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

Final Report (Out-of-School Children (Including Child Labor))

February 2022

Japan International Cooperation Agency (JICA)

International Development Center of Japan Inc.

HM
JR
22-034

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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 for basic education in the next five years of the post-COVID-19 pandemic. 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 second theme: out of school children (OOSC), including child labor.

The promotion of the MDGs (Millennium Development Goals), which call for Education for All, has led to an improvement in the enrolment rate, especially in primary education, since 20002006. However, according to UNESCO (2021/22), even before the Corona disaster (as of 20192006), approximately 85.4 million children, or2 about 110% of all children of school age, were still out of school, and the number of out-of-school children in primary education in sub-Saharan Africa has been increasing since 20102006. The number of children in "learning poverty" is increasing due to the loss of learning caused by the closure of schools due to the Corona disaster. It is estimated that the number of children engaged in child labor will increase as a result of the increased demand for domestic work and economic activities by children in economically deprived households. Learning poverty and child labor are among the risk factors for school failure.

Due to the COVID crisis, the gap in learning among students is widening and inequitable, both in terms of remote learning (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 are also supporting out-of-school children and those in school who are at risk of dropping out, while strengthening efforts in monitoring education to improve learning. In light of the Corona crisis, efforts have been made to promote reopening of schools and re-enrollment of students to support a variety of learning opportunities and methods, including remote learning. Depending on the age of the target populations and region, support is also provided to address issues specific to education in the mother tongue, non-formal education to supplement public education, and conditional cash transfers for schooling.

The Government of Japan is committed to supporting quality learning, improved access, and inclusive education, its support aimed primarily at improving the rate of out-of-school children has been limited. There is a scarcity of support aimed directly at deterring children who are at risk of dropping out of school and supporting children who have never enrolled school.

The need and urgency for global efforts to address SDG Target 4.1, including addressing OOSC, 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.

As for the direction of JICA's cooperation for the next five years, we propose a framework named “Student-Tailored Education and Proof of Skills (STEPS),” 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 each child" 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 "every child 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 propose some provisional, basic indicators: in particular, an indicator for basic math skills in primary education (with a common outcome of "10 basic math skills") and an indicator for 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 partner 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 people 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, grant, and grant-in-aid for school construction, as well as provision of ICT equipment and materials, capacity building for community-based school management, development of textbooks and teaching materials, teacher training, as well as promotion of inclusive education and support for education during emergency and reconstruction periods. In addition to the above, there have been a number of other projects.

Bearing in mind the scope of JICA's cooperation potential, this report examines three case study countries, Ghana, Jordan, and Cambodia, and it makes recommendations on the direction of JICA's cooperation and specific support for the next five years. 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, especially in the field of support of reduction of OOSC, there may be a high need for collaboration with administrative bodies outside the area of education to address various impediments.

For example, in some countries, non-formal education, which supplements public education, is administered by the Ministry of Education, while in other countries it is administered by social security-related ministries or local governments. In many countries, labor-related ministries are in charge of vocational training schools. In some countries, informal education, such as literacy education, is provided mainly by NGOs under the supervision of social welfare-related ministries.

In this way, the actors providing various learning opportunities are not limited to the Ministry of Education, and through collaboration between the Ministry of Education and other providers, it is possible to provide learning opportunities to each and every child. Furthermore, in order to provide schooling opportunities to children who have never enrolled school, it is necessary to start by identifying such children. First, birth registration must be done properly, and then school attendance at school age must be promoted. For this purpose, cooperation with the Ministry of Justice and local administration, which are responsible for birth registration, should be considered. Children who are unable to attend school continuously due to engaging in child labor or who tend to be absent due to family problems need to be looked after in collaboration with the community through School Management Committees (SMCs), and collaboration with social welfare related ministries that have primary responsibility for child protection is essential. Although JICA has not had much experience of such multi-sectoral cooperation, 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 improve rate of OOSC and 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
ALP	Accelerated Learning Program
AQAL	Advancing Quality Alternative Learning Project
CCT	Conditional Cash Transfers
CRAN	Cours de remise a nivear
DAC	Development Assistance Committee
DFID	Department for International Development
DHS	Demographic and Health Survey
DOL	Department of Labor
ECED	Early Childhood Education and Development
EGMA	Early Grade Mathematics Assessment
EU	European Union
FCDO	Foreign, Commonwealth and Development Office
FE	Formal Education
GPE	Global Partnership for Education
GPI	Gender Parity Index
ICT	Information and Communication Technology
ILAB	Bureau of International Labor Affairs
ILO	International Labour Office
IDA	International Development Association
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicator
LSMS	Living Standards Measurement Study
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	Organization for Economic Cooperation and Development
OOSC	Out-of-School Children
PDM	Project Design Matrix
PTA	Parent-Teacher Association
SBM	School-Based Management
SDG	Sustainable Development Goals
SIP	School Improvement Plan
SMC	School Management Committee
STEPS	Student Tailored Education and Proof of Skills
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
WASH	Water Supply, Sanitation, and Hygiene
WFP	World Food Programme
For Ghana	
BECE	Basic Education Certificate Examination

CBE	Complementary Basic Education
COMPASS	Project for Improving Learning Outcomes through Community Participation for Sustainable School for All）
ESP	Education Strategy Plan
GALOP	Ghana Accountability for Learning Outcomes Project
GES	Ghana Education Service
MoE	Ministry of Education
MoELR	Ministry of Employment and Labuor Relations
MoGCSP	Ministry of Gender, Children, and Social Protection
For Jordan	
DCU	Development Coordination Unit
EDC	Education Development Council
FD	Field Director
MoE	Ministry of Education
MoL	Ministry of Labour
MoSD	Ministry of Social Development
PTC	Parents and Teachers Council
RAMP	Early Grade Reading and Mathematics Project
For Cambodia	
BEEP	Basic Education Equivalency Programme
CLC	Community Learning Center
DoE	District Education Office
E-TEC	The Project for Establishing Foundation for Teacher Education Collage
MoEYS	Ministry of Education, Youth and Sports
MoSAVY	Ministry of Social Affairs, Veterans, and Youth Rehabilitation
MoLVT	Ministry of Labur and Vocational Training
PoE	Provincial Education Office
SVA	Shanti Volunteer Association

Introduction

Survey background and purpose

This Data Collection Survey for JICA Education Cooperation the post-COVID-19: Girls' Education (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) the use of ICT. 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

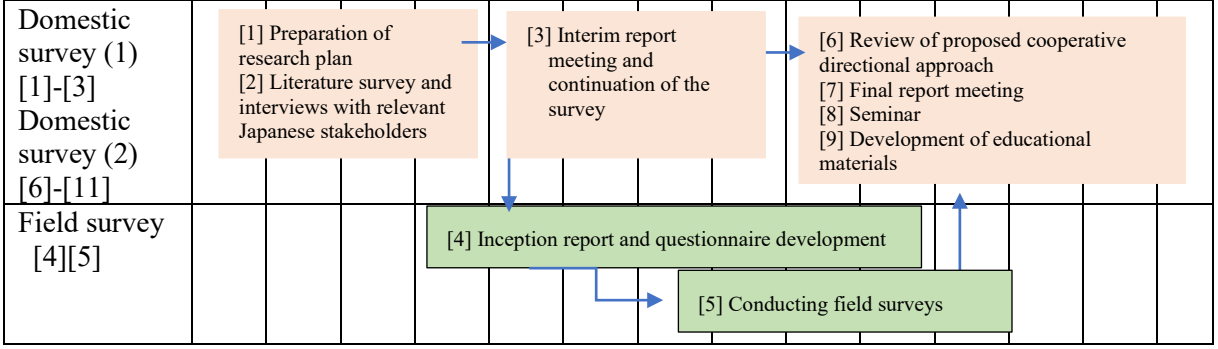
Regarding each of the three focused themes, this survey collected the following information:
Current status of issues and measures in developing countries
Strategies of major donors to support developing countries
Japan's policies and actions
Status of three case countries

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



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. Educational materials were 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 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 1: Trends in International Cooperation in Out-of-School Children (OOSC) (Including Child Labor) and Proposals for JICA's Cooperation

Chapter 1: Overview of Progress and Issues in OOSC (including child labor)

For the purposes of this research report, undocumented students, child labor, and dropouts are defined as follows:

Out of school children: School-aged children who are not enrolled in pre-primary, primary, secondary of higher levels of education[1].

Child labor: Children between the ages of 5– 17 years who are engaged in economic or domestic work for longer than a certain amount of time; the upper limit of working hours depends on the age and type of work (i.e., economic activity or domestic work) (ILO definition[2]).

Dropouts: Pupils which either no longer attend school, have moved to another school system or have died. The number of dropouts is determined as a 'residue'. We can deduce it by adding together the repeaters in grade (g) which are still in grade (g) in year (t+1) and the students promoted from grade (g) to grade (g+1) in year (t+1) and subtracting this total from the total enrolment of grade (g) in year (t) (UNESCO definition[3]).

1.1 Status and Issues on OOSC (including child labour)

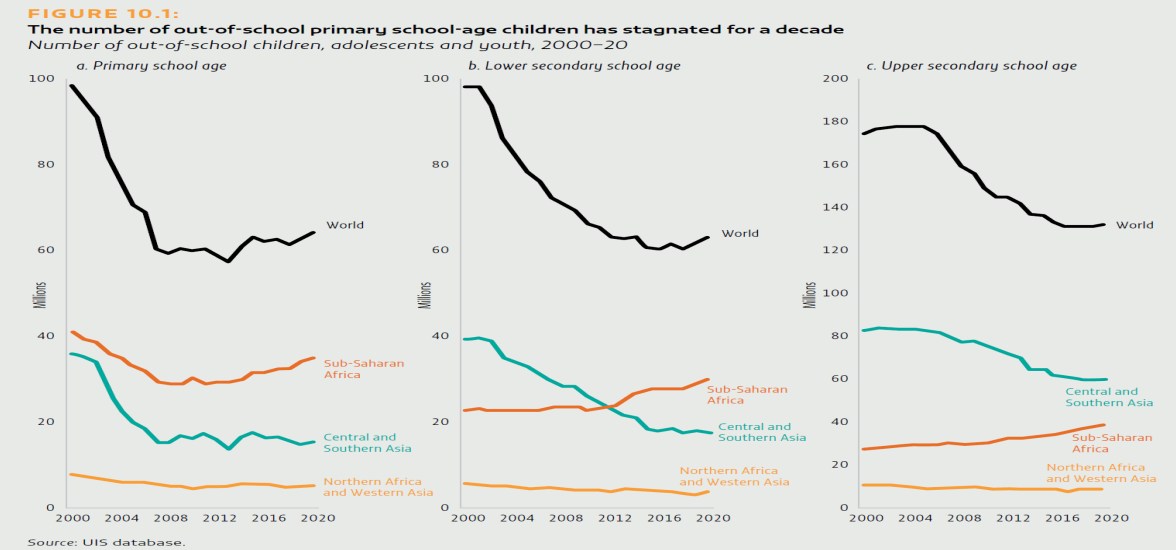
(1) Participation in Education

The number of out-of-school children has been on an overall downward trend since 2000. Even in the year prior to the COVID-19 disaster, however, approximately 1,005,840 children—about 10% of the school-age population—were still out of school. The number of out-of-school children was higher in sub-Saharan Africa in primary and early secondary education, and in Central and South Asia in late secondary education. In sub-Saharan Africa, the number of out-of-school children increased from year-to-year at all levels of education. After the spread of COVID-19, the number of out-of-school children in sub-Saharan Africa further increased, and the number of out-of-school children in other regions may have also increased (UNESCO estimate, 2021– 2022).

1 http://www.uis.unesco.org/en/glossary-term/out-school-rate-1-year-primary-primary-education-lower-secondary-education-upper

2 For more details, please refer to 2–3: "Policies and Examples of Major Donors' Support for the Undocumented."

3 https://www.learningportal.iiep.unesco.org/en/glossary/dropouts



Source: UNESCO GMR 2021/22

Figure 1.1 Number of out-of-school children

(2) Learning Poverty and Learning Loss Due to the COVID-19 Disaster

Learning poverty was an issue before the COVID-19 pandemic, even though school enrollment rates were improving. The term "learning poverty" refers to the inability of a child to read and understand simple, age-appropriate texts at the age of 10.[4] Low learning achievement is also one of the risk factors for school-age children to become out-of-school[5].

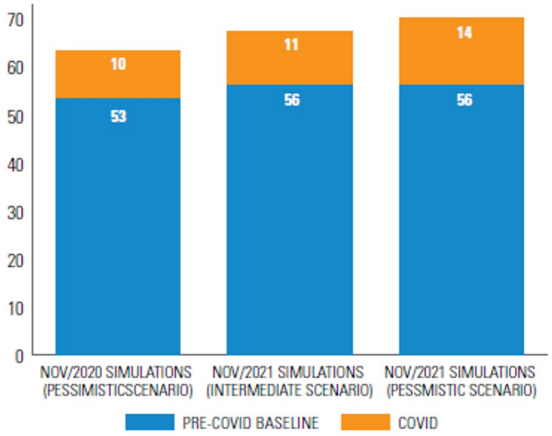
Table1.1 Estimated number of children at risk of not resuming schooling (impact of the Corona crisis)

	Female		Male		Total	
Education level	# at-risk students ('000)	% increase of at-risk students	# at-risk students ('000)	% increase of at-risk students	# at-risk students ('000)	% increase of at-risk students
Pre-primary	2,440	2.84%	2,573	2.75%	5,013	2.79%
Primary	976	0.27%	1,074	0.28%	2,050	0.27%
Lower secondary	2,106	1.30%	2,326	1.32%	4,431	1.31%
Upper secondary	2,114	1.73%	2,306	1.71%	4,420	1.72%
Tertiary	3,626	3.06%	4,242	3.91%	7,868	3.47%
Total	**11,261**	**1.32%**	**12,521**	**1.39%**	**23,782**	**1.36%**

Source UNESCO COVID-19 Education Response, How many students are at risk of not returning to school? Advocacy Paper July 30, 2020

[4] For more information, see World Bank (2019), "Ending Learning Poverty: What Will It Take?"
[5] UNICEF/UNESCO (2015) Global Out-of-school Children Initiative Operational Manual.

School closures during the COVID-19 disaster resulted in learning loss and an increased number of children living in learning poverty. Billions of children were unable to attend school due to school closures, and the economic impact of the pandemic may cause 23million children from pre-primary through to tertiary education to drop out or not return to school (see Table 1) (UNICEF 2021); this trend was stronger in Southwest Asia, followed by sub-Saharan Africa. [6] In low- and middle-income countries, the learning poverty rate [7] may have increased from the pre-Corona levels by as much as 56% to 70% (see Figure 2-1).[8]



Source: UNESCO, UNICEF, and World Bank (2021) The State of the Global Education Crisis: A Path to Recover

Figure 1.2 Increase in learning poverty due to the COVID-19 pandemic

(3) Education and Child Labor

The relationship between education and child labor has been discussed by the World Bank, ILO, and UN agencies since the early 2000s[9]. A joint project on child labor was launched by the ILO, UNICEF, and the World Bank in 2000[10]. This project analyzed education and child labor and found that "Education is a key element in the prevention of child labour; at the same time, child labor is one of the main obstacles to Education for All (EFA)[11]"; in this way, education and child labor are interrelated. It is not the case that either one or the other causes school dropout and child labor. Some out-of-school children are engaged in unpaid domestic services, some in economic activities— both of which can be considered as child labor - and some are not working. At the same time, there are also notable differences between the school attendance rates children in child labor and those who are not in child labor (ILO 2019).[12]

The ILO began monitoring child labor in 2000, and child labor had significantly declined by 2016. The pace of decline has noticeably slowed in recent years, however, and threatened the achievements of the global effort to end child labor by 2025 (ILO 2016). In 2021 - the International Year for the Elimination of Child Labour - the ILO and UNICEF published an updated report on child labor estimates (ILO/UNICEF 2020).[13] The 2020 estimates demonstrated that global progress against child labor had stalled for the first time since 2000. While there have been declines in both percentages and absolute numbers of OOSC in Asia, the Pacific, Latin America, and the Caribbean over the past year, increase of both of rate and number of OOSC have been reported in sub-Saharan Africa. In terms of specific age groups, there has been an increase in

[6] UNESCO COVID-19 Education Response, "How many students are at risk of not returning to school?" Advocacy Paper 30 July 2020

[7] The Learning Poverty indicator brings together schooling and learning indicators. It begins with the number of children who have not achieved minimum reading proficiency (measured by the schools) and is adjusted by the proportion of children who are out of school and are assumed to not be able to read proficiently.

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

[9] WB (2004) "Child Labour, Education and Children's Rights, Social Protection" Discussion Paper Series, UNESCO/UNICEF (2005); "Children Out of Out of School: Measuring Exclusion from Primary Education," ILO (2013); "Marking progress against child labour—Global estimates and trends 2000–2012," etc.

[10] Understanding Children's Work (UCW) Project, An Inter-Agency Research Cooperation Project (ILO, UNICEF, and World Bank)

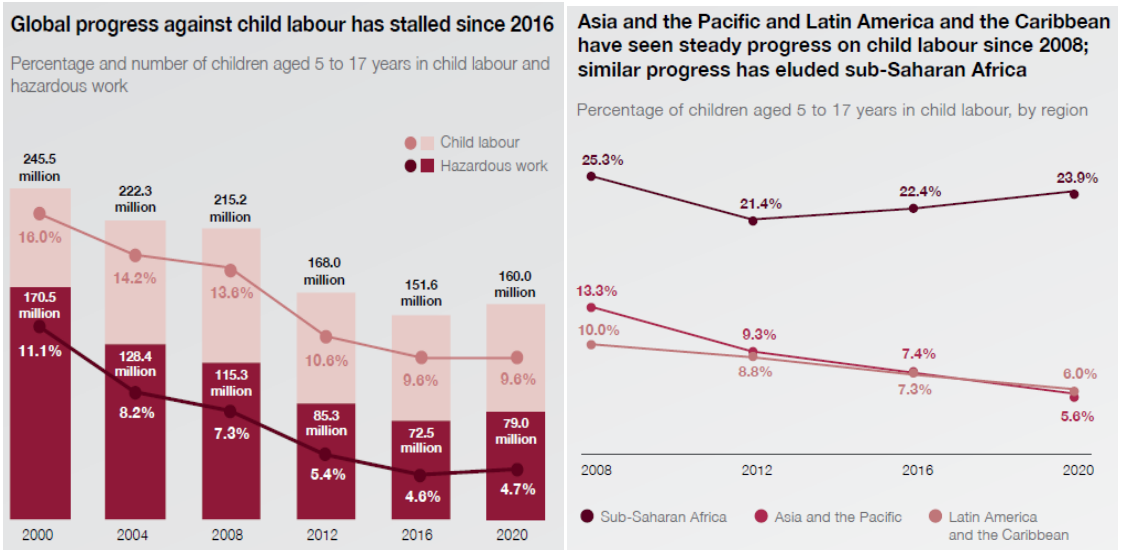
[11] UCW (2006, 2008 revised) "Child labour and Education for All," an issue paper

[12] ILO (2019) National Child Labour Survey Report Timor-Leste,

[13] ILO/UNICEF (2021) Child Labour Global Estimates 2020, Trends and the Road Forward

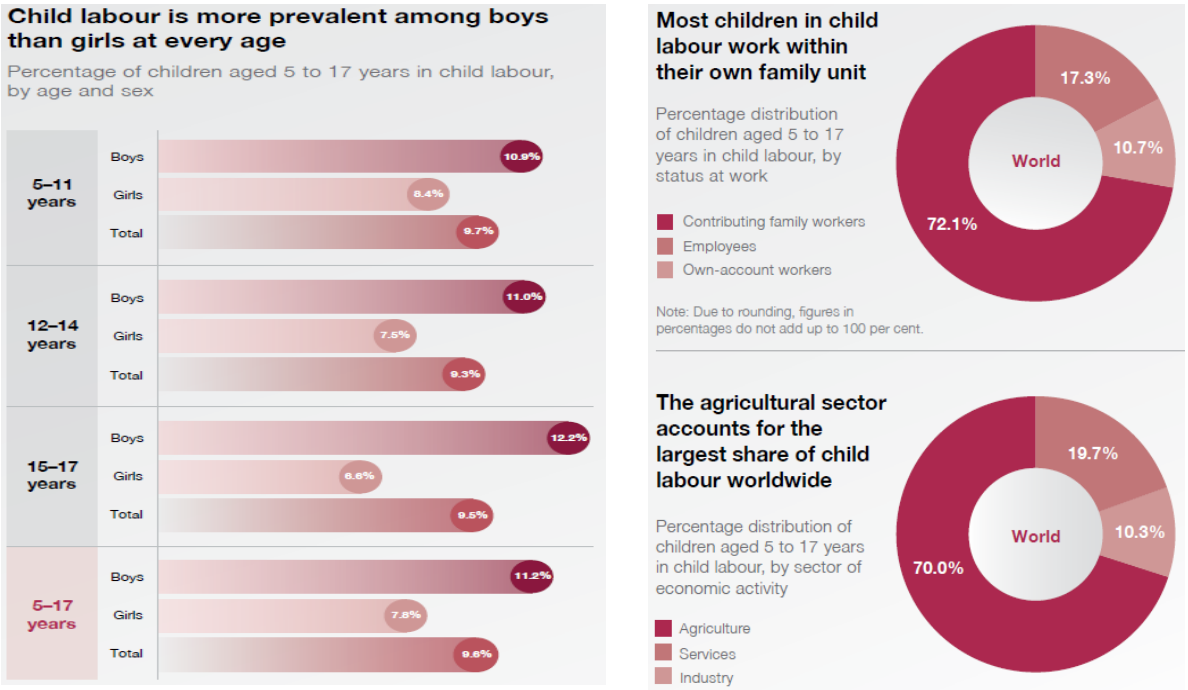
child labor among young children aged 5 to 11 ; moreover, the report states that one -quarter of children aged 5 to 11 and one-third of children aged 12 to 14 who are engaged in child labour are OOSC.

ILO/UNICEF warned that "the COVID-19 crisis is increasing the demand for children's domestic work and economic activities" and estimated that "unless urgent mitigation measures are taken, an additional 8.9million children will be engaged in child labor by the end of the year as a result of the increased poverty caused by the pandemic" (ILO/UNICEF 2021).



Source：ILO/UNICEF, Child Labour Global Estimates 2020, Trends and the Road Forward (2021)

Figure 1.3 Change of Child labour



Source：ILO/UNICEF, Child Labour Global Estimates 2020, Trends and the Road Forward (2021)

Figure 1.4 Trend of Child labour

1.2 Constrains and Measures for OOSC (including child labour)

The reasons for children not attending or learning in school vary by community, household, and child, but according to the existing literature and information obtained from this survey, typical situations and examples of indicators are presented separately for demand- and supply-side factors (see Table 1-2). An analysis of the factors related to non-enrollment provides hints for considering countermeasures. Some factors of out-of-schooling are specific to a community or an individual, and it is difficult to remove those factors; furthermore, there is no single factor that leads to being out-of-school, but rather a complex relation among multiple domains and factors.

Table 1.2 Examples of Factors to OOCS and Relevant Indicators of Solutions to OOCS

Domains and Elements	Examples of Specific Situations and Indicators
Demand-side	
Poverty	Situation: Despite a governmental policy that compulsory education is free, families pay for uniforms, supplementary materials, stationery, etc., and some cannot afford these items Many schools do not offer school lunches and some families cannot afford this expense Transportation to and from school is a burden Some children work (including child labor) to financially help their families Economic deprivation caused by the COVID-19 disaster may increase the number of students not able to attend school due to poverty Indicators: Percentage of households with household income below the poverty line Percentage of households without access to basic infrastructure and services (i.e., electricity, safe water, primary health, etc.) Percentage of children who do not attend school Percentage of school-age children (i.e., 5– 14 years of age) engaged in child labor Percentage of school-age children who engage in a minimum of one hour of household work per week
Social and cultural Norms and values (including movement)	Situation: Low interest in school education Do not see the value of investing in education by comparing the cost of education to potential labor income Do not see the value in educating girls Allow girls to marry early Nomad migration Indicators Percentage of children who do not attend school Percentage of school-age children (5– 14 years) engaged in child labor. Percentage of school-age children who work at least one hour per week in household work Percentage of women age 20– 24 years who were married before age 18
Family circumstances (including movement)	Situation: Migration during agricultural harvesting and relocation to harvesting sites for a short period of time to secure household income, lack of proper procedures to transfer schools, etc.

	Children accompany their parents when they commute to work Parental divorce, domestic violence Low parental interest in education and children Indicators Whether or not they have a permanent residence, and how long they have lived there Availability of child-protection facilities and working conditions of parents or guardians Existence of parents, quality of parents
Children's interest	Situation: Child does not want to go to school Children are not interested in their studies Indicators The degree to which the child feels happy and wants to go to school The degree to which the child finds studying enjoyable The degree to which children feel they can express their opinions in school
Economic activities and Household chores	Situation: Children not attending school are working Children started working during school closures due to COVID-19 (once in the workforce, it is difficult to quit) Exam coincides with busy farming season, when children need to help with household chores Increased number of children working due to COVID-19 pandemic Indicators Percentage of school-age children engaged in child labor Percentage of school-age children engaged in a minimum of one hour of household work per week Provide learning that takes children's work into consideration
Supply-side	
Constitutional law, education law, children's rights law, related policies	Situation: Although the country ratified and acceded to the Convention on the Rights of the Child and enacted child rights laws and child protection, a cross-sectoral monitoring system on child protection was not established or is in place but not functioning Birth registration rate has not reach 100%, lack of school enrollment campaigns Indicators Laws enacted that explicitly state children's right to education Policies formulated and implemented that consider children who are not enrolled in school Functioning cross-sectoral child protection monitoring system Organized and disseminated birth registration rates and lists of school-aged children
Learning environment (quality, access) (Soft side)	Situation: Standardized education with an emphasis on examinations Lack of teacher awareness about formal education about Non-formal education Inability to ensure safe schools (i.e., school violence, corporal punishment, bullying, etc.) Increased learning loss due to COVID-19 pandemic, increased learning opportunities at home Increased number of consultations regarding continuing education Indicators Provide learning that meets the abilities of each individual, eliminate learning loss

	Introduction of portfolio education Introduce whole-person education and special activities Improvement of teachers' abilities Collaboration between formal and informal education Improvement of Non-formal education Improvement of school counseling Strengthened cooperation between SMC and PTA Collaboration with other sectors (i.e., child labor, child protection, etc.) Budget for non-enrollment support and Non-formal education
Learning environment (access, infrastructure)	Situation: The school is far away, and parents are worried about the safety on the way to school Aging schools, lack of classrooms, no electricity, no or poor internet connection School safety (i.e., durability, disaster prevention, WASH, and hygiene) cannot be ensured School facilities are not designed to meet the needs of children with special needs Indicators Percentage of nearby and safely accessible school facilities Percentage of school facilities unable to ensure safety Percentage of school facilities with universal design Percentage of school facilities that cater to children with special needs
External factors	Conflict, refugee crisis, climate change, natural disasters

Source: Compiled by the research team based on the OCHA list at https://www.reliefweb.int/report/world/20-reasons-why-2020-there-are-still-260m-children-out-school

1.3 Major Donors' Strategies for OOSC (including child labour)

Under-enrollment (including child labor) is also highlighted in international donor aid policies and support. In particular, UNESCO/UNICEF's Global Out-of-School Children Initiative (2010) offers useful suggestions when considering support for out-of-school children (see Figure 1.4). The ILO's monitoring indicators on child labor are shown in the table below.

Donor	Value Point
UNESCO	The "International Commission on the Futures of Education" (2020) describes nine ideas as concrete actions for today to advance the education of tomorrow: (1) strengthen education as a common good; (2) expand the definition of the right to education; (3) value the teaching profession and teachers collaboration; (4) promote student, youth, and children's participation and rights; (5) protect the social spaces provided by schools; (6) make fee and open-source technologies available to teachers and students; (7) ensure scientific literacy within the curriculum; (8) protect domestic and international financing of public education; and (9) advance global solidarity to end current level of inequality. (UNESCO (2020) Education in a post-COVID world: Nine ideas for public action)
World Bank	The World Bank's global education strategy, "Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere" (2020), and 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 relation to

	the impact of the COVID-19 disaster and sets forth the following interrelated pillars: (1) What the learner is learning (learning for each individual) (2) Teachers facilitating the learning process. (3) Adequate and diverse learning resources (4) The school must be safe and inclusive. (5) The system must be soundly managed. Key policy actions are presented for each pillar, with the following highlighted in relation to out-of-school children: • **Pillar 1**: Remove demand-side barriers (e.g., rural children, children with disabilities, etc.) • **Pillar 4:** Increase the inclusiveness of schools so that all learners feel welcome and have a quality learning experience. Increase the inclusiveness of schools so that all learners feel welcome and have a quality learning experience (pay attention to safety of commute, affordability, and social costs for children at risk of dropping out, including girls). The program will also support opportunities for girls who have experienced pregnancy or marriage to continue attending school or re-enroll). The report also lists three "Core Principles to Guide Reform Efforts Toward the Vision for the Future," one of which is "Focus on equity and inclusion, and equity, through a progressive path towards universalism of learning". Another principle is, "Focus on equity and inclusion, and equity, through a progressive path towards universalism of learning," which states that all students, regardless of gender, place of residence, or disability, should have the support they need to learn. In light of the COVID-19 disaster, this strategy is conscious of the need for child-appropriate learning outside of school.
UNESCO/ UNICEF	"The Global Out-of-School Children Initiative (2010– present)" categorizes out-of-school children into two groups: those who are enrolled in school but are at risk of dropping out; and those who are not enrolled in school and are at risk of dropping out.
UNICEF	"Early Warning Systems for Students at Risk of Dropping Out" (2018) presents a core model for analyzing the situation of children who are out of school or at risk of dropping out, categorizing the out-of-school children according to the Five dimensions of Exclusion. It evokes the importance of caring for and monitoring children who are enrolled in school but are at risk of dropping out. At the same time, it points out the importance of visualizing invisible children who are out of school and not enrolled in school and linking them to support.

TABLE 2. VISIBILITY MODEL AND THE 5DE

DIMENSION	GROUPS OF CHILDREN BY EXPOSURE TO EDUCATION:	GROUP OF VISIBILITY THESE CHILDREN MAY BELONG TO:
Dimension 1: Pre-primary-age out-of-school children	Have not entered school	Semi-invisible and Invisible out-of-school children
Dimension 2: Primary-age out-of-school children	Dropped out	Visible out-of-school children
Dimension 3: Lower secondary-age out-of-school children	Unregistered dropouts	Semi-invisible out-of-school children
	Have not entered school	Semi-invisible and Invisible out-of-school children
Dimension 4: At risk of dropping out from primary school **Dimension 5:** At risk of dropping out from lower secondary school	In school	May be visible at the school level, but invisible at regional and national level

Source: UNICEF/UNESCO, Global Out-of-School Children Initiative Operational Manual (2015).

Figure 1.5 Visualization model of out-of-school children

UNESCO,UNICEF, World Bank, OECD	In "What's NEXT? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic (2021)," the following mitigation strategies were identified as possible ways to reduce the impact of school closures (11) distance learning modes and effectiveness, (22) access to distance learning, (33) teacher management or recruitment, (44) teacher support, (55) decision-making, (66) health protocols, (77) funding, and (88) early dropout prevention.
ILO, UNICEF	"Child Labour; Global Estimates 2020, Trends and the Road Forward" presents a plan to compensate for learning loss that leads to child labor through expanded income support, new school-year campaigns, and enhanced learning improvements. This plan is based on (1) an evidence-based policy roadmap; (2) universalized social protection; (3) children's education protection and promotion; (4) birth registration for all children; (5) ending gender norms and discrimination; (6) child protection with a focus on prevention and response; (7) the development of a child protection system; (8) orienting child protection systems around prevention and response; (9) expanding decent work and accelerating the transition to formal forms of work; (10) improving rural livelihoods; (11) reducing the growing risk

	of child labor in national and global supply chains; (12) tackling child labor in conflict, disaster and other crises; (13) adopting an appropriate legal framework to ensure compliance; (14) adopting an appropriate legal frameworks to promote compliance; (15) fulfilling commitments to international cooperation and partnership; and (16) taking action to end child labor.
ILO	Child labor is prohibited by international conventions such as the Minimum Age for Admission to Employment Convention, adopted in 1973 (ILO Convention No. 138), and the Immediate Action for the Prohibition and Elimination of the Worst Forms of Child Labour Convention, adopted in 1999 (ILO Convention No. 182). Based on the above conventions, the following monitoring indicators of child labor have been established: **Monitoring indicators for child labour in SDG 8.7** **Indicator 1:** Proportion and number of children aged 5– 17 years engaged in economic activities at or above age-specific hourly thresholds (SNA) and production boundary basis Child labour for the 5– 11 age range: Children working at least one hour per week in economic activity Child labour for the 12– 14 age range: Children working at least 14 hours per week in economic activity Child labour for the 15– 17 age range: Children working more than 43 hours per week in economic activity **Indicator 2:** Proportion and number of children aged 5– 17 years engaged in economic activities and household chores at or above age-specific hourly thresholds (general production boundary basis): Child labour for the 5– 11 age range: Children working at least one hour per week in economic activity and/or involved in more than 21 hours of unpaid household labour per week Child labour for the 12– 14 age range: Children working for at least 14 hours per week in economic activity and/or involved in more than 21 hours of unpaid household labour per week Child labour for the 15– 17 age range: Children working for more than 43 hours per week in economic activity
United States	The mandate of the International Labor Affairs Board, an agency under the U.S. Department of Labor (DoL), is the promotion of a fair global playing field for workers in the US and around the world by enforcing trade rules, strengthening labor standards, and combating international child labor, forced labor, and human trafficking; the DoL is a major donor to the ILO Technical Assistance Program.

Chapter 2: Japan's Cooperation for OOSC (including child labor)

2.1 Japan's Development Cooperation Policy and OOSC (including child labour)

In 2015, the Japanese government formulated the "Outline of Development Cooperation," and stated it would address developmental issues by mobilizing various forces, including the ODA, the private sector, and non-governmental organizations (NGOs), more than ever before. The government's commitment to inclusive education was also announced in the G20 Osaka Summit Declaration.

Table 2.1 Japanese Government Policy on International Cooperation for Out-of-School Children

Policy	Remarks
"Learning Strategies for Peace and Growth" (September 2015)	One of the priority areas of the strategy is "cooperation in education for inclusive and equitable quality learning," which includes cooperation with out-of-school children to help those left behind in society who are deprived access to quality education.
G20 Osaka Summit Declaration (June 2019) G20 Initiative on Human Capital Investment for Sustainable Development	Quality education and inclusive education are included in the sections on "Quality Education to Achieve Sustainable Development and Inclusive Growth" and "Education for a Resilient and Inclusive Future."

2.2 JICA's Approach to OOSC (including child labour)

JICA's Position Paper on Education (2015) [14] presents JICA's operational strategy for education cooperation during five years; according to this paper, JICA has contributed to improved access to primary and secondary schools in more than 46 countries, and it recognizes that "the number of out-of-school children and adolescents has been reduced by almost half" and that "despite significant improvements in access to primary education, 58million children worldwide are still out of school." JICA's focus areas include the following statement: "JICA will provide opportunities for non-formal education, including literacy, life skills and alternative education programs, in South Asian countries and other countries facing educational challenges such as under-enrollment and adult illiteracy."

The JICA's Position Paper on SDG 4 (2016) indicates how JICA prioritizes the seven Targets of Goal 4 (all related to girls' education), as shown in Table 2.2.

