# FY2023 EDU-Port Symposium International Education Cooperation of JICA and Collaboration with EDU-Port



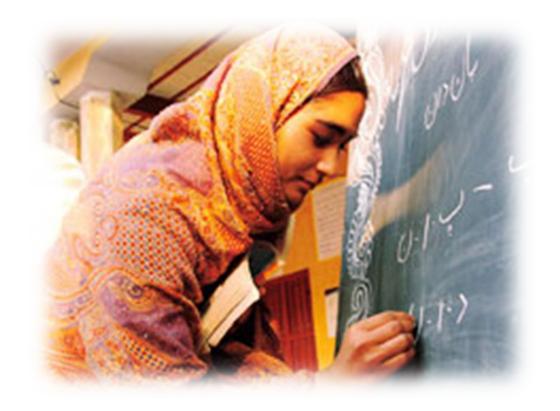
March 12, 2024

Haruko Kamei, Human Development Department, Japan International Cooperation Agency (JICA)





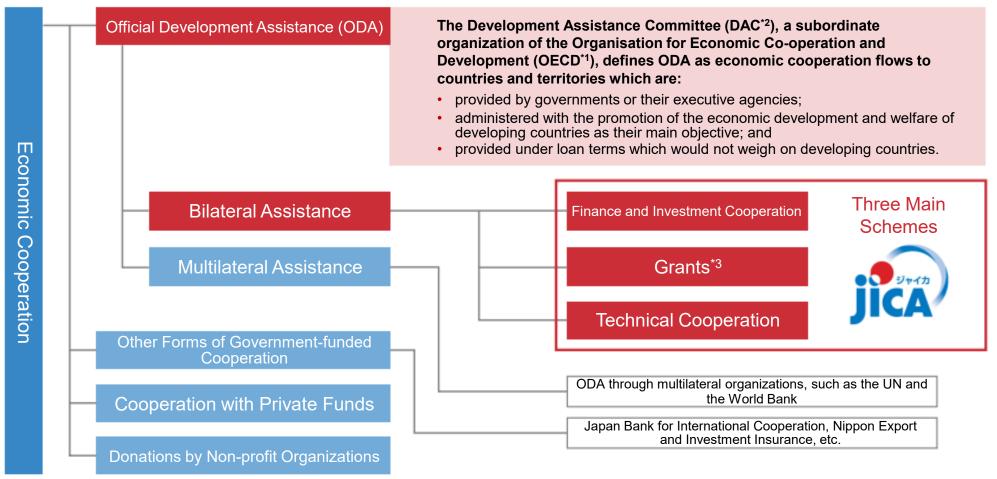
- 1. Overview of JICA and educational development cooperation
- 2. EDU-Port, JICA partnership projects
- 3. Expectations for EDU-Port and collaboration possibilities





### Overview of JICA

 JICA is an implementing agency of Japan's Official Development Assistance (ODA), providing international cooperation to developing countries.



<sup>\*1</sup> OECD: Organization for Economic Co-operation and Development \*2 DAC: Development Assistance Committee

<sup>\*3</sup> Grants do not include those that continue to be provided by the Ministry of Foreign Affairs on its own to implement necessary diplomatic policies.

#### About JICA

#### **Human Security:**

Aiming for a society where all people can protect themselves from various threats and live their daily lives in security and with dignity.

#### Quality Growth:

Promoting sustainable growth with less disparity and without harming the environment.



A society where all can live healthy, safe lives

People

A peaceful, just society without fear



or violence · State-Building to Prevent the Outbreak and

- Recurrence of Conflicts · Governance Support
- Gender Equality and the Empowerment



A prosperous, sustainable economy in harmony with nature and prepared for promoting social

- · Agricultural and Rural Development · Private Sector Development
- Prosperity Urban and Regional Development
  - . Ensure Access to Affordable and Clean Energy
  - · Development of Transport Infrastructure



Planet

Care for the Planet

- Sustainable Resource Management Environmental Conservation and Management
- Water Resources Management
- · Disaster Risk Reduction

South Asia Total value of JICA programs ¥185.1 billion Total value of JICA programs 692.6



Middle East and Europe

Total value of JICA programs

Southeast Asia and the Pacific Total value of JICA programs 468.0

JICA

Leading the world with trust

JICA values the relationship of mutual trust with

developing countries and is working with them to rise to

the challenges.

Total value of JICA programs

198.4 billion

ountries targeted for assistance

\*The figures exclude JICA's cooperation for multiple countries and/or multiple regions and international organizations.

#### There are



overseas offices



staff members

developing countries and regions that received

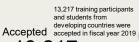
domestic offices

\*Overseas and domestic offices as \*The number of staff as of July 1, 2020 of July 1, 2020 (including executive officers)

Building people-to-people relationships as the foundation of trust

East Asia

and Central



(FY2019)

JICA dispatches experts and overseas volunteers to developing countries, and in return welcomes government officials and specialists as training participants and overseas students. People-to-people connections established through human resource development are the foundations of trust between developing countries and Japan.



