

Japan's Education Cooperation Policy 2011-2015



Education for Human Security:
Building Human Capacity, Nations and World Peace
through Educational Development



Government of Japan

1. The Role of our Cooperation in Education

Education is a human right which enables individuals to enhance their potential and capacities and to lead their lives with dignity. At the same time, it plays a critical role in countries' social and economic development. Education also lays the foundation for peace by fostering understanding towards other people and different cultures.

Under its ODA Charter, Japan has emphasized cooperation in the education sector as one of the essential components for promoting human security. Japan has shared its own experiences in education since its success in education is considered one of the critical factors for its modernization and the post-war economic growth.

With only five years left until the 2015 deadline for achieving the Millennium Development Goals (MDGs) and the Education for All (EFA) goals, Japan remains committed to contributing to the attainment of these internationally agreed goals, responding to various needs of partner countries. From the broader perspective of Post-MDGs and Post-EFA, we will implement comprehensive cooperation in the education sector effectively and efficiently through a whole-sector approach in order to support the self-reliant development of partner countries. Through our holistic approach to education assistance, we will pursue the realization of human security.

To this end, Japan will provide US\$ 3.5 billion in the field of education in five years from 2011. Through this contribution, Japan will help to create a quality educational environment for at least 7 million children (a cumulative total of approximately 25 million children).

(1) Japan's Contribution to the International Goals and Remaining Challenges

Accelerating Education for All¹

Despite the remarkable progress made so far, there still remain 72 million out-of-school children, more than half of whom are girls. There are about 759 million adults lacking basic literacy skills, two-thirds of whom are women. In sub-Saharan Africa where progress has been lagging, a quarter of the primary-school-age children are out of school. Over 25 million out-of-school children, around 35% of the world total, live in low-income countries affected by conflicts. The international community set development goals of EFA and the MDGs in 2000 and has worked together to meet the 2015 targets. We remain committed to these internationally agreed goals, while considering it our responsibility to further strengthen our support for improving basic education towards the attainment of these goals by 2015.

Cooperation with Holistic Vision of Education

The international community is required to respond holistically to the diverse needs of the education sector. As more children enroll in and progress through primary education, demand for post-primary education has been growing. In addition, providing education and vocational training for youth has become a pressing issue to be tackled given the fact that some 71 million adolescents are out of school worldwide and that the youth unemployment rate is estimated as high as 15 %. Supporting higher education institutions and students in developing countries is also of critical importance for the development of human resources who will lead economic growth in a globalized knowledge-based society.

Towards 2015 and beyond, with a holistic vision of education, Japan will respond to the needs of the partner countries comprehensively, covering basic education as well as upper secondary education, vocational training, and higher education including receiving overseas

¹ Data: UNESCO Global Monitoring Report 2010

students in Japan in order to promote human resource development that contributes to nation building and economic growth.

Education for All Goals

The World Education Forum held in Senegal in 2000 adopted the following six Education for All goals. The goals of achieving universal primary education and promoting gender equality and empowering women are included in the Millennium Development Goals (MDGs).

1. **Expand and improve early childhood care and education**
2. **Provide free and compulsory primary education of good quality for all (MDG2)**
3. **Ensure the learning needs of young people and adults**
4. **Increase adult literacy by 50 percent, especially for women**
5. **Achieve gender equality in education (MDG3)**
6. **Improve all aspects of the quality of education**



Photo: JICA

● Progress Achieved since 1999*

- The number of out-of-school children globally fell by 33 million from 105 million in 1999 to 72 million in 2007.
- Sub-Saharan Africa has reduced its out-of-school population by almost 13 million (28%).
- The ratio of out-of-school girls against total out-of-school children has declined from 58% to 54%.

● Remaining Challenges*

- If the current trend continues, 56 million children will be out of school in 2015. Half of the twenty countries with more than 500,000 out-of-school children are in Sub-Saharan Africa.
- More than 25 million out-of-school children live in low-income countries affected by conflict.
- There are marked differences in gender across and within regions.
- Millions of children are leaving school without having acquired basic literacy and numeracy skills.
- 10.3 million additional teachers are needed worldwide to achieve universal primary education by 2015.
- Due to the progress in universal primary education, demand for secondary school places has been growing. But many young people are not attending secondary school.

● Japan's Contribution

- Launched a policy called "Basic Education for Growth Initiative" (BEGIN) in 2002 with specific focus on improving access, quality and management in basic education.
- Strengthening support to Africa and implementing a five-year plan (2008-) to achieve the commitment to construct 1,000 schools, to provide capacity development for 100,000 science and mathematics teachers and to improve school management for 10,000 schools in Africa.
- In addition to basic education, taking