Table 2.2 JICA's focus on SDG 4 targets

Degree of Commitment	SDG Target
Targets to be focused on based on JICA's strengths	SDGs 4.1 and 4.3
Targets that are motivated by their importance to children's long-term development	SDGs 4.2
Targets to be addressed across the board in all businesses	SDGs 4.5 and 4.7
Targets to be addressed in response to national and regional challenges	SDGs 4.4.6

[14] https://www.jica.go.jp/english/our_work/thematic_issues/education/c8h0vm0000am7dbv-att/position_paper.pdf

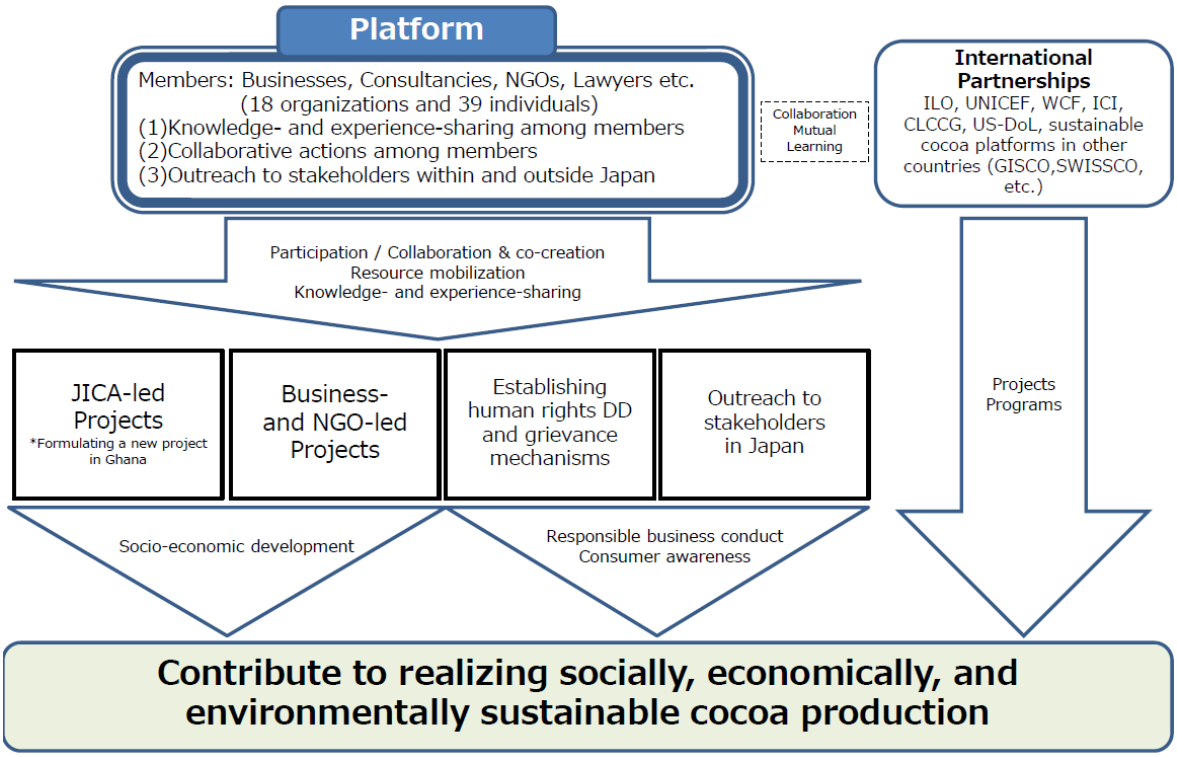
JICA has implemented several projects that contribute to the reduction of out-of-school absenteeism through improved access, quality of education, and participatory school management. Notable technical cooperation projects include the following:

(1) "School for All" Project
Establishment of democratically elected community-based School Management Committees (SMC) in African countries (i.e., Niger, Senegal, Mali, Burkina Faso, Côte d'Ivoire, Madagascar, Djibouti, and Ghana). If agreed upon by the residents, school enrollment campaigns are conducted that primarily target school-age children. After-school remedial classes and other activities have been implemented, and the results can be seen in the reduction of dropouts. In Madagascar, in addition to regular schools, JICA began cooperating to improve learning in the "summer school" called CRAN[15], the aim of which is to prepare out-of-school children to return to school.[16]

(2) Alternative Education Promotion Project (AQAL Phase 1: 2015– 2020; Phase 2: 2021– 2025)
In Pakistan, which has the highest number of out-of-school children in the world, a literacy rate of adults (i.e., over the age of 18) of only 58%, and a low level of basic education,[17] there are a number of factors inhibiting the spread of education, including geographical factors (i.e., the distance between school and home, unsafe routes to school), family factors (i.e., family livelihood, values), and educational factors (i.e., school educational content, quality of teachers). In addition to addressing these issues, JICA promoted non-formal education, which has effectively improved the quality of life of children in Japan, as an alternative to formal education. An Accelerated Leaning Program at the primary level was developed as Advancing quality alternative learning project (AQAL) Phase 1; an Accelerated Leaning Program was also developed in Phase 1 of AQAL to provide learning opportunities for out-of-school children, school-aged adolescents, and adults. Additionally, in JICA's Policy for Achieving Goal 8 (Economic Growth and Employment,[18] targets related to child labor were not included in the targets on which JICA focuses; it is stated that the issue will be addressed in Goal 5 (i.e., gender) and Goal 10 (i.e., correction of inequality), but there is no direct reference to child labor.

As an example of JICA's efforts to combat child labor, in the January 2020, they established the Sustainable Cacao Platform in Developing Countries in cooperation with industry associations, private companies, and civil society organizations to combat child labor (see Figure 2-1). Furthermore, JICA, in cooperation with the ILO and other organizations, has held awareness-raising seminars to promote the understanding of business and human rights, with a focus on child labor issues. JICA is also conducting a pilot project to promote the reduction of child labor in communities through a multi-sectoral collaboration by implementing the Data Collection Survey on Child Labour and Support for Child Labour Free Zone, Pilot Activities with a Focus on the Cocoa Region (2020– 2022).

[15] Cours de Remise a Niveau, which was held for OOSC during the August summer vacation, and a regular class in September in Madagascar.
[16] See also the report on the field of girls' education in this study (Madagascar is a case study country in the field of girls' education).
[17] AQAL Phase 1 End-of-Life Assessment Study Summary Table and AQAL Phase 2 Project Summary https://www.jica.go.jp/project/pakistan/008/outline/index.html
[18] https://www.jica.go.jp/aboutoda/sdgs/ku57pq00002e2b2a-att/goal08_j.pdf



Source: JICA web (https://www.www.jica.go.jp/activities/issues/governance/platform/index.html)

Figure 2.1 Sustainable cocoa platforms in developing countries

Chapter 3: Proposal for the Direction of JICA's Cooperation for OOSC (including child labour)

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 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). 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 each child" who need immediate access to education, while "providing all children with daily learning and monitoring their learning progress" through improved education policy and practice, resulting in "all children gaining basic academic skills and primary education certificates."

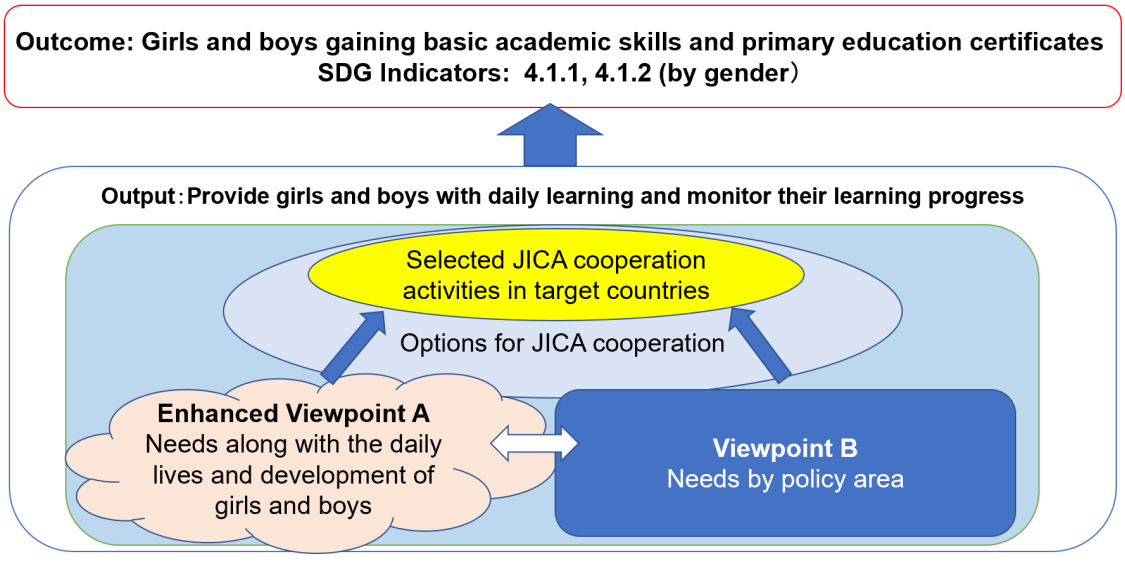


Figure 3.1 STEPS framework

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.[19] 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.

[19] 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[20].

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[21]. 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.

[20] 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.

[21] 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						

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

By examining the activities (i.e., the outputs) that have exhibited a high need for JICA cooperation (i.e., enhancement) to achieve the priority outcomes, the research and analysis should be conducted more conscientious from the perspective of children and their parents, who are the main actors of learning and recipients of educational services. The actors of services and activities include the education administration, the local government, principals, teachers, counselors, communities, parents, the social security administration (i.e., child protection), and the vocational training administration. In addition to providing an analysis of a given policy and intervention area, the current situation and cooperation (i.e., strengthening) needs of the target country/region is comprehensively assessed with the counterpart government and development partners to determine the level of need for strengthened and improved JICA support.

Table 3.4 STEPS Checklist A: Dealing with Undocumented Students (Including Child Labor)

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 are out of school or have dropout risks (especially in villages/vulnerable groups) are disadvantaged in the target area Examples of perspectives to check measures for students who are out of school or have dropout risks
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.)?	Do you have and provide opportunities for children who have dropped out (ever enrolled, but dropped out) to return to school (non-formal education, academic recognition, transfer to regular school, etc.)? Is there a system to identify never enrolled students, is there a functioning multi-sectoral collaboration system, and are learning opportunities provided?
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?	
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 confirmed?	
2.1 Do students and parents/guardians receive learning materials and a yearly schedule from the school at the beginning of each school year or term?	Are counseling services provided for children who are often absent? Are conversations with and among parents and guardians held when needed? Does the school have a multi-sectoral collaboration system in place to ensure that children at risk of dropping out can safely attend school?
2.2 Does the teacher (or a substitute if the teacher is absent) record student attendance at the beginning of each day and follow up with absent students?	
2.3(1) Does the school provide classes and a school environment that makes students want to continue attending and learning?	
2.4 Is student progress regularly monitored (i.e., weekly, monthly, every semester, every unit), and do teachers provide feedback and follow-up to students and parents?	
2.5 Does the school communicate with students and parents about what to expect during school vacations?	
2.6 Does the school provide opportunities for learning outside of regular classes as needed?	
A3: Are students being assessed for advancement and prepared for the next year?	
3.1: Are end-of-year assessments conducted?	Does the school have and implement a system that allows students to advance to the next level by catching up on their studies, even if they have not attended a sufficient number of days?
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)?	

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?	Do the local government and school have and implement a system that provides information and offers support to students wishing to enter junior high school after elementary school?
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 Checklist B

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 and education for all children established by law? • Is there a clear outcome goal for the prevention of dropouts and non-enrollment? • Are targets, measures, and budgets included that aim to improve areas with significant dropout and/or non-enrollment? • Is the participation of vulnerable groups such as impoverished households and ethnic minorities in the planning and monitoring process ensured?

Participatory school management and school activities	B2	School management and school activities	• Are school- and classroom-level activities for improvement promoted in areas with significant dropout and out-of-school populations? • Are activities that involve parents and the community promoted? • Was the school management committee democratically established? • Is the representation of vulnerable groups such as impoverished families and ethnic minorities in school leadership (i.e., principals, vice principals, etc.) and school management committees ensured? • Are appropriate measures taken when vulnerable groups such as impoverished households and ethnic minorities are disadvantaged in communication methods, including ICT such as cell phones, between actors (i.e., schools and administration, teachers, schools and parents)? • Is the presence of vulnerable groups ensured in school and classroom activities, or are they dominated by certain people or groups?
Quality of learning	B3	Teachers (in and out of class)	• In areas with significant dropout and/or non-enrollment, are teachers assigned to improve the situation (including teachers who can teach in the native languages of ethnic minorities)? • Are measures taken to ensure that the words and actions of teachers do not unintentionally undermine continuity-of-learning opportunities for students in their career paths and elective subjects (i.e., science, humanities, etc.)? • Are measures taken to ensure that the appropriate number and quality of teachers are assigned to rural and remote areas?
	B4	Curriculum and learning/teaching materials	• Are measures in place to address vulnerable groups who may have difficulty accessing educational materials and other educational toys and equipment, including ICT, at school and at home? • Is the content, language, and form of teaching materials sensitive to vulnerable groups?
	B5	Assessment and progression system	• Are there any disadvantages for vulnerable groups in terms of options for advancement or qualification requirements, and if so, are appropriate measures being taken? • Are there any cases in which a leave of absence and re-enrollment of female students due to pregnancy or marriage is not permitted?
Access	B6	Facilities, maintenance, and operation	• If the length of the school route and the environment tend to make it difficult to continue to school in relation to seasonal and time-of-day influences, have appropriate measures been taken? • Are appropriate measures taken if school facilities, equipment, and maintenance, including toilets, disadvantage vulnerable groups in school?
	B7	Cost	• Are direct and indirect cost reduction measures being taken to improve areas with significant dropout and/or non-enrollment? • Are there any conditional measures for children's schooling or school attendance, such as child allowances or cash benefits funded by sources other than the Ministry of Education (i.e., Ministry of Social Welfare, local governments, etc.)?

Cooperation within and outside public schools	B8	ECED (Early Childhood Education and Development)	• Is there a tendency for vulnerable groups to be disadvantaged in preschool education, daycare, health services, and nutrition services, and if so, are appropriate measures being taken?
	B9	Non-governmental/ private schools	• Do relatively high-quality private schools (i.e., schools that are advantageous in terms of higher education and employment) tend to have a smaller percentage of vulnerable groups such as impoverished families and children with disabilities, due to their cost and location? • Is there a tendency for the proportion of vulnerable groups to be higher in private schools and NGO-run schools with relatively low educational environments?
	B10	NFE (Non-Formal Education)	• Are there accelerated learning programs, academic recognition programs, or transfer programs to regular schools for students who dropped out of regular school or who are beyond the age to enter regular school?
Collaboration with other sectors	B11	Health, child development, and nutrition	• Is sex education provided where culturally and religiously feasible? • Are measures taken to ensure that vulnerable groups of children with physical, mental, and developmental disabilities are not disadvantaged in school? • Are mental health classes, activities, and care provided in addition to a physical exam?
	B12	Child labor prevention	• Is there a multi-sectoral collaboration to take appropriate measures when a child's right to learn is violated because of a lack of time for learning due to a demand for child labor in domestic work and/or economic activities?
	B13	Child protection	• Is there multi-sectoral collaboration to provide support for children who experience difficulty continuing their studies due to reasons such as domestic violence or abandonment?

3.4 Three Points to Keep in Mind Regarding Support for Out-of-School Children

In the STEPS needs analysis, each of the initiatives from B1– B13 are analyzed in a cross-sectional manner, with A1– A4 from the child's perspective. Moreover, it is important to pay attention to the following points when supporting those who do not attend school: (1) What kind of situation is each child currently in (i.e., why are they are out of school, are they at risk of being out of school); (2) what kind of learning opportunities can be provided; (3) who are the key actors providing learning opportunities; and how can the key actors collaborate with multi-sectoral stakeholders to implement support? What kind of initiatives will be possible by doing so? An overview of each is provided below.

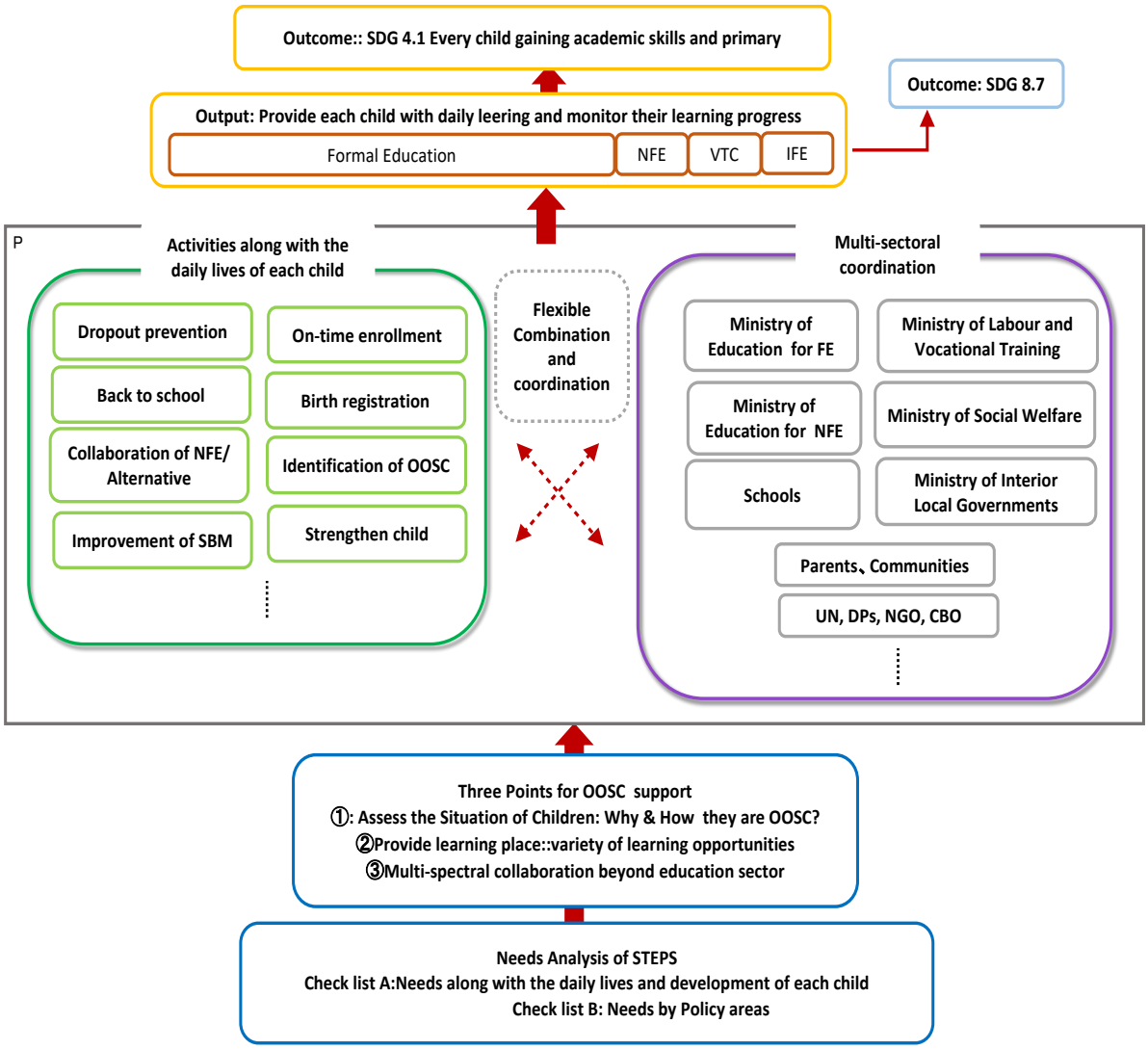


Figure 3.2 Overall picture of support for OOSC (including child labor) (draft)

(1) Assess the Situation and Countermeasures by Classifying Them into Those Who Are Not Attending School and Those Who Have Not Yet Attended School

It is important to understand how to define "out-of-schoolers" who should be supported. In this regard, the three dimensions of UNESCO/UNICEF, as described in "2-3: Policies and Examples of Major Donors' Support for Out-of-School Children" above, are useful (see figure below). JICA's support to the educational sector focuses on improving learning in primary education, and this is a sub-sector where JICA can fully utilize its knowledge and assets.

For children who have already dropped out for more than a few years, or who have never been enrolled, the nearest school will not have information about the child. Because we do not know where these children are, providing support for these children through the educational administration and schools is difficult.

TABLE 2. VISIBILITY MODEL AND THE 5DE

DIMENSION	GROUPS OF CHILDREN BY EXPOSURE TO EDUCATION:	GROUP OF VISIBILITY THESE CHILDREN MAY BELONG TO:
Dimension 1: Pre-primary-age out-of-school children	Have not entered school	Semi-invisible and Invisible out-of-school children
Dimension 2: Primary-age out-of-school children	Dropped out	Visible out-of-school children
Dimension 3: Lower secondary-age out-of-school children	Unregistered dropouts	Semi-invisible out-of-school children
	Have not entered school	Semi-invisible and Invisible out-of-school children
Dimension 4: At risk of dropping out from primary school **Dimension 5:** At risk of dropping out from lower secondary school	In school	May be visible at the school level, but invisible at regional and national level

Source: UNICEF/UNESCO, Global Out-of-School Children Initiative Operational Manual (2015).

Figure 3.3 Visualization model of OOSC (again)

(2) Provide a Variety of Learning Opportunities

School closures during the COVID-19 pandemic was a reminder of the importance of school as a place for learning in a group. No matter what kind of home environment a child has, if they come to school, they can spend time in the same space as their classmates; if they stay at home, however, the learning gap may widen. Some children have been unable to resume attending school, and even if they were able to resume attending school, some remain at risk of dropping out. Resuming school attendance and providing continuous support to reduce the risk of dropout are priorities for prevention and countermeasures for those who do not attend school. To address the gaps in learning among students who returned to regular school, as well as those who were unable to return and those who dropped out, it is necessary to cooperate with various learning opportunities, such as remedial classes, non-formal education, and accelerated learning programs.

(3) Collaboration Between Core Actors Providing Support and Other Institutions

Depending on the situation of the child needing to be supported and the potential of the place of learning, the central actors providing support will differ; for example, when supporting the prevention of future dropouts by reducing the number of students who drop out of school while providing a place for public education, the Ministry of Education of the target country, which is in charge of public education, should be considered the central actor, and the necessary efforts to prevent dropout (i.e., B1– B13) should be

analyzed from the child's perspective (i.e., A1– A4). The analysis will include the actors who should be included in collaboration efforts.

If dropout occurs, the Ministry of Education will provide accelerated learning programs in collaboration with the non-formal education bureau and introduce the students to vocational training schools. Even at this stage, collaboration across ministries of education is necessary, because the ministry of education may not have jurisdiction over non-formal education programs or vocational training schools in some of the countries to be supported.

If, however, the target child has never been enrolled in school, significant assistance is needed to identify these children. In this case, the Ministry of Education and schools, which have been the main actors in the education sector thus far, will not have information on these children. In the medium-to-long term, birth registration is expected to be promoted (e.g., in cooperation with the Ministry of Justice, local governments, the UN, etc.), and information on birth registration or information on children of appropriate age for enrollment will be shared (e.g., in cooperation with local governments, Ministry of Education, schools, DPs, etc.). In the short-to-medium term, in SBM-strengthening support (e.g., "School for All"), where activities encompass communities that connect schools and children, it may be possible to identify out-of-school children through communities; the process of detecting out-of-school children in collaboration with the community may also lead to the detection and prevention of children engaged in child labor.

Furthermore, to connect the process of finding out who is not attending school to that of providing a place to learn, it is necessary to carefully observe each child's situation and to not only respect the child's right to education, but also the child's protection and participation based on the Convention on the Rights of the Child. To provide such kind of comprehensive support, it is necessary to collaborate with agencies in charge of child rights and child protection (e.g., the Ministry of Social Welfare) in addition to the Ministry of Education.

Part 2: Survey Results of Case Countries and Proposals for JICA Cooperation

Chapter 4: Focus in Case Countries

In this survey, we considered how to focus the field survey in consideration of the main educational indicators of the case study countries, JICA's current educational cooperation status, and the general outlook for the future (preliminary information from JICA), as well as points noted in Chapter 2, a STEPS needs assessment, and support for out-of-school children. Additionally, it is important to note that this case study is a part of a global survey, that JICA will conduct field surveys in several countries in a short period of time to consider the direction of JICA's cooperation in the short and medium term and promote support for out-of-school children, that it is not a detailed preparatory survey for a country, and that it is not a promise of new cooperation. The survey was conducted while explaining to the counterpart government officials and development partners that it would be conducted in a short period of time to examine the direction of cooperation in the short and medium term, that it was not a detailed preparatory survey for a country, and that it was not a promise of new cooperation.

As a common research focus for the case study countries, the following were prioritized in light of concerns related to increased out-of-school children and child labor due to COVID-19: (1) Current status of education services under COVID-19; (2) causes of out-of-schooling in each country; (3) policies and programs related to dropout and/or out-of-school prevention; (4) status of coordination of learning opportunities (i.e., public and non-formal education, informal education, etc.); and (5) the status of Ministry of Education and of multi-sectoral collaboration.
The focus of the research in the case study countries was as follows.

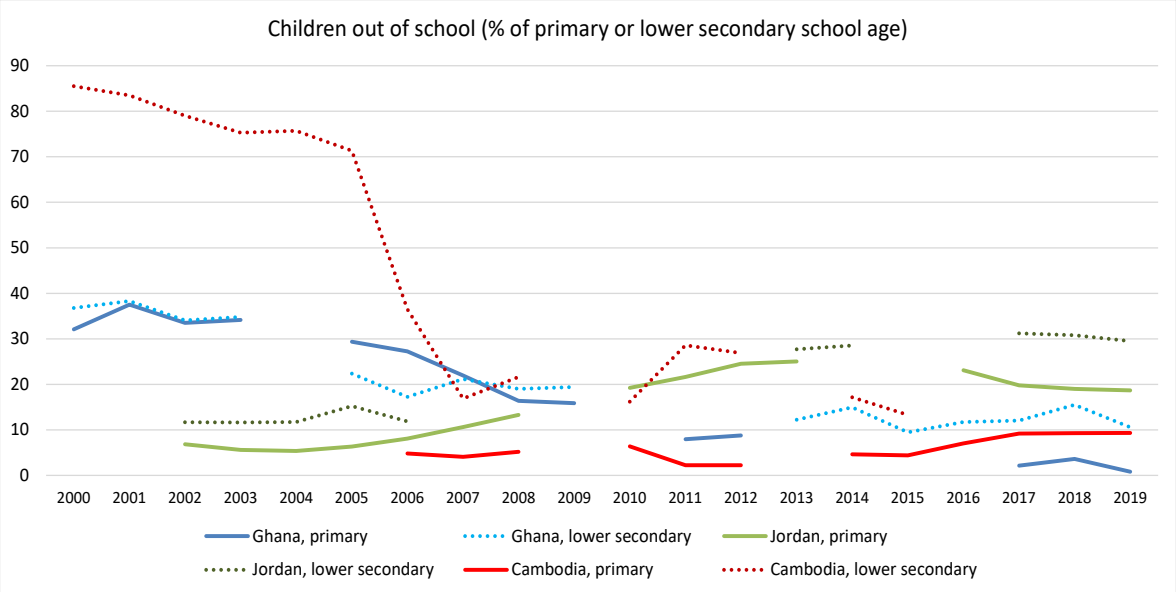
Ghana (Chapter 5)
In Ghana, there was significant improvement in the level of out-of-school children in basic education in the early-to-late 2000s, as shown in Figure 4.1. These improvements have since diminished, however, and there remain a certain percentage of out-of-school children in low-income households, especially in rural areas. With regard to child labor, a detailed survey was conducted in 2012 to 2013 and 2017 to 2018 the MICS [22] was implemented in 2020, [23] but there have been no clear improvements in child labor; notably, the survey showed an increase in child labor.[24]

JICA has provided long-term support in the education field in Ghana, primarily through teacher training. Since COMPASS supports the improvement of learning—especially in mathematics—and the re-establishment of SMCs, this study focused on the possibility of introducing learning support and support for out-of-school children through SMCs as a sub-component of COMPASS. The study focused on the possibility of introducing this as a sub-component of COMPASS.

Furthermore, the Data Collection Survey on Child Labour and Support for Child Labour Free Zone, Pilot Activities with a Focus on the Cocoa Region (2020– 2022) was conducted in Ghana with the aim of reducing child labor, and a pilot project to promote the reduction of child labor in the community with the aim of forming a technical professional is underway. For this reason, we also

[22] Ghana Statistical Service, Ghana Living Standards Survey Round 6, Child Labour Report, 2014(supported by WB, ILO, UNDP, UNICEF, and DFID)
[23] Ghana Statistical Service, Survey Findings Report, Ghana Multiple Indicator Cluster Survey 2017/18 (UNOCEF, WB, UNDP, KOICA, USAID).
[24] MoE, Ghana Education Fact Sheets 2020, Analyses for learning and equity using MICS data, 2020 (supported by USAID, KOICA, GPE, WB)

focused on the possibility of collaborations with COMPASS with the aim of new technical professionals in the future. For these purposes, the COMPASS target counties were selected as the study area. Information was also collected in counties currently supported by ACE, a Japanese NGO that has been involved in the reduction of child labor in Ghana for several years that is conducting the Data Collection Survey on Child Labour and Support for Child Labour Free Zone, Pilot Activities with a Focus on the Cocoa Region (2020– 2022).



Source: World Bank DataBank

Figure 4.1 Out-of-school rate in Ghana, Jordan, and Cambodia

Jordan (Chapter 6)

In Jordan, the proportion of out-of-school children has been increasing since the latter half of the 2000s (Figure 4.1), with the proportion of out-of-school children expanding by 29% between 2011– 2012 and 2017– 2018; much of this is attributed to the impact of Syrian refugees.[25] In fact, when comparing Jordanian and non-Jordanian children, many more children of non-Jordanian are out of school[26]. A detailed study on child labor was conducted under the auspices of the ILO in 2016[27]; according to the results of this survey, 1.6% of Jordanian children who are 5 to 17 years of age (approximately55,000) and 3.0% of Syrian children (approximately 10,000) were engaged in child labor.

Although JICA has not provided support for basic education in Jordan for the past several years, it became clear during the preliminary survey that JICA was planning to conduct a technical project to provide support for out-of-school children. Since it was requested that this survey was primarily conducted as an additional survey to the basic survey for the next technical project, this survey focused on the framework of the basic survey conducted by JICA; specifically, this survey focused on three areas—(1) dealing with learning loss in primary education (i.e., grades 1 to 6); (2) counseling

[25] MoE and UNICEF, Jordan Country Report on Out-of-school Children, Middle East and North Africa Out-of-school children Initiative, December 2020.

[26] Same as above.

[27] ILO and Centre for Strategic Studies (CSS) of the University of Jordan, Jordan National Child Labour Survey 2016, 2017

in schools; and (3) extra-curricular activities—with the aim of preventing dropout from school among out-of-school children. A survey was also conducted on the status of SBM, non-formal education programs, and collaborations on child protection, all of which are essential to support out-of-school children.

Cambodia (Chapter 7)

In Cambodia, the rate of non-enrollment in primary education has been below 10% since the 2000s; the rate of out-of-school children in primary education has been lower than 10% since the 1970s, and in primary and secondary education, this has rapidly improved since the mid-1980s, even though approximately 15% remain out of school. In Cambodia, the percentage of out-of-school children tends to be high, especially among poor families in rural areas. Even though studies have shown that child labor has improved for younger children since the mid-1970s,[28] 19% of children (5– 17 years old) were still engaged in economic activities in the mid-1980s, of which 6% were engaged in hazardous labour[29]. Child labor in Cambodia has not been surveyed to the same extent as other case-study countries, which makes it difficult to understand the actual situation.

JICA is currently implementing the "Establishment of a Teacher Training College (E-TEC)" project (2017– 2022) in Cambodia, which supports the improvement of basic education through teacher training reform. E-TEC supports the improvement of basic education through teacher training reforms and provides direct intervention and support to primary and secondary schools through grassroots technical cooperation projects and volunteer dispatch. In this survey, the basic information on the support for out-of-school children was surveyed in general, and the possibility of collaboration with ongoing projects and new technical cooperation projects that directly support basic education was taken into consideration.

Table 4.1 Basic information on basic education in the case countries

Basic Information	Ghana	Jordan	Cambodia
Crude female enrollment rate: first year	104%	80%	102%
Crude male enrollment rate: first year	107%	82%	103%
Completion rate for girls: Elementary education	95%	82%	95%
Completion rate for boys: Primary education	93%	82%	88%
Completion rate for girls: first semester middle school	79%	66%	64%
Completion rate for boys: first semester middle school	78%	63%	52%
Harmonization test score* for girls	306	428	-
Harmonization test score* for boys	308	391	-
Percentage of children who are employed	28.7%	1.2%	11.5%
Policy areas of JICA cooperation under implementation			

[28] NIS, Cambodia Socio-Economic Surveys, 2004, 2009, 2014

[29] MoEYS, Global Initiative on Out-of-School Children: Cambodia Country Study, All Children learning By 2030

Technical cooperation projects	School administration* (including science and mathematics education)	Dropout deterrence.* (Special activities by Grassroots Technical Association)	Teacher training
Technical cooperation (individual)	-	School education (new skills professional experts)	Education policy advisor
Grant aid	No	No	No
ODA loan	No	No	No

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: Ghana

5.1 Scope of Field Survey

The field survey in Ghana was conducted using a combination of face-to-face and remote surveys. The face-to-face survey was conducted between September 16, 2021 to October, 5, 2021. Before and after the field survey, several interviews and discussions were held with JICA officials (i.e., headquarters and office staff, experts, and specialists).

JICA's "Project for Improving Learning Outcomes Through Community Participation for Sustainable School for All (COMPASS)" was implemented in Ghana in 2020. The aims of this project are to examine the possibility of introducing support for learning and for out-of-school children through a School Management Committee (SMC) as a sub-component of COMPASS. JICA is also currently implementing a pilot project to promote the reduction of child labor in communities with a view to forming new technical assistance project through the Data Collection Survey on Child Labour and Support for Child Labour Free Zone, Pilot Activities with a Focus on the Cocoa Region (2020– 2022). Therefore, it was decided to explore the possibility of collaboration between JICA projects and COMPASS from the perspective of reducing child labor.

Source: Wikipedia

Figure 5.1 Survey Target Regins of Ghana

Based on the above objectives, we decided to visit two municipalities (i.e., Lower Manya Krobo City and Upper Manya Krobo District) in the Eastern Region, which is one of the target regions of COMPASS, for the field survey. We also visited the Asunafo South District in the Ahafo Region, which is currently supported by ACE, a Japanese NGO that has engaged in the reduction of child labor in Ghana for many years that conducted JICA's the Data Collection Survey on Child Labour and Support for Child Labour Free Zone, Pilot Activities with a Focus on the Cocoa Region (2020– 2022). The following is an overview of the five elementary school we visited.

Table 5.1 Overview of Visited Schools

State	City/ County	School	JICA*/ Japanese Support	World Bank GALOP 30	Features
Eastern Region	Lower Manya Krobo City	1: Odumase Akro	COMPASS-eligible states, cities, and counties (classes are held until the	Target	School is in a city and consists of kindergarten, primary school, and junior high school. Seventeen teachers and five assistant teachers like the National Service and NBC.

[30] GALOP: Ghana Accountability for Learning Outcomes Project: https://www.projects.worldbank.org/en/projects-operations/project-detail/P165557

			afternoon)3		Large school with 530 students, receiving Learning Grant from GALOP and eligible for the school lunch program.
		2: Oborpah Djerkiti		N/A	Unelectrified village. School consists of kindergarten, primary school, and junior high school. School building was constructed supported by NGO (i.e., Pencils of Promise). School covers six communities. Some children commute more than an hour.
	Upper Manya Krobo District	3: Akorkoma Sisi	COMPASS Target States and Schools for Everyone Pilot	N/A	School is in one-hour drive from the district center on the shore of Lake Volta in a fishing village. School Performance Improvement Plan (SPIP) is prepared. Volunteer teachers are hired with SMC support. CCPC has been established supported by Plan International.
Ahafo Region	Asunafo South County	4: Oseikrom	ACE/CRADA support schools and communities	N/A	Unelectrified village. No safe drinking water. School consists of kindergarten and primary school. Seven teachers commute from far away. No school lunches. Disparity between cocoa farmers with and without land.
		2: Kwadoma		N/A	Unelectrified village. No safe drinking water. School consists of kindergarten and primary school (i.e., first through fifth grades); sixth-grade students go to a neighboring village far away. Four teachers commute from far away. No school lunches. Large disparity between cocoa farmers with and without land.

* As a result of discussions between JICA and the World Bank, it was agreed that from the second half of the 2021 year onwards, JICA will not provide support to GALOP-supported schools, even if they are located in states covered by COMPASS.

At the central level, Ghana's education administration is carried out by the Ministry of Education (MoE) and the Ghana Education Service (GES), an independent implementing agency under the MoE. At the local level, there are GESs in the provinces, regional governments, and in the cities and districts, which are the basic local bodies that are effectively under the control of the central GES. In this survey, interviews were conducted with administrative officials at all levels in the areas we visited.