9,163 Japanese experts and JICA volunteers were Dispatched dispatched in fiscal year 2019

Latin America and the Caribbean

Total value of JICA programs

57.9 billion

#### JICA's Business Areas and Results

JICA uses an array of development assistance schemes to meet the diverse needs of developing countries around the world.

#### Technical Cooperation\*1



1.3%

32.9%

#### Finance and Investment Cooperation (ODA Loans)\*2







#### Grants\*3

9. Social welfare

10 Others





Scale of Operations

### JICA's volunteer programs

#### Citizen Participation

7. Health and medical care

8 Others

Partnership with Nikkei Communities in Latin America and the Caribbean

Emergency disaster relief

Studies and research

Public-private partnerships

(Note) In some cases, the numbers do not correspond to the figures reflected in the "Total" section because of rounding estimates

- \*1 Technical Cooperation expenses include Technical Assistance expenses managed under the Finance and Investment Account budget, but exclude administration costs.
- \*2 Total commitment amounts of ODA Loans and Private-Sector Investment Finance. \*3 Since the amount is calculated based on the fiscal 2019 budget, it does not correspond to the total amount of Grant Agreements (G/As) concluded in fiscal 2019



### Development Cooperation Charter(approved by the Cabinet on June 9, 2023)

- 3. Basic policies
- (2) Human security in the new era
  - A. The concept of human security, which promotes building nations and communities that enable each individual to live happily and with dignity, free from fear and want, is fundamental to what Japan should be, that is, to embody the noble ideals and principles of humanity, and is consistent with the values of freedom, democracy, respect for fundamental human rights, and the rule of law. Japan will continue to position human security as a guiding principle that underlies all of its development cooperation.
  - B. To realize human security in the new era, it remains important to construct strong and resilient countries and communities through "investment in people" and development that leaves no one behind, such as the protection and empowerment of individuals in the fields including health, nutrition and education. Additionally, in this era with compound crises, various issues are becoming more intricately intertwined, and it is essential that diverse actors work together in solidarity to achieve common goals. Japan will set the protection and empowerment of individuals as well as the solidarity of various actors as the pillars of human security in the new era, and will conduct development cooperation making human agency a central focus.

(ODA) Development Cooperation Charter, the Ministry of Foreign Affairs (mofa.go.jp)



### Polycrises and what we should do

## [Polycrisis] Threats posed by physical systems (e.g., climate change) Threats posed by a biological systems (e.g., COVID-19) Threats from social systems (e.g., war, conflicts) [What we should do] Continued efforts to achieve Sustainable Development Goals (SDGs) Realizing human security



### SDGs and JICA Global Agenda (JGA)

### Peace



We will realize a peaceful and just society that shares universal values such as freedom, democracy, respect for fundamental human rights, and the rule of law, and that ensures stability and security. We will promote gender equality and utilize digital technology to solve problems.

- Peacebuilding
- 12 Governance
- Public Finance and Financial System
- Gender Equality and Women's Empowerment
- Digital for Development

### **Planet**



We will respond to global issues such as climate change and environmental problems, which the international community must address together, and realize sustainable and resilient societies in developing countries where there are concerns about serious impacts.

- - Climate change 17 Natural Conservation
- **Environmental Management**
- Sustainable Water Resources and Water Supply
- Disaster Risk Reduction through Pre-disaster Investment and Build Back Better

### **Prosperity**



We support the development of high quality infrastructure, stable energy supply, development of industries, and improvement of farmers' livelihoods, which are the foundation and driving force of economic growth in developing countries. We assist to realize sustainable, strong, and prosperous societies.

- Urban and Regional Development
  - Transportation
  - Energy and mining
  - Private Sector Development
- Agriculture and rural development (Sustainable Food Systems)

### People



We support stable healthcare services, infectious disease control, improved nutrition, and quality education for all people. We will achieve a society where children, people with disabilities, and other vulnerable groups are included and no one is left behind.



Sport and Development



### **Educational Challenges faced by developing countries**

### 258.4 million people

This is the number of children or students who were out of school in the world as of 2018. More specifically, 59.1 million children were not enrolled in elementary school, 61.5 million students in lower secondary education, and 137.8 million students in upper secondary education. Sub-Saharan Africa accounted for 31.2% of the total.

