files/sougouseisakukyoku.pdf

school students to acquire the ability to independently choose their own way of life from the perspective of gender equality.

Table B4.1: List of outcome targets in the Japanese government's fifth basic plan for gender equality (selected part)

Item	Numerical Targets (Deadline)	Figures as of Planning	Current status
Field 4. Gender Equality in Science and Technology and Academic Fields			
Proportion of female academic staff in science and engineering at universities (lecturers and above)	Science: 12.0% Engineering: 9.0% (2025)	Science: 8.0% Engineering: 4.9% (2016)	Science: 8.0% Engineering: 4.9% (2016)
Proportion of females hired as researchers at universities	Science: 20% Engineering: 15% Agriculture: 30% Medicine, Dentistry and Pharmacology: 30% Humanities: 45% Social sciences: 30% (2025)	Science: 17.2% Engineering: 11.0% Agriculture: 18.9% Medicine, Dentistry and Pharmacology: 25.3% Humanities: 37.7% Social sciences: 25.8% (2018)	Science: 17.2% Engineering: 11.0% Agriculture: 18.9% Medicine, Dentistry and Pharmacology: 25.3% Humanities: 37.7% Social sciences: 25.8% (2018)
Proportion of female undergraduate students in university science and engineering departments	Year-on-year increase (Every fiscal year)	Science Department: 27.9% Engineering Department: 15.4% (2019)	Science Department: 27.8% Engineering Department: 15.7% (2020)
Field 10. Raising Awareness and Facilitating Understanding through Education and Media for Both Women and Men			
Proportion of respondents who answered "equal" when asked about the sense of gender equality in society as a whole	50% for the present, while the ultimate goal is nearly 100% (2025)	21.2% (2019)	21.2% (2019)
Proportion of female principals and vice principals in elementary and secondary educational organizations			
Vice principals	25% (2025)	20.5% (2019)	21.8% (2020)
Principals	20% (2025)	15.4% (2019)	16.1% (2020)
Proportion of female university faculty members			
Associate professors	Aiming for 27.5% (initially), up to 30% (2025)	25.1% (2019)	25.7% (2020)
Professor, etc. (university president, vice president, professor)	Aiming for 20% (initially), up to 23% (2020)	17.2% (2019)	17.7% (2020)
Number of prefecture or municipal boards of education with no female members	0 (2025)	64/1,856 (2019)	64/1,856 (2019)

(Source) Gender Equality Bureau, Cabinet Office
https://www.gender.go.jp/about_danjo/seika_shihyo/pdf/numerical_targets_2021.pdf