Ghana's school system consists of two-year pre-primary (i.e., kindergarten), six-year primary, three-year secondary, and three-year tertiary education. Of these, a total of 11 years—two years of preschool (4– 5 years old), six years of primary school, and three years secondary school—are compulsory. In this survey, we focused on primary education, which is highly relevant to JICA projects.

5.2 Policy and Status in Basic Education: Focusing on OOSC (including child labor)

For definitions of out-of-school children, child labor, and dropout in this survey, see Chapter 1.

(1) Current Status of Educational Services Under COVID-19

In Ghana, due to the COVID19 pandemic, public primary schools-were closed for approximately nine months from the end of March 2020 to January 2021.[31] When the schools reopened, the MoE had taken temporary measures for the upcoming semesters in the primary, secondary, and tertiary schools according to their respective situations.[32] The school year typically starts in September, and the first semester runs through to December, the second semester runs from January to March, and the third semester runs from April to July, Due to COVID-19, however, temporary measures were taken.

During the school closures, the MoE provided distance learning. The iCampus online learning platform was launched in May 2020 for kindergarten through junior high school,[33] but distance learning via radio and television was also launched for students without access to the Internet or the necessary devices (i.e., smartphones and tablets). It was planned that teaching materials for the remote classes would be distributed, but some of the primary schools visited in this survey had not received any such materials. There were also cases where it was impossible to receive remote lessons via radio broadcasts because the school was in a unelectrified area, there was no radio broadcasting station nearby, or the school did not have a radio in the first place. Under these circumstances, the district GES and the principals and teachers took the initiative to deliver the minimum amount of teaching materials in paper form and to monitor the learning at home.

After the reopening of the school in January 2021, measures were taken to automatically promote all students to the next one grade level. However, the learning loss during the closure period gradually became apparent, because as mentioned above, some pupils were not able to fully receive remote lessons during the school closure. Under normal circumstances, students are tested to determine their academic ability before being promoted; similar cases were also seen in the ACE project site. The MoE reported that the Basic Education Certificate Examination (BECE), which will be discussed later in this report, is likely to be the lowest result since its inception, which is partly because of the school closures due to the COVID19 pandemic.

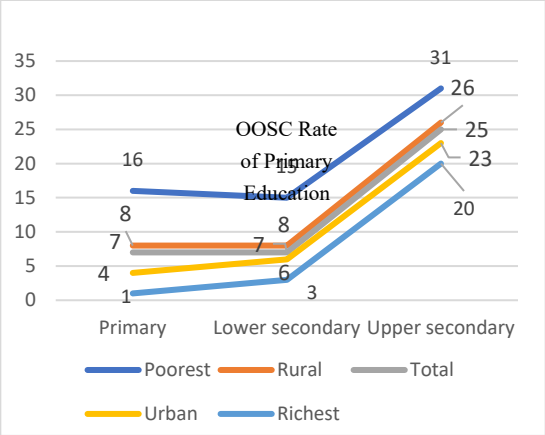
(2) Status and factors of OOSC

In Ghana, there was a significant improvement in the OOSC rate in basic education in the early-to-late 2000s (see Figures 5.1 and 5.2), and as a whole, the OOSC rate of both primary and secondary education were below 10%. While there are large disparities in the children's economic statuses in each region, differences based on gender are relatively small (Figure 5.3). Even though the completion rate for primary education has shown improvement, there has been a marked decline as the level of education rises to secondary and tertiary education (Figure 5.2). As with the OOSC rate, there are significant regional differences in the completion rate (Figure 5.4).

[31] The classes only for the final year of secondary and tertiary schools was planned to be continued in consideration of the examinations for the next round of higher education, but the West African Examination Council decided to postpone the examinations, so the secondary and tertiary schools were also closed. In June 2020 March, face-to-face classes for final year students of secondary and tertiary schools were started for the sole purpose of exam preparation. In October 2020, secondary and upper secondary schools were fully reopened and completed the 2019–2020 school year.

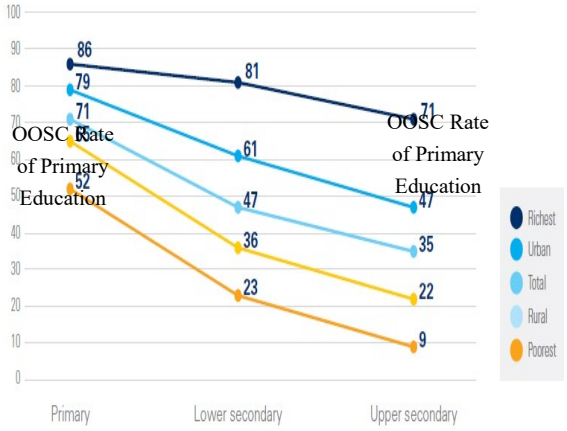
[32] MoE, Reopening of Schools for the next academic year, January 2021.

[33] WB, Secondary Education Improvement Project: Supported by SEIP



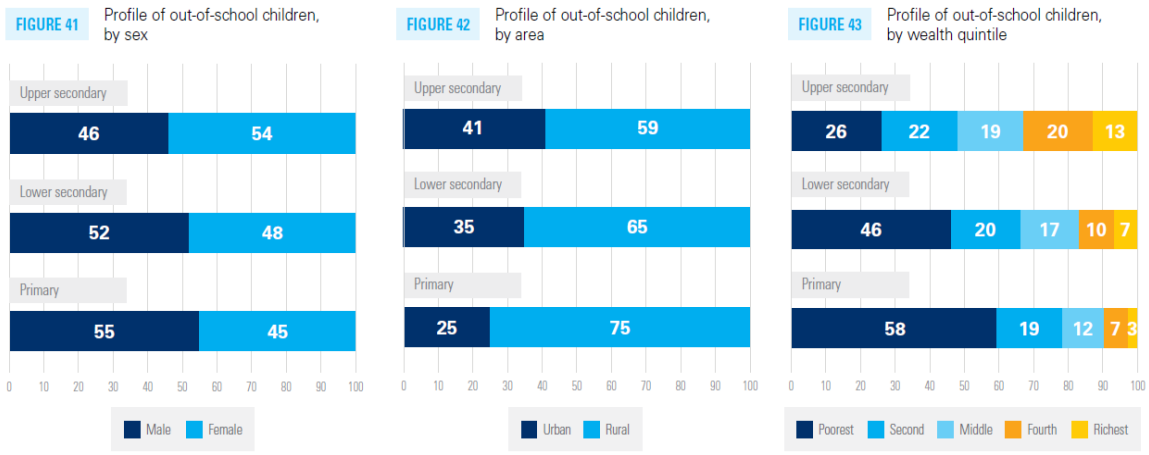
Source: World Bank DataBank

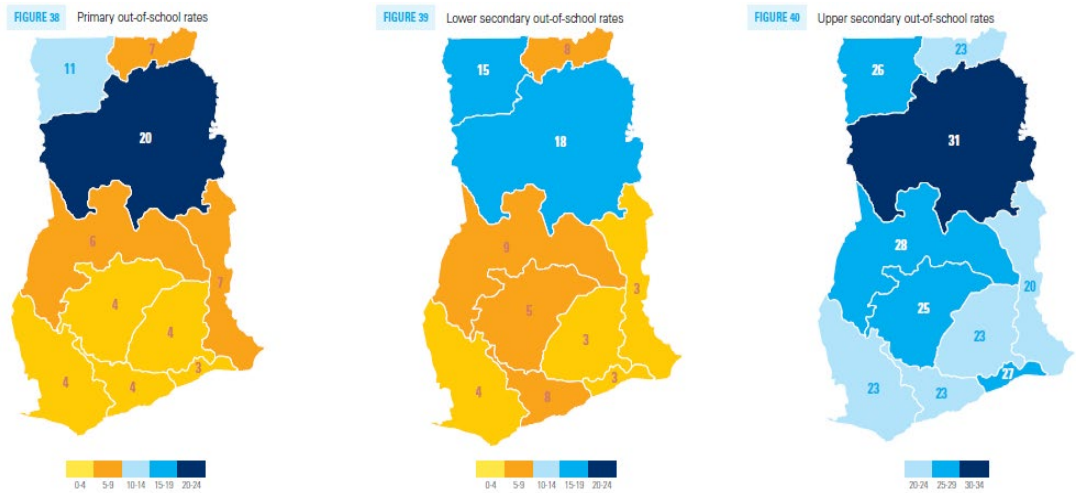
Figure 5.2 Ghana's out-of-school rates



Source: MoE

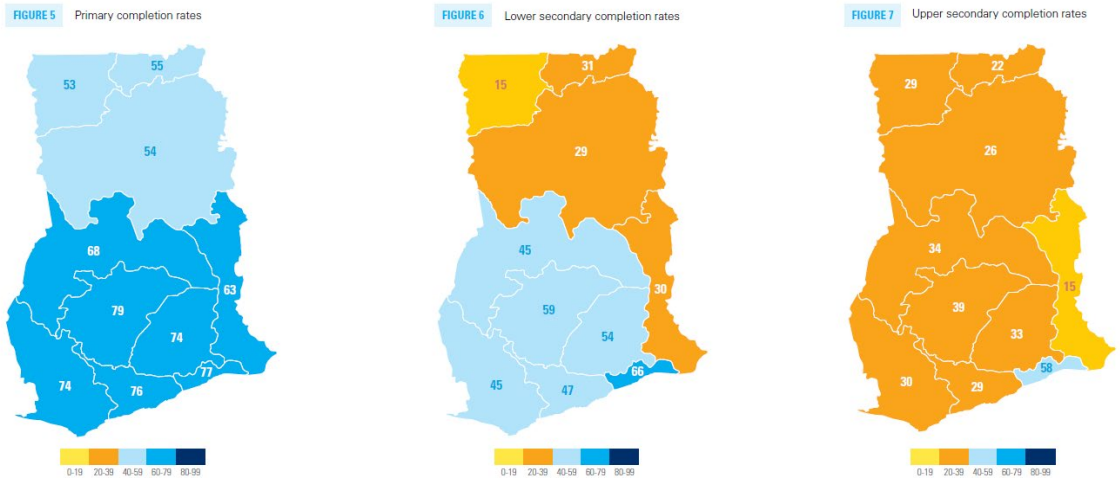
Figure 5.3 Ghana's completion rates





Source: MOE, Statistical Service, USAID, KOICA, GPE, WB, Ghana Education Fact Sheets 2020: Analysis for learning and equity using MICS data

Figure 5.4 OOSC rate of primary, upper secondary, and lower secondary in Ghana by gender, region, and income



Source: Same as Figure 5.4

Figure 5.5 Completion rates for primary, upper secondary, and lower secondary in Ghana by region

Among the general factors of OOSC listed in Table 1.2 in Chapter 1 of this report, the following items were obtained from the survey in Ghana:

Table 5.2 Factors to OOCS and Specific Situation of OOCS in Ghana

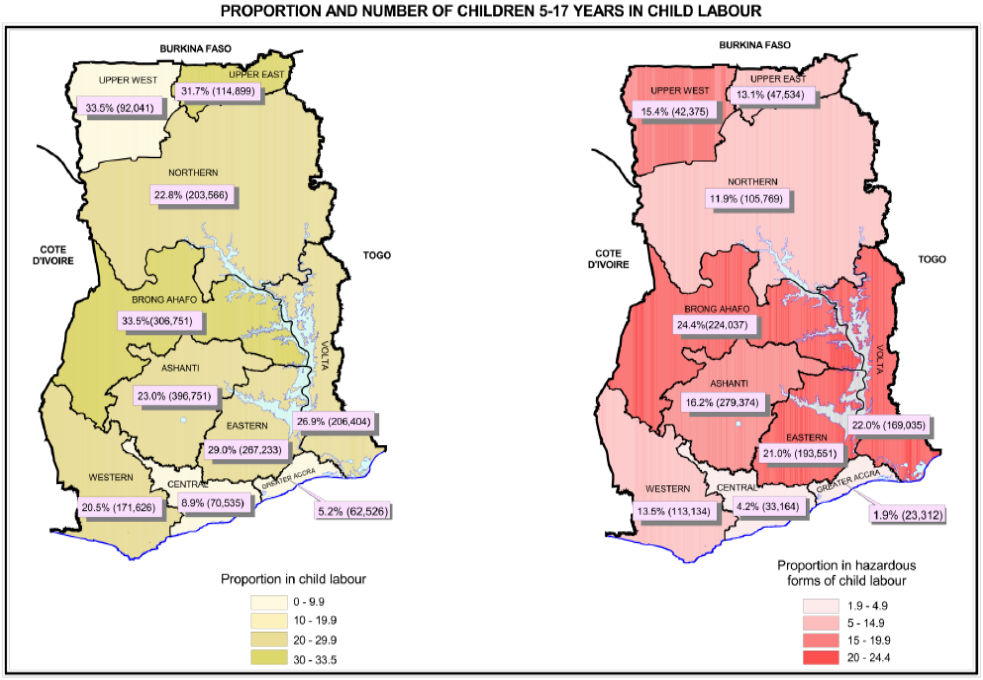
Domains and Elements	Examples of Specific Situations
Demand-side	
Income/wealth	Although the government has a policy of making basic education free and compulsory, students pay for the cost of uniforms, supplementary materials, stationery, etc., and they cannot afford these expenses; in particular, there are many students do not go to school because they cannot afford to buy uniforms, which cost 50– 60 cedis (approximately 1,000 Japanese yen). Many schools do not provide school lunches and cannot afford to pay for lunch. Some children are transferred to neighboring schools in the same districts, because they offer school lunch. Transportation to and from school is a burden. Some of the children work to help their families. The economic deprivation caused by the COVID-19 disaster may increase the number of students who cannot attend school due to poverty.
Social and cultural norms and values (including movement)	Lack of interest in school education Do not see the value of investing in education by comparing the cost of education with labor income. Do not see the value in educating girls. Allow girls to early marriage.
Family circumstances (including movement)	Movement and migration to secure household income (i.e., during agricultural harvesting or when moving to a different harvesting location): Transfer procedures are not properly carried out when moving for a short period of time, there is no community contact at the place of employment, information is blocked, etc. Parental divorce and domestic violence

	Lack of parental interest in education and children
Health, disability	Long-term absence from school due to child's illness, etc. Difficulty in attending school due to child's disability
Children's interest	A child does not want to go to school. In Ghana, it is called "Truancy" or "Truant." Sometimes the reason is unclear; physical punishment, bullying, sexual harassment, or other human relations may be the cause. Children are not interested in their studies.
Economic activities and Household chores	Children who do not attend school are often found to be working. Children do not attend school when they have to help their family during the farming season. When the market is held in the town, children help carry produce and goods, and they do not attend school at this time. Some children started working during the COVID-19 school closures; once they start working, it is difficult to quit. The number of children working as a result of the COVID-19 disaster may be increasing.
Supply-side	
Constitutional law, education law, children's rights law, related policies	Although the country has ratified and joined the Convention on the Rights of the Child and enacted laws related to child rights and child protection, a cross-sectoral monitoring system for child protection has not been established; a system exists but is non-functional. As birth registration rates have not reached 100%, there is not enough school enrollment campaigns.
Learning environment (i.e., quality, access) (Soft side)	Inability to ensure safe schools due to school violence, corporal punishment, bullying, etc. District education office prepares a list of candidate schools for the school feeding program based on poverty in the area; due to decentralization, the final decision is made by the district assembly office, which may have different opinions from the district education office. There are regulations that require classes to be conducted in the native language up to the third grade at the primary school level, but there is a shortage of teachers. There are regulations that require all subjects to be taught in English starting in the fourth grade at the primary school level, but neither the teachers nor the students are able to fully understand the English lessons. Textbooks are not sufficiently distributed. Limited school operating budget led to the late delivery of teaching materials and worksheets (i.e., exercise books). Learning loss due to COVID19 led to increased learning opportunities at home.
Learning environment (i.e., access) (Infrastructure)	The school is far away, and children are worried about the safety on the way to school. Aging schools, lack of classrooms, no electricity, no or weak internet connection Due to the lack of classrooms and teachers, especially in remote areas, double-enrollment classes (i.e., with one teacher) and two classes (i.e., with two teachers) are held in a one classroom. School safety (i.e., durability, disaster prevention, Water Supply, Sanitation, and Hygiene [WASH]) cannot be ensured. School facilities are not designed for children with special needs.

External factors	Climate change and natural disasters have led to increase in- and out-migration from the north to the central and southern regions, which has in turn led to an increased number of out-of-school children.

Source: Compiled by the research team based on the Ghana survey

A detailed study on child labor was conducted with the support of the ILO and other donors from 2012– 2013[34;] this survey revealed that 21.8% of children aged 5– 17 were engaged in child labor. From 2017– 2018 the MICS was conducted from 2017– 2018[35] and revealed 27.9% of the students did not demonstrate clear improvement.[36] In the 2006 survey,[37] the rate was 31%, which shows an increase. As in the case of out-of-school children, economic and regional disparities in child labor was found to be significant in past surveys (Figure 6-5). In the 2020 survey, the school attendance rate of children aged 6– 17 who were engaged in child labor was also examined. The census conducted in 2021 included a questionnaire about child labor; the results of this survey have not yet been published.[38]



Source: Ghana Statistical Service (2014), Ghana Living Standards Survey Round 6.

5.6 Figure 6 Child labor in Ghana by region

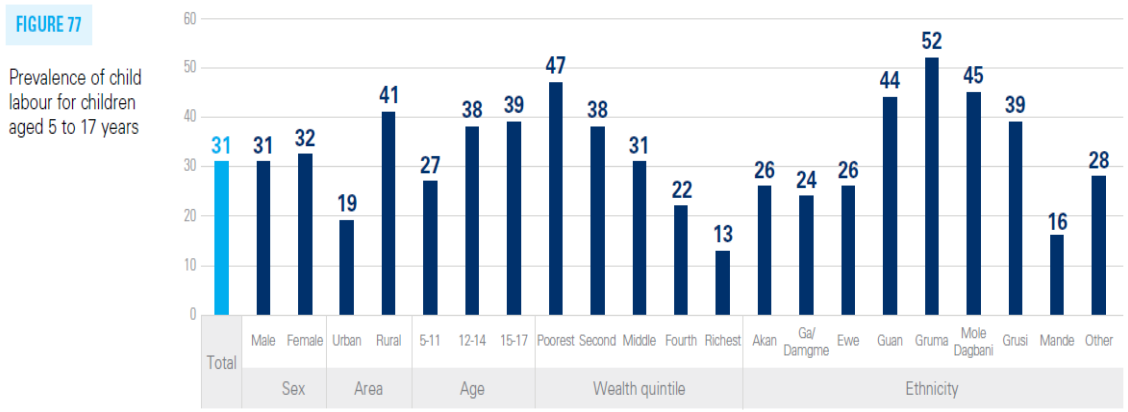
[34] Ghana Statistical Service, Ghana Living Standards Survey Round 6, Child Labour Report, 2014 (supported by WB, ILO, UNDP, UNICEF, and DFID).

[35] Ghana Statistical Service, Survey Findings Report, Ghana Multiple Indicator Cluster Survey 2017/18 (UNICEF, WB, UNDP, KOICA, USAID).

[36] The 2018 MICS makes modifications to the hours worked by each age group to match the actual situation in Ghana, so simple comparisons with the 2012–2013 survey are not possible

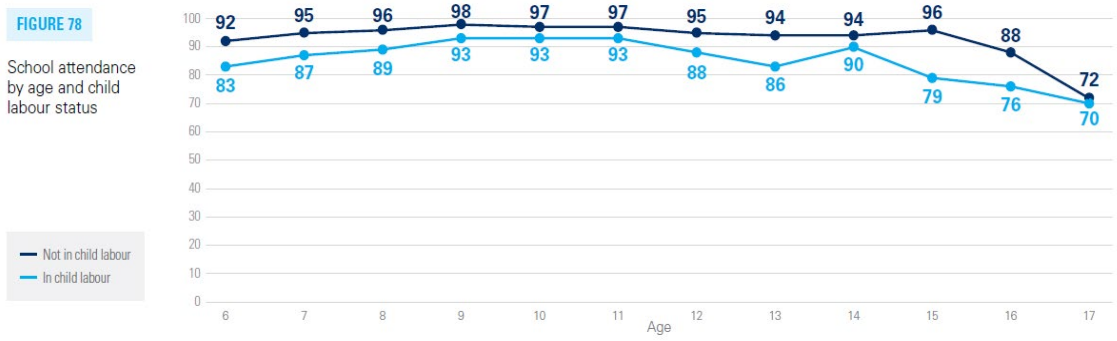
[37] MoE, Ghana Education Fact Sheets 2020, Analyses for learning and equity using MICS data, 2020 (supported by USAID, KOICA, GPE, WB)

[38] https://www.statsghana.gov.gh/2021phc/what_is_phc.html. Basic information such as population has already been released in the preliminary report. Other information is scheduled to be2022 released between May and December.



Source: MoE, Ghana Education Fact Sheets 2020, Analyses for learning and equity using MICS data, 2020 (supported by USAID, KOICA, GPE, WB).

Figure 5.7 Child Labor in Ghana by gender, urban or rural area, age, economic status, and ethnicity



Source: ibid.

Figure 5.8 Impact of school attendance on child labor in Ghana

(3) Policies to Prevent Drop-Out and OOSC

Rights of the Child:

Ghana ratified the UN Convention on the Rights of the Child (UNCRC) in 1990. Domestically, in line with the UNCRC, Ghana enacted the Children's Act, 1998, which guarantees a wide range of rights, including the right to education. In 2006, the Child and Family Welfare Policy was enacted by the Ministry of Gender, Children and Social Protection (MoGCSP) to implement and promote the Children's Act. In this policy, the role of the MoE and the GES is clearly stated as ensuring universal good quality basic education, especially for vulnerable groups; to achieve this, they need to develop curricula that reflect child protection issues, develop the capacity of teachers, and identify, prevent, and respond to child protection issues within educational facilities.

Government Plans and Perceptions of Issues Related to OOSC:

The current Education Strategic Plan 2018– 2030 (ESP) has the following policy objectives: (1) Expand access to quality education; (2) expand access to high school education; (3) strengthen technical education and vocational training; (4) expand educational opportunities for people without literacy education; (5) expand access to the disabled and to vulnerable groups; (6) expand access to

university education; and (7) improve education planning and management. As for the OOSC, the following issues have been recognized: (1) The reduction of OOSC is stagnant in the area of expanding access to quality basic education; (2) in remote areas, there are still no primary schools that are accessible within 3– 5 km of children's place of residence; and (3) information on educational services for OOSC is limited. The following strategies have been developed to address these issues.

Table 5.3 Issues and Strategies of OOCS in Ghana

Issues (Main Problems to Address)	Strategies
Stagnation in reducing the number of OOSC Insufficient supply of school infrastructure Distance to schools in rural areas is far. Poor quality of school infrastructure, including lack of WASH No accessible primary school within 3– 5 km of child's residence Lack of information on educational services for OOSC Limited government involvement and implementation of Complementary Basic Education (CBE)	Enrollment in public school at an appropriate age Strengthen the school infrastructure Provide safe, easy access to the school Provide school lunches, uniforms, transportation, etc. to vulnerable groups Increase provision of CBE to OOSC for children who experience difficulty reaching school

Source: MoE, Education Strategic Plan 2018– 2030 (ESP)

Administrative Organization:

Ghana's administrative structure is in the process of decentralizing. Every basic local body has a parliament and an office that encompasses all sectors, including education. The Social Security Department, which is responsible for child protection, was originally a regional office of the central MoGCSP, but is now subsumed within the parliamentary secretariat. The education sector, on the other hand, remains under the jurisdiction of the central GES, and the provincial GES and municipal and district GES have separate offices. The education budget is allocated by the MoE and the central GES to the local GES; the same is true for the budget for infrastructure of educational facilities, but due to ongoing decentralization, local government council offices are also distributing a certain amount of the budget. Some of the schools that were visited in this survey had renovated their school buildings with the budget of the district assembly office. Although public school lunches are provided from the budget of the MoE, distribution to all schools has not been realized due to lack of financial resources. The municipality/district GES prepares a list of schools that receive school lunches with a focus on schools located in areas where many impoverished people live, but the city/county council office decides schools to provide school meals.

Furthermore, the provision of educational services to OOSC is not managed by the GES, but by the Complementary Education Agency (CEA) (formerly the Non-Formal Education Department), an independent administrative agency under the MoE, as described below. At the center, the offices of the GES and CEA are located in different areas, and based on the interviews in this survey, there was no indication of daily collaboration. Similarly, in the municipalities visited in this survey, the GES has its own office and the CEA has its office in the council secretariat, and there was no indication of coordination.

Education Budget:

Ghana's education-sector budget is increasing. Approximately 70% of the revenue comes from the general account budget, and the remainder comes from financial support from donors and other

sources. In terms of the budget by program, the budget for basic education is the largest and accounts for nearly 30%.39 The non-formal education budget is also increasing, accounting for about 8% of the total education budget.40 The budget for activities is insufficient, and they are planning to wait for donors to start their projects before beginning their activities in earnest.[41]

(4) School Administration and Community Participation

SMC:
In Ghana, primary and secondary schools are each supposed to have a School Management Committee (SMC); notably, all the schools visited for this survey have one of these committees. The SMC chairperson is elected by the community, and the principal serves as the executive director; other members include representatives of the Parents and Teachers Association (PTA), village opinion leaders, representatives of community women's groups, retired teachers, politicians, and other influential people. While none of the schools visited for this survey had implemented a rule on the frequency of their meetings, in some cases, in addition to the regular meetings (i.e., once a semester), meetings were held on a voluntary basis as needed, during which maintenance and renovation of the school's infrastructure, the lack of teachers, teaching methods, and the status of learning-at-home (including homework) were discussed.

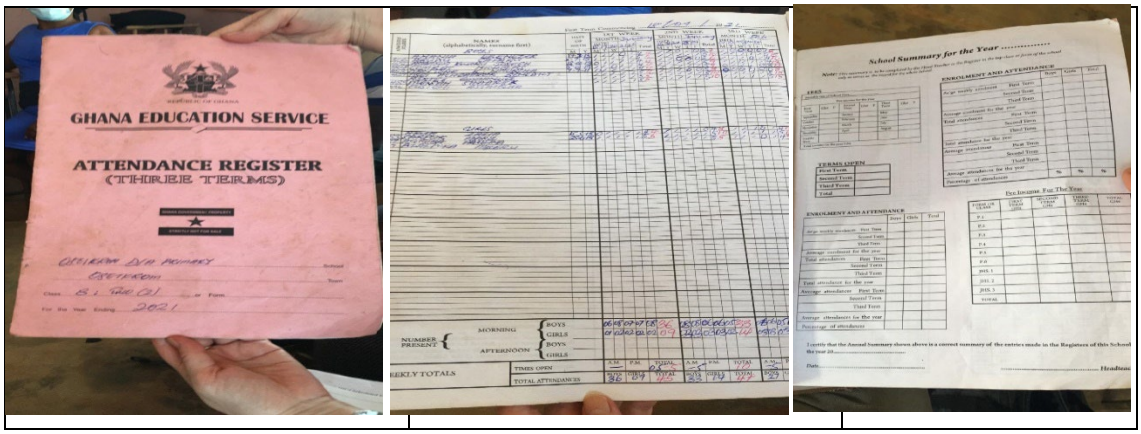
School Performance Implementation Plan:
Each school prepares a School Performance Implementation Plan (SPIP) every year and submits it to the city/district GES; in some of the schools visited in this survey, the SMC seemed to be involved in the preparation of the SPIP. One of these schools was established as a pilot school for the "School for All in Ghana Pilot Project" prior to the start of the current technical program, COMPASS. It was also common for community representative members and female members to be aware of the presence of OOSC and child labor in their communities.

School Counselors and Health Coordinators:
School counselors are appointed from among teachers (i.e., teacher mentors) and are concurrently also teachers. They were allocated in three schools visited for this survey. Implementation guidelines for institutionalizing counseling and teacher mentoring throughout Ghana, as well as a teacher mentor training manual, were developed with support from CAMFED: Campaign for Female Education, and training is being conducted; the cost of the training is supported by UNICEF. School health coordinators are also appointed from among the teachers. The city and district GESs are all staffed with qualified school counselors.

School Improvement Support Officers:
Several School Improvement Support Officers (SISOs) are assigned to the city and district GESs to serve as consultants for school management. In the past, SISOs were called circuit supervisors, but the name was changed to clarify that their role is to support school improvement by respecting the ownership of each school. They share problems and issues faced by the schools and seek out ways to improve them; if it is difficult for the schools to solve problems by their own efforts, they work together with the city and district GES to find a solution. Regarding children's problems, there is a system in place for the SISOs to report to the city/district GES when it is difficult for the school to solve the problem on its own.

[39] Based on interviews with the MoE, Education Budget Brief, and the Budget Office, Ministry of Education
[40] Same as in Note9
[41] Based on hearing from CEA

Attendance Verification:
During the interview with the central GES, student attendance is taken every time by the teacher conducting the class; the same form of attendance book is used in all the five schools visited. Attendance results are told for each term and reported to the city/district GES. In case of persistent absences, the homeroom teacher or subject teacher reports to the principal, who in turn informs the students or their parents; if no contact is made, the teacher will make a home visit to encourage the continuation of learning.

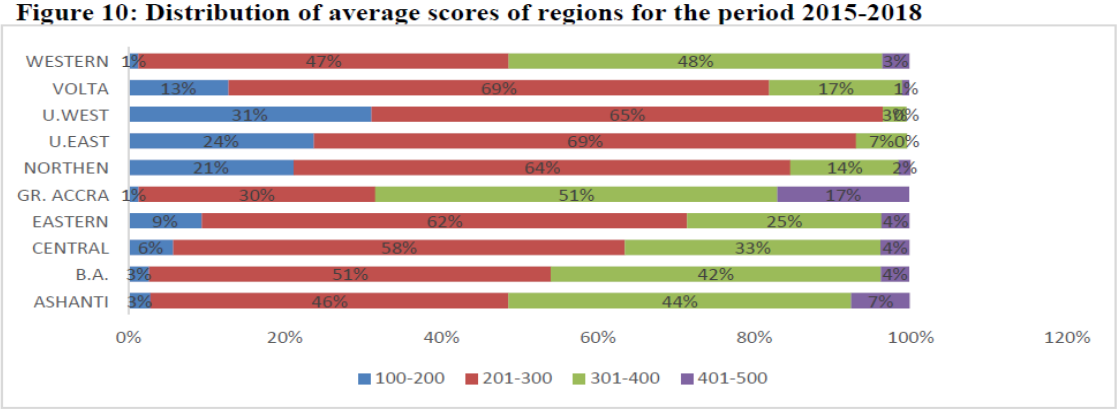


Attendance record kept at the visiting school

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

Examination System:
Ghana does not have a graduation exam at the end of primary education, nor does it have a degree certificate. There are examinations for each grade, and students advance if they achieve a certain grade; if a student achieves a certain grade in the final exam of primary education, they can move on to the first semester of secondary school. In this way, failure to pass the graduation examinations does not affect the completion rate of primary education. The BECE is at the end of secondary school, and the results of this examination affect admission into high school. According to the ESP, the three northern provinces have demonstrated low performance on the BECE, and there is a significant gender gap, with girls performing particularly poorly in the four major subjects (Figure 5.9).

Figure 10: Distribution of average scores of regions for the period 2015-2018



Source: MoE. Education Sector Performance Report 2018.

Figure 5.9 BECE results by region

As shown in Table 6-1, there are notable regional differences in the results. This year's BECE was conducted in November 2021, and the results will be announced early in 2022. Ahead of the announcement, a senior government official said that the results could be the lowest since the beginning of the examinations due to school closures and the psychological impact of the COVID-19 pandemic.[42]

Table 5.4 BECE Results by Region

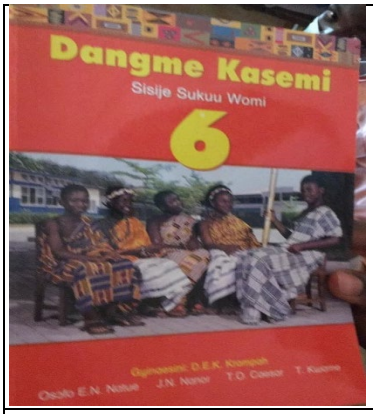
Table 20: Regional averages in BECE raw scores for 2015-2018

Regional Averages - Raw BECE scores					
Region	**2015**	**2016**	**2017**	**2018**	**2015-2018**
ASHANTI	283.6	317.6	314.6	306.2	305.5
B.A.	268.3	309.5	308.9	301.9	297.1
CENTRAL	265.5	293.7	293.0	287.5	284.9
EASTERN	251.9	286.3	274.8	271.8	271.3
GR. ACCRA	307.2	348.2	338.8	340.3	333.5
NORTHEN	229.2	254.2	249.1	250.3	245.6
U.EAST	224.3	235.4	229.2	228.8	229.4
U.WEST	203.1	229.3	220.1	228.9	220.3
VOLTA	235.7	265.8	262.9	251.6	253.9
WESTERN	284.4	318.3	314.0	298.3	303.6

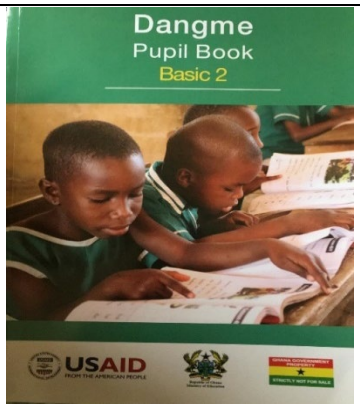
Source: MoE. Education Sector Performance Report 2018.

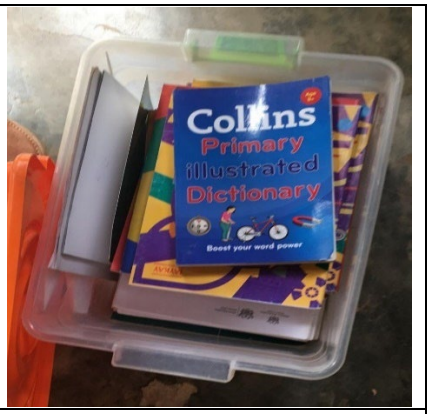
Curriculum and Textbooks:

The curriculum is developed by the National Council for Curriculum and Assessment (NaCCA).[43] The NaCCA approves textbooks that are aligned with the curriculum, the list of which is made public. The role of the city/district GES is to purchase the necessary textbooks and distribute them to schools, but they are unable to purchase sufficient quantities due to budget shortages. Furthermore, even though new curricula were developed in 2019, the development of compliant textbooks has been delayed; the GES had planned to develop and approve the textbooks by the end of January 2021 and distribute them to all schools, but this schedule has been delayed. In the schools visited, teachers were teaching by hand, using old textbooks and teaching materials they had obtained. The schools have approximately one copy of the old textbooks and teaching materials for each child, and the children share and read them in each class. Several of the schools we visited were supported by USAID; in addition to English, materials written in the local mother tongue are developed and provided.



Textbooks in the local mother tongue





There is no one English textbook and its supplementary materials per person. Everyone browses them, and the teacher keeps them safe after class.

[42] https://www.educationweb.com.gh/opinion/bece-results-could-be-worst-ever
[43] National Council for Curriculum and Assessment: https://www.nacca.gov.gh

Teachers:
The teacher training colleges in Ghana are all four grade-level universities. Teachers are centrally recruited in batches and assigned to schools in various regions; new teachers are often assigned to rural areas to gain experience. Salaries are paid by the GES of the jurisdiction. One of the challenges in teacher allocation is the shortage of teachers in remote areas; data from 2013– 2016 show that although there has been some improvement, the allocation of teachers in remote areas is still only about 85% of the number needed for basic education, including preschool.[44] Nationwide, the teacher shortage is expected to persist as the school-age population continues to grow.

Teachers for the MoEs' non-formal education program described below are selected from among qualified community members who are able to teach in their native language in their respective areas. Teacher certification is not a requirement for selection.

(6) Access: Facilities and Costs

The ESP specifies strengthening of the school infrastructure. The education budget accounts for approximately 4.5% of GDP and 24% of government revenue, and even though it is increasing, the budget shortfall continues due to the increasing demand for educational services from the growing school-age population. Some schools in remote areas are equipped with accommodation facilities for teachers from distant locations, but in the absence of these facilities, no public transportation is available for commuting and there are no safe commuting routes, which make it difficult for teachers to access schools during rainy weather.