### 617 million people

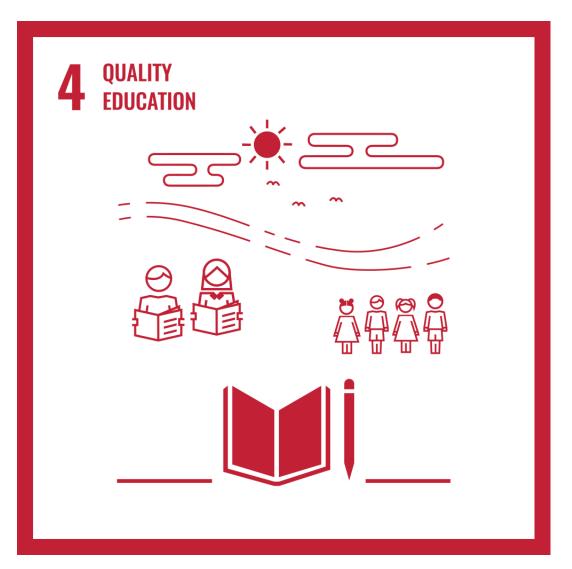
This is the number of children in low- and middle-income countries who could not understand concise sentences by the age of 10 as of 2022. These children accounted for about 70% of the total, up from 57% before the pandemic. Lack of literacy has posed the potential risk of children losing lifetime income worth 21 trillion dollars in today's value.

### 97 billion dollars per year

This is an estimated annual shortfall in financial resources required to meet SDG Goal 4 for preschool, primary and secondary education in low- and middle-income countries (for the 2023-2030 period).

### 240:1

This is the ratio of children to regular teachers in elementary education in Madagascar (2021). The world average is 27:1, compared to 57:1 in sub-Saharan Africa. Madagascar is one of the countries facing a severe shortage of teachers. There is an estimated shortfall of 4.1 million teachers in sub-Saharan Africa.

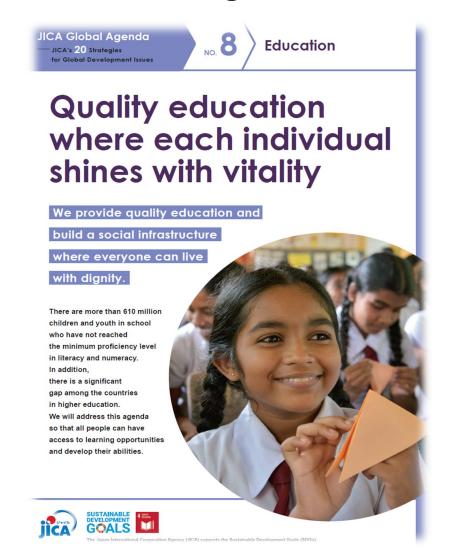


SDGs logo from globalgoals.org/resources/

Japan International Cooperation Agency



### **JICA Global Agenda: Education**



Objective: Enable the provision of quality education to build the foundation of a society where all people can fully develop their talents and abilities and live with dignity, and to promote the development of a sustainable society and economy.

### **Indicators**

Assistance for education quality improvement has benefited 20 million children. Cooperation with external institutions has benefited more than 40 million children.

Arithmetic (mathematics) performance has improved in representative projects in a cluster for learning improvement through textbook and teaching material development and another cluster for education improvement through community collaboration.

The development of educational support approaches to improve schooling and learning conditions for girls and vulnerable children has benefited three million children.

The leading university enhancement cluster programs have successfully trained and produced 300,000 highly skilled people at the universities involved.

For more information → visit JICA's website about education and projects

JICA has been working to resolve issues with four

approaches (clusters) through collaboration with

different partners, drawing on Japan's

development experiences, JICA's project

experiences and university and private-sector

**APPROACHES** 

Improving learning through the development of textbooks and learning materials



Based on the recognition that many children in developing countries are on the verge of a "learning crisis" who have not achieved minimum proficiency level in literacy and numeracy, we will develop support according to each individual's level of mastery to improve learning. Therefore, we must train teachers to enhance their professional skills and develop and disseminate high-quality teaching materials in line with a systematic curriculum. In this way, the development of quality learning materials and the professional development of teachers will promote children's active and continuous learning. In addition, we will actively promote the digitization of textbooks, which is expected to progress in the future based on the experience of the pandemic.

Approach 2

### Community-wide collaboration



To comprehensively improve the learning environment for children, it is important that parents and the community understand the value of education and trust the school. The collaboration between communities and schools, known as "Schools for All," began in Niger in 2003 and has been developed in French-speaking parts of Africa. It is based on the establishment of a school management committee through democratic elections and is expanded to improving learning, establishing kindergartens, providing school lunches, and promoting school attendance. JICA is working to create a model and build a national network to further expand "School for All" in cooperation with other partners.

insights.



Approach 3

### **Improving** education for leaving no one behind



While primary school enrolment is nearly 90 percent globally, the most vulnerable 10 percent of the schoolage population remains left behind.