	
Double-enrollment in rural schools	**Preschool classes in urban schools**

(7) Learning Opportunity Linkage: Public Education, Non-Formal Education, Informal Education

Non-formal education in Ghana complements public education is provided by CEA, has been in charge of this area since 2020. The CBE program was implemented from 2012– 2018 with the support of DFID (at that time), and USAID added their support in the last two years and joined the program in the second half of the academic year. The main target group is children aged 8– 16 who have never attended school. Although children who have dropped out of school are also eligible, priority is given to those who have never attended school, because it is presumed that they will have the potential to return to school.[45]

[44] MoE, Education Sector Analysis 2018
[45] According to the CEA hearings.

This is a nine-month accelerated learning program, in which students learn their native language and mathematics at the primary second- and third-grade levels from facilitators from their community who speak the native language. When a certain level of proficiency has been achieved, students are transferred to the public education system at the primary third- or fourth-grade levels, depending on their ability. In Ghana, all subjects are taught in English starting in the fourth grade of primary school; because many children fail to keep up with the learning process, donors focus their support on these grade levels and ages. There are currently no age restrictions based on grade level when transferring to public education, but it is preferable that the age gap is not too significant.[46]

Donor support was temporarily terminated in 2019 but will be resumed through the World Bank's GALOP with the FCDO taking charge of this part of the component. Since the CBE program was fully implemented by the CEA, which was still known as the Non-Formal Education Department at that time, with collaboration from international and domestic NGOs until 2018, experienced NGOs may be able to become service providers again. The CEA's CBE budget eventually may be increased, but for the time being, financing must come from donor support. Because some schools are ineligible for support under GALOP, the CEA aims to obtain an external budget that includes other donors.

In addition to the CBE, the CEA also provides learning opportunities for youth and adults, such as literacy and technical education. The CEA regional offices are already included in the city and district council secretariats, but are separate from the GES affiliate.

5.3 Multi-Sectoral Collaboration to Support OOSC (including child labor)

The current efforts of the MoE and GES in supporting OOSC (including child labor) are as follows:

Provision of CBE (i.e., non-formal education) and informal education by CEA:
As described in the previous section.

Assignment of school counselors:
The Guidance and Counselling Division of the GES is staffed with personnel with degrees in psychology and counseling, and the GESs in every province and city/district always have personnel with counseling degrees. All secondary schools are also staffed with teachers with counseling degrees. In kindergartens and primary schools, when personnel with a counseling degree are not assigned, interested teachers are trained to take charge of counseling and to conduct it in consultation with the city/district GES counselors.

The primary roles of counselors are to provide (1) academic support for students by monitoring student performance, (2) career counseling, and (3) relationship counseling in school, at home, and in the community. In Ghana's teacher-training universities, which shifted to a four-year system three years ago, at least one semester of psychology and one semester of counseling are required, and all teachers have basic counseling knowledge.

Teachers who are not certified counselors are referred to as "teacher mentors," and implementation guidelines were developed to institutionalize counseling and teacher mentoring throughout Ghana, in

[46] According to the MoE hearing. Due to the lack of age limit, there are some students who have a large age difference in each grade of public education. Some students find it difficult to return to school when there is a large age difference. In addition, it was said that the smaller the age difference, the better, as it may lead to fights between pupils and sexual violence.

addition to a teacher mentor training manual (supported by CAMFED: Campaign for Female Education) and training that is conducted. The aim of the training is to prevent corporal punishment, sexual harassment, and bullying—including cyber bullying—in schools, and this is supported by UNICEF's Safe School program.[47]

Assignment of School Health Coordinators: The School Health Education Program (SHEP) unit of GES plans and implements training in school health and community awareness. The targets are public basic and higher-education schools, teacher-training colleges, and communities. Strategies include capacity building of SHEP coordinators, promotion of child-to-child initiatives (establishment of school health clubs, collaboration with WASH, etc.), collaboration with school communities (PTAs, SMCs), and development of educational materials. The main areas of support are (1) life skills-based education (i.e., reproductive health); (2) food safety and nutrition education; (3) disease prevention (i.e., infectious and non-infectious diseases); and (4) a safe and healthy school environment, including (i) physical school environment such as school buildings, (ii) sanitary water and sanitation, and (iii) the psychosocial school environment (i.e., teacher–teacher, teacher–student, and teacher–parent relationships).

At all times, the SHEP unit works closely with the Ghana Health Service (GHS), an implementing agency of the Ministry of Health, and SHEP is supported by UNICEF. Community School Health Coordinators are assigned to all regional GES offices, and SHEP Coordinators are assigned to district and city GESs. At the school level, school health coordinators, who are appointed from among teachers, are assigned to work with the district, city, and regional GESs.

Collaboration between the MoE and other sector agencies includes the follows.

Collaboration with Community Child Protection Committees (CCPCs[48]):
CCPCs were established by the Government of Ghana to reduce and eliminate child labor as the closest child-facing end of a multi-sectoral support system and part of its child-labor-monitoring and -reporting system. The functions of the CCPCs are defined by the Child Labour Monitoring System document and include raising awareness about the negative aspects of child labor and the importance of education, identifying and monitoring children who are at risk of child labor (including non-enrollment), and providing relief (including reinstatement and continued enrollment).[49] In the schools and communities supported by ACE, CCPCs have been established and are functioning with members who conduct rounds of monitoring in their community catchment areas. They also attempt to identify children who are not attending school and encourage those who had been attending school to return to school. The composition of the members is specified in the guidelines and includes schoolteachers and representatives from the SMC and PTA.[50]

Collaboration with the Social Welfare Department of the City/District Council Secretariat:
The City/District Council Secretariat has a department in charge of social welfare, which includes child protection and child labor, and there are several Social Welfare Officers assigned to the department. Collaboration with GES varies from district to district. In the Upper Manya Krobo District, the National Training Officer of GES works with the District Social Welfare Department.

[47] Still only being done in 20 counties due to COVID-19.
[48] Community Child Protection Committee
[49] Ghana Child Labour Monitoring System (GCLMS) Main Document (2010)
[50] Same as above.

City officials, mainly from the city CPC, monitor child labor in the market in Lower Manya Krobo City. After they have identified a problem, they work with the appropriate agencies to contact the parents or the police, depending on the situation, or they provide primary protection through the social welfare bureaus of the city or district councils; it should be noted that this procedure has not yet been fully institutionalized.

As a supportive measure for poor families, the Department of Social Welfare is implementing the Livelihood Empowerment against Poverty (LEAP), which is a World Bank support program. The target poor households are those of the elderly, the disabled, and vulnerable families, and the conditions of the LEAP cash transfer, if any, include enrollment of school aged children if they are. The central MoGCSP selects candidate communities in the district and the target households are selected from among them; it was discovered, however, that households with OOSC are not prioritized in the selection process.

In addition, a Cross-Sectoral Operational Protocol for Child Protection[51] has been developed by the MoGCSP with the support of UNICEF. The procedures include early detection, identification and protection of children, who are engaged in child labour and to be protected from any other risks (violence, abuse, exploitation, etc.) that may lead to the risk of non-attendance, prevention of non-attendance, and identification of those who may be at risk of dropout. (School personnel are included among those concerned.)[52]

Linkage with birth registration:
Ghana has promoted birth registration since 2010 with the support of UNICEF.[53] In the early 2010s, a study was conducted to analyze disincentives for birth registration; the most significant disincentives were found to be the cost of obtaining registration certificates and the distance and inaccessibility of registration offices in remote areas. In response to these findings, registration was made free of charge for all who register within the first year after birth.

Furthermore, to increase the birth registration rate in remote areas, volunteers were hired and given cell phones, which reportedly increased the birth registration rate from 57% in 2014 to 63% in 2017.[54] Birth registration facilitates access to public services such as immunizations and child allowances and makes it easier to verify school age and identify targets for schooling campaigns. Each region continues to promote birth registration using similar methods to strengthen the entry points and prevent school failure.

5.4 Status of Major Donors' Support: Focusing OOSC (including child labour)

(1) World Bank
The following table shows the list of education-related World Bank projects that are currently being implemented in Ghana or have been implemented in recent years.

	Start Year	End Year
Ghana Accountability for Learning Outcomes Project: GALOP	2020	2025
Ghana Secondary Education Improvement Project	2014	2021

[51] MoGCSP, Inter-Sectoral Standard Operating Procedures for Child Protection and Family Welfare: Guidelines, Tools and Forms for Casework and Management
[52] See Attachment 5.3 about the detail
[53] Registration of Births and Deaths Act, 1965 Act 301 has been enacted.
[54] UNICEF Ghana and the Births and Deaths Registry, Assessment of the m-birth project in Ghana (2018).

Ghana COVID-19 Emergency Preparedness and Response Project	2020	2020
Improved Feeding Practices for first 1,000 Days (P159735)	2020	2023
Ghana Productive Safety Net Project 2	2021	2025
Ghana Productive Safety Net Project (GPSNP)	2018	2022

The World Bank has continued to support the education sector, including the Ghana Secondary Education Improvement Project, which involved school construction to improve the quality of and access to secondary education. The Ghana Secondary Education Improvement Project included school construction to improve access and quality of secondary education, while GALOP, which was launched in 2020, focuses on improving the quality of primary education, supporting OOSC, and addressing COVID-19, based on the previous support for improving access.

The support of OOSC includes the allocation of school subsidies to target schools, improved teacher quality, implementation of the CBE using the Education Outcome Fund, and strengthened SMC functions. Additionally, the aforementioned LEAP Project is being implemented as a component of the Ghana Productive Safety Net Project. The cash transfer program for vulnerable households has as one of its indicators the promotion of school attendance among school-age children; as a result of the phase, the number of out-of-school children has reportedly improved.[55]

(2) FCDO
The aforementioned CBE program (i.e., Phase 1) was implemented from 2012– 2018. A program corresponding to Phase 2 will be implemented as a component of the World Bank GALOP.

(3) USAID, United States (Department of Labor)
The last two years of the CBE program (i.e., Phase 1) was jointly implemented with then-DFID and USAID. The World Bank's GALOP will be responsible for strengthening teacher capacity; the World Bank also works with the MoE to provide a range of other types of support, including strengthening Early Grade Reading, teaching in native languages, school infrastructure, and preschool education. The U.S. Department of Labor provides support for the re-entry of OOSC into public education through the reduction of child labor.[56]

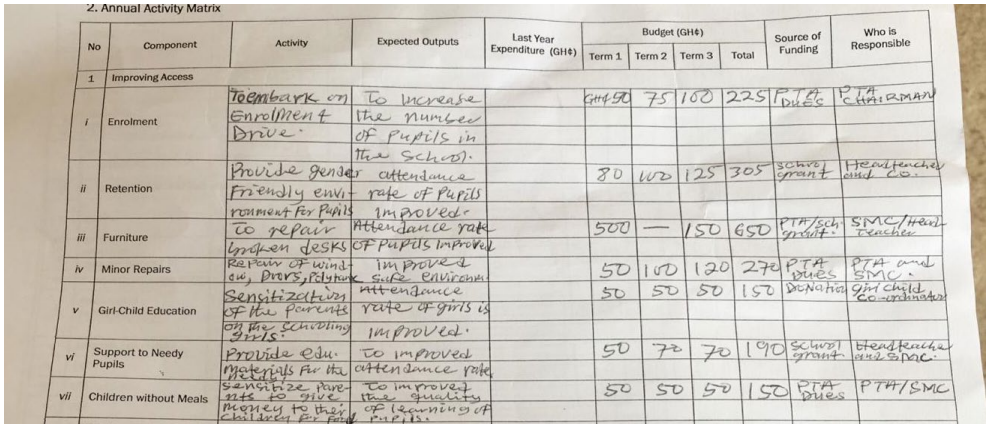
(4) ILO
ILO supports the development of policies and monitoring guidelines to reduce child labor and conducts research on this topic. It has implemented projects to eliminate child labor, such as Towards Child Labour Free Cocoa Growing Communities (2010– 2015), in collaboration with the U.S. Department of Labor.

5.5 Japan/JICA's Cooperation for Basic Education and OOSC (including child labour)

The Japanese government designated human resource development as a priority area in the "Rolling Plan of the Country Assistance Policy for the Republic of Ghana" and is developing cooperation that contributes to the provision of quality education. JICA has been providing long-term support in the education field in Ghana, primarily in the form of teacher training, and has dispatched individual experts through its pilot project entitled the "School for All Pilot Project" since 2015. COMPASS

[55] WB, PAD: Ghana Productive Safety Net Project 2, 2021
[56] Making Advances to Eliminate Child Labor in More Areas with Sustainable Integrated Efforts (2020–2024)

was started in 2020 as a result of the Pilot Project and works to improve learning, especially in math, and to strengthen SMC through the democratic re-establishment of SMC. “School for All” projects implemented in other countries have confirmed many results, such as a reduction in the number of OOSC by learning improvement and preventing dropouts through community-based schooling campaigns. Although COMPASS was only recently begun, it is planning activities and collaborating SMCs that will be democratically re-establishment.



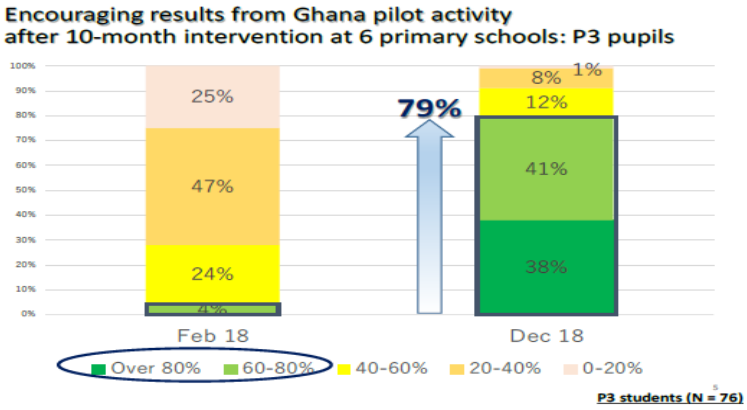
2. Annual Activity Matrix

No	Component	Activity	Expected Outputs	Last Year Expenditure (GH¢)	Budget (GH¢)				Source of Funding	Who is Responsible
					Term 1	Term 2	Term 3	Total		
1	Improving Access									
i	Enrolment	To embark on Enrolment Drive.	To increase the number of Pupils in the School.		GH¢50	75	100	225	PTA Dues	PTA CHAIRMAN
ii	Retention	Provide gender friendly environment for Pupils	attendance rate of Pupils improved.		80	100	125	305	school grant	Head teacher and Co.
iii	Furniture	To repair broken desks	Attendance rate of Pupils improved		500	—	150	650	PTA/sch grant.	SMC/Head Teacher
iv	Minor Repairs	Repair of windows, Doors, Polytank	improved safe environment		50	100	120	270	PTA dues	PTA and SMC.
v	Girl-Child Education	Sensitization of the Parents on the schooling girls.	Attendance rate of girls is improved.		50	50	50	150	Donation	Girl child Co-ordinator
vi	Support to Needy Pupils	Provide Edu. Materials for the needy	To improved attendance rate		50	70	70	190	School grant	Head teacher and SMC.
vii	Children without Meals	Sensitize parents to give money to their children for food	To improved the quality of learning of pupils.		50	50	50	150	PTA dues	PTA/SMC

SPIP for Visiting Schools

For this survey, two types of COMPASS target schools were visited: One was a school that had established an SMC in a pilot project prior to the start of COMPASS, and the other was a school that had become a new target of COMPASS. Both were located in adjacent local bodies in the same Eastern Region. In both schools, SMC members gathered at the schools and conducted interviews on the status of SMC activities and concerns, the school environment, and the factors and realities of OOSC in the community. At the pilot school, when the survey team met with the SMC in the principal’s office, they confirmed the SPIPs had been kept in the principal’s office for several years, the content requested by the SMC was reflected in the SPIPs, and the SPIPs were being prepared in collaboration with the SMC. The SPIP also included activities related to OOSC, such as an enrollment drive (see photo). It was also confirmed that SMC is interested in the learning environment in schools, holding meetings, and monitoring the OOSC situation in their communities.

During the “Schools for All” pilot project, three weekly one-hour remedial classes were initiated for second and third-grade students in the primary schools, where community participation was more active, and drills were distributed to all the students. Half of the facilitators were teachers and half were community members, and training was provided to strengthen their capacity. An assessment test conducted 10 months after the beginning of the remedial classes revealed that the students’ comprehension had improved. The number of students, especially those in the third grade, who correctly answered more than 60% of the questions improved from 4% to 79% during this time (see the figure below).



Source: JICA Ghana Expert Activity Report (2015– 2019)

Figure 5.10 Results of an assessment test for the implementation of support for supplementary classes (3rd grade primary school)

A summary of the COMPASS projects is shown in Table 5.5.

Table 5.5 Summary of Compass

Outline of Project Based on Preliminary Evaluation Table	
Goal	Models that help improve learning outcomes for children at the primary level through community-school collaboration will be disseminated in other states.
Project Purpose	The target states will be ready to disseminate and deploy models that contribute to improving learning outcomes for children at the primary level through collaboration between communities and schools.
Results	Outcome 1: The school management model will be improved through community participation. Outcome 2: Children's learning outcomes in elementary math will be improved. Outcome 3: The SMC monitoring system between the county and schools is strengthened. Outcome 4: An improvement cycle is implemented to improve the dissemination potential of the model.
Gender Classification	GI(S) Gender Activities Integration Project: This project will clearly state in the work instructions that school management should be conducted from a gender perspective, wherein the gender situation and the needs of the target community are surveyed and analyzed, and a policy is devised to ensure and promote the participation of women from the community in discussions related to school management and in the selection of school management committee members. The project will also survey and analyze the gender situation and the needs of the target communities and devise policies to ensure and promote the participation of women in school management discussions and in the selection of school management committee members.

In January 2020 JICA established the Sustainable Cocoa Platform in Developing Countries, a multi-sectoral platform with the aim of creating a sustainable cocoa sector, which includes support for the reduction and elimination of child labor. Ghana, the world's largest cocoa producer, was selected as

the first country to receive support. The platform has been established in collaboration with academia, industry, government and civil society organizations and in cooperation with the ILO and has conducted awareness-raising seminars to promote a better understanding of business and human rights, with a focus on child labor issues. In December 2021, a subcommittee on the elimination of child labor in the cocoa industry (the Child Labour Subcommittee) was established under the JICA joint initiative (Governance Group, Law and Justice Team, Governance and Peacebuilding Department) and ACE,[57] which is also a member of this platform. Major Japanese chocolate-related companies and others are participating in the subcommittee to strengthen Japanese efforts in this area.

In this survey, two schools and their administrative organization were visited, both of which are targets of ACE's original collaborative activities with Ghanaian NGOs. The region where ACE operates (i.e., the Ahafo Region) has one of the highest rates of child labor in Ghana. The two communities where the schools are located are both unelectrified villages, where it is difficult to secure safe drinking water and traffic is poor due to being located far from the main road. There are many cocoa farms in the vicinity, and during the peak farming season, adult workers and their families migrate from other areas in search of work; notably, there are also reports of children migrating as workers away from their families, which is the worst form of child labor and the equivalent of human trafficking.

With the support of ACE, a CCPC was established in this community to monitor child labor as stipulated in the government guidelines for the Ghana Child Labour Monitoring System (GCLMS). The CCPC members are supposed to include representatives from SMC and PTA. SMC was well aware of the objectives and activities of the CCPC, since it promotes community awareness to reduce child labor and promote school attendance. Most of the members of the CCPC participated together in the interviews with the SMC for this survey; they said, "There was a custom that it was natural for children to help their parents or relatives on their farms, but through ACE activities, I have come to understand the importance of children going to school and making time to learn." In fact, there was not a single dropout at either school that was visited, despite the effects of COVID-19. It is expected that collaborative efforts between SMC and CCPC will enhance the effectiveness of reducing and preventing child labor in the community and promoting school attendance. Moreover, CCPC monitoring has confirmed through the activities of ACE that the issues identified as hindering children from attending school will be improved.

Table 5.6 shows the major projects supported by JICA in the education sector in recent years.

Table 5.6 Major Support Projects in Education Sector in Recent Years

	Project name	Overview
1	Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS)	Technical cooperation projects (2020– 2024) Target states: Volta, Ochi, Eastern
2	Project to support institutionalized quality improvement and management policies for primary and secondary teachers	Technical cooperation projects (2014– 2018) Target area: Every county in the state, total county
3	Advice on decentralized education and education policy	Dispatch of individual experts

[57] ACE is conducting JICA: Data Collection Survey on Child Labour and Support for Child Labour Free Zone, Pilot Activities with a Focus on the Cocoa Region (2020–2022).

4	Dispatch of cooperative teams to the basic education field	JICA Overseas Cooperation Volunteers

5.6 Proposal for JICA's Cooperation: Direction and Activities

Based on the survey results, wherein the STEPS framework was applied to Ghana, and in view of the feasibility thereof, we propose the following short- and medium-term directions for JICA's cooperation.

1. Suggestions for COMPASS

First of all, the improvement of basic academic skills in primary education, which is being addressed in COMPASS, is a priority development goal in JICA's cooperation efforts in the short and medium term, and is compatible with the common outcome of STEPS. Dropout prevention is expected to be achieved through learning support, but this is not currently an explicit goal. We therefore propose the addition of (1) a "continuation of attendance management by teachers and schools and sharing with SMC" as one of the explicit indicators leading to dropout prevention; and to (2) "provide education that is closely aligned with individual abilities and interests, and monitor performance and provide remedial training." While this is accomplished during the process of supporting improvements in basic academic skills, it should be institutionalized, established, and practiced in all schools. In addition to the monitoring academic performance, students will be observed and recorded on their class attendance and learning; their qualities and interests in subjects other than the primary subjects; their activities at school; and their interactions with classmates, teachers, and others. Based on these observations, remedial training will be provided if it is deemed necessary. At present, COMPASS plans to provide math drills and basic math achievement tests, but if support for other subjects is needed, additional activities will be added or collaboration with other donors who provide learning support will be considered. If non-academic support is needed, counseling will be provided by counselors and depending on the situation, discussions will be held with parents, with the aim of providing learning that is tailored to each individual child. Furthermore, based on the feature of strengthening school management through the establishment of democratic SMCs—another central issue of COMPASS—we propose the following activities: (3) "identification (detection) of those who are not attending school through collaboration between schools and SMCs" and (4) "school counseling and provision of schooling opportunities to those who have been identified as not attending school"; a secondary effect of adding these activities may be the (5) "prevention of child labor."

Table 5.7 Indicators for STEPS Common Outcomes

Indicator	Data Sources and Sub-Indicators
SDG 4.1.1-(i): Acquire basic math skills at the elementary second- and third-grade levels	COMPASS test results Monitoring grades and remedial course attendance records
SDG 4.1.2: Number of students enrolled by grade and class	Attendance list maintained and shared with relevant parties

SDG 4.1.4: Percentage of out-of-school time (Number of out-of-school children in the pilot region)	Map of underserved populations developed in collaboration with communities and SMC Non-enrollees found (number) Number of out-of-school children provided with school counseling Number of students not enrolled in school who were provided with opportunities to attend school Children enrolled in or transferred to public education with established enrollment (Number)
SDG 8.7: Eliminate child labor	Map of underserved populations developed in collaboration with communities and SMC Child laborers found among undocumented workers (Number) Child laborers in the out-of-school population who were provided with school counseling (Number) Child laborers (number) among out-of-school persons who were provided opportunities to attend school Child laborers among children enrolled and transferred to public education whose enrollment has been established (Number)

COMPASS is already collaborating with the World Bank GALOP to establish SMCs. With the addition of the above activities and indicators, it will be possible to collaborate with CBE using the FCDO's Education Outcome Fund through GALOP. For example, pilot activities will be implemented in areas where GALOP and support areas and schools overlap or are adjacent to one another, and the children's attendance and absenteeism will be monitored in collaboration with the CBE's Social Provider. The participation of children who have dropped out or been identified as out-of-school will be promoted by the CBE program, and children who have re-enrolled after learning in their mother tongue for a month through the CBE program will be monitored in collaboration with the PTA, SMC, and CCPC. This collaboration will contribute to the achievement of GALOP's outcome indicators and "retention after re-enrollment" will be improved by conducting follow-up after re-enrollment, which can be a new indicator of GALOP's effectiveness. The specific activities (draft) are shown in the next Table. It should be noted that additional budgetary measures will be required for the activities described above.

No	Project Type	Examples of Activities	Period/Input
1	Technique Pro: Add to COMPASS	Confirm and share attendance (consider using WhatsApp to share information among stakeholders) Monitor of each individual's performance Create and implement remedial training plans based on monitoring Monitor the effects of performance supported through community collaborative remedial activities and provide a referral to other learning opportunities, such as non-formal education, vocational training, and informal education programs as needed Collaborate with communities, including SMC, to create a map of out-of-school time. Provide schooling counseling and schooling opportunities	Period: from 2022 Additional Inputs 1) Grade monitoring and remedial planning and implementation 2) School activity planning and implementation

		to children not enrolled in school by collaborating with those involved in places of learning wishing to enroll in school, with a focus on communities including SMCs, and consider collaborating with GALOP Monitor attendance and performance of the students who enter or transfer to public education after completing the CBE program to support retention after re-enrollment Identify and prevent child labor through jointly mapping school absenteeism with communities, including SMCs, and report to relevant authorities when necessary Identify signs of child labor, excessive domestic work, etc., and prevent and monitor child labor by monitoring the school performance for children enrolled in public education.	, 3)Cooperation and coordination with related organizations

2. Proposals for Next Round of Child Labor Prevention Workshops

We would next like to propose a new project, the main purpose of which is to reduce and/or eliminate child labor. Child labor causes of school dropout, and children who go to school while working as child laborers are considered to be at risk of dropout. Efforts to eliminate child labor will effectively prevent an increased number of out-of-school children, mitigate the risk that they will drop out of school, and ensure that all children can attend school. The primary activities of the proposed project are to identify child laborers at the community level, release identified children from child labor, provide school counseling for children released from child labor and schooling opportunities, and ensure a continuation of schooling. To implement these activities, the CCPC—the implementing agency—will be established and its implementation capacity will be strengthened. When understanding a series of flows from the identification of child laborers to providing schooling support, it is also necessary to strengthen cooperation with community stakeholders, including SMCs, and government agencies involved in education and welfare in cities and counties and to establish a model to achieve school attendance for all children at the community level by reducing child labor and improving out-of-school time with a view to disseminating it to the county and state levels. It is particularly important for county governments to provide welfare services to vulnerable families and to support an improved economic environment to enable children from families in various circumstances, such as poverty, who are more likely to be out of school or face child labor to attend school. If the project is implemented in a COMPASS target area, collaboration with the SMC established by COMPASS is expected. In the case of different target areas, collaboration with other donors will be considered.

No	Project Type	Examples of Activities	Period/Input
2	Technology Professionals: Child Labor Prevention	Establish a model to address child labor at the community level Establish and build the capacity of CCPCs in communities Strengthen the capacity of SMCs in the community Collaboration between CCPC and communities, including SMC, to create a non-enrollment map. Provide school counseling and schooling opportunities to	Period: from 2022

		those who have not attended school and consider collaborating with GALOP in this regard Monitor the attendance and performance of students who enter or transfer to public education after completing the CBE program to support retention after re-enrollment Provide job training opportunities for children who are older than school age and assist them in securing employment opportunities. Identify and prevent child labor through the creation of non-enrollment maps in collaboration with communities, including SMCs, notify relevant agencies when necessary, and bridge welfare and financial support services. Monitor and prevent child labor and excessive domestic work by monitoring school performance.	

3. Propose New Education Sector Projects or Related Projects in Other Sectors

The purpose of the final proposal is to mainstream the provision of schooling opportunities for all children into all JICA projects from the perspective of the Convention on the Rights of the Child and child protection. JICA's education sector has been working to improve access to education and provide a quality education. Unless progress is made to provide schooling opportunities to out-of-school children, however, it will be challenging to fully contribute to SDG 4, the focus of which is to provide learning opportunities to all children. If the new project is an education-sector project, it will focus on activities to prevent dropout from public education. If other sectors are the main actors, they will work closely with the Ministry of Education to provide schooling opportunities with the aim of eliminating and/or reducing child labor. Moreover, because there is a high risk of child labor in agriculture, forestry, fisheries, mining, and commerce, considering the risk of child labor is necessary in projects involved in those industries, and collaboration with Ministry of Employment and Labour Relations(MoELR) and MoGCSP, in addition to the MoE, will be important.

Attachment 5.1 List of Places Interviewed and Visited [Ghana]

Classification	Interviews and visits
Central Government	◆Ministry of Education （MoE） Division of Planning, Budget, Monitoring & Evaluation ◆GES (Ghana Education Service) Schools and Instructions Division Partnership and Affiliation Division Guidance and Counselling Division School Health Education Program Unit (SHEP) Special Education Division ◆Complementary Education Agency
	◆Ministry of Employment and Labour Relations (MELR)
	◆Ministry of Gender, Children, and Social Protection
Local Government	１． Ahafo Region (Asunafo South District：ACE/CRADA Project Area) ２． Eastern Region(Upper Manya Krobo District、Lower Manya Krobo City ：COMPASS Project Area） ◆GES of visited all local government ◆Social Welfare Department of City/District Council ◆Non-formal Education Unit of District Council（Upper Manya Krobo）
School, SMC, PTA, CCPC	◆Asunafo South District（ACE/CRADA Project site） ◆Upper Manya Krobo District (COMPASS Project site)） ◆Lower Manya Krobo City（COMPASS Project site）
Donor	WB、ILO、FCDO (DFID)、UNICEF

Attachment 5.2 List of Main Reference [Ghana]

Government	
	Education Strategic Plan 2018-2030 Ministry of Education
	Education Sector Medium – Term development Plan 2018-2021
	Education Sector Performance Report 2018 Ministry of Education
	Education Statistics; Tracking progress in Ghana's basic level education, across the districts, 2010-2016 Ghana Statistics Service/WB
	Survey Finding Report, Ghana Multiple Indicator Cluster Survey 2017/18 (UNICEF, WB, UNDP, KOICA, USAID)
	Ghana Poverty Mapping Report, Ghana Statistical Service, 2015
	Calculated from the backlog in those regions that are over the national average 2015 Ghana Statistical Service
	List of Approved Books for Pre-Tertiary Institutions based on the Standards based Curriculum, Jan 2020 -Feb 2021, National Council for Curriculum and Assessment
	Mathematics Curriculum for Primary Schools (Basic 1-3), 2019, Ministry of Education
	Mathematics Curriculum for Primary Schools (Basic 4-6), 2019, Ministry of Education
	Ghana Education Fact Sheets 2020: Analysis for learning and equity using MICS data Statistical Service, Ministry of Education, USAID, KOICA, GPE, and WB
	National Plan of Action Phase II for the Elimination of the Worst Forms of Child Labour in Ghana2017-2021 (NP2)
	Strategy on Anti-Child Labour and Trafficking in Fisheries (2016)
	Inclusive Education Policy (2015)
	For Practice of Inclusive Education in Ghana 2015 Ministry of Education
	National Early Learning and development Standards (ELDS) for Children in Kindergarten 1 and 2, 2016 Ghana Education Service
	Ghana Living Standards Survey Round 6 (GLSS 6), Child Labour Report 2014 Ghana Statistical Service (WB, ILO, UNDP, UNICF, DFID)
	Establishing Child Labour Free Zoon（CLFZs）in Ghana, Protocols and Guidelines (2020) Ministry of Labour
	Ghana Child Labour Monitoring System (GCLMS) (2010) Ministry of Labour
	CLCCG Annual Report 2018 Government of Ghana, USDOL, International Chocolate and Cocoa Industry
	Multi-Dimensional Child Poverty in Ghana 2020 National Development Planning Commission
	School Feeding Programme Ministry of Gender, Children, and Social Protection
	Population & Housing Census 2010, District Analytical Report, Upper Manya Krobo District
World Bank	
	Ghana Accountability for Learning Outcomes Project (2019-2024)
	Ghana-Accountability-for-Learning-Outcomes-Project-Additional-Financing (2020-2025)

	Ghana Secondary Education Improvement Project (2014-2021)
	Ghana COVID-19 Emergency Preparedness And Response Project (2020)
	Improved Feeding Practices for first 1,000 Days (P159735) (2020-2023)
	Rethinking School Feeding, Social Safety Nets, Child Development. And the Education Sector, 2009
GPE	
	COVID-19 Response (2020-2021)
	Ghana Accountability for Learning Outcomes Project (2020-2025)
UNICEF	
	Impacts of COVID-19 on Children's Learning and Development in Ghana, 2020
	Final Report: Operational Research on Use of Mobile School Report CARD (mSRC) as a Management Tool 2018
	UNICEF/WB/UNDP/KOICA/USAID, Survey Findings Report, Ghana Multiple Indicator Cluster Survey 2017/18
ILO	
	Home-based work and homework in Ghana 2021
	Good practices and lessons learned on the elimination of child labour in Ghana, ECOWAS projects' experiences (2016)
	Towards Child Labour Free Cocoa Growing Communities (2010-2015)
	Good practices and lessons learned on the elimination of child labour in Ghana, ECOWAS projects' experience, 2015
	Analytical Study on Child Labour in Volta Lake fishing in Ghana (2013)
DFID and USAID	
	Complementary Basic Education (CBE) Programme (DFID and USAID
	Understanding Complementary Basic Education in Ghana, Final Impact Evaluation, 2018
	Ghana Case Study Summary Report, Education of Sustained Outcomes 2017 (USAID)
USDOL	
	Mate Masie – Making Advances to Eliminate Child Labor in More Areas with Sustainable Integrated Efforts (2020-2024)
	Combating Forced Labor and Labor Trafficking of Adults and Children in Ghana and Cote d'Ivoire (2017-2021)
	Towards Child Labor Free Cocoa Growing Communities (2010-2015)
Others	
	University of Cape Coast, Ghana , Case Study on Girls who have dropped out of school due to pregnancy and factors facilitating and /or preventing their re-entry into school after delivery, A research report (2017)
	Trade and Finance Initiative, Child Labour Laws and Policies in Ghana with specific emphasis on the Cocoa Sector (2020)
	Action of Children's Harmful work in African Agriculture, Children's harmful work in Ghana's Lake Volta Fisheries: research needed to move beyond discussion of child trafficking, working paper 5 (2020)
	Internal Justice Mission, Child Trafficking into Forced Labour on Lake Volta, Ghana, A mixed-methods assessment (2016)

Attachment 5.3 Inter-Sectoral Standard Operating Procedures for Child Protection and Family Welfare: Guidelines, Tools and Forms for Casework and Management (Ghana)

How to identify and respond to OOSC and children at risk of OOSC (including child labor)

The following is a summary of how to identify and respond to OOSC and children at risk of OOSC (including child labour), based on the Risk and Vulnerability Matrix of the Inter-Sectoral Standard Operating Procedures for Child Protection and Family Welfare: Guidelines, Tools and Forms for Casework and Management.

Schools play a key role in safeguarding child wellbeing by detecting child protection risks (such as violence, abuse and exploitation) in their early stages. As such, the education sector is one of the most important sectors in child protection. In particular, the role and responsibilities of the Ghana Education Service (GES), which is responsible for administrative services related to the management of schools, are important, with the Girls' Education Unit and the Guidance and Counseling Unit playing key roles. In particular, the Girls' Education Unit and the Guidance and Counseling Unit play a major role.

Risks related to child protection are categorized into three main levels, and appropriate government agencies will take necessary actions according to the level. In particular, in "Level 1: High Risk" cases, which pose the highest risk, the police, medical institutions, social welfare officers, and public health officers will take action depending on the urgency.

Traditional chiefs in the community (including Queen Mother and Presbyteries) also play an important role in the community in responding to and resolving relatively low-risk cases. There is also a demand for other government agencies and civil society organizations to work together to provide support to vulnerable children and families at risk.

Classification of risk levels for child protection

Risk Level	Level 1. high risk	Level2: 1 medium risk	Level3: 1 low risk	Level4: 1 Risk is reduced and needs are met (wellbeing is maintained)
Definition.	A child's life or wellbeing is at risk or threat, and/or there is a critical safety and health risk or need.	When the situation is serious, but no significant harm or deterioration of the current situation is foreseen by staying in the home or the place where you are currently staying for a 1week.	If the basic safety and health needs for the child are met at a minimum and the situation is not expected to change significantly during the 1month.	A state of affairs in which the necessary measures are taken to reduce risk and meet needs in the short or long term.
Reporting deadline	immediate	48Within hours	1Within a week	-Mr.
Response	24Within hours	1Within a week	1Within a month	-Mr.

deadline				

Source: Inter-Sectoral Standard Operating Procedures for Child Protection and Family Welfare: Guidelines, Tools and Forms for Casework and Management (p34)

Risks at each risk level, how they are identified, and who is involved in identifying them.

Risk Level / person(s)	Level 1. high risk (Immediate report and response within the 24hour is required.)	Level2: 1 medium risk (Needs to be reported within the 48hour and responded to within the 1week)	Level3: 1 low risk (Requires report within a 1week and response within a 1month.)	Level4: 1 Risk is reduced and needs are met (wellbeing is maintained)
Girls Education Officers (GEOs). Guidance and Counselling Officers (GEOs). School personnel (principal, teachers), and SMC/PTA members		(In relation to child labor) Child labor causes children to drop out of school (In relation to violence and abuse) Corporal punishment in schools (caning is prohibited by law) Sexual and gender inappropriate teasing and behavior in schools and communities Negative impact of local gangs and juvenile delinquent groups on children's school attendance	(In relation to child labor) Child is not attending school every day Children do not come to school on time. When children come to school, they are too tired to concentrate on their studies. Children's facial expressions and health are not good when they are at school. (In relation to vulnerable families in need of social protection) Children are enrolled later (than the appropriate age). Child is not attending school (In relation to violence and abuse) Negative treatment from parents or guardians, depressed feelings and behavioral changes.	Children are enrolled at the appropriate age. Children commute to school on a regular basis Child attends school for a consecutive 2semester and continues for a second 3semester Child completes basic education

Risk Level / person(s)	Level 1. high risk (Immediate report and response within the 24hour is required.)	Level2: 1 medium risk (Needs to be reported within the 48hour and responded to within the 1week)	Level3: 1 low risk (Requires report within a 1week and response within a 1month.)	Level4: 1 Risk is reduced and needs are met (wellbeing is maintained)
Social Welfare and Community Development Officer. Labour Officer. CCPC members, and Community Leaders	(In relation to child labor) Worst forms of child labor that put children's lives and health in direct danger (WFCL) Trafficking in all WFCL and children, including violence and sexual exploitation	(In relation to child labor) Children wandering the streets during school hours.	(In relation to child labor) Parents are threatening their children to work. I see children in the market during school hours.	The child has obtained a diploma from a vocational training school and is employed in a safe, law-compliant, and livelihood-supporting job.
Community Health Workers (CHWs). Social Welfare and Community Development Officers (SWCDOs) CCPC members, and Community Leaders (Traditional Chiefs, Assembly members, Unit committee members)	(Related to domestic violence and abuse) Excessive discipline or corporal punishment by parents or guardians (In relation to vulnerable families in need of social protection) A child's life is at risk due to serious illness, injury, physical or sexual abuse or neglect. Children under the 5age of 18 are left alone at home due to neglect by parents or guardians, exposing them to the risk of accidents and	(In relation to vulnerable families in need of social protection) Mothers go through their pregnancies without health insurance 5Children under the age of 18 are considered malnourished. Due to neglect by parents or guardians, a child of 6~10 years old is left home alone and at risk of accidents or abuse. Or, a child over the 11age of ~ is left home alone for an extended period of time.	(In relation to vulnerable families in need of social protection) I don't have a birth certificate. I don't have a National Health Insurance Card (NHIS). Healthy in early pregnancy, but has not had regular checkups The child has not had a regular health checkup and does not have a maternal and child health handbook. Lack of adult family members who are physically and mentally healthy and able to work to support the wellbeing of	All family members hold a birth certificate. All family members hold valid national health insurance cards and receive all health checkup services on a regular basis. Parents or guardians at home. Children are living in a safe and healthy environment. All children are attending school.

Risk Level / person(s)	Level 1. high risk (Immediate report and response within the 24hour is required.)	Level2: 1 medium risk (Needs to be reported within the 48hour and responded to within the 1week)	Level3: 1 low risk (Requires report within a 1week and response within a 1month.)	Level4: 1 Risk is reduced and needs are met (wellbeing is maintained)
	abuse.		children and families.	

Source: Inter-Sectoral Standard Operating Procedures for Child Protection and Family Welfare: Guidelines, Tools and Forms for Casework and Management (Chapter 6, p40 to 142)

How to deal with risks

Risk Category	Level 1. high risk (Immediate report and response within the 24hour is required.)	Level2: 1 medium risk (Needs to be reported within the 48hour and responded to within the 1week)	Level3: 1 low risk (Requires report within a 1week and response within a 1month.)
Linkages to child labor and trafficking in children	Intervention by law enforcement agencies (DOVVSU, police, Ghana Immigration Service, Human Trafficking Authority) Coordination of DSW/DSWD to provide comprehensive support from rescue of the child (medical care, counseling temporary protection, etc. as needed) Child Labor Officers' Responses to Employers in WFCL Cases Addressing and planning for inclusive education in schools Cooperation and support by traditional village chiefs in the reintegration of children into their families and communities and its monitoring.	School officials and Guidance and Counseling Officers (GCOs) will identify risks and request support from DSWs/DSWDs, community leaders (village traditional chiefs, etc.) by Girls Education Officers (GEOs). For complex cases, coordinate with health officials and law enforcement agencies as well, and ask DSW/DSWD to take action.	The school's GEOs, GCOs, and administration will lead the response to the case. Depending on the situation, request assistance from DSW/DSWD, community leaders (village traditional chiefs, etc.). For complex cases, coordinate with health and law enforcement agencies and ask DSW/DSWD to handle the case.
Domestic violence and its relation to gender-based	Intervention and assessment by DOVVSU Medical emergencies at hospitals Emergency response to	Reporting by schools and school counselors and contacting DOVVSU, DSW/DSWD as needed If the school does not	Report to DSW/DSWD or traditional chiefs or other community leaders. Advise, mediate, and monitor.

violence	needs by multi-sectoral teams (MDTs), including protection, education, and health in facilities Ongoing psychosocial support and counseling in medical institutions and schools	respond, contact DOVVSU, DSW/DSWD DOVVSU or DSWD will conduct initial investigations and DSW/DSWD will take over case management; provide educational, health, and psychosocial support, mediation, and monitoring in coordination with MDTs and traditional chiefs.	Report regularly to the DSW/DSWD and coordinate any necessary actions.
Relating to families that are vulnerable and in need of social protection	In a serious life-threatening situation, transport the patient to a hospital immediately. All cases of neglect, violence, and abuse will be handled by DSW/DSWD. Medical cases without evidence will be handled by the health sector. (Same as above section)	Protection of the health status of mothers and children by the health sector (from collaboration with community transport systems and community health management teams, to support by the community, to collaboration with county health centers and hospitals, as needed)	School personnel, including GEOs, GCOs, and PTA members, to address the issue of children's absenteeism and non-attendance. Improve means of livelihood through vocational training by NGOs and other organizations.

Source: Inter-Sectoral Standard Operating Procedures for Child Protection and Family Welfare: Guidelines, Tools and Forms for Casework and Management (Chapter 6, p40 to 142)

Chapter 6 Jordan

6.1 Overview of Survey

The field survey in Jordan was conducted using a combination of face-to-face and remote surveys. The face-to-face survey was conducted from October 22–November 6, 2021. Before and after the field survey, several interviews and discussions were held with JICA officials (headquarters and office staff, experts, and specialists).

In Jordan, JICA had not provided any support for basic education during the previous 10 years, but during the preliminary survey, it became clear that JICA was planning to conduct a technical project on schooling support. Based on the discussion with JICA, this study used an additional survey based on the basic survey conducted by JICA to start the project smoothly. Specifically, the survey focused on (1) dealing with learning loss in primary education (grades 1–6), (2) counseling in schools, and (3) extracurricular activities, established with the aim of deterring children among the out-of-school population who are at risk of dropping out of school. The status of school-based management (SBM) and non-formal education (NFE) programs, which are important support for out-of-school children, along with the status of collaboration on child protection, were also surveyed.

The school visits were conducted in the 3 areas of Amman (1 school), Irbid (2 districts, 3 schools in total), and Karak (2 schools) (Table 6.1). Amman is the planned first target area for JICA's new technical assistance program. The Irbid governorate is a Syrian border area in northern Jordan, where many Syrian refugees live. The Karak Governorate is located in the south of Amman and contains the living area of the Bedouin people, which encompasses social issues unique to Jordan.

Table 6.1 Overview of 6 schools visited

prefecture (of Japan)	Filed Directorate	School	Features
Amman	Marka	1 Prince Hassan Mixed School	A mammoth school in the center of Amman. Two sessions: morning class for 1,600 mainly Jordanian students and afternoon class for 1,100 mixed students. The grades are kindergarten–Grade 10 of basic school. Some buildings have been constructed with USAID support. The school has been accepting students with disabilities since the Ministry of Education designated the school as a pilot school for inclusive education. As a result, the number of applicants for admission and transfer has increased. No additional support is provided by the Ministry of Education, and only one teacher and one counselor are assigned for 200 students with disabilities. Dropouts are increasing; 8–10% of students do not have devices at home and cannot take online classes. A PTC (Parents and Teachers Council) exists.
Irbid	Irbid	2 Abi Bakr Al0Siddiq Basic Boys' School	A boys' school in the center of Irbid. There are 960 students from Grade 1–Grade 11 of basic school. The number of students per class is increasing.
		3 Alqadeseh	A girls' school in the center of Irbid. There are about 250 students. The dropouts are 19 students, most Syrians.

		Girls' School	In one case, a mother came to the school for advice on dropping out for financial reasons, and the principal spent her own money to convince her to continue her daughter's schooling.
	Bani Obeid	4 Al-Khansaa Primary Mixed School	A girls' school in the suburbs. The school is divided into two sections: morning class for about1,000 Jordanian students, and afternoon class for 880 mainly Syrian students. The school includes kindergarten–Grade 10 of basic school. Until the COVID-19 crisis, school lunch was provided to students from kindergarten to Grade 3. The number of dropouts is increasing, from 3 to 4 students per year in the past to 20 to 25 now.
Karak		5 Hai Mashoor Primary Mixed School	A girls' school in the center of Karak. There are 350 students. Some areas are inhabited by Bedouins. More than 20 students dropped out in 2021: most are Bedouin children, which is the same as before COVID-19. Learning loss is more serious in lower grades.
		6 Al-rabh west Primary Mixed & Secondary School	A girls' school in the suburbs of Karak. There are 540 students, from kindergarten–Grade 12 of basic school. Some areas are inhabited by Bedouins; it is difficult for them to continue their studies if they are non-domiciled. Classrooms are rented as a non-formal education center.

6.2 Policy and Current Situation in Basic Education: Focusing on Out-of-School Children (including Child Laborers)

For definitions of out-of-school children, child labor, and dropout in this survey, see Chapter 1.

(1) Current Status of Educational Services under COVID-19

Education administration in Jordan is carried out by the Ministry of Education at the national level and by Directorates (field offices) under the Ministry of Education at the local level. Directorates are administrative districts of the Ministry of Education; these are different from the Governorates of the Ministry of Interior. The director of a Directorate is called a Field Director (FD). Amman Province has the largest number of Directorates.

The school system consists of 2 years of pre-school education (kindergarten), 10 years of basic education (corresponding to primary and early secondary education), and a year of late secondary education. The basic 10-year education is compulsory. The school term system is based on the semester system: the first semester begins in September and ends in January, and the second semester begins in February and ends in June.

Due to the spread of COVID-19, public schools were physically closed and shifted to online education for approximately a year and a half, from March 2020 to September 2021. Face-to-face education resumed in September 2021, and in October–November 2021, when this survey was conducted, issues that arose after the resumption of face-to-face education were becoming increasingly clear.

During the closure of the schools, the Ministry of Education attempted remote teaching. In April 2020, immediately following the closure, the FD instructed each school to create a group to connect teachers and students using the WhatsApp. However, since there is a limit to the information that can be exchanged in a class through WhatsApp, a full-fledged distance learning platform (DARSAK) was created[58]. Initially, DARSAK did not have a mechanism for two-way communication with the students, and the number of participants was limited because attendance was not mandatory. In addition, because DARSAK required an Internet connection and devices such as tablets, it became increasingly clear that some people, especially the poor, were unable to engage in distance learning even if they wanted to. According to the responses to the emergency survey in 2006, 54% of respondents had some form of access to DARSAK, while 23% of respondents did not have access to the Internet at home [59]. ICT literacy was also lacking on the part of teachers, which caused problems for both sides. In light of this situation, development partners supporting the education sector in Jordan worked with the Ministry of Education to improve DARSAK. Since September 2020, the start of the new school year, support from several partner organizations has continued, including UNICEF, dividing up the grades for which they are responsible[60].

Tablets distributed to the school. Installed in the library and used by teachers.

With the influx of Syrian refugees since 2012, children's access to education, including Jordanian children, has become a major issue. Since the spread of COVID-19, the number of students per class has been capped, and blended education—in which students attend school two to three days a week and study at home on the remaining days—has continued even after the reopening of schools. All students were automatically promoted to the next grade level when schools reopened, but it has been acknowledged that more needs to be done to make up for the delay caused by the closure of schools for 18 months. Currently, the Ministry of Education has issued a directive that only the core of the main subjects (Arabic, English, mathematics, and science) should be taught in schools that require a two-part or blended curriculum. In addition, a nationwide assessment will be conducted to determine if there are any learning delays among students who have been able to attend regular classes. If students are found to be lagging behind, measures that prevent them from dropping out or not attending school will be needed. The Ministry of Education and other ministries are discussing measures to address the need for remedial education.

(2) Circumstances and factors behind non-enrollment

According to reports published by the Ministry of Education and UNICEF since 2012, the number of out-of-school children is higher in 2017–18 compared to 2011–12. Reasons cited include an increase in the number of school-age children living in Jordan as well as an increase in the number of Syrian refugees out of school[61]; Jordanian nationals accounted for 2.9% (39,838) of out-of-school children

[58] Ministry of Education, DARSAK web, https://darsak.gov.jo/
[59] UNICEF, UNHCR, WFP, Multi-Sector Rapid Needs Assessment COVID-19, 2020
[60] Support UNICEF's "Learning Bridges", up to G4. https://www.unicef.org/jordan/education/learning-bridges
[61] MoE and UNICEF, Jordan Country Report on Out-of-school Children, Middle East and North Africa Out-of-school children Initiative, Dec. 2020.

in 2017–18, while Syrian nationals accounted for 32.59% (50,642 children), a significant difference[62] (Table 6.2).

Table 6.2 Number and percentage of out-of-school children in Jordan, by nationality

	Out of school (%)			Number of out of school		
	Male	Female	Total	Male	Female	Total
Syrian (Grades 1–6, age 6–11)	19.8%	19.6%	19.7%	12,440	11,692	24,132
Syrian (Grades 7–10, age 12–15)	45.3%	40.9%	43.2%	14,230	12,280	26,510
Syrian (Grades 1–10, age 6–15)	**32.5%**	**30.5%**	**31.4%**	**26,670**	**23,972**	**50,642**
Jordanian (Grades 1–6, age 6–11)	1.6%	2.3%	1.9%	7,948	10,984	18,932
Jordanian (Grades 7–10, age 12–15)	4.1%	3.6%	3.8%	11,344	9,562	20,906
Jordanian (Grades 1–10, age 6–15)	**2.8%**	**2.9%**	**2.9%**	**19,292**	**20,546**	**39,838**
Other nationalities (Grades 1–6, age 6–11)	18.9%	16.0%	17.5%	6,662	5,035	11,697
Other nationalities (Grades 7–10, age 12–15)	30.1%	21.8%	26.2%	5,966	3,873	9,839
Other nationalities (Grades 1–10, age 6–15)	**24.5%**	**18.9%**	**21.9%**	**12,628**	**8,908**	**21,536**
Total	**6.0%**	**6.3%**	**6.2%**	**58,590**	**53,426**	**112,016**

Source: own calculation based on EMIS 2017/18 and DOS population data.

Source: MoE and UNICEF, Jordan Country Report on Out-of-school Children, Middle East and North Africa Out-of-school children Initiative, Dec. 2020.

According to the UNESCO/UNICEF One Dimension analysis of out-of-school children, the percentage of children who are not out of school but are at risk of dropping out is highest for Syrian children, at double the percentage for Jordanian children (Table 6.3).

Table 6.3 Number and percentage of children at risk of dropout in Jordan, by nationality

	Children of primary school age (age 6–11) who are at risk of dropping out of school.				Children of lower secondary school age (age 12–15) who are at risk of dropping out of school.			
	Boys	Girls	Total	GPI ratio	Boys	Girls	Total	GPI ratio
Nationality								
Jordanian	0.99%	0.77%	0.88%	1.286	2.93%	2.53%	2.73%	1.160
Syrian	11.27%	10.83%	11.09%	1.041	4.25%	4.38%	4.31%	0.970
Other nationalities	0.78%	0.61%	0.70%	1.279	1.34%	0.85%	1.11%	1.574
Total	**2.06%**	**1.81%**	**1.94%**	**1.138**	**2.96%**	**2.61%**	**2.79%**	**1.135**

Source: own calculation based on EMIS 2017/18 and DOS population data. GPI=boys%/girls%.

Source: Ibid.

In light of this situation, an educational program to prevent Syrian refugee students dropping out of school was implemented in Jordan starting in the first half of the 2010. However, in recognition of the fact that the loss of learning caused by COVID-19 extends to Jordanian students as well, the scope of the program has been expanded. The content of the program is discussed in the following section.

Among the general factors of under-enrollment described in Chapter 1 and Table 1.2 of this report, the following items were revealed in the Jordanian survey (Table 6.4).

[62] Ibid.

Table 6.4 Factors and specific situations of under-enrollment in Jordan

Domains and elements	Examples of specific situations
Demand-side	
poverty	Transportation to and from school will be a burden. Some schools do not provide school lunches. I don't have the necessary equipment for distance learning, and I don't have internet access. There are children who work (including child laborers) to support their families. There is a possibility that the number of students not attending school will increase due to economic deprivation caused by the COVID-19 crisis.
Social and cultural norms and values (including movement)	Low interest in school education Do not see the value of investing in education (comparing the cost of education with labor income) In the area where the Bedouin live (Karak), family migration is prevalent. Children of farmers should help out at home (e.g., during the olive harvest). Girls are allowed to marry early
family circumstances (including movement)	Parents' divorce or domestic violence Parents' interest in education and children is low
Health, disability	Long-term absence from school due to illness, etc. Difficulties in attending school due to disabilities
Children's interest	Children are not interested in their studies
Economic activities and Household chores	Children who do not attend school are often found to be working. I don't go to school when I have to help my family a lot during the farming season. There are children who started working during the COVID-induced school closures; once you start working, it is hard to quit. The number of children working during the COVID crisis may be increasing.
Supply-side	
Constitutional Law, Education Law, Children's Rights Law Related Policies	Although the Convention on the Rights of the Child has been ratified and agreed to, and laws have been enacted, a cross-sectoral monitoring system has not been established or is in place but is not functioning. Low birth registration rate among Syrian refugees
Learning Environment (Quality Access) (Soft side)	・Increased learning loss due to the COVID crisis, increased learning opportunities at home (Promote ICT training for teachers so that they can successfully implement blended education) The education system emphasizes examinations and grades. In order to familiarize students with Arabic numerals, math classes using Arabic numerals instead of Arabic numerals have been started in the first grade. In schools with a bipartite or blended education system, classes focus on four main subjects, and other subjects are not taught. There is no government school feeding program for all schools; the Ministry of Education decides which schools to serve by referring to the poverty map,

	but there is no support based on the economic situation of individual children. Shortage of teachers due to the intake of Syrian refugees In schools where only Syrian refugees attend, classes are taught by contract teachers. Likewise, in the case of schools with a bipartite system where there are classes for Syrian refugees only, contract teachers are often in charge of the classes. Lack of teachers who can deal with children with special needs
Learning Environment (Access, Infrastructure)	The school is far away, and I am worried about safety on the way to school. Shortage of schools and classrooms due to the acceptance of Syrian refugees Lack of mobile schools for migratory and migrant children, such as Bedouins Lack of school facilities for children with special needs
External factors	Increase in the number of refugees due to conflicts in neighboring countries

Source: Compiled by the research team based on the Jordanian survey.

In terms of child labor, Jordanian labor law prohibits work by children under the age of 16 (73Article) and hazardous work by children under the age of 18 (74Article). However, a survey on child labor conducted under the auspices of the ILO in 2016 revealed that 1.6% of Jordanian children aged 5–17 years (approximately 55,000 children) and 3.0% of Syrian children (approximately 10,000) are engaged in child labor[63.] Moreover, in June 2020, it was reported that the number of child laborers has increased to 70,000 due to COVID-19, and that 45,000 of them are engaged in hazardous labor[64.] The Jordanian Ministry of Labour plans to conduct an in-depth study on child labor in 2022[65.]

A multi-sectoral National Committee on Child Labour has been established with the Ministry of Education as a key member, together with the Ministry of Labour and the Ministry of Social Development (MoSD)[66].

(3) Policy on dropout/unschooling prevention

Children's rights:

Jordan ratified the Convention on the Rights of the Child (Convention on the Rights of the Child, UN CRC) in 1991. Domestically, an article concerning the protection of children was added to the Constitution in 2011; it provides for the protection of children, persons with disabilities, and others from abuse and exploitation[67]. Consequently, an inter-ministerial code of procedure for child protection was developed in 2013 under the umbrella of the National Council for Family Affairs (NCFA)[68.] However, the Children's Right Law is still in draft form[69].

[63] Centre for Strategic Studies (CSS) of the University of Jordan, ILO, Ministry of Labour and Department of Statistics, Jordan National Child Labour Survey 2016, 2017.

[64] UNHCR, Social-Economic Framework for COVID-19 Response, July 2020.

[65] According to a hearing from the Ministry of Labor, they were looking for a partner organization to provide funding.

[66] National Framework to Combat Child Labour (NFCC). Updated in 2018.

[67] https://www.constituteproject.org/constitution/Jordan_2011.pdf

[68] It is the Royal Jordanian Organization and the policy-making body for family and child issues. It has authority over relevant ministries and agencies regarding children's rights, including education and the elimination of child labor.

[69] Hearings before the National Council for Family Affairs (NCFA) and the Social Security Administration in 2021, 11https://www.jordantimes.com/news/local/workshop-seeks-mobilise-support- draft-law-childrens-rights

Government's plans and perceptions of the challenges of under-enrollment:
In its National Education Strategic Plan (ESP) 2018–2022, Jordan aims to provide quality education in line with the National Human Resources Development Strategy[70] and to ensure that all Jordanian children, including refugees, have equal access to quality education. The National Human Resource Development Strategy recognizes the success of the 24-month NFE program that Ministry of Education has implemented since 2003 in supporting out-of-school children in basic education. At the same time, it recognizes the major challenge of the more than 100,000 out-of-school children and the large number of children who attend school but miss at least one 1 day of class per week.

Administrative Organization:
In Jordan, the central government holds strong authority: 12 governorates are appointed by the central government, and there is no publicly elected parliament, so these governorates are not positioned as municipalities. In the education sector, there are Directorate under the central Ministry of Education corresponding to 42 field offices, but the jurisdictions do not correspond to the Governorate of the Ministry of Interior or the provinces.

Source: Displayed in a hallway in the Ministry of Education.
42 Directorates of the Ministry of Education

Education budget:
The Ministry of Education determines the budget allocation by combining the government's education budget with donor funds. The Ministry of Education allocates a budget to each Directorate, which in turn allocates this budget to the schools under its jurisdiction. Teachers' salaries are paid directly by the Ministry of Education.

The budget of the Ministry of Education is on the rise in both recurrent and investment budgets[71]. Approximately 10% of the budget is for basic education, followed by about 15% for late secondary education, about 2% for technical schools, and the rest for special education, early childhood education, and non-formal and informal education[72]. In 2021, the largest amount of donor funding is the EU, which has provided financial support since 2016; the second largest donor is Germany (KfW), which has a special account that provides educational opportunities for Syrian refugees, implements the bipartite system, and rents school facilities and buildings[73].

[70] Education for Prosperity: Delivering Results, A National Strategy for Human Resource Development 2016-2025
[71] (Based on hearing from the Budget Division, Planning Department, Ministry of Education)
[72] The above is based on a hearing with the Budget Division, Planning Department, Ministry of Education.
[73] For EU and German donor funding, based on interviews with the Development Coordination Unit (DCU), the donor coordination office of the Ministry of Education.

(4) School management and community participation

School Management Organization:
In Jordan, a Parents and Teachers Council (PTC) is supposed to be established in all basic education schools. The Ministry of Education has regulations on how to establish a PTC, its membership, timing of meetings, agenda, and so on, and all schools follow these regulations when establishing and operating their PTCs. The PTC's Administrative Board is composed of 3 teachers and parents. When the PTC guidelines were reviewed through USAID's Early Grade Reading and Mathematics Project (RAMP), a proposal was made to the Department of Education to revise the guidelines in order to listen to the voices of parents of younger students, which was approved. As a result, parents of students in grades 1–3 are now required to be members of the committee[74]. The PTC parents we interviewed were very active and expressed concern that the number of students in their child's school was increasing and that teachers were not able to sufficiently tend to each child.

There are no school management committees, but rather Education Development Councils (EDCs), which are set up in each cluster (about one core school per cluster) as a mechanism to reflect the opinions of the community and to gain their cooperation. The secretary general of the council is the principal of the core school in the district. Perhaps because it is not an organization for the schools, the principals of the non-core schools did not seem to have a thorough grasp of the members and the agenda of the EDC[75].

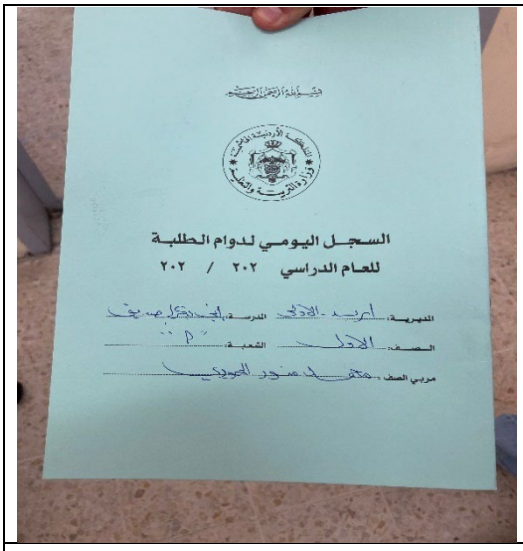
School Counselors:
School counselors are required to be assigned to schools with a certain number of students; like teachers, they are employed directly by the Ministry of Education. Counselors have a university degree in psychology or other field and are certified. All 6 schools we visited had assigned counselors who were present during our meeting with the principal. In Jordan, schools are segregated for boys and girls from the first grade onward, and the principal and all teachers are assigned to schools of the same gender, and we were able to confirm that the same is true for the counselors. Each school has its own room which can be visited by students at any time.

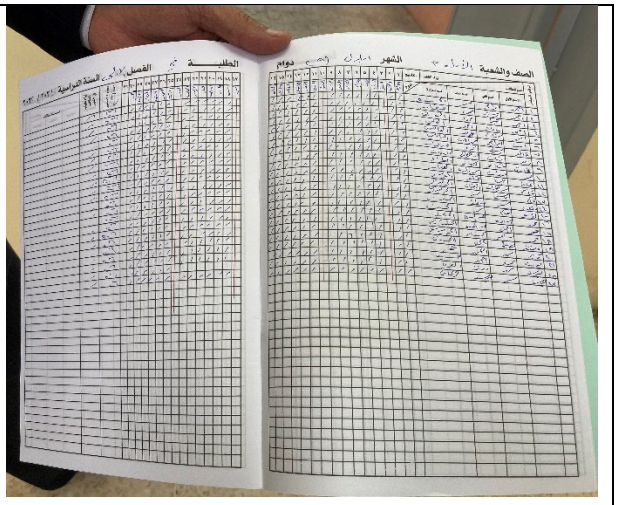
Girls' school principal, vice principal, and school counselor (in the principal's office)

School Counselor at a Boys' School (In front of the counselor's office)

[74] Based on interviews with the schools visited and with RAMP program officials
[75] As heard from the schools we visited, which was not an EDC office school.

Confirmation of Attendance:
It was confirmed that the same form of attendance book was used in all the schools visited. The homeroom teacher or counselor contacts the student or their parents if there are any unexcused absences, even for a single day. If there is a problem, such as difficulty in continuing school, the principal is informed and the principal then contacts the student/guardian. If no one is reached, the counselor visits the home to check on the situation. If there is a problem, the counselor reports to the principal and homeroom teacher and has a discussion with the student/guardian to encourage continued learning. If absences continue for more than one day, the principal will contact the FD. If there is a concern about the continuation of learning, the FD notifies the Governor if the student is a Jordanian citizen, and the Governor notifies the parents of the obligation to continue learning. As mentioned above, there is a series of systems to deter dropouts, which are implemented in each school and field office[76].





Attendance sheets used in the schools we visited

(5) Quality of learning: assessment, teachers, classes, teaching materials

Examination system:
Pupils' learning outcomes are measured in several ways. Classroom assessment is measured at the end of each semester in terms of pupil learning outcomes and psychosocial, technical, and home economics skills. Academic assessments are conducted on a regular basis and include oral and written tests. Assessments include homework and other achievements, activities such as conversations and discussions, and self-assessments. Teachers provide feedback on students' progress in learning outcomes and determine whether additional support is needed. National examinations to ensure the quality of education are taken by students in Grades 4, 8, and 10, and the results are analyzed and recommendations are sent to the FD.

Upon completion of basic education (Grade 10), students receive a certificate of completion. Students with a score of 50% or higher on the achievement test may enter General Secondary Education or

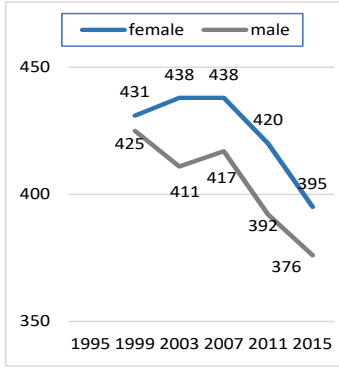
[76] The same explanation was given at all the schools we visited.

Vocational C. Students with a score of less than 50% may not enter either, but they may enter the Vocational Training Center under the jurisdiction of the Ministry of Labor.

At the end of the second semester of secondary education (18 years old), students sit for the National Secondary Education Completion Examination (Tawjihi); those who pass the general secondary education course of study are awarded the General Secondary Education Certificate, and those who pass the technical course of study are awarded the General Vocational Comprehensive Secondary Certificate[77].

According to the ESP of the Ministry of Education, the Tawjihi has been reviewed since 2017 The proposal is to allow students to apply to any university with a minimum achievement rate of 40%, rather than the two options of pass or fail. In addition, there are plans to change the system so that students who do not have late secondary education qualifications will be eligible for university entrance exams if they pass the exam after taking a remedial course[78].

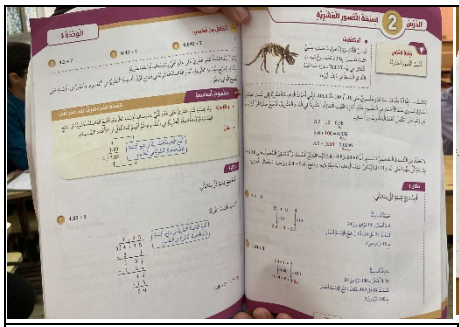
International assessments:
Half of the Jordanian students who took the TIMSS in 2006 scored low in mathematics; TIMSS scores continue to decline. On average, girls' performance tends to be better than that of boys.



Source: TIMSS 2015 for Math
Figure 6.1 Changes in TIMSS

Curriculum and Textbooks:
The Curriculum and Textbook Managing Directorate of the Ministry of Education is in charge of curriculum and textbook development. In the schools visited in this study, all children attended classes with their own textbooks.

The subjects of Arabic, English, math[79], and science are considered core subjects and are given special importance; schools that are forced to use a bipartite or blended education system due to COVID-19 have been instructed by the Ministry of Education to focus only on the more central parts of the core subjects.


Arithmetic Textbooks

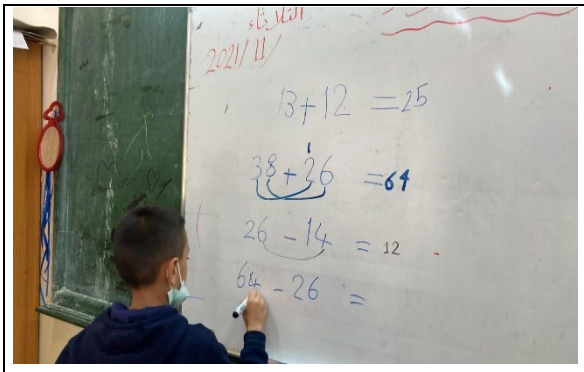

Science Textbooks


Arabic teaching materials for learning numbers

[77] Students with a General Technical Secondary Certificate are also eligible for admission to all university programs.
[78] Hearing from the Ministry of Education
[79] The numbers used in math classes are Arabic numbers through the first grade, and Arabic numbers from the second grade.

Other than the main subjects, other subjects include history, religion, technology, and home economics. Subjects related to whole-person education that may be effective in deterring dropouts include civics (social education), technology, and physical education. Music is not included in the public school curriculum.

With regard to extracurricular activities, there are 2 hours per week of free activities, but their organization is left to the discretion of each school. The Ministry of Education has provided examples of activities such as understanding the importance of group work through games; NGOs and other groups are developing teaching materials that show specific ways of doing things and are providing support for their implementation. Currently, in schools with a large number of children in urban centers that are strongly affected by COVID-19, this free activity time is also used for teaching major subjects. Among the schools visited in this study, those in rural areas with relatively small numbers of children and without a bipartite system also offered extracurricular activities and subjects, such as art and physical education.

<table>
<tr><td> 
</td><td>  </td></tr>
<tr><td>Math class</td><td>Civil Education class (here, traffic safety)</td></tr>
<tr><td>  </td><td>  </td></tr>
<tr><td>Extracurricular activities
(girls' school in Karak)</td><td>Garbage collection by students
(girls' school in Irbid)</td></tr>
</table>

Teachers:
Completion of two years of college is a requirement to become a teacher. There are no teaching programs at universities, and applicants can come from any faculty or department[80]. The process of becoming a qualified teacher and being assigned as a teacher goes (roughly) as follows:

Phase 1: College graduates who wish to become teachers apply to the Civil Service Bureau. There is no age limit. Applicants' information is pooled, and there is no need to resubmit an application.

[80] Based on interviews with the Ministry of Education, visiting schools, and former Ministry of Education officials

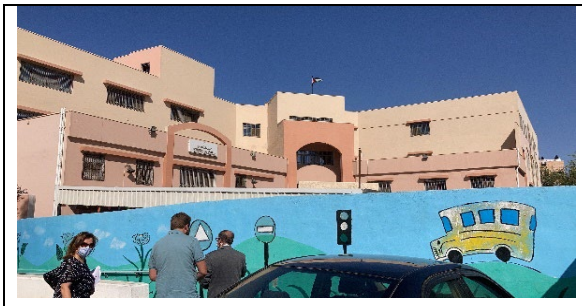
Phase 2: The top candidates selected from among the applicants will take a one-year teaching diploma at the Queen Rania Teachers Academy, which trains teachers in collaboration with the Ministry of Education. At the end of the diploma program, students are required to take a written exam and have an interview, and those who pass exam are eligible for employment as teachers.

Phase 3: Based on the successful candidate's university specialization and previous work experience, the field office to which they are assigned is determined based on the training provided by the field office, at which point she/he are assigned to a school. After the assignment, new teacher training is conducted by the supervisor of the field office.

New teachers are often first assigned to remote areas to gain experience, and they start with kindergarten and then move on to elementary and junior high schools. There is no set period of time for teachers to be assigned to a school, and they are repeatedly transferred during their assignment. If they are assigned to their own hometown or urban area, they may work at the same school for a long time without requesting a transfer. Information is pooled on prospective teachers—over 5,000 persons—and it is common to wait for years before reaching the second stage of the Teacher Science Institute[81].

(6) Access - Facilities and Costs

The ESP specifies the strengthening of school infrastructure to improve access. Since the budget for school construction is limited, school facilities (mainly for Syrian refugee children) are often rented out from other buildings82. I had the opportunity to visit one such school (a boys' school) during my visit to the region. The school was located in an old hotel building, and the classrooms were quite cramped.