In Pakistan, in particular, the majority of the more than 23 million out-of-school children are girls. Therefore, we will strive to provide learning opportunities for girls and other out-of-school children through both public education and non-formal education (NFE). In countries where there is a lack of systems to accommodate children with disabilities, we will also provide technology for the construction of facilities and look into inclusive education that enables children to learn according to the degree of their disabilities. Furthermore, we will promote educational support for refugees and host communities that accept refugees.

Approach 4

Strengthening leading universities in partner countries

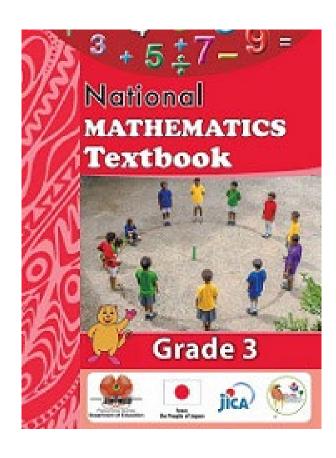


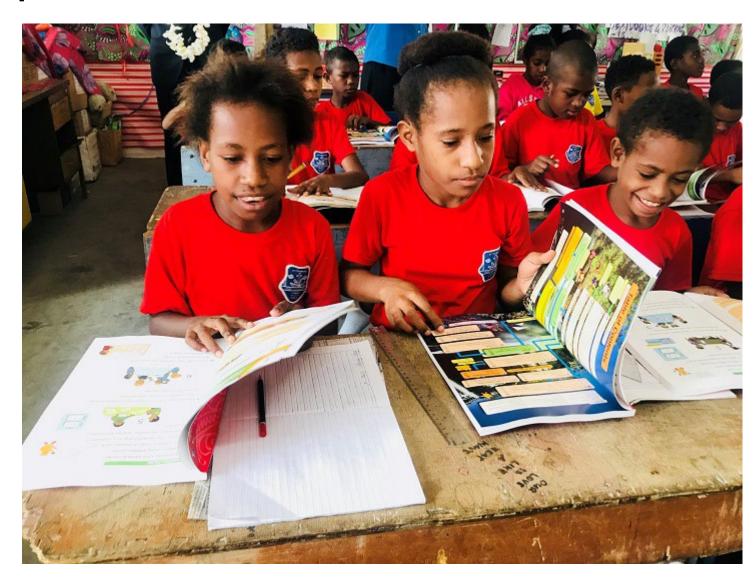
In order to raise the level of academic environment in partner countries efficiently and effectively with limited resources, we focus our efforts on leading universities that lead the country and enhance their educational, research, and administrative capabilities. We also promote "JICA Chairs" to establish courses in Japanese studies. We foster leaders by building a network of universities in partner countries and Japan and promoting exchanges of outstanding students and faculty members.

In response to COVID-19, JICA also reinforce support in improving online education environment, providing scholarships to students with financial need, and supporting research activities related to COVID-19.



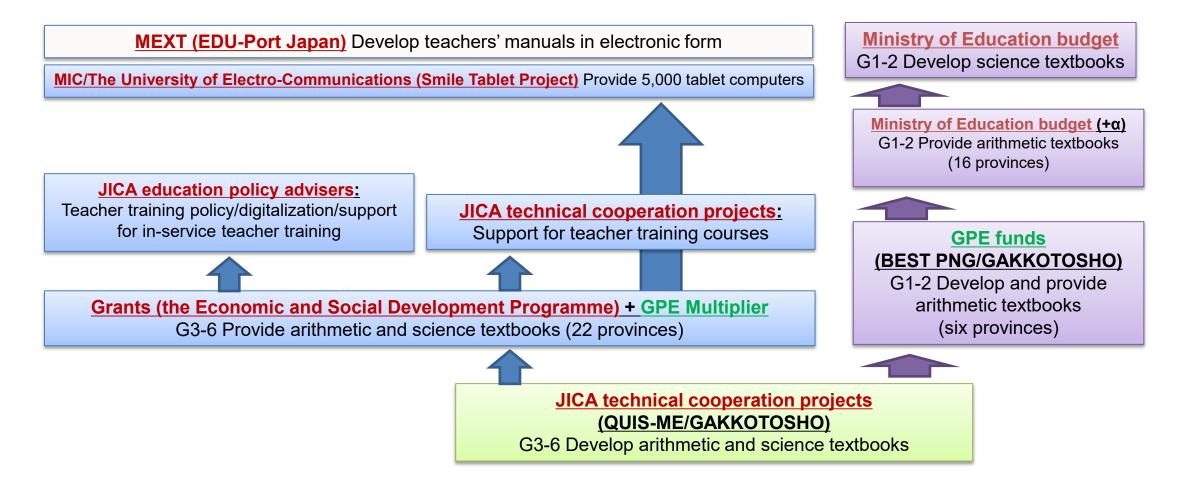
### Partnership project: Papua New Guinea







### Partnership project: Papua New Guinea



EDU-Port + MIC support +

JICA technical cooperation + MOFA grant aid + the global fund GPE +

Japanese private companies' knowhow + the Papua New Guinean government budget



### Partnership project: Malawi





### Partnership project: Malawi

### MEXT (EDU-Port Japan) research project

Improving the Quality of Learning through Fukui-style Education: Collaborative Development Project between Japan and the African Region



Develop Fukui-style education in the African Region through collaboration

### **JICA** grassroots project

Cultivating teacher Professional communities and networks in Malawi

Promote Fukui-style education through a human network with Malawi

Build a local network centered around the newly built teachers' training university and its affiliated school



### MEXT (EDU-Port Japan)'s training programs in Japan

The startup project, Disseminating Fukui-style Education to the World



Promote understanding of Fukui-style education through a human network with Malawi

JICA's Knowledge Co-Creation Program for Group and Region Focus
Improving the Quality of Education through Lesson Studies

### **JICA** grants

Building a teachers' training university and its affiliated school

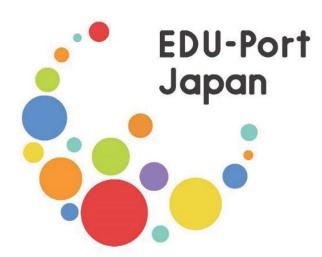
EDU-Port + JICA technical cooperation + JICA grassroots projects + grants + University of Fukui's knowhow (Fukui-style education)



### **Expectations for EDU-Port and collaboration possibilities**

- I. Providing solutions based on Japan's education development experiences and educational contents for achieving SDG Goal 4
- II. Providing opportunities for information sharing and networking
- III. Returning the benefits from education cooperation to Japan







### Examples)

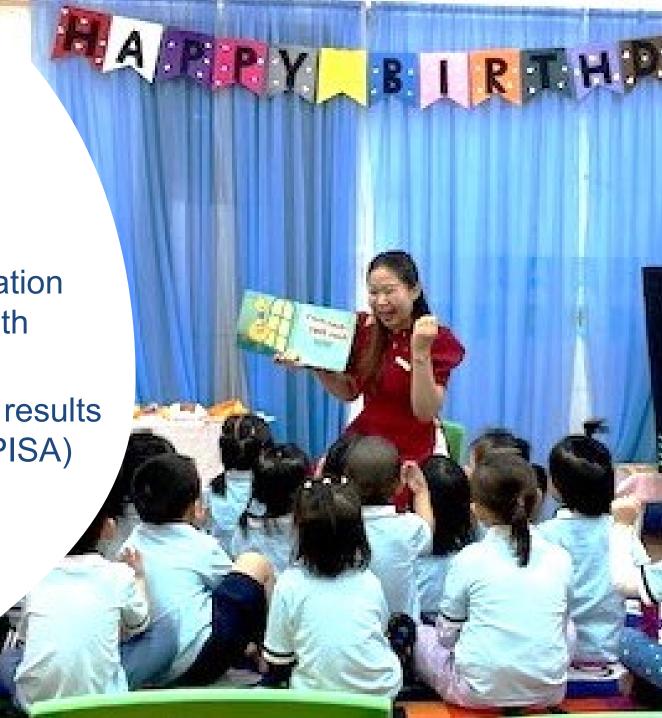
✓ The history of modernization of education system after the Meiji era (the late 19th century)

✓ High levels of national and academic results without disparity nationwide (OECD PISA)

✓ Whole person education, Tokkatsu

✓ KOSEN (technical college)

✓ STI (Science, Technology and Innovation)/STEM





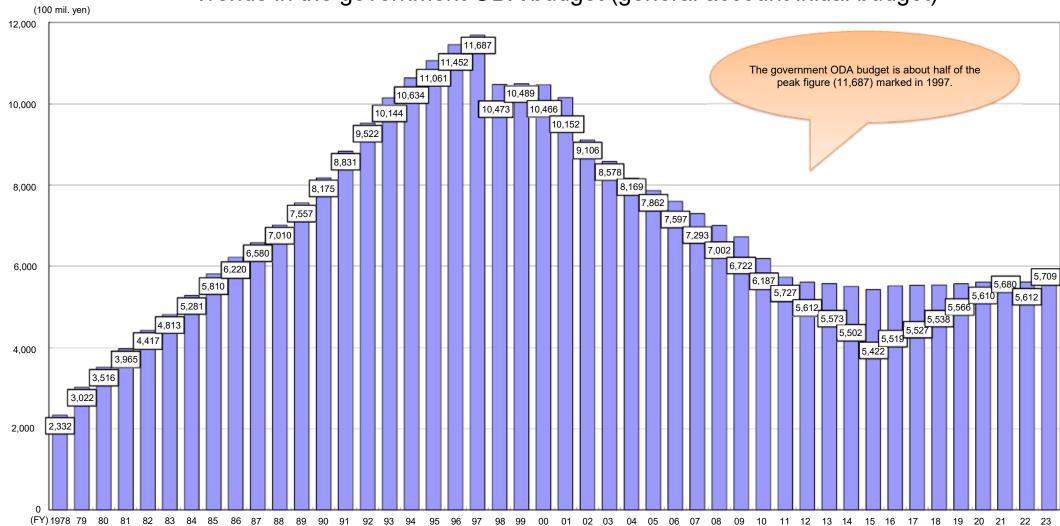
### **Expectations for EDU-Port and collaboration possibilities**