	
A school building in Amman built with USAID support.	**Children are spaced apart in consideration of COVID.**

[81] Based on interviews with former Ministry of Education employees and current Jordanians who have volunteered
[82] Heard from the DCU of the Ministry of Education

Rural interdenominational school (boys' school).

Pictures taken during COVID pandemic, but spacing of children is not enacted.

The school we visited in Amman was selected by the Ministry of Education as a pilot school for inclusive education, so some of the school buildings are being constructed with support from USAID. There is a ramp to enter the school building, and some of the buildings are equipped with elevators. We were also able to see toilets for disabled students. However, only two toilets were available for the disabled students, and they were located at the far end of the toilets that were mainly used by boys, making it difficult for girls to access them.

Accessible toilets at an inclusive education pilot school in Amman

(7) Linkage of learning opportunities (public education and NFE, informal education, etc.)

As an alternative quick-learning program for those who are out of school, a 24-month NFE program has been offered since 2003; is implemented by the Ministry of Education in collaboration with Questscope, an international NGO[83]. The Jordanian National Human Resource Development Strategy recognizes the achievements of the program and states that it needs to be further strengthened[84.] When I met with the Director of the School Education Department and the Director of the NFE Division of the Ministry of Education during this fieldwork, they clearly stated that "non-formal education is complementary to formal education". Primarily, the NFE Division of the Ministry of Education is responsible for the following programs:

1) NFE Program: The NFE program started in 2003 to draw back out-of-school children. It originally targeted over 12-year-olds; since 2020, the target has been amended to over 15-year-olds. It is a rapid learning program in the subjects of reading, writing, and arithmetic, with a

[83] https://www.questscope.org/en/where-we-work/jordan
[84] Education for Prosperity: Delivering Results, A National Strategy for Human Resource Development 2016–2025

duration of 24 months (3 courses, 8 months per course). The goal is to put them back on track in public education based on the results of the assessment. There is a rule that students cannot return to school in a grade that is more than 3 years behind their age.

2) Catch up Program: This program was launched in 2016 for Syrian refugees. Like the NFE program, it is a 24-month rapid learning program. The target age range is 12–18-year-old boys and 13–20-year-old girls. The target age for girls is higher because the program takes into account the cases of those who are willing to continue their studies but have left public education for a while due to various reasons, such as first marriage. Since 2020, Jordanians have also been included in this program, as the loss of learning due to the impact of COVID-19 has been recognized as significant.

The above two programs are conducted after school and early in the morning, using public school facilities. The teachers are mainly teachers on leave or contract-based teachers. In addition, a homeschool program is available for students over the age of 18 who are eligible to complete basic education.

The NFE Division of the Ministry of Education also provides age-neutral literacy classes and vocational training for adults. As in student vocational training, those who have completed the program can enroll in vocational training centers that fall under the jurisdiction of the Ministry of Labour. The system has been revised to allow students to take a high school-level two-year rapid learning program and qualify for university entrance if their abilities are confirmed through an assessment.

6.3 Multi-Sectoral Collaboration to Support OOSC (including child laborer)

The current efforts of the Ministry of Education in supporting out-of-school children (including child laborers) are explained in the following paragraphs.

Provision of NFE and informal education by the NFE Division:
See the previous section.

School Counselors:
As mentioned in a previous section, a counselor is currently assigned to every school with more than 175 students enrolled. These counselors are under the jurisdiction of the Counseling and Guidance Bureau in the Department of Education under the Ministry of Education, which provides refresher training. In 2006, with the support of the ILO's SCREAM[85] program on children's rights, a manual was prepared and training was conducted.

Homeroom teacher system and technology and home economics:
During basic education, there is a homeroom teacher system, and in grades 1–3, homeroom teachers teach all subjects. The homeroom teacher system allows the homeroom teacher to closely monitor each child's academic performance as well as the areas in which they are qualified. Homeroom teachers and subject teachers also closely monitor the children's qualities in the areas of technology and home economics. Starting in the second grade, all students are required to choose one of the

[85] SCREAM: Supporting Children's Rights through Education, the Arts, and the Media
https://www.ilo.org/ipec/Campaignandadvocacy/Scream/lang--en/index.htm

subfields of technology and home economics so that they can take the time to develop their future plans for after completing their basic education.

Consideration for girls who marry early:
As noted in the UNICEF report, Jordan has a high rate of marriage among girls under the age of 18 years due to custom, tradition, and poverty. The rate of early marriages among Syrian refugees is particularly high, and one-third of Syrian marriages registered in Jordan in 2018 involved children under the age of 18 years. There is also the concern that the rate of early marriages will increase due to the economic poverty caused by COVID-19. In the past, girls who got married essentially had to drop out of school, but since many students want to continue their learning opportunities, girls are now allowed to continue their studies or return to school under certain conditions[86].

Collaboration with other sectors outside the Ministry of Education includes the following efforts.

Collaboration through The National Committee on Child Labour:
This collaboration is set up under the jurisdiction of the National Council for Family Affaires (NCFA) and is chaired by the Ministry of Labour. As a key member, the Ministry of Education is responsible for providing schooling opportunities to children who have been engaged in child labor. According to hearings with the NCFA and the Ministry of Social Development, a new law to reduce child labor will be enacted, and the key ministries on the committee are the Ministry of Labour, the Ministry of Education, and the Ministry of Social Development. Specific action plans may be formulated in the future.

Linkage with birth registration:
The birth registration rate among Jordanians was 98% in 2018[87]; however, of the Syrian refugee children born in Jordan, 6% do not have official birth registration certificates[88]. Syrian households that give birth to children, including those born in Jordan, are supposed to notify the UNHCR, but only 41% have done so, because parents do not have official identification documents and therefore cannot obtain an official birth registration certificate from the Jordanian government. Remedial measures have been taken to address this issue, such as allowing registration if both parents have passports.

6.4 Status of Major Donors' Support: Focusing on OOSC (including child laborers)

In Jordan, the Education Sector Working Group (ESWG) has been established between the Ministry of Education and education-sector donors and NGOs, while the Education Donor Partners Group (EDPG) has been primarily established by donors[89]. UN agencies and international organizations such as UNESCO, UNICEF, and the World Bank are also included in the group to respect the initiative and agency of the Ministry of Education and to collaborate in providing support that conforms to the Ministry's policies. The Ministry of Education and UNICEF set minimum standards

[86] According to an interview with the principal of a girls' school we visited, one of the conditions is that they are required to submit a written agreement that they will not talk about their married life at school.
[87] UNICEF web information. https://data.unicef.org/topic/child-protection/birth-registration/
[88] UNICEF Jordan, Running on empty II, A longitudinal welfare study of Syrian Refugee Children Residing in Jordan's Host Communities, 2017
[89] The chair was UNICEF until 2006, and since 2006, Norway and World Vision have been co-chairs

for education in emergency situations, such as the rapid increase in the number of Syrian refugees being received in the country in 2015[90].

(1) UNESCO
UNESCO provides support to the Ministry of Education, with a focus on policy development.

(2) UNICEF
UNICEF has chaired the ESWG since its inception and plays a central role in aid coordination. In addition to child protection, the ESWG conducts research and support concerning out-of-school children. It has implemented a cash transfer program (Hajati Cash Transfer) for poor families with school-age children. According to a report in 2006, school attendance has improved through the Hajati program[91]. For blended learning, the organization developed an application for distance learning, developed and distributed supplementary materials, and distributed tablets to poor families.

(3) World Bank
The Jordan Education Reform Support Program (PforR program) (initially 2017–2023, extended to 2025). In order to mitigate the impact of the COVID-19 crisis, a pilot project is being planned to improve students' attitudes toward life, which is a different type of learning support. The pilot project is scheduled to start in early 2022 and will cover a number of schools[92.]

(4) USAID
In addition to English, USAID is implementing a Arabic and math learning enhancement support program (RAMP) for the grade levels from kindergarten to grade 3. During the closure of schools, the organization supported the distribution of printed materials to support enrollment in grades 1 and up. USAID shares their expertise in learning enhancement programs with NGOs that provide support for out-of-school children, as well as support participation in multi-donor funds and school construction. Furthermore, in light of the legalization of extracurricular activities in public schools, the organization is analyzing the current status of extracurricular activities, determining their significance, and working with the Ministry of Education to analyze strategies for introducing them into school settings93.

(5) ILO
The ILO supports the Ministry of Education in implementing the program SCREAM on Child Rights in 2016. A manual has been prepared, and the Department of Counseling and Guidance under the Ministry of Education is conducting teacher training. It supports policy formulation on child labor reduction and conducts research on child labor.

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[90] INRR and Jordan ESWG, Jordan Minimum Standard for Education in Emergencies, 2015
[91] UNICEF, Supporting Vulnerable Children's School Participation and Wellbeing: UNICEF's Cash Transfer Programme, Post-Distribution Monitoring Report for the 2019/2020 School Year, 2021
[92] WB, Implementation Statis & Results Report of PforR, 19 March 2021, and interviews with the World Bank
[93] https://www.bing.com/search?q=extracurricular+activities+within+the+Jordanian&cvid=b8bab1812ef6486cad6d74a8b71dd7db&aqs=edge..69i57.20604j0j4&FORM=ANAB01&PC=U531
https://reliefweb.int/report/jordan/extracurricular-activities-within-jordanian-ministry-education-rapid-review-needs-gaps
file:///C:/Users/komatsubara.y/Desktop/USAID%E3%81%AE%E8%AA%B2%E5%A4%96%E6%B4%BB%E5%8B%95%E3%80%8076620.pdf

6.5 Japan/JICA's Cooperation for Basic Education and OOSC (including child labour)

In the "Rolling Plan of the Country Development Cooperation Policy for the Hashemite Kingdom of Jordan" the Government of Japan has identified "boosting self-sustaining and sustainable economic growth," "reducing poverty and correcting social disparities," and "stabilizing the region (supporting Syrian refugees and host communities)" as priority areas. Although primary education is not currently listed as a direct priority area, human resource development as a means of "boosting economic growth," of providing equal educational opportunities to reduce poverty and redress social disparities, and of supporting education for Syrian refugees and host communities are all very important, and all contribute to the respective priority areas. The following paragraphs set forth some of the key areas of focus.

JICA has not implemented any technical cooperation projects directly targeting primary education for the past several years. Recently, the Ministry of Education requested support for those who are not enrolled in basic education; as a result of the ensuing discussions, a decision was made to form a new technical cooperation project with the main objective of preventing the school dropout of at-risk children. Therefore, this survey focused on additional research items from the previous preliminary surveys in order to contribute to the smooth start of the new project.

We interviewed the project implementer of the JICA Grassroots Technical Cooperation Project (JICA Grassroots Technical Cooperation), which is dealing with extracurricular activities and which was mentioned as one of the candidate components in the preliminary survey for the new project. The Ministry of Education recognized the importance of developing children's social skills and wanted to incorporate extracurricular activities that would contribute to it.

An excerpt of the current Project Design Matrix (PDM)s for new technical professionals is shown in Table 6.5.

Table 6.5 Jordan Primary Education Dropout Deterrence Project through Learning Improvement

Outline of the project (based on the project competition instructions[94])	
Top Targets	Spread the Positive Learning Environment (PLE) model beyond the pilot schools.
Project Objectives	Learning environment improvement model (PLE model) is ready for widespread use.
Results	Outcome 1: School-based activities that encourage children to stay in school are identified. Outcome 2: Guidelines for implementing activities for schools to improve the learning environment are developed. Outcome 3: Dissemination guidelines for governments to improve the learning environment are developed. Outcome 4: A model for improving the learning environment (PLE model) is developed.

JICA's major projects in the field of out-of-school children in recent years are shown in the table below.

[94] https://www2.jica.go.jp/ja/announce/pdf/20211117_215828_1_01.pdf

Table 6.6 Recent major aid projects in the education sector

	Case name	Remarks
1	Project to deter dropping out of primary education by improving the learning environment in Jordan	Technical cooperation projects (scheduled for 2021–2025) Areas covered: Amman and others
2	Project to implement special activities and build a system with a focus on fostering social awareness	JICA Grassroots Technical Cooperation Partner Type (2018–2021) Target Area: Amman, Jordan
3	Strengthen community-level mental health and psychosocial support for children, including refugees	Individual experts (2020–2023) Areas covered: Nationwide
4	Early childhood education, dispatch of cooperative teams to Zaatari refugee camps, basic education schools under the jurisdiction of UNRWA, and the field of child protection	JICA Overseas Cooperation Volunteers

6.6 Proposal for JICA's Cooperation Direction and Activities

Based on the results of this field survey, in which the STEPS framework was applied to Jordan in a simplified manner, the direction of JICA's cooperation in the short- to medium-term with high feasibility is proposed as follows.

1) Proposal for a new Dropout Deterrent Technology Program

The new "Dropout Deterrence Technical Program" aims to deter public education dropouts for both Jordanian and non-Jordanian students in accordance with the Jordanian government's education policy goal of "providing quality education to all students in Jordan". Table 6.7 shows the indicators based on the assumption that the components listed in the preliminary survey—i.e., (i) addressing learning loss, (ii) counseling and guidance for children, and (iii) extracurricular activities—will be implemented.

Table 6.7 Indicators for STEPS Common Outcomes

Indicator	Data sources and sub-indicators
SDG 4.1.1-(i) Acquire basic math skills at the elementary second–third grade level	Acquiring basic skills through learning improvement as a response to learning loss Grade monitoring and remedial course attendance records
SDG 4.1.2: Enrollment by grade and class	Attendance list maintained and shared with relevant parties
SDG 4.1.4: Percentage of out-of-school time (dropout) (Number of children at risk of dropping out in pilot areas)	Number of children who drop out (target: zero) Amount and frequency of counseling for children at risk of dropping out Number of children who continue their schooling (not limited to public education)
SDG 8.7 Eliminate child labour	Through counseling in schools and in collaboration with PCTs, EDCs and other community Identify number of children engaged in child labor. Identify number of children who have left child labor.

	Identify number of children exiting child labor who are provided with opportunities to attend school and who remain in school.

The specific activities proposed above are laid out below.

No	Project Type	Examples of activities	Period/input
1	Project to prevent dropout from primary education by improving the learning environment in Jordan	Target of support (1): Reserved for non-enrollment The purpose of this project is to develop and disseminate the "Learning Environment Improvement Model (PLE Model)", which contributes to the prevention of dropout by improving the learning environment of schools, in order to deter the problem of non-enrollment before COVID-19 (mainly among Syrian refugees) and to prevent non-enrollment due to the loss of learning among Jordanian children caused by the COVID-19 crisis. The purpose of this project is to develop and disseminate the PLE model. The proposed activities are as follows: Create a slogan to share with stakeholders Ensure collaboration with diverse stakeholders Promote portfolio education Individualized education for each child Use PTCs to broaden learning and to promote understanding of inclusive education Support for implementation of the government's policy to promote inclusive education and for the transfer of special education from the Ministry of Social Development to the Ministry of Education Collaboration with other development partners Leveraging our longstanding working relationship with the Ministry of Education During the implementation of activities in line with the aforementioned components, the following activities of other development partners must be noted. 1) Dealing with loss of learning USAID's RAMP has been providing learning support for public education in Arabic language and in math from kindergarten through 3rd grade for many years. If similar activities are to be implemented, collaboration should be considered in order to avoid duplication. Public remedial education programs are being discussed with the Ministry of Education, mainly with UNICEF (e.g., Learning Bridge for grades 4–9), to address the learning loss caused by the COVID crisis. Adequate consultation with the Ministry of Education is necessary. 2) Counseling and guidance for children	Four years starting in 2022

		Questscope (a cooperative relationship with USAID) has been working with the NFE Department of the Ministry of Education to provide support to dropout and out-of-school children. Questscope has a wealth of experience in providing counseling and guidance as well as in offering remedial programs. They recognize the importance of preventing dropouts from public education and have begun discussions with the Ministry of Education on the importance of deterring dropouts and on measures to prevent children from dropping out of school (according to interviews from during the survey). It would be possible to make use of Questscope's know-how and human network. 3) Extracurricular Activities Since the Ministry of Education has provided examples of extracurricular activities at school sites as part of the relevant legislation, it is necessary to first understand the policy of the Ministry of Education. After that, it is important to develop an activity plan based on an analysis of the current situation, as several NGOs are already supporting the implementation of such activities at school sites. Cooperation with other ministries and agencies Enactment of new laws on child labor and child protection. The Ministry of Education is a core member of the committee that will be established. The Ministry of Education will play a major role in providing educational opportunities to all children, including those who have never been to school. One idea is to use the EDCs that are set up in clusters of about one core school each.	

Attachment 6.1 List of Places Interviewed and Visited [Jordan]

Classification	Interviews and visits
Central Government	◆Ministry of Education : MoE Development Coordination Unit (DCU) Formal Education Division Non-formal Education Division Counseling and Guiding Division Vocational Education managing Directorate Special Education Directorate (Disabled & Distinguished) Education Health Division Planning & Research MD (Budgeting) Education Media and Community Communication Directorate
	◆Ministry of Labour
	◆Ministry of Social Development
Local Government	１．Field Directorate (Education) in Amman ２．Field Directorate (Education) in Irbid ３．Field Directorate (Education) in Karak
School, SMC, PTA, CCPC	◆One mixed school in Amman ◆One girl school and one boy school in Irbid ◆One girl school and one boy school in Karak
Donor	UNESCO、UNICEF、NRC、WB
NGO	Questscope, World Vision Japan, Kokkyo naki Kodomotachi (KnK)

Attachment 6.2 List of Main Reference [Jordan]

Government	
	<Ministry of Education>
	Education Strategic Plan (ESP) 2018-2022
	Education for Prosperity: Delivering Results, A National Strategy for Human Resource Development 2016-2025
	The 10-Year Strategy for Inclusive Education 2017
	Education Statistics 2020/2019 (Arabic, English)
	Ministry of Education Yearbook 2019 (Arabic)
	The Jordan National E-TVET Strategy 2014
	ICT Use and Penetration in Schools of Jordan 2012
	National Social Protection Strategy 2019-2025
	Jordan Population and Family Health Survey 2017-18 (2019) (USAID, UNICEF, UNFPA, DOS)
	For the academic year 2020 Back to School Guide (Arabic)
	OpenEMIS in Jordan, Frequently Asked Questions (Dec. 2020) (UNESCO)
	Revised Education During Emergency Plan EDEP (Feb. 2021)
	<Ministry of Labour, Department of Statistics, University of Jordan, ILO>
	National Child Labour Survey 2016 of Jordan
	<Public Security Directorate, The Jordanian National Commission for Women, UN Women>
	Gender Mainstreaming Strategy and Implementation Plan for the Public Security Directorate in Jordan 2021-2024
	<National Council for Family Affairs>
	Physical and Psychosocial Impact of Child Labour in Jordan, Combating Exploitive Child Labour through Education (2010)
	Annual Report 2018
	Situation Analysis of Juvenile Justice (2018) (UNICEF)
World Bank	
	PAD, Education Reform Support Program-For-Results (2017-2023) ISRR, Education Reform Support Program-For-Results (19 March 2021) ISRR, Education Reform Support Program-For-Results (17 October 2021)
	Jordan Emergency Cash Transfer COVID19 Response Project (2020)
	Expectations and Aspirations : A new framework for Education in the Middle East and North Africa (2019)
	Data Practices in MENA, Case Study: Opportunities and Challenges in Jordan (2021)
UNESCO	
	SDG4, Jordan Voluntary National Review Report (2015-2019) Summary Progress Sheets
	Socio-Economic Assessment of Children and Youth in the time of COVID-19 – Jordan (2020b)
	Teacher management in refugee settings: Public schools in Jordan (2021)
	Inclusion and Diversity in Education in the Hashemite Kingdom of Jordan (2021)
UNICEF	
	Jordan Country Report on Out-of-School Children (2020a)
	Socio-Economic Assessment of Children and Youth in the time of COVID-19 – Jordan (2020b)
	Investing in the Future-Protection and learning for all Syrian children and youth (2019)

	My Needs, Our Future Hajti Cash Transfer Post Distribution Monitoring Report (2018)
	Running on Empty II, A Longitudinal Welfare Study of Syrian Refugee Children Residing in Jordan's Host Communities (2017)
	Geographic Multidimensional Vulnerability Analysis Jordan (2019)
	Multi-Sectoral Rapid Needs Assessment: COVID-19 (2020c)
	Multi-Country Review of the State of Social Service Workforce in the Middle East and North Region (2019)
	Out-of-School Children's Report (August2020)
	Running on Empty II, A Longitudinal Welfare Study of Syrian Refugee Children Residing in Jordan's Host Communities_(2017)
	Budget Brief 2019 Public Education
	Safely Back to School (SB2S) Campaign (Aug. 2020)
	Access to Education for Syrian Refugee Children and Youth in Jordan Host Community, ESWG (2015)
	COVID-19 Education Response (Sep. 2020)
	Inter-Agency Assessment, Gender-Based Violence and Child Protection Among Syrian Refugees in Jordan, with a Focus on Early Marriage (UN Women) (2013)
	Jordan Country Report on Out-of-school Children (2014)
	UNICEF Education -Reimagine Education Case Study (Feb. 2021)
	Jordan Country Brief, UNICEF Regional Study on Child Marriage in the Middle East and North Africa (2017)
	Makani Standard Operating Procedures (2019)
	Guidance Note on "Makani" – "My Space" Approach (2015)
	The State of the World's Children 2021, On my mind, Promoting protecting and caring for children's mental health (Oct. 2021)
ILO	
	Jordan National Child Labour Survey 2017 (Center for Strategic Studies (CSS) of the University of Jordan)
	International Programme on the Elimination of Child Labour (IPEC) (2010 – 2016)
	IPEC + Flagship Programme (2018-2022)
	Accelerating action for the elimination of child labour in supply chains in Africa (ACCEL AFRICA)
	Eliminating child labour and forced labour in the cotton, textile and garment value chains: an integrated approach (2018-2022)
	Measurement, Awareness Raising, and Policy Engagement project (MAP16) in Jordan (2018)
	Better Work Jordan, Gender Strategy 2019-2022
	"Moving Towards A Child Labour Free Jordan" A Collection of Emerging Good Practice (2016)
UKaid	
	UKaid, Registering rights, Syrian refugees and the documentation of births, marriages, and deaths in Jordan
	Registering-rights-report-NRC-IHRC (October2015)
USAID	
	UKaid, Registering rights, Syrian refugees and the documentation of births, marriages, and deaths in Jordan
	USAID, UKaid, and RTI, Jordan RAMP initiative midline survey (2019)
	RAMP Impact Evaluation Final Report (Sep. 2019)

	Increasing Access to Quality Education (July 2020)
	Review of Government of Jordan Education Budge and Financial Expenditure to Inform DFID Programme Design, Final Report (2020)
	Extracurricular Activities within the Jordanian Ministry of Education: Rapid Review of Needs, Gaps and Opportunities (Mar. 2020)
NRC	
	Evaluation of NRC's education Programming in the camps of Jordan (2017)
USDOL	
	https://www.dol.gov/agencies/ilab/resources/reports/child-labour/jordan
	https://www.dol.gov/agencies/ilab/better-work-jordan-0
Others	
	Center for Lebanese Studies 2020, Education in the Time COVID-19 in Jordan: A Roadmap for Short, Medium, and Long-Term (Canada) (June 2020)
	DHS2017/2018, Marginalized Girls in Jordan, Output 1: Baseline Research Brief (2020)
	Japan Platform &World Vision, Teacher's Handbook Remedial Education (June 2021)
	Jordan INGO Forum, Syrian refugees in Jordan, A protection overview (2018)
	Human Rights Watch, " I want to Continue to Study", Barriers to Secondary Education for Syrian Refugee Children in Jordan (2020)
	Humanity & Inclusion, Factsheet Jordan, Disability-Inclusive Education in Jordan (May 2021)
	Libraries Without Borders (BSF), Innovation to Improve access to Education & Information (UNICFE, UNDP, EU, NRC, Plan, etc.)
	Norwegian Refugee Council, Understanding Impact of Covid-19 on Education in Jordan (Apr. 2021)
	Norwegian Refugee Council, Evaluation of NRC's education programming in the camps of Jordan (2017)
	Terre des hommes Foundation, Situation Analysis of Child Labour in Jordan (2019)

Chapter 7 Cambodia

7.1 Scope of Field Survey

Due to the difficulty of short-term travel caused by the spread of COVID-19, the field survey in Cambodia was remotely carried out between November 2021 and December 2021. Before and after the field survey, several meetings and discussions were held with JICA officials (i.e., headquarters and office staff, specialists, and experts).

JICA has been providing continuous support in Cambodia, primarily in the areas of teacher training, improvement of science, mathematics learning, and industrial human resource development. E-TEC supports the improvement of basic education through teacher training reform and provides direct intervention and support to primary and secondary schools through grassroots technical cooperation projects and volunteer dispatch. In this survey, the basic information on the support for out-of-school children was surveyed in general, taking the possibility of collaborations with these ongoing projects and new technical cooperation projects that directly support basic education into consideration.

The school and administrative visits were conducted in two areas of Phnom Penh and Battambang Province; Battambang Province is located in the western part of Cambodia, on the border of Thailand, and is an E-TEC target area and a JICA priority support area through the Southern Economic Corridor. The eight visited schools are delineated in Table 7.1.

Table 7.1 Overview of Eight Schools Visited

Province	City/District	School	Features
Battambang	Krong Battambang (capital city)	1 Chea Sim Primary School	Primary school in the center of Battambang province. There are 2,052 KG– G6 students, and SMC has 17 members. Wi-Fi is available, but connection is unstable.
		2 Vat Kor Lower Secondary School	Lower secondary school in the center of Battambang province. There are 244 G7– 9 students, and SMC has eight members. Wi-Fi is available, but connection is unstable.
	Ratanak Modul	3 Meas Pitou Km 38 Primary School	Primary school in Ratanak in rural Battambang. There are 347 G1– G6, and SMC has five members. There is no Wi-Fi, and teachers pay for internet communication by themselves.
		4 Rattanak Mondul Secondary School	Lower secondary school in Ratanak in rural Battambang. There are 261 G7– G9 students, and SMC has six members. Wi-Fi is available, but connection is very unstable.
	Samlot DOE	5 Chrab Kraham Primary School	Elementary school in Samlot in rural Battambang. There are 323 G1– G6 students, and SMC has five members. Wi-Fi is available, but connection is unstable.
		6 Mean Chey Secondary School	Lower secondary school in Samlot in rural Battambang. There are 231 G7– G9 students, and SMC has eight members. Wi-Fi is available, but connection is unstable. No access to safe drinking water.
Phnom Penh	-	7 Kok Banchan	Primary school in Phnom Penh suburbs. There

		Primary School	are 3,030 G1– G6 students, and SMC has six members.
		8 Kok Banchan Secondary School	Lower secondary school in Phnom Penh suburbs. There are 1,195 G7– G9 students, and SMC has six members. Wi-Fi is available, but connection is unstable.

In Cambodia, the Ministry of Education, Youth, and Spots (MoEYS) is in charge of education administration at the central level; at the provincial level, there are provincial education offices in each province with county education offices have jurisdiction over them.

The school system consists of a three-year pre-school (i.e., kindergarten), a six-year primary education, a three-year lower-secondary education, and an upper-secondary education; the nine years of primary education and lower secondary education are compulsory. The school term system is based on the semester system (i.e., first semester starts in October and runs through to the following April, and second term starts at the end of April and runs through to July).

7.2 Policy and Status in Basic Education: Focusing on Out-of-School Children (Including Child Labor)

For definitions of out-of-school children, child labor, and dropout in this survey, see Chapter 1.

(1) Current Status of Educational Services Provided by COVID-19

Due to the spread of COVID-19, many schools were closed for approximately two years from March 2020 to November 2021. During this period, schools were temporarily declared re-opened from early January 2021 to the middle of March 2021), but after March 2021, schools were closed again nationwide. In September 2021, MoEYS announced the implementation of Small Group Learning under certain conditions, such as to limit the number of students. The decision as to whether or not to reopen schools was not uniform, however, because the decision was made by the regional education offices according to the level of infection in a given area. In all, the school closures affected approximately 3.2 million students in 13,000 schools.[95]

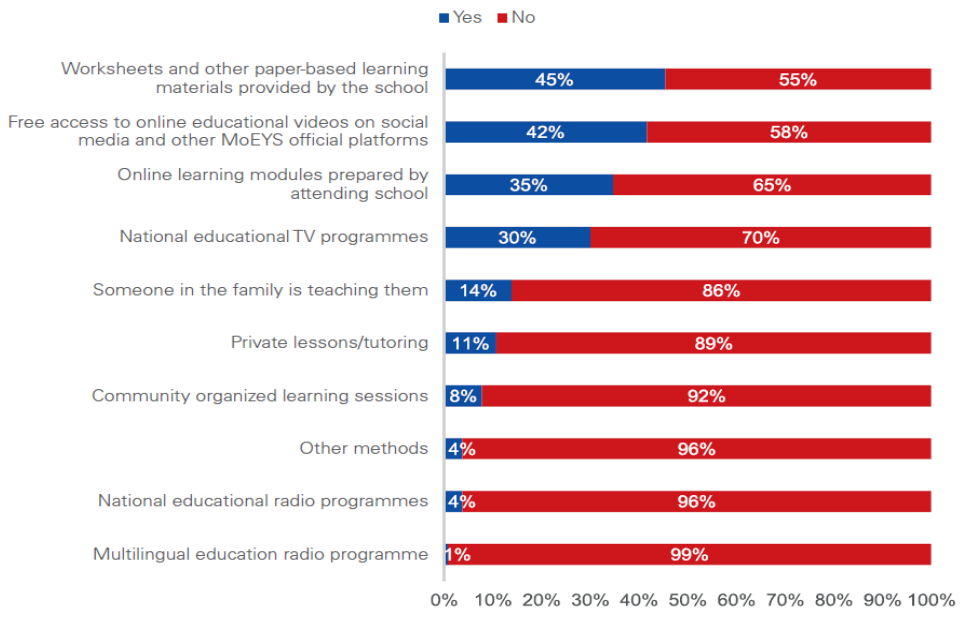
When the telesurvey was conducted in November and December 2021, the challenges from reopening the schools were becoming increasingly apparent: Due to the school and classroom shortages prior to COVID-19, most schools had adopted a two-shifts system, and the number of students in each class was limited to prevent infection. Currently, the hybrid system is operating. Children receive face-to-face classes for approximately three days a week and remote classes for the rest of the week.

During the school closures, MoEYS attempted remote teaching. In March 2020, immediately following the closures, with the support of UNICEF and others,[96] a platform was set up to distribute content through the Internet for distance education[97]; starting in April 2020, television educational programs were broadcasted by the hour. In March 2020, MoEYS, UNICEF, and Save the Children

[95] MoEYS, UNICEF, Save the Children, Cambodia COVID-19 Joint Education Needs Assessment (jointly with EU, Sweden, GPE, USAID), March 2021
[96] https://www.unicef.org/cambodia/stories/continuous-learning-during-covid-19
[97] MoEYS Distance Education web, https://elearning.moeys.gov.kh/?lang=en

collaborated to conduct an educational needs assessment,[98] which assessed the actual situation and impact of the COVID-19 crisis, including the implementation of correct knowledge and measures, and the nutrition, health, and hygiene of children affected by COVID-19, including by child abuse, economic conditions, and access to learning during the school closures.

The purpose of this assessment is to conduct a needs analysis of the actual situation and the impact that the school closures had on access to learning and learning loss. Interviews were conducted with approximately 15,000 people in 15 Cambodian provinces. The target respondents were students, parents, teachers, principals, and teaching staff. The target schools were community kindergartens, primary and secondary schools, non-formal schools, and teacher training schools. The survey results showed that approximately 7 to 10% of the students were able to access some form of distance learning during the school closures, but many families had unstable internet connections, and paper-based materials distributed by the school were used the most often (Figure 7.1). The most common obstacle to accessing distance education was the cost of the equipment to connect, followed by problems connecting to the Internet (Figure 7.2), and respondents reported that they did not receive adequate support.99 More than 10% of the parents occasionally helped their children with distance learning at home, 85% of the teachers made efforts to help students learn at home, 85% of the teachers taught small groups in the community, and 75% of the teachers attempted to communicate with students; notably, 80% of the respondents said that they only had partial knowledge of distance learning.100



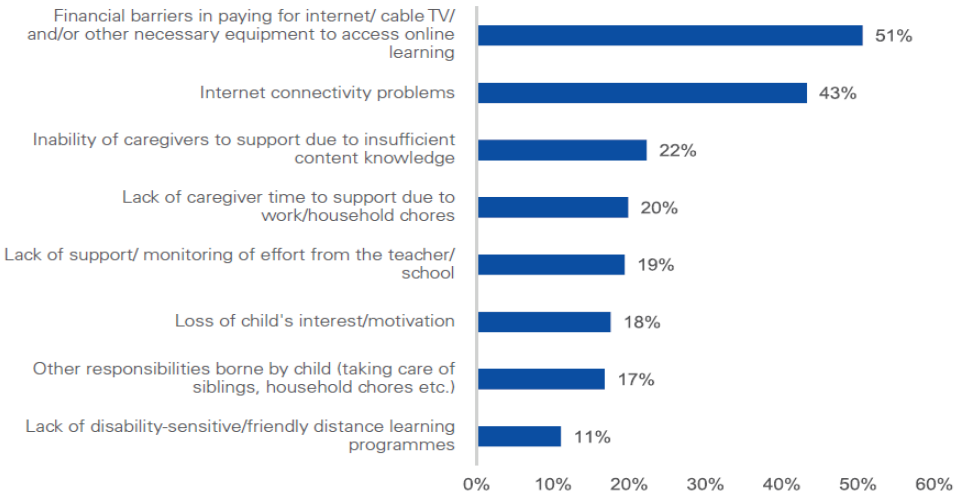
Source: MoEYS, UNICEF, Save the Children, Cambodia COVID-19 Joint Education Needs Assessment (jointly with EU, Sweden, GPE, USAID), March 2021.

Figure 7.1 Materials most used for distance learning during school closure

[98] MoEYS, UNICEF, Save the Children, Cambodia COVID-19 Joint Education Needs Assessment (jointly with EU, Sweden, GPE, USAID), March 2021

[99] According to interviews with the schools visited for this study and the education offices under their jurisdiction, although they have access to the Internet, the connection conditions are poor, and the rate of participation in distance learning is 60% at the highest and only 30% in the lowest cases.

[100] MoEYS, UNICEF, Save the Children, Cambodia COVID-19 Joint Education Needs Assessment (jointly with EU, Sweden, GPE, USAID), March 2021



Source: Ibid.

Figure 7.2 Obstacles to accessing distance learning

To address the learning loss during the school closures, a Home Learning Package was developed and distributed by the Capacity Development Partner Fund（CDPF） II, which is led by UNICEF[101]; the 1A Home Learning Package for reading, writing, and arithmetic was developed and distributed to all children in the first and second grades. After the reopening of school, MoEYS, with support from UNICEF, conducted a learning loss assessment,[102] and based on the results of the assessment, plans are being made to create a remedial class package for the second grade.

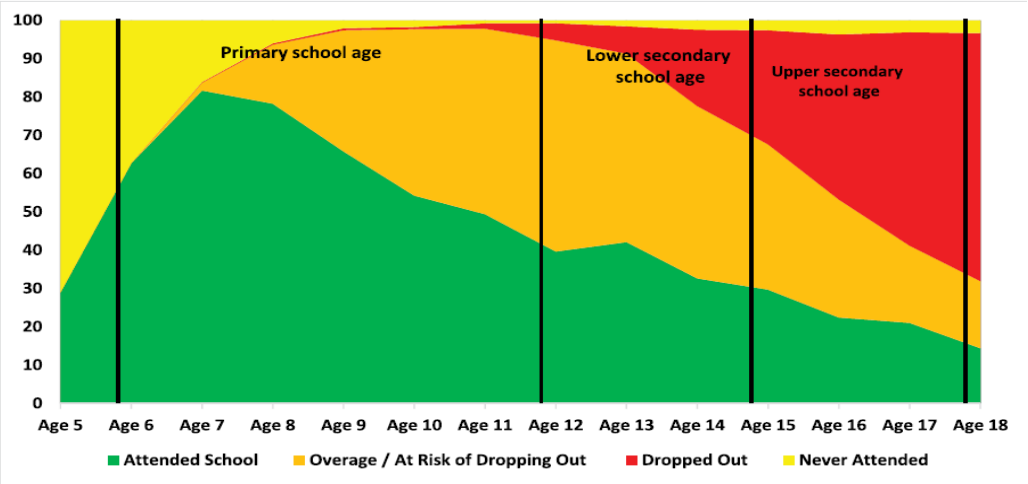
(2) Status and Factors of Out-of-School Children

In Cambodia, a detailed study on out-of-school children was conducted by UNICEF, the report of which was published in 2017.[103] Based on UNESCO/UNICEF's Global Out-of-School Children Initiative, the study classifies out-of-school children into five dimensions; children who are enrolled in school but are at risk of dropping out are labeled as children who need to be cared for.