- I. Providing solutions based on Japan's education development experiences and educational contents for achieving SDG Goal 4
  - ✓ History, policy, practices and lessons learnt
  - ✓ Guidance and pedagogy for cognitive and non-cognitive skills
  - ✓ Tools and contents



### Japan's ODA reserves on the decline

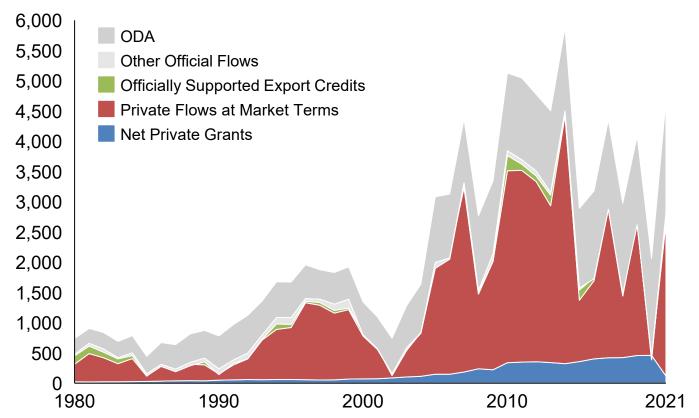
Trends in the government ODA budget (general account initial budget)





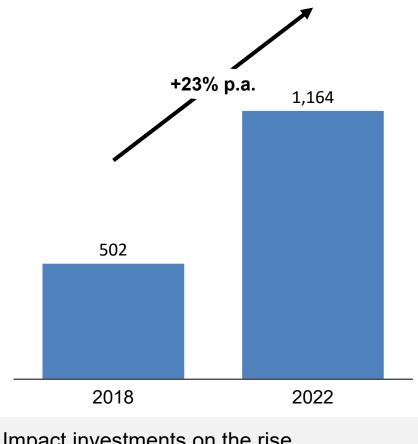
### More private funds for developing countries with increased impact investing<sup>1</sup>

Trends in the flow of funds to developing countries: one billion USD



In the 2000s, private funds took on the leading role in the flow of money to developing countries

Trends in the balance of private-sector impact investments: one billion USD



Impact investments on the rise

an investment strategy to generate financial returns while creating a positive social or environmental impact.



### Our partner countries expects JICA to be a Catalyst for enhanced partnerships



Prepared by JICA's Office for Sustainability Management in 2023



### **Expectations for EDU-Port and collaboration possibilities**

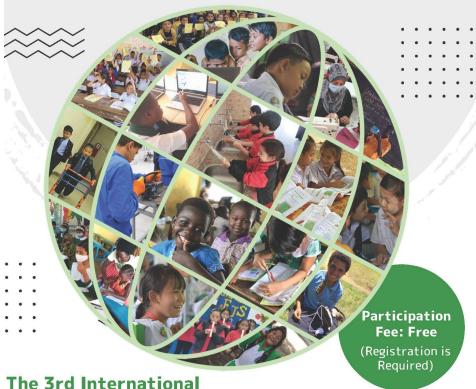
### II. Providing opportunities for information sharing and networking

- ✓ Collaboration among different actors
- ✓ Creating a mechanism for companies across Japan to engage in international cooperation
- ✓ Provide opportunities for information sharing and networking among persons involved

Further collaboration with the Education Cooperation Platform, jointly organized by JICA, civil society, academia, consultants and private companies

# Collaboration with the Education Cooperation Platform

FY2023: Side event organized by EDU-Port Japan, "All Japan Collaboration Forum: A Space for Connecting Industry, Government, Academia and Citizens," was held during Educational Cooperation Week.