The study revealed the following: Out of the children aged 7 to 14, 70% are enrolled in school, but many of them are over-aged and are considered to be at high risk of dropping out. In preschool education, approximately 30% of the relevant school-aged children are enrolled, and the enrollment rate for girls in rural areas is particularly low. The primary education enrollment rate is approximately 95%, which is a significant improvement; however, 13% of children are not enrolled in school, including those at risk of dropping out, and there is a significant disparity in the percentage of impoverished girls in rural areas (i.e., approximately 20%) and ethnic minorities (i.e., 37%) who are

[101] Multi-donor funding from UNICEF, EU, SIDA, GPE, and USAID, with USAID supporting the development of teaching materials, especially for G1 and G2 Khmer reading and writing, which are reflected in the Home Learning Package.
[102] The assessment will be conducted in November 2021 and the results will be made public around by beginning of the year (according to the UNICEF interview).
[103] Ministry of Education, Youth and Sport of Cambodia (2017) Global Initiative on Out-of-school Children: Cambodia County Study, All Children Learning by 2030, Analysis based on the results of the Cambodia Socio-Economic Survey (CSES) in 2012

not enrolled; the rate of non-enrollment in lower secondary education is approximately 11%, with a high percentage of non-enrollment among impoverished rural poor (i.e., approximately 29%) and ethnic minorities (i.e., 27%).



Source: Ministry of Education, Youth and Sport of Cambodia, Global Initiative on Out-of-School Children: Cambodia County Study, All Children Learning by 2030, 2017

Figure 7.3 Percentage of out-of-school children, including those at risk of dropping out, in Cambodia

Among the general factors of under-enrollment described in Chapter 1, Table1.2 of this report, the items obtained from the survey in Cambodia are shown in Table 7.2.[104]

Table 7.2 Factors and Specific Situations of Out-of-School Children in Cambodia

Domains and Elements	Examples of Specific Situations
Demand-side	
Poverty	Transportation to and from school is a burden. No access to tablets or internet for distance learning. Children are working (including child labor) to help their families. Economic deprivation caused by the COVID-19 disaster increased the number of students not attending school due to poverty.
Social and cultural norms and values (including movement)	Lack of interest in education in schools Do not see the value of investing in education when comparing the cost of education with labor income Children of farmers help out at home during the farming season by taking care of livestock, and other responsibilities. Place of residence may need to be moved depending on time and place of harvest. They do not like girls going to school. They take their children with them when commuting to farms and factories in Thailand and other provinces.

[104] During the interviews for this study, questions were asked about the factors contributing to non-enrollment. Responses were received from the Ministry of Education, Youth and Sports, the Ministry of Labor and Vocational Training, the Ministry of Social Affairs, Veterans, and Youth Rehabilitation, the Battambang Provincial and District Education Office, the Phnom Penh Education Office, visiting school officials, and NGOs.

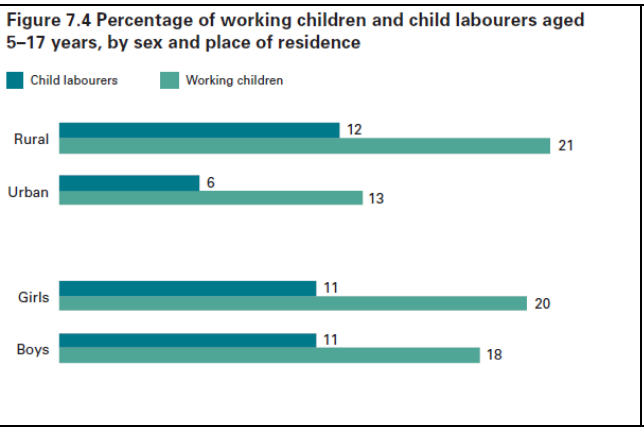
	Classes not conducted in the languages of ethnic minorities. School is too far away from ethnic minority's residence for them to be able to commute to school.
Family circumstances (including movement)	Parental divorce, domestic violence Lack of parental interest in education and children
Health, disability	Long-term absence from school due to child's illness and other issues. Difficulty attending school due to children's disabilities
Children's interest	Children are not interested in their studies.
Economic activities and Household chores	Children not attending school are often working. Children do not attend school when helping their families during farming season. Some children started working during the COVID-19 school closures, and once they started to work, it was difficult to quit. An increasing number of children may be working during the COVID-19 pandemic.
Supply-side	
Constitutional law, education law, children's rights law, related policies	Although the Convention on the Rights of the Child was ratified and acceded to and laws have been enacted, a cross-sectoral monitoring system for child protection was either not established, or is in place but not functioning.
Learning environment (quality, access) (Soft side)	Increased learning loss due to the COVID-19 pandemic, but increased learning opportunities at home. Continued improvement in hybrid education, which is a mixture of commuting to school and learning from home. Promote training for teachers to better cope with hybrid education. Inadequate allocation of teachers capable of handling multilingual education, including native languages of ethnic minorities. In schools with two morning and two afternoon sessions or hybrid education, there is a lack of face-to-face class time, making it difficult to eliminate learning loss. Lack of schools and teachers who can work with children with special needs. Physical punishment by teachers. Lack of leadership by the principal.
Learning environment (access, infrastructure)	The school is far away, and parents and students are worried about safety on the way. Lack of learning opportunities adapted to income and commuting mobility. Lack of school facilities for children with special needs.

Source: Compiled by the research team based on the Cambodia survey

With regard to child labor, the Labour Law of Cambodia (the Labour Law 1997) allows children older than 12 years of age to perform light work that does not interfere with their education and is not dangerous. The minimum legal age for general employment is 15, and the minimum age for hazardous work is 18. In 2014, an analysis of child labor was conducted under the auspices of the ILO,[105] which found that 11% of children aged 5 to 17 years were engaged in child labor, 5% of whom were engaged in hazardous child labor. The percentage of children engaged in child labor varies by region (i.e.,

[105] Analysis based on Cambodia Socio-Economic Survey 2014 (2015)

urban or rural), gender, and type of work; as age increases, so does the percentage of child labor. In terms of the relationship between child labor and school attendance, children engaged in hazardous labor have the lowest school attendance rate. The research in 2021 has shown that COVID-19 increased both the risk of dropout and domestic work.[106]



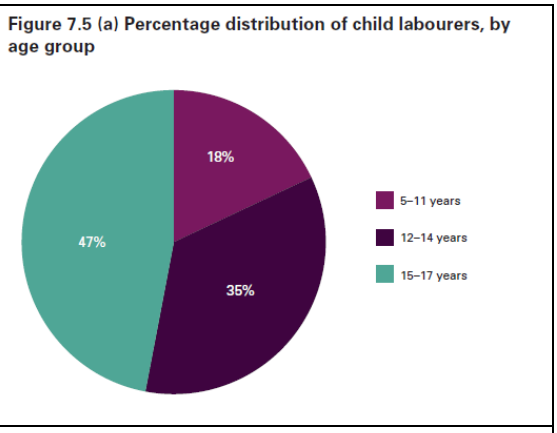


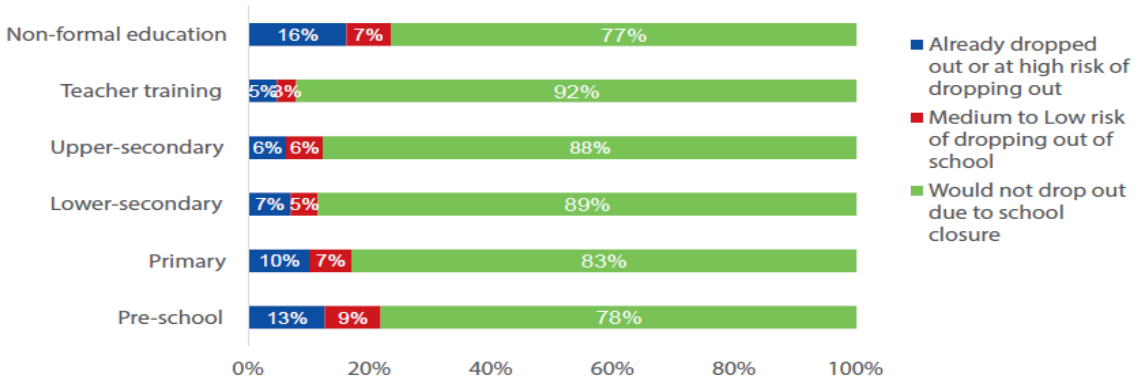
Figure 7.4 Child labour and school attendance in Cambodia

Table 7.3 OOSC and Child labour in Cambodia

Table 7.1 Percentage distribution of working children, child labourers and children in hazardous labour aged 5–17 years, by school attendance

	Working children	Child labourers	Children in hazardous labour
Attending school	50%	45%	12%
Dropped out/discontinued	44%	48%	80%
Never attended school	6%	7%	9%
Total	100%	100%	100%

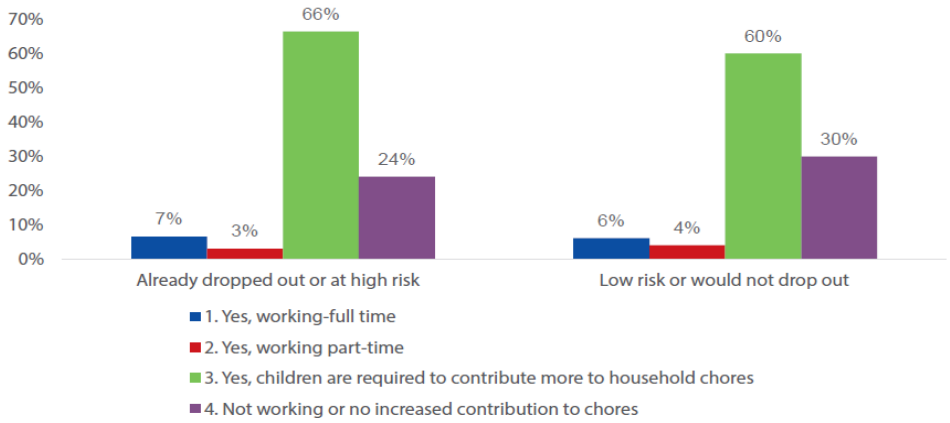
Source: UNICEF, A Statistical Profile of Child Protection in Cambodia 2018



Source: MoEYS, UNICEF, Save the Children, Cambodia COVID-19 Joint Education Needs Assessment (jointly with EU, Sweden, GPE, USAID), March 2021.

Figure 7.5 Danger of dropout due to COVID-19

[106] MoEYS, UNICEF, Save the Children, Cambodia COVID-19 Joint Education Needs Assessment (jointly with EU, Sweden, GPE, USAID), March 2021



Source: Ibid.

Figure 7.6 COVID-19 increase in household work and risk of dropout

(3) Policies on Dropout/Unschooling Prevention

Children's rights:

Cambodia joined the Convention on the Rights of the Child (Convention on the Rights of the Child, UN CRC) in 1992. Domestically, there is a clause in the Constitution that regulates the protection of the rights of the child with reference to the Convention on the Rights of the Child, which guarantees the right of the child to learn and specifies the obligation of the child to receive an education and to go to school. Furthermore, the Education Law[107] stipulates that basic education is compulsory.

The government's plan on non-enrollment and awareness of the issue:

Cambodia set inclusive, equitable education, lifelong education, and educational human resource development as policy goals for primary education in its Education Strategic Plan (ESP) 2018– 2030. With regard to non-enrollment, the following assessment was made regarding dropout prevention: While the dropout rate tends to be high in the final year of primary education, there is an improving trend in early secondary education. Risk factors for dropout in primary education include overage, lack of schools (some counties have elementary school but no secondary schools), and inability to read, write, and do arithmetic at the primary level. More importantly, the report states that classroom management and teaching-and-learning processes should be strengthened by distributing teaching and learning materials, improving teacher capacity building, and promoting stakeholder participation in the school-management process. The improvement in the dropout rate in early secondary education mentioned above was evaluated as being a possible contribution of the government's school subsidy.

A number of policies have been put forward in recent years that are expected to have a positive impact on reducing and curbing school dropouts. The first is inclusive education, which will reduce and/or eliminate out-of-school time by guaranteeing and providing learning opportunities to students with special needs, especially those with disabilities.[108] The second is positive discipline; in the past, children were disciplined with strong words, but in recent years, there has been a shift in thinking, and it is now believed that it is more effective to teach and guide children in a logical manner while attempting to understand their feelings. Finally, to ensure equitable learning opportunities for ethnic

[107] https://www.moeys.gov.kh/images/moeys/laws-and-regulations/48/EducationLaw-EN.pdf
[108] MoESY, Inclusive Education Policy 2018 and Action Plan on Inclusive Education 2019–2023 (2019).

minorities, a multilingual education program has been adopted.[109] All (i.e., 100%) of kindergarten classes, 80% of classes in grade 11, and 60% of classes in grades 2 and 3 are conducted in the native language; starting in the second grade, all subjects are taught in Khmer, the official language of Cambodia. Notably, the teacher training school curricula was also changed with the introduction of these new policies.[110]

Additionally, the MoEYS announced it plans to devise a National Policy on Child Protection Systems 2019– 2029 to develop a national framework for child protection and provide comprehensive support, including the provision of employment opportunities.[111]

Administrative organization:
Decentralization is underway in Cambodia. Education offices have been established in all provinces and are responsible for the provision of education services in the province. Under the provinces, there are education offices of the county administration, and there are also education offices in the communities that cooperate with each school. MoEYS is responsible for the recruitment of teachers.

Education budget:
Non-formal education only accounts for 1% of the MoEYS budget; in addition to the MoEYS NFE Department, other NFE programs have been implemented by donors and NGOs, but MoEYS does not have a whole information about these programs.[112] Donations were not solicited from parents.

(4) School Administration and Community Involvement

School Management Structure:
ESP encourages the establishment of SMCs in each basic-education school. The lead members of the SMC are representatives of the community, and may include parents and school staff (i.e., retired teachers, in-service teachers, etc.). The PTA consists of teachers and parents, and in fact, the members of this association did not seem to care what the name of the organization was, as long as each member was thinking about the children and improving the quality of education.

Interview between SMC and research team

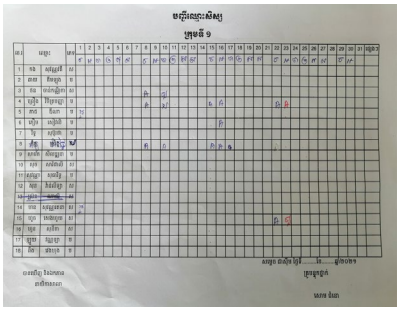
Home visit by research team

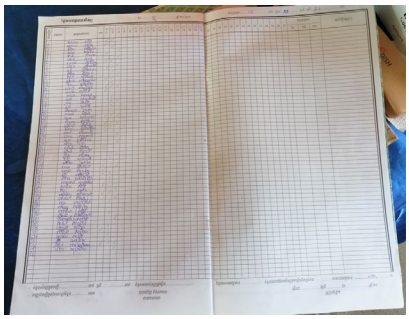
[109] MoEYS, Multilingual Education Action Plan (MEAP) 2019–2023 (2019).
[110] By hearing from the Teacher Training Bureau of MoEYS
[111] MoEYS, National Policy on Child Protection System 2019–2029
[112] The above is based on a hearing from the NFE Bureau of MoEYS.

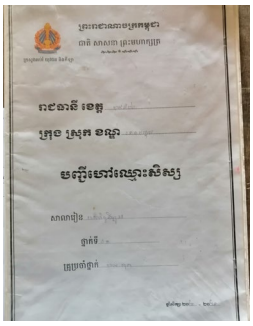
Class of grade 8

Homes visit by research team

Confirmation of attendance:
A similar form of attendance register was used in all schools visited. In the case of persistent absences, the homeroom teacher or principal contacts the students or their parents; if no contact is made, the teacher may make a home visit to check on the situation; and if there is a problem, the principal or homeroom teacher discusses the situation with the students and their parents and encourages them to continue their studies. As mentioned above, attendance is checked and monitored, and from this point of view, there is a minimum system in place to discourage dropouts.







Attendance sheets used in the schools visited

(5) Quality of Learning: Assessment, Teachers, Classes, Teaching Materials

Examination system:
While there is no graduation examination at the end of primary education, a certificate is awarded. Because there is no examination for admission to the compulsory lower secondary school, any student who wishes to enter may do so. There is a final exam at the end of the first semester of secondary school, the results of which affect students' promotion to the second semester of secondary school, and those who pass the exam receive a certificate of completion. There is a system for children who have not completed primary education, in which they are admitted to the first semester of secondary school if they complete a return-to-primary program conducted by NGOs and pass a final exam and are recognized as having the same level of ability as students who completed primary education in public education. Students who have not completed the first semester of secondary school are also eligible for admission to the second semester of secondary school if they complete an accelerated program approved by the government and pass a completion test, which is the equivalent of completing the first semester of public education. Finally, there is a national standardized exam for

late secondary school graduates, and those who pass are qualified for university entrance; the 2020 exam was scheduled for December of 2020 , but it was cancelled due to the spread of COVID-19, and the unusual measure was taken of ensuring that all students passed.[113]

International assessment:
In 2006, the SEA-PLM, a regional program implemented in Southeast Asia to assess the learning outcomes of Grade 5 students, revealed that a majority of Grade 5 students in Cambodia had not mastered basic skills in reading, writing, and arithmetic.[114] Girls were more proficient in all three subjects than boys, and their performance in arithmetic (i.e., 325 points) was at approximately the same level as the PISA-D (Programme for International Student Assessment for Development) average (i.e., 324 points), which is a learning assessment developed for low- and middle-income countries.[115] Reading was considerably lower (i.e., 321 points) than the average of PISA-D in this subject (i.e., 346 points) and was, in fact, the lowest of the three PISA-D subjects.

Curriculum and textbooks:
Curriculum development is the responsibility of the Curriculum Development Department of MoEYS. The main subject of primary education is Khmer, which accounts for more than 40% of the weekly timetable; this is followed by math, science, and social studies, each of which account for approximately 10% apiece. In the 2016– 2017 school year, a curriculum on life skills was introduced for grades 5 to 11 of basic education and for students who were not enrolled in school.[116] The curricula are being revised on a temporary basis in response to the COVID-19 disaster (see Table 7.4).

Teachers:
In Cambodia, improving the quality of teachers is regarded as the first pillar of ESP. While educational institutions were closed due to COVID-19, teacher training colleges (TECs) were able to continue classes without changing the curricula because of the ICT-based practicum. They reaffirmed that the introduction of ICT in education would contribute to the continuation of learning in the midst of the spread of COVID-19.[117] Notably, new teachers are often assigned to remote areas in rural areas.

[113] http://japan-cambodia.or.jp/archives/2311
[114] Southeast Asia Primary Learning Metrics is a regional programme to assess learning outcomes of Grade 5 students to inform policy-making and ensure all children achieve meaningful learning. Web reference: https://www.seaplm.org
[115] Programme for International Student Assessment (PISA). PISA-D is PISA for Development. The PISA for Development programme aims to encourage and facilitate PISA participation by interested and motivated low- and middle-income countries.
https://www.oecd.org/pisa/pisa-for-development/
OECD, Education in Cambodia, Findings from Cambodia's experience in PISA for Development, 2018.
[116] MoEYS, Understanding Social Exclusion in the Cambodian Context and Planning for Inclusive Education
[117] By hearing from the Teacher Training Bureau of MoEYS

Table 7.4 Temporary curriculum and timetable for Corona Perfection

Official start: January 10, 2022

Two semester breaks:

- April 6– 19, 2022
- November 1– 30, 2022

Curriculum implementation:

- January and February 2022: Focus on two subjects (Khmer and Math) five hours each day or 25– 27 hours per week.
- From March 2022: Resume all subjects

Weekly schedule arrangement:

- January and February:
  For G1– G3: Khmer 16 hours; math nine hours
  For G4– G6: Khmer 15 hours; math 10 hours
- From March:
  For G1– G3: Khmer 13 hours; math 7 hours; science, social science 3 hours; P.E, health 2 hours; life skills 2– 5 hours
  For G4– G6: Khmer 10 hours; math six hours; social science 4 hours; science 3 hours; P.E, health, sports 2 hours; English, life skills 2– 5 hours

For Whole Day Class Schools:

For schools that provide lunch: 7:30– 11:30 and 13:30– 16:00
For schools that don't provide lunch: 7:00– 11:00 and 14:00– 16:30
Total: 45 hours per week (40 minutes per session)

No.	Subject	Weekly Study Hours					
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1	Khmer	18	18	18	15	15	15
2	Math	13	13	13	11	11	11
3	Social Science	2	2	2	4	4	4
4	Science	2	2	2	3	3	3
5	English	2	2	2	3	3	3
6	P.E/Sport	2	2	2	2	2	2
7	Health	1	1	1	1	1	1
8	Art	1	1	1	1	1	1

Source: MoEYS

(6) Access: Facilities and Costs

The ESP specifies that the supply of school infrastructure should be strengthened to improve access. There is a shortage of school facilities, especially in the remote mountainous areas where ethnic minorities live; even before COVID-19, there was a shortage of facilities, and some schools had adopted a two-shift of morning and afternoon schedule.

Class of Grade 1 (urban school)

Class of Grade 3 (rural school)

(7) Linkage of Learning Opportunities: Public Education and NFE, Informal Education, Etc.

The Cambodian NFE policy, which was formulated by the prime minister in 2002, stipulates that the MoEYS is the lead agency for non-formal education and is responsible for research and implementation of NFE programs.[118] According to the interview with the NFE Department of the MoEYS, the current policy pillars of NFE are as follows:

Pillars of non-formal education policy: Policy 1: Ensuring equitable access to education services Policy 2: Improving the quality and efficiency of education services Policy 3: Decentralized institutional and capacity development for educational staff

The NFE programs currently being implemented primarily target ethnic minorities, illiterate students, and out-of-school children. The Basic Education Equivalency Programme (BEEP),[119] which was updated with the support of UNESCO, was implemented in collaboration with Ministry of Labour and Vocational Training (MoLVT). A pilot program is currently underway in two Community Learning Centers (CLCs). In recent years, garment factory owners have financed literacy programs in their facilities.[120]

Table 7.5 Overview of BEEP

Basic Education Equivalency Programme (BEEP) • Basic Education Equivalency Programme (BEEP) was an initiative between the Ministry of Education, Youth and Sport, the Ministry of Labour and Vocational Training and UNESCO to promote access for basic education for adult to prevent the dropout at the primary and lower secondary education to have access for basic knowledge and further education at the vocational training centers or at the upper secondary education and vocational schools. • BEEP is online learning programs to help the adult have the age from 14-year-old onwards, especially the dropout students at the primary and lower secondary schools and finished lower secondary education could continue their basic education through online learning programs without affecting their jobs/works. • BEEP was officially recognized as an equivalent level. BEEP students could proceed the registration and enrollment at the vocational training centers or public general education and vocational schools to have access for technical skills to generate income and build their future

[118] Kingdom of Cambodia, Policy of Non-Formal Education (2002)
[119] https://worlded.org/project/unesco-basic-education-equivalency-programme-beep
[120] According to a hearing from the NFE Bureau of MoEYS

suitable careers/business.

- BEEP was learning and teaching methods through online learning programs to enable students/adults for self-studies with flexibility.
- Students/adult could register in BEEP free of charge. Students who do not have ICT materials and equipment such as tablets, laptops, smart phones, computers, etc. They could use the materials and equipment at the BEEP centers freely.

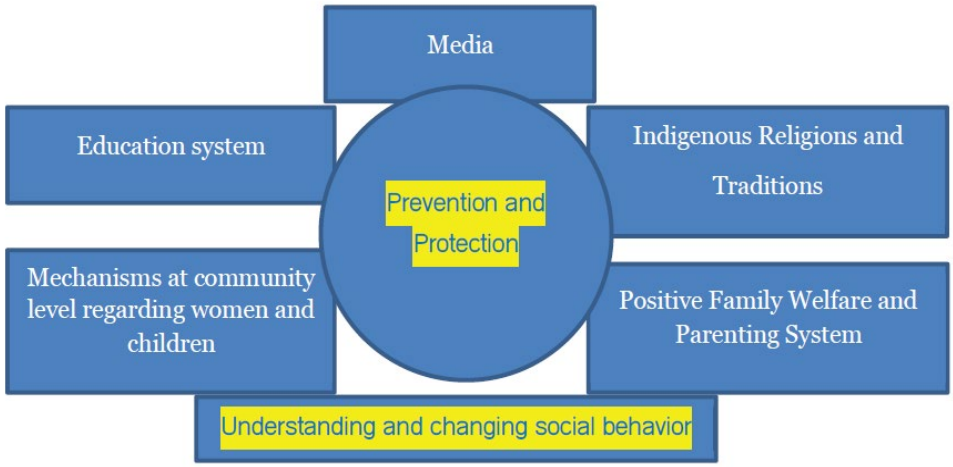
7.3 Multi-Sectoral Collaboration to Support Reduction of OOSC (Including Child Labor)

The current MoEYS initiatives to support undocumented workers (including child laborers) are as follows:

Provision of NFE education by the NFE Bureau:
As described in the previous section.

Collaboration with other sectors outside the Ministry of Education includes the following.

Multi-sectoral system of collaboration for child protection:
Even though there was a system of collaboration envisaged under the MoEYS child protection policy (Figure 7.7), as of 2019, no substantial action had yet been taken. Regarding child protection, while the Ministry of Social Affairs, Veterans, and Youth Rehabilitation (MoSAVY) and the MoLVT also espouse concepts based on their respective roles, little inter-ministerial collaboration has been established, and this should be considered an issue for the future.[121]



Source: National Policy on Child Protection System 2019– 2029

Figure 7.7 Multi-sectoral collaboration for child protection

[121] By hearing from the provincial education offices of MoLVT, MoSAVY, and Battambang

Linkage with birth registration:
In 2014, Cambodia's annual birth registration rate was approximately 70%, of which approximately 10% did not have birth certificates.[122] With the 2017 revision of government guidelines to dispense birth certificates free of charge and the UNICEF's support for the promotion of mobile birth registration in rural areas, the birth registration rate is expected to increase. Birth registration facilitates access to public services such as immunizations and child benefits to make it easier to verify school-aged children and identify targets for schooling campaigns, and continued promotion of birth registration in each region will strengthen the entry point for the prevention of school failure.

7.4 Status of Major Donors' Support: Focusing OOSC (Including Child Labor)

In Cambodia, an Education Sector Working Group (ESWG) was created between the MoEYS, education sector donors, and NGOs.

(1) UNICEF
In addition to child protection, UNICEF has conducted research and provided support related to under-enrollment; during the COVID-19 school closures, this organization worked with the MoEYS to develop digital application for distance learning and helped launch the platform. After the schools re-opened, they supported the assessments of learning-loss and implemented the New Home Learning Packages program with MoEYS to ensure an effective continuation of hybrid classes.

(2) World Bank
The World Bank's projects in the education sector since 2006 are as follows.

Table 7.6 Major World Bank Projects in Education Sector Since 2006

<WB education project since 2000>
1) Cambodia General Education Improvement Project (pipeline, 2021-2026)
2) Community-based Childcare for Garment Factory Workers Project (2019-)
3) Cambodia Higher Education Improvement Project (2018-2024)
4) Secondary Education Improvement Project (SEIP) (Apr.2017-July 2022)
5) Early Childhood Care and Development for Floating Villages Project (2016-2019)
6) Voice and Action: Social Accountability for Improved Service Delivery(2016-2019)
7) Cambodia Global Partnership for Education Second Education Support Project (SESSP)(2014-2017)
8) Higher Education Quality and Capacity Improvement Project (HEQCIP) (2010-2017)
9) KH--EDUCATION FOR ALL FASTTRACK INITIATIVE CATALYTIC TRUST FUND (2008-2012)
10) Basic Education Project (2005-2011)
11) Education Quality Improvement Project (1999-2004)

Based on the experience of the Secondary Education Improvement Project (SEIP), which was conducted from April 2017 to July 2022, the Cambodian General Education Improvement Project for primary education was planned (i.e., pipeline, 2021– 2026). Improvement of the SMC, which is expected to play some role in reducing and deterring non-enrolment, is included in the sub-component (Table 7.7).

[122] UNICEF, A Statistical Profile of Child Protection in Cambodia, 2018

Table 7.7 Overview of Cambodia General Education Improvement Project

Cambodia General Education Improvement Project (pipeline) (based on PID as of Aug 2021) Component 1: Improving student learning outcomes Sub-component 1.1: Improving school-based management (SBM) across general education Sub-component 1.2: Training and upgrading teachers and school principals Sub-component 1.3: Improving equitable access to quality learning environments Component 2: Improving sub-sector performance and monitoring and evaluation Sub-component 2.1: Improving sub-sector performance and M&E Sub-component 2.2: Project management and M&E Component 3: Contingent emergency response Estimated benefit schools: 213 preschools, 1,000 primary schools, and up to 420 secondary schools City/town/village: Large cities such as Phnom Penh and Siem Reap, as well as rural towns and small villages, including some in remote areas Area: Northeastern provinces, which are home to a significant number of indigenous peoples

(3) USAID

The USAID implemented a program to support improved learning of the Khmer language from kindergarten to the third grade. JICA is planning to scale up the program from the current province on an annual basis starting in 2021 and are also considering the introduction of math; we are cooperating with MoEYS and UNICEF to distribute handouts to support learning while the schools are closed.

(4) EU, Etc.: Support for Consortia of Support for Out-of-School Children

A form of funding for a coalition (i.e., consortium) of NGOs to support the reduction and deterrence of out-of-school children has worked well. In this study, we interviewed the Creative Partnerships Consortium for Out of School Children (CCOOSC),[123] which was facilitated by Aide et Action, an international NGO[124;] this consortium was launched in 2015, and MoEYS attended the initiation meeting.[125] In Phase 1 (2014– 2017), the consortium worked with 20 NGOs to support nearly 60,000 out-of-school children. The selection of NGOs was conducted through a recruitment process, provide learning support, we collaborate with community members able to provide instruction in the local language. Each NGO has its own specialties, including the target areas, and this project is being carried out in an organic and coordinated manner, taking advantage of the characteristics of each NGO. Currently, Phase 2 (2020– 2024) is underway, and the project has supported distance learning ever since the schools were closed.

(5) ILO

The ILO supports the formulation of policies to reduce child labor and conducts research on child labor.

[123] https://seac.aide-et-action.org/project/cambodian-consortium-for-out-of-school-children-ccosc

[124] Aide et Action (www.seac.aide-et-action.org) is an international NGO that provides support to improve access and quality of education in Asia, with a focus on early childhood care and education, and the provision of life skills and vocational training.

[125] https://seac.aide-et-action.org/a-turning-point-in-cambodias-education-landscape-the-official-launching-of-an-unprecedented-consortium-for-out-of-school-children-2

7.5 Japan/JICA's Cooperation for Basic Education and OOSC (Including Child Labor)

The Japanese government identified "support for industrial development" as one of the priority areas in the Project Development Plan for the Country Development Cooperation Policy for Cambodia. In the area of basic education, the challenge is to improve the quality of education by addressing the shortage of teachers' subject knowledge and practical classroom skills to ensure they do not become an impediment to the development of industrial human resources. To contribute to the solution of this issue, JICA's E-TEC, the aim of which is to establish a four-year system for teacher training schools, was implemented in 2016; an overview of E-TEC is shown in Table 7.8.

Table 7.8 Outline of Project to Build a Foundation for Establishment Teacher Training University (E-TEC)

Outline of Project (Based on Preliminary Evaluation Table)	
Top targets	Helping to improve the learning outcomes of students taught by TEC graduate teachers
Project objectives	High-quality elementary and middle school teachers produced from the TEC
Results	Outcome 1: TEC's medium- to long-term strategic plan formulated Outcome 2: TEC management system in place Outcome 3: Syllabi and teaching materials developed for elementary and secondary school teacher training programs Outcome 4: Classes for new elementary school teacher training programs and in-service junior high school teacher bachelor's programs are implemented Outcome 5: Practical teacher training programs are strengthened

According to E-TEC interviews with JICA experts, there is a strong belief in Cambodia that teachers are responsible for passing on knowledge to the next generation, and discussions on child-centered teaching methods often focus on how teachers teach, rather than how children learn. However, teachers at the Phnom Penh Teachers' Training College are beginning to change their mindset that teachers are facilitators. To prevent students from dropping out of school, they have determined that it is necessary to observe the individual learning of each child and provide learning opportunities that are appropriate for each child; as Cambodian teacher awareness changes, the discussion on child-centered teaching methods have come to focus more on how children learn.

Furthermore, many international NGOs and Cambodian NGOs have worked in the field of education and child protection for a long time, and there are cases where they are providing support through JICA's grassroots technical cooperation and the Ministry of Foreign Affairs' NGO collaboration grant scheme. In the field of support for out-of-school children, it is important to note the NGO activities, because in addition to providing support at the policy level, knowledge from support at the field level is also useful.

For example, Shanti Volunteer Association (SVA) has strengthened the functioning of CLCs in rural areas of Cambodia, which are expected to serve as community delivery sites for MoEYS NFE programs. Through SVA's collaborative practice with the CLCs, it was determined that the CLCs' management capacity was enhanced, and they gained several users of CLC. In some cases, when schools were closed due to COVID-19 disaster, CLCs were utilized by public education teachers to teach small groups of students in the community, thereby playing a role in the continuation of public education learning. If there is a connection between CLCs and public education, there is a strong likelihood of an effective information exchange and collaboration on referrals when needed.

Table 7.9 shows JICA's major assistance in the field of education in recent years.

Table 7.9 Major aid projects in the education sector in recent years

	Type of Interventions	Remarks (See Annex for Details)
1	Project for Establishing a Foundation for Teacher Training University (E-TEC)	Technical Cooperation Project (2017– 2022) Target area: Phnom Penh, Battambang and nationwide
2	Construction plan for teacher training college	Grant assistance (2017) Areas covered: Phnom Penh, Battambang
3	Dispatch of cooperative teams to the fields of basic education and child protection	JICA Overseas Cooperation Volunteers and Grassroots Technical Cooperation

7.6 Proposal for JICA's Cooperation Direction and Activities

Based on the results of this field survey, which is a simplified application of the STEPS framework to the Cambodian context, and based on the results of the field survey, we propose the following highly feasible short- and medium-term directions for JICA's cooperation.

1) Proposal to Add Activities to Current Technical Pro (E-TEC)

It is proposed that a pilot activity to implement modules related to the reduction of under-enrollment and dropout prevention be added to the TECs that are conducting the E-TEC. There are presently no modules related to the Convention on the Rights of the Child, child protection, child psychology, and counseling in the TEC curricula. Lectures on related topics are organized in the General Topics of Education, and lecturers rotate teaching various topics on a weekly basis. We will try to explicitly include topics, such as the Convention on the Rights of the Child and dropout prevention in this module. Hopefully, by understanding children's right to learn and the current situation and issues of non-enrollment while in TEC, students will be able to actively work to reduce and prevent non-enrollment once they become teachers.

Additionally, since the understanding and strong leadership of principals are important to implement and establish what is learned in TECs in the field, training for principals will also be conducted. If it is difficult to implement these trainings as a sub-component of E-TEC, we will consider initiating another project or collaborating with other donors.

2) New Technical Program: "Project on Reducing School Failure Based on Children's Right to Learn and Multi-Sectoral Collaboration" (Tentative Proposal)

The aim of this project, which targets children who either dropped out or were never enrolled in school, is to provide learning opportunities for the out-of-school population and help the target population acquire minimum learning outcomes. Since there is very little information on the target population in the public education school system, this project as envisioned will be implemented through a partnership between the MoEYS, the MoSAVY, and the MoLVT.