### The 3rd International Education Cooperation Forum

Educational cooperation to open up the future

### 8th (Fri) of September, 2023

### Online

#### Organizer

- · Bureau of International Education Cooperation Forum
- · Japan International Cooperation Agency (JICA)
- · Consulting companies for international cooperation
- · Japan NGO Network for Education (JNNE)

### Outline of the Event

- ✓ Language: English
- ✓ Audience: Practitioners of education cooperation, people who want to be involved in education cooperation (including university students who are interested in working as practitioners)



### Registration is available here











### **Expectations for EDU-Port and collaboration possibilities**

### III. Returning the benefits from education cooperation to Japan.

- ✓ Learnings from the encounter to the difference
- ✓ Benefiting Japan through shared processes and experiences of international cooperation
- ✓ Learnings from other countries about policies or measures



At the end of the day.....

✓ Achieve SDG Goal 4 through education cooperation based on collaboration x cocreation

✓ High recognition for education in Japan and the success of Japanese business

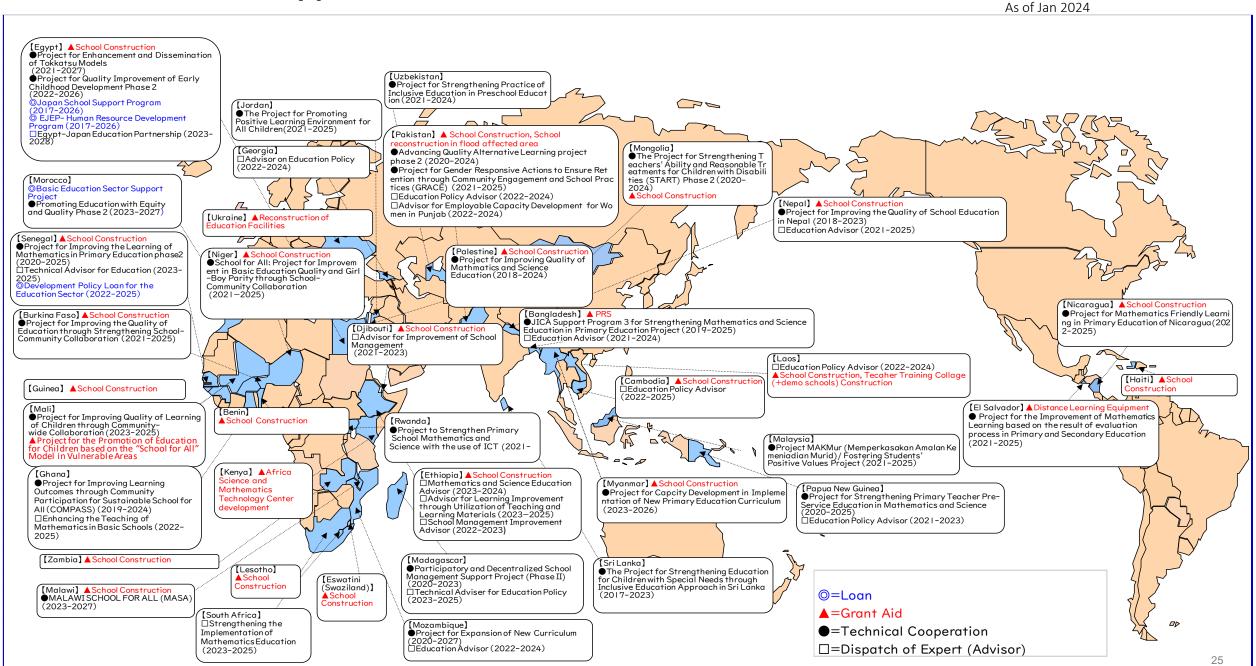
✓ Globalize education in Japan





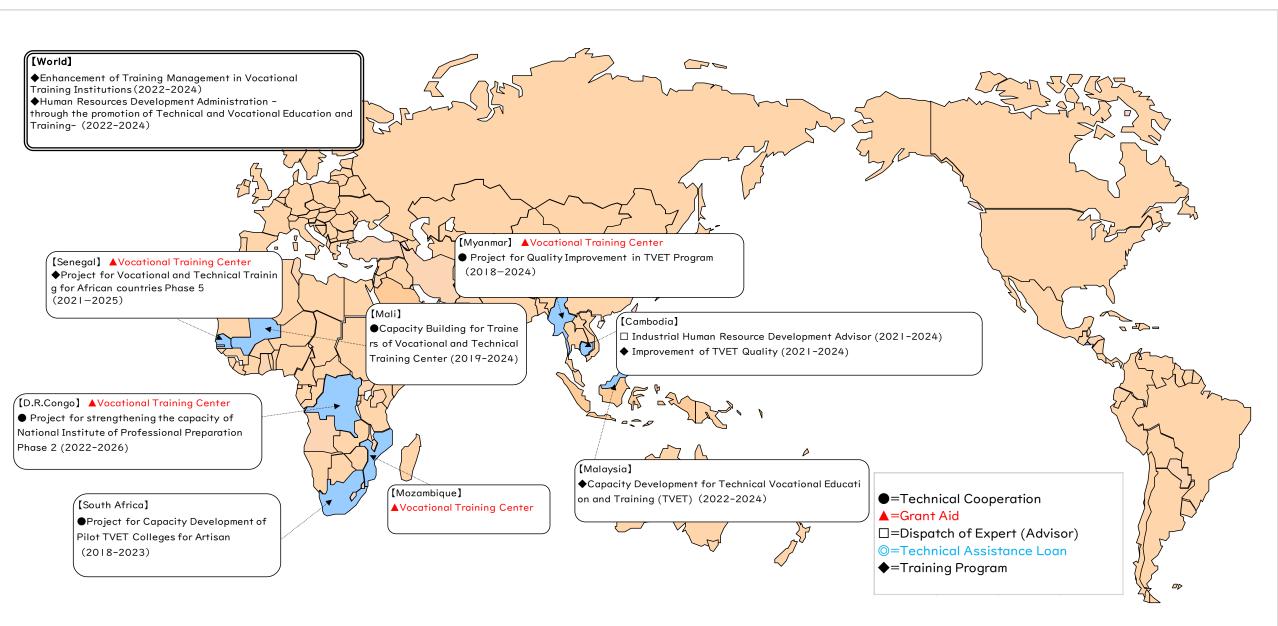
Thank you for your attention.