Table 7.10 Indicators for STEPS common outcomes for new technical professionals

Indicator	Data Sources and Sub-Indicators
SDG 4.1.1-(i) Acquire basic math skills at the elementary second- and third-grade levels	Acquiring basic skills through learning improvement as a response to learning loss Grade monitoring and remedial course attendance records
SDG 4.1.2: Enrollment by grade and class	Attendance list maintained and shared with relevant parties.
SDG 4.1.4: Percentage of out-of-school (i.e., dropouts, number of children at risk of dropping out in the pilot area)	Number of children who dropped out (target: zero) Number and frequency of counseling for children at risk of dropping out Number of children who continued in school (not limited to public education)
SDG 8.7 Eliminate child labour	Through school counseling and collaboration with SMC and other community Number of children engaged in child labor that we have identified. Children who have left child labor (number) Children who have left child labor and have been provided with opportunities to attend school and have been enrolled in school (number)

The specific activities proposed above are as follows.

No	Project Type	Examples of activities	Period/input
1	Current TA project: Foundation Building Project for the Establishment of Teacher Training Colleges: E-TEC	Support target: TEC students (direct target) A pilot project on dealing with out-of-school children has been added to the project (E-TEC) to build a foundation for the establishment of teacher training universities. As a pilot project, we added a 2– 3 hour module on "the situation and issues of under-enrollment in Cambodia, child rights, child protection, child mental healthcare (i.e., counseling), etc." to the General Topics of Education (i.e., weekly classes on various topics conducted by rotating lecturers) of the teacher training college. This module will be added as a pilot.	Period: Four years from 2022–

	If it is difficult to add principal training or teacher training to E-TEC New project: Project to deter students from dropping out of school by improving learning and the learning environment (tentative proposal)	Training for principals: school management, situation and issues of non-enrollment in Cambodia, children's rights, child protection, mental healthcare (i.e., counseling) for children, etc. Training for teachers: on the situation and issues of under-enrollment in Cambodia, child rights, child protection, mental healthcare (i.e., counseling) for children, etc. Creating a common understanding of dropout prevention through collaboration between principals and SMCs Reflecting specific activities in the school implementation plan Create, implement, assess, and monitor learning plans for each individual child. Trial of school counseling Introduction to diverse learning opportunities Collaborate with other sectors that have jurisdiction over child protection, as needed	
2	New Technical Program: "Project on Reducing School Absenteeism Based on Children's Right to Learn and Multi-Sectoral Collaboration" (tentative proposal)	Target of support: (1) Reserves for non-enrollees Targeting children who have dropped out of school and those who have never enrolled in school, the aim of this project is to provide learning opportunities for the under-enrolled and to help the target population acquire minimal learning outcomes. To contribute to the provision of schooling opportunities for children who have dropped out or have never attended school by strengthening school management through the establishment of democratic SMCs. • Establishing multi-sectoral cooperation on child rights and protection, developing an implementation manual • Collaborate with communities, including SMC, to create a non-enrollment map • Provide schooling counseling (in collaboration with the child protection sector) and schooling opportunities to identified out-of-school children • Monitor attendance and performance of students entering or transferring to public education after completion of the NFE program to support retention after re-enrollment • Identify birth registration status and registration campaigns in targeted areas • School enrollment campaign As activities that contribute to the elimination of child labor, we will: • Identify and prevent child labor through the creation of a non-enrollment map in collaboration with communities, including SMC, and report to the relevant	Period: Four years from 2023

		authorities when necessary • Monitor and prevent child labor, excessive domestic work, etc., through monitoring of school performance and other proactive measures	

Attachment 7.1 List of Places Interviewed and Visited [Cambodia]

Classification	Interviews and visits
Central Government	Ministry of Education, Sports, and Youth : MoEYS Department of Primary Education Department of Secondary Education Department of Non-Formal Education Department of Early Childhood Education Department of Health Education Teacher Training Department Department of EMIS General Department of Policy and Planning
	Ministry of Labour and Vocational Training (MoLVT), Department of CL
	Ministry of Social Affairs, Veterans, and Youth Rehabilitation (MoSAVY)
Local Government	1. Battambang: PoE, DoE 2. Phnom Penh: PoE, DoE
School, SMC, PTA, HH	1. Battambang（1 Primary & 1 Secondary in Urban area , 2 Primary & 2 Secondary in Rural area, in total 3 Primary & 3 Secondary） 2. Phnom Penh（1 Primary & 1 Secondary in Porsenchey）
DPs	WB、USAID、UNICEF
NGO	Aide et Action, SVA Cambodia
JICA Experts	Ms. Matsuda, Expert of E-TEC Mr. Takahashi, Project Leader for E-TEC

Attachment 7.2 List of Main Reference [Cambodia]

Government	
	Education Congress (April 2021) "The Education, Youth and Sport Performance in the Academic Year 2019-2020 and Goals for the Academic Year 2020-2021"
	MoEYS (August 2021) Directive on Small Group Learning and Teaching for Public and Private Education Institutions in Low Risk Geographical Area
	Education Strategic Plan 2019-2023
	Action Plan on Inclusive Education 2019-2023
	Cambodia Education Response Plan to COVID 19 Pandemic, 2020
	Cambodia Education Review 2019 (Education Research Council)
	Education Congress: the Education, Youth and Sport Performance in the Academic Year 2017-2018, and Goals for the Academic Year 2018-2019 (2019)
	Policy and Strategy on Information and Communication Technology in Education 2018
	Education Statistics & Indicators Community Pre-School 2018-2019
	Public Education Statistics & Indicators 2018-2019
	Private Education Statistics & Indicators 2018-2019
	Mid-Term Review Report in 2016 of the Education Strategic Plan 2014-2018 and Projection to 2020
	Policy Guidelines for New Generation School for Basic Education in Cambodia 2016
	Non-Formal Education Statistics & Indicators 2015
	National-Policy-on-the-Child-Protection-System
	Policy on Labour Migration for Cambodia, 2014
World Bank	
	Cambodia General Education Improvement Project (2020)
	Strengthening Pre-Service Education System for Health Professionals Project (P169629)(2020-2026)
	Cambodia-Secondary-Education Sector Support -PAD-03282017
	Community-based Childcare for Garment Factory Workers Project (2019-2021)
GPE	
	COVID-19 Response (2020-2021)
	Strengthening Teacher Education Programs in Cambodia (STEPCam)（2021-）
	SEA-PLM 2019 Main Regional Report: Children's learning in 6 Southeast Asian countries, 2019
	Summative GPE Country Program Evaluation 2019
UNICEF	
	Cambodia COVID-19: Joint Education Needs Assessment 2021
	Why are Boys Leaving Lower Secondary School early in Cambodia?, Research Report, 2020
	Independent Evaluation of the Multilingual Education National Action Plan in Cambodia 2019
	A Statistical Profile of Child Protection in Cambodia 2018
ILO	
	Strengthening the evidence base on Child Labour through Expanded Data Collection, Data Analysis, and Research – Based Global Report (2008-2013)
DFID and USAID	
	USAID, Cambodia Technical Assistance for Coordination and Collaboration Early Grade Reading 2018
USDOL	
	Cambodians excel: Eliminating exploitative Child Labor through Education and Livelihoods (2012-2016)

	Strengthening the evidence base on Child Labor through Expanded Data Collection, Data Analysis, and Research – Based Global Report (2008-2013)
Others	
	OECD, Education in Cambodia: Findings from Cambodia's experience in PISA for Development 2018
	OECD, Social Protection System Review of Cambodia 2017
	NGO Education Partnership, An Assessment of Early Grade Teaching Quality in Cambodia 2017

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 version126 (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.

[126] 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[127]), mathematics tests (ASER and AQAL[128] 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.

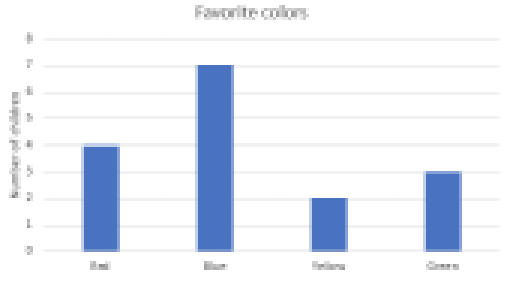
Overview of Tokyo Basic Drill math drills These drills are designed to help students acquire basic learning content for the first grade of primary schools through the first grade of junior high schools (equivalent to grades 1 through 7). (1) Questions, (2) answers, (3) explanations, and (4) diagnostic 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).

[127] 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.
[128] 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”

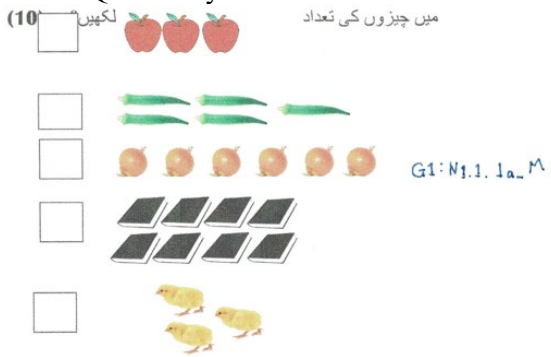
No	10 Basic Skills for Math	GPF for Mathematics
1	Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals**	【G2: N1.2.1_M】 Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals (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	【G3: N2.1.1_M】

	with denominators up to 12	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. 7 5 *7* 1 0 11 24 *24* 1 0 39 23 *39* 1 0 58 49 *58* 1 0 65 67 *67* 1 0 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 سوال نمبر2: درج ذیل اعداد کو درست ترتیب سے لکھیں۔ (10نمبر) اعداد / درست ترتیب 0,5,6,7,4,3,1,8,2,9 1 60,52,55,57,59,54,51,58,53,56 2 55 60 61 68 72 76 80 84 89 91 95 98	

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 = ☐ .

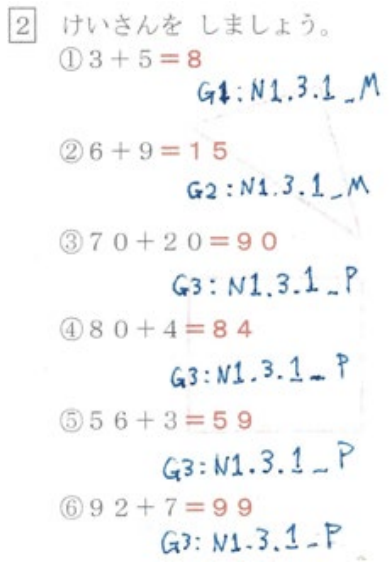
Ex2 （with regrouping） : AQAL-Package B Midline Assessment

سوال نمبر **5**: دئیے گئے سوالات حل کریں؟

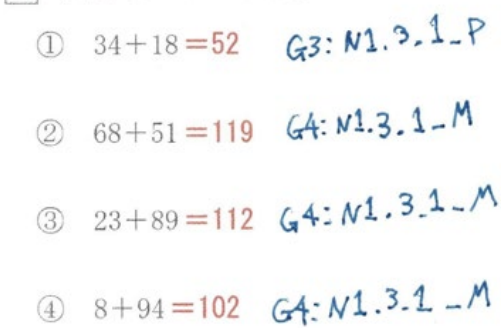
(10)

11	**44**
+ 9	**+ 48**

Ex1(without regrouping) : G1: A-2



Ex2（繰上りあり） : G2: A-3



Basic Math Skill 4: Subtract within 100 (with and without regrouping) [G3: N1.3.4_M(subtraction)]

Ex-1(without regrouping)：EGMA

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

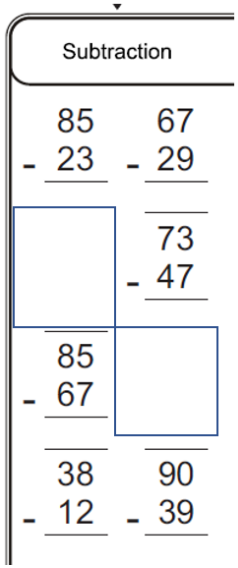
19 – 6 = (13)	1	0
25 – 7 = (18)	1	0
26 – 14 = (12)	1	0
59 – 37 = (22)	1	0
64 – 26 = (38)	1	0

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

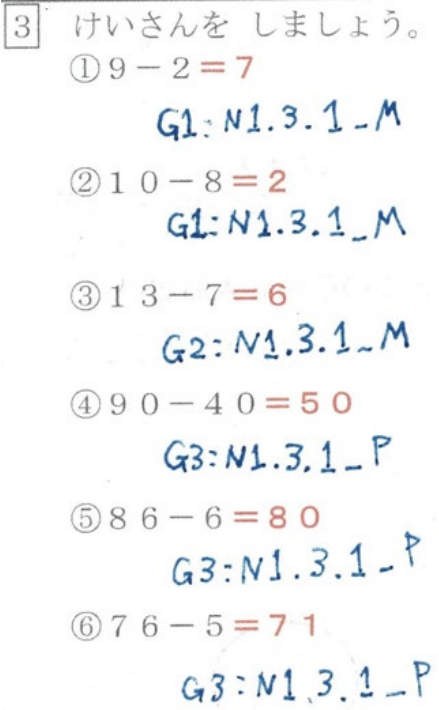
Ex-Advanced（発展問題 ：引かれる数が 100 を超える)：TIMSS 2019 (G4, Less difficult)
MN11019: 482 – 27 = (C)

Ex-1(without regrouping):AQAL-Entry Assessment

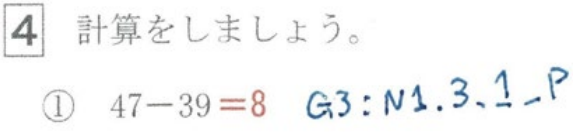
Ex-2（with/without regrouping）：ASER

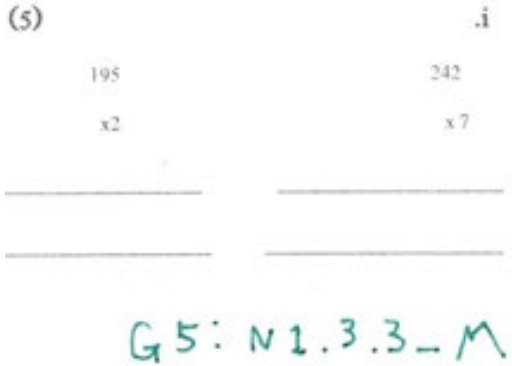


Ex-1(without regrouping):G1-A-3



Ex-2（with regrouping）:G2-A-4



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 	Ex 1: G2-A-5 

<table>
<tr><td colspan="3">Basic Math Skill 6: Divide within 100 (no remainder, up to 100 ÷ 10) [G3: N1.3.3_M]</td></tr>
<tr>
<td>Ex-advanced1 （word problem）:EGMA

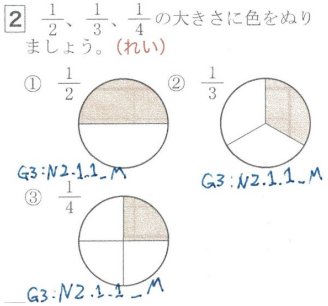
Problem 5
There are 12 toffees. [pause and check]
4 children share the toffees equally. [pause an
How many toffees does each child get?

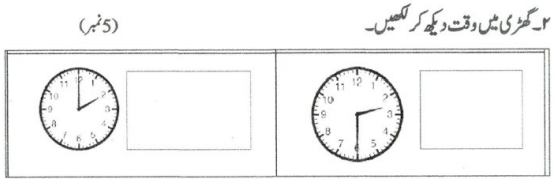
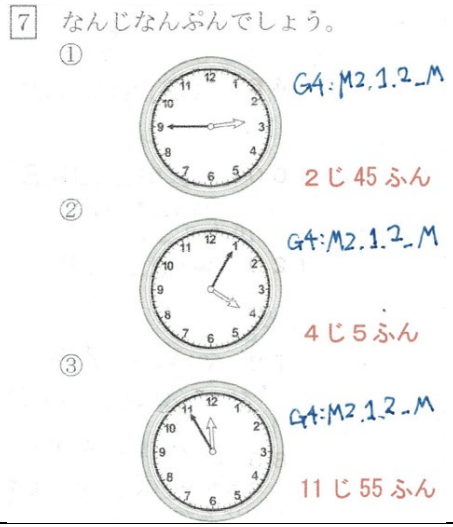
Ex-advanced2 （あまりのある割り算）:
TIMSS2019(G4, Less difficult)

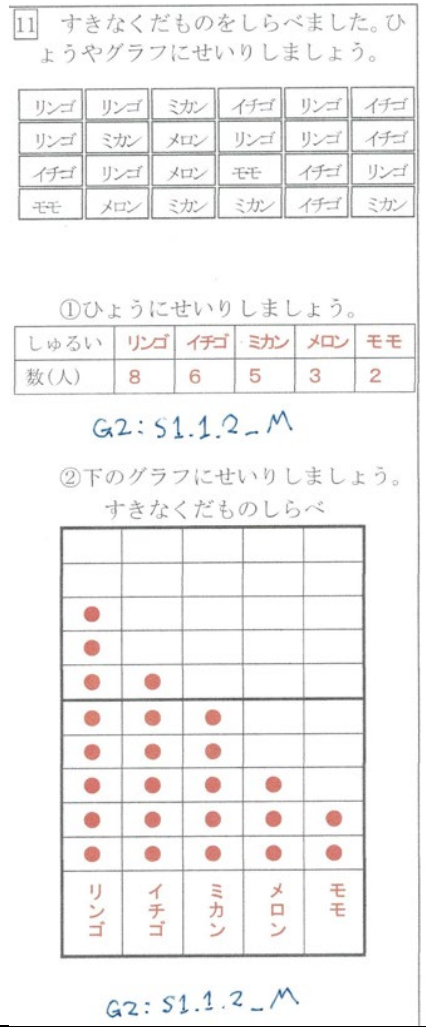
MN11134: 23 DIVIDED BY 4 (B)
MN21067: 23/5 = (B)</td>
<td>Ex1: AQAL-Package B Endline Assessment

8 ⟌ 72 　　4 ⟌ 96

Ex2: ASER
Division
5 ⟌ 35
6 ⟌ 72
3 ⟌ 15
2 ⟌ 40</td>
<td>Ex-advanced1 (with remainder）:
G3-A-5

5 計算をしましょう。（あまりあり）
５６÷６＝９あまり２
G6: N1.3.3_M</td>
</tr>
<tr><td colspan="3">Basic Math Skill 7: Identify unit fractions with denominators up to 12 [G3: N2.1.1_M]</td></tr>
<tr>
<td>Ex1: TIMSS2019(G4, Less difficult)
MN11032: IDENTIFY THE PICTURE WITH 1/4 OF STARS SHADED (D)</td>
<td></td>
<td>Ex1: G2-A-2
 
</td>
</tr>
</table>

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 	Ex-advanced1（per minute：G2-A-7） 

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 リンゴ イチゴ ミカン メロン モモ G2: S1.1.2_M

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

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.

Annex B1: Main Reference (for Part I)

OOSC, dropout, and child labor as main topics

<OOSC and dropout>

UNESCO National Education Responses to COVID- 19: Summary report of UNESCO's online survey. 2020

UNESCO WHAT HAVE WE LEARNT? Overview of findings from a survey of ministries of education on national responses to COVID-19. 2020

UNESCO COVID-19 Education Response, How many students are at risk of not returning to school? Advocacy Paper 30 July 2020

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

UNICEF Raising Learning Outcomes: the opportunities and challenges of ICT for learning. 2018

UNICEF, The Out-of-School Children Initiative (OOSCI), Formative Evaluation, 2018.

UNICEF, Early Waring Systems for Students at Risk of Dropping out, Policy and Practice Pointers for Enrolling All Children and Adolescents in School and Preventing Dropout, 2018.

UNICEF, Reimaging Life Skills and Citizenship Education in the Middle East and North Africa, 2017

UNICEF, Improving Education Participation, Policy and Practice Pointers for Enrolling All Children and Adolescents in School and Preventing Dropout, 2017.

UNICEF/UIS, Monitoring Education Participation: Framework for Monitoring Children and Adolescents who are Out of School or at Risk of Dropping Out, 2016.

UNICEF/UNESCO, Global Out-of-School Children Initiative, 2015

UN, Policy Brief: Education during COVID-19 and beyond, 2020

UNHCR/WB, The Global Cost of Inclusive Refugee Education, 2021

UNICEF Cash and voucher assistance targeting for education outcomes.2020

World Bank Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere. 2020

World Bank. Ending Learning Poverty: What Will it Take? 2019.

WB/UNESCO/GER, Education Finance Watch 2021

World Bank. Cost-effective Approaches to Improve Global Learning Levels. (Oct 2020)

World Bank. World Development Report. WDR 2018

<Education, COVID-19>

"Innovations in phone-based assessments to support learning" (World Bank Group, Center for Global Development, July 2020)

-World Bank. World Bank's Education Response to COVID-19. (Dec 2020)

-World Bank. COVID-19: Pandemic Shocks to Education and Policy Response. (2020)

-UNESCO. "Pandemic-related disruptions to schooling and impacts on learning proficiency indicators: A focus on the early grades". (March 2021)

＜Child labor and Child protection＞

-Global March, Impact of COCID-19 on child labour: insights form civil society,

- ILO/UNICEF, Child Labour Global Estimates 2020, Trends and the Road Forward (2021)

-ILO/UNICEF (2020) COVID-19 and Child Labour: A time of crisis, A time to act

-ILO (2020) COVID-19 impact on child labour and force labour: The response of the IPEC + Flagship Programme

-ILO/OECD/IOM/UNICEF, Ending child labour, forced labour and human trafficking in global supply chains, 2019

-ILO (2019) National Child Labour Survey Report Timor-Leste,

-ILO, Marking progress against child labour, Global estimates and trends 2000-2012, 2013

-ILO/UNICEF/WB, Child labour: trends challenges and policy responses, 2010

-ILO (2017) Global estimates of labour: Results and trends, 2012-2016
-UCW (2006, 2008 revised) Child labour and Education For All: an issue paper
UNESCO/UNICEF (2016) Monitoring Education Participation, Framework for Monitoring Children and Adolescents who are Out of School as Risk of Dropping Out
UNESCO/UNICEF (2005) Children Out of School: Measuring Exclusion from Primary Education,
-UNICEF, Child labour and school attendance: Evidence from MICS and DHS surveys, 2008
-UNICEF. COVID-19 A thereat to progress against child marriage 2021
-UNICEF. Child Marriage, Latest trends and future prospects 2018
-WB, Effects of Public Policy on Child Labor: Current Knowledge, Gaps and Implications for Program Design, 2017
-WB, Short- and Long-Term Effects of a Child-Labor Ban, 2016
-WB, Understanding Child Labor Beyond Poverty: The Structure of the Economy, Social Nom and No Returns to Rural Basic Education, 2013
-Word Bank. The Role of Identification in Ending Child Marriage: Identification for Development (ID4D) 2016
WB (2004) Child Labour, Education and Children's Rights, Social Protection Discussion Paper Series、

Website for OOSC, Child labor, and Child Protection

-J-PAL on gender (https://www.povertyactionlab.org/sector/gender)
-ILO
https://www.ilo.org/tokyo/areas-of-work/child-labour/lang--ja/index.htm
https://www.ilo.org/ipec/ChildlabourstatisticsSIMPOC/lang--en/index.htm
-Open EMIS (https://www.openemis.org/solutions/oosc/)
-UNESCO
http://uis.unesco.org/en/glossary-term/out-school-rate-1-year-primary-primary-education-lower-secondary-education-upper
https://learningportal.iiep.unesco.org/en/glossary/dropouts
-OCHA
https://reliefweb.int/report/world/20-reasons-why-2020-there-are-still-260m-children-out-school
-UNICEF
https://www.unicef.org/rosa/what-we-do/out-of-school-children)
https://www.unicef.org/mena/press-releases/hajati-cash-assistance-effective-keeping-vulnerable-children-school
https://www.unicef.org/protection/child-labour
-World Bank
https://www.worldbank.org/en/region/mena/overview
https://www.worldbank.org/en/topic/education/brief/learning-poverty
https://www.worldbank.org/en/topic/education/brief/what-is-learning-poverty
https://www.worldbank.org/en/topic/education/brief/ending-learning-poverty

Annex B2: Cases of Japanese NGOs' Efforts on Girls' Education in Developing Countries

Japanese NGOs and private companies are contributing to SDG4 and SDG8.7 in developing countries through projects whose main purpose is education and protection of children's rights. According to a survey conducted by the Japanese NGO Network for Educational Cooperation (JNNE), the target regions are mainly Asia, and low-income countries are the main targets. The field of education is 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 Japanese government. Table B2-1 shows examples of programs funded by JICA, Table B2-2 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and Table B2-3 shows examples of programs funded by NGOs (including those funded by the Japanese government) that focus on the elimination of out-of-school children and child labor.

Table B2.1 Japanese Companies Providing Support for Non-School-Related Issues Through JICA Private Sector Partnership Projects

Official year	Project name	Product/Service Name	Name of proposed corporation	Target country
Access: Working with children with special needs				
2013	Case study on educational projects using voice pens Case Study (SME Support Type)	GridOnput, a dot code invisible to the naked eye, and a special scanner (primarily a voice pen)	Ltd. and Japan Development Services Co.	Bangladesh Myanmar
2015	Project for the Promotion of Audiological Testing and Diagnostic Equipment for the Hard of Hearing Private Sector Technology Promotion Project	Hearing testing and diagnosis technology, technology for handling testing and diagnosis equipment, hearing aid prescription and follow-up technology	RION Corporation	Vietnam
2017	Promotion of DAISY book production software for people with reading disabilities Private Sector Technology Promotion Project	PLEXTALK Producer, a multimedia book production software (DAISY) for people with reading disabilities	Shinano Kenshi Co.	Egypt
2017	A Case Study of a Project to Restore Vision to Children with Amblyopia Using a Tablet Visual Function Trainer Case Study (SME Support Type)	A tablet-type amblyopia trainer with white screen technology that reduces patients' stress and side effects and allows them to recover faster than before	Yaguchi Electronics Industry Co.	India
2018	Dissemination, Demonstration, and Business Development Project for Restoring	A disposable medical device that is used as an adjunct to home training to enable screening of	Yaguchi Electronics Industry Co.	India

	Vision to Children with Low Vision Project for dissemination, demonstration, and business development (SME support type)	amblyopia in children by simply pointing out the protruding patterns		
Quality: Education quality				
2018	Project for learning management system (LMS) for improving the skills of local schoolteachers and correcting educational disparities [Pilot Survey for Disseminating SME's Technologies]	Provides teaching-method programs for public school teachers and math materials for elementary and junior high school students. Rented public school buildings and opened after-school cram schools for elementary and junior high school students using the education system.	Digital Knowledge Co., Ltd.	Uzbekistan

Table B2-2 shows the EDU-Port Nippon from FY2016 to FY2020 related to OOSC.

Table B2.2 Non-Enrollment Support Project Through Overseas Development Promotion Project (EDU-Port Nippon)

Preschool education, non-cognitive and life skills	
Specified nonprofit corporation: World Vision Japan (FY2020 EDU-Port Support Project)	Target country: Jordan Project name: Project for Enhancing Life Skills of Syrian Refugees and Jordanian Children through Japanese-style Special Activities in Jordan Summary: As part of the remedial class program implemented in Irbid in northern Jordan, which hosts a large number of Syrian refugees, the aim of this project is to improve the life skills of Syrian refugee and Jordanian children through daily activities, recreational activities, field trips, cultural festivals, and other events that apply Japanese-style special activities (i.e., classroom activities, club activities, and school events). This program contributes to improved life skills of Syrian refugee and Jordanian children, strengthened resilience (i.e., the ability to cope with difficulties), reduced discrimination among different nationalities, and the promotion of social cohesion.
Specified nonprofit corporation: Miyazaki C-Dance Center (FY2018 EDU-Port approved projects for fiscal year 2012 Individual quota)	Target country: Laos Project name: Export of "Expressive Exercise" (School Physical Education Area) to Promote Inclusive Education in Laos Abstract: Japanese "expressive movement" (i.e., in the area of school physical education) is an extremely useful and effective area for inclusive education that actively values related to the "individuality of body and movement" different from oneself. This project contributes to the formation of an inclusive school education and local society by exporting "expressive exercise" to Laos to promote inclusive education, in cooperation with Kanazawa Seiryo University, which researches inclusive physical activities, and the NPO Supporting Activities for People with Disabilities in Asia, which supports people with disabilities in Laos; the project also contributes to the formation of inclusive school education and local society.

Improvement of quality	
SPRIX Corporation (FY2020 EDU-Port Support Project)	Target country: Vietnam Project name: Development of Japanese-style ForestaNet educational content sharing platform in Vietnam Summary: ForestaNet is a platform for Japanese teachers to share various content with other teachers (i.e., content related to classes and classroom management, videos, example boards, study plans, class records, handout data, etc.). This content will be translated into the local language so Vietnamese teachers and prospective teachers can be recipients thereof. JICA will also build a Vietnamese version of ForestaNet so teachers can share content they have created with other faculty members.
National University Corporation Kagawa University (FY2018 EDU-Port approved projects for fiscal year 2012 Individual quota)	Target country: Cambodia Project name: Development of a Japanese-style health teacher training model based on the school health center in Cambodia Summary: To support the health training of teachers in the teacher training program conducted by the Cambodian Ministry of Education, Youth and Sports. The project will focus on training Japanese school nurses and teachers about their duties in Japan and provide travel guidance.

Strengthen school management and community involvement	
Specified nonprofit corporation: All People's Well Meeting (FY2019 EDU-Port approved project)	Target country: Egypt Project Title: "Creating Educational Innovations in Egypt Educational Innovation Creation Project in Egypt: Through the Operation of Japanese-style Community Centers and Social Education Learning" Summary: Utilizing the social education knowledge of the Shigetagawa Community Center located in Naha City, Okinawa Prefecture, the aim of this project is to create educational innovations in Egypt that connect school education and social education under the themes of "collaboration with local communities" and "promotion of community learning." Additionally, the project contributes to the resolution of issues through the establishment of a leadership development system that supports learning and the practice of community center management.
Regional and Educational Attractiveness Platform (Japanese only) (FY2017 EDU-Port approved project, individual quota)	Target country: Bhutan Project name: "School-Based Community Development" Overseas Development Model Project—School Attraction Project in the Kingdom of Bhutan Summary: The "School-Based Community Development (School Attraction Project)," which began in Ama Town, a remote island with advanced issues, and is now spreading throughout Japan, including in the Shimane Prefecture, is being developed in Bhutan. Through collaboration between schools and the local community, JICA aims to promote the development of the next generation of local leaders through local problem-solving learning, community-based club activities, and a 21-century-old temple school, while also creating a new flow of people from urban areas to rural areas and contributing to the creation of sustainable communities.

Table B2-3 shows representative Japanese NGOs that aid developing countries, focusing on child protection, including the elimination of OOSC and child labor, and the nature of their activities.

Table B2-3 Japanese NGOs that aid developing countries, focusing on child protection, including the elimination of OOSC and child labor

CL-Net	Affiliated organization 20 (around)
	A network of NGOs, labor unions, and other organizations that aim to contribute to the resolution of child labor issues from Japan. International organizations, governments, corporations, labor unions, economic organizations, NGOs, citizens, etc., work in solidarity and cooperation in Japan to contribute to the resolution of child labor issues.
ACE	Target country: Ghana and India
	In Ashanti and Ahafo Region of Ghana, it is working to eliminate child labor and supporting schooling collaborating with the community.
KnK Japan	Main target country: Cambodia and Jordan
	It is providing support in Jordan to prevent students from dropping out of school by using special extracurricular classes. It also implemented "Project to implement special activities and build a system with a focus on fostering social awareness" (JICA Grassroots Technical Cooperation Partner Type, 2018–2021).
SVA Cambodia	Main target country: Cambodia, Thailand, Laos, and Myanmar
	It supports the ability of the Learning Center to operate from the library, supports the implementation of literacy classes and other programs, and supports the promotion of early childhood education.
Save the Children	Main target country: Cambodia, Jordan and Ghana
	It is working with the Jordanian Ministry of Health and Ministry of Education to provide technical assistance to teachers and counselors who work with children. It's also implementing JICA project regarding Psychological Fist Aid for Children.
World Vision Japan	Main target country: Cambodia, Jordan, and Ghana
	It is providing support for remedial projects to help students catch up on their learning in Jordan.

Appendix B3: Policies of OOSC in Japan

In Japan, educational institutions such as terakoya and clan schools spread to some extent during the Edo period, and the literacy rate was high by world standards in the late Edo period. Elementary schools were established based on the basic policy of elementary education presented to students in 1872. The school enrollment rate of school-aged children in 1885 was about 50%. In 1905, tuition fees were abolished, and by 1905, the rate had reached 95.6%. (Ministry of Education, Culture, Sports, Science and Technology, Centennial History of the School System). After World War II, compulsory education was extended from six to nine years, and during the period of rapid economic growth, the rate reached 99%, and has remained above 99% ever since.

However, Japan is currently facing the challenge of an increasing number of children not attending school. In order to address this issue, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been conducting an annual survey on the number of children who do not attend school and the reasons for their non-attendance since 2011. The term "truancy" in this survey is defined as follows.

No children enrolled in school: Those who have been absent for 30 days or more per year due to some psychological, emotional, physical, or social factors or backgrounds that prevent them from attending school or prevent them from doing so, excluding those who are absent due to illness or financial reasons. https://www.mext.go.jp/a_menu/shotou/futoukou/03070701/002.pdf

Since 1995, clinical psychologists and other specialists in mental health have been assigned as school counselors throughout the country. However, the results have not been sufficiently verified, and the situation continues to be a trial.

The following are some of the major initiatives currently being implemented in Japan for children who do not attend school.

Attendance Monitoring and Notification System:
In Japan, the Order for Enforcement of the School Education Law (Cabinet Order No.340 of Showa 28) stipulates that when a pupil fails to attend school for seven continuous period of time, their attendance is not good, or their parent or guardian does not allow them to attend school without justification, the school principal may request the city (including special wards; the same shall apply hereinafter) to allow the pupil to attend school.
The Ministry of Education, Culture, Sports, Science and Technology (MEXT) published the annual "School Attendance Guidelines." In 2011, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) issued a "Notice on measures to be taken to identify children whose whereabouts are unknown in compulsory education schools," and in 2013, a "Survey on the actual situation of measures taken by boards of education regarding children whose whereabouts are unknown" was conducted.[129] In this survey, domestic violence was cited as a major reason for the missing children.

Survey of Truant Students:
The MEXT has conducted an annual survey on the number of truant students and the reasons for their non-attendance since 2011. The number of truant students had increased since the survey started,[130] and a greater increase was observed during the COVID-19 disaster. In 2020,

[129] It is important to note that "unknown whereabouts" does not mean "not attending school."
[130] Ministry of Education, Culture, Sports, Science and Technology (MEXT) "Survey on Problematic Behaviors of Students and Other Problems in Student Guidance," conducted annually since fiscal year 2000

approximately 1% of elementary school students and approximately 4% of junior high school students did not attend school; the total number of out-of-school children exceeded 190,000. In this survey, illness and financial reasons are considered as reasons for long-term absences that are separate from truancy, and the total number of long-term absentees has been found to exceed 280,000 per year in JFY2020.

Establishment of School Counselors:
The MEXT has assigned clinical psychologists and other "mental experts" as school counselors throughout Japan since 1995. In 1995, these professionals were assigned to 154 schools, and this number had risen to approximately 30,000 by 2020. In a comparison to the years prior to placement of school counselors (2001 and 2004), a decreased number of truant students, violent incidents in schools, and bullying incidents were reported and after the placement of these professionals.[131]

Increasing Discussion on the Need for Diverse Venues (i.e., Free Schools, Night Schools, Etc.):
With the introduction of the Act on Securing Opportunities for Education Equivalent to General Education at the Stage of Compulsory Education in 2016,[132] there has been an intensifying debate on the necessity of various venues (i.e., free schools, night junior high schools, etc.) that are not restricted to attending school. According to the Survey on Private Organizations and Facilities for Children of Compulsory Education Age Who Do Not Attend Elementary and Junior High Schools (Heisei27), which was released in August 2015, the number of children attending private organizations and facilities as of March 2015 was approximately 4,200.

Qualification System:
There are two types of examinations for graduation certification: the Junior High School Graduation Certificate Examination and the Senior High School Graduation Certificate Examination (formerly the University Entrance Qualification Examination).

[131] https://www.mext.go.jp/b_menu/shingi/chousa/shotou/066/gaiyou/attach/1369863.htm

[132] Handouts for the "Joint Meeting of the Investigators' Committee on Truancy and the Free School" (the first meeting) (620307)