### Reference: JICA's Support in Technical and Vocational Education and Training Sector

As of Jan 2024



### Reference: JICA's Support in Higher Education Sector (except for SATREPS)

As of Jan 2024

### [Mongolia]

■ Higher Engineering Education Development Project (2014~2023)

#### [Uzbekistan]

● The Project for Strengthening the Capacity of Research Activities of Uzbek-Japan Innovation Center of Youth (2019~2024)

### [Turkey]

■ © Turkish-Japanese Science and Technology University (Preparatory Survey/Expert 2023-)

### [Egypt]

● Egypt-Japan University of Science and Technology (E-JUST) Project Phase 3(2019-2025)

▲ The Project for Procurement of Education and Research Equipment for Egypt-Japan University of Science and Technology (E-JUST) (Phase 1:2016-、Phase 2: 2017-)

●EJ KOSEN (2023~)

### [Kenya]

African Innovation - JKUAT AND PAUSTI Network Project (Phase 2) (2020-2025)

\*Projects with colored red and underline include in the field of agriculture.

**▲**=Grant ●=Technical Cooperation

### [Bangladesh]

● Project for Improvement of Technical Education for Industrial Human Resources Development (2019~2024)

▲ The Project for Modernization of Polytechnic Institutes (2020-)

#### [India]

**2** 300

[ASEAN10 Countries]

[7 Countries]

© Project for Future Researchers at IITH to Enhance Network Development with Scholarship of Japan in the Republic of India • Phase 2 (2021-2027)

■ Campus Development Project of Indian Institute of Technology, Hyderabad (2014-2024)

ASEAN University Network / Southeast Asia

**Engineering Education Development Network** 

(AUN/SEED-Net) Project Phase4 (2018-2023)

Human Resource in Science Technology and

Advisor for ASEAN High-Level Human

Resource Development (2023~2026)

Innovation (2020—) 17 Students

#### [Vietnam]

Project for Enhancement of Education, Research and University Management Capacity at Vietnam-Japan University (2020-2025)

■ Can Tho University Improvement Project (2015-2022)

#### [Laos]

 Project for Strengthening Human Resource Development of Engineering and Technology for Industry Development in Lao P.D.R (2020-2025)

▲ Project for the Improvement of Facilities and Laboratory Equipment at the Faculty of Engineering, National University of Laos (2020-)

#### [Cambodia]

 Project for Strengthening Engineering Education and Research for Industrial Development in Cambodia (2019-2024)

#### [Myanmar]

 Project for Enhancement of Engineering Higher Education in Myanmar (2021-2025)

#### [Thailand]

■ Industrial Human Resources Development Project (2020-2032)

#### (Malaysia)

© Project for Enhancement of Malaysia-Japan Linkage Office at Malaysia-Japan International Institute of Technology (2018-2023)

#### [Indonesia]

• Project for the Establishment of Indonesia Accreditation Board for Engineering Education (IABEE) (2014-2023)

■ Professional Human Resource Development(4) (2014-2022)

■ Development of World Class University with Socio Entrepreneurial Spirit at Universitas Gadjah Mada(2017-2022)

### 【Timor-Leste 】

Advisor for Establishing a Graduate School of Engineering at the National University of Timor-Lorosa'e (2023-2025)

Capacity Development of Establishing a Graduate School of Engineering at the National University of Timor-Lorosa'e (2023-2025)

#### [Honduras]

 Project for Strengthening of UNAH on Human Resource Development for Socio-economic Development (2021-2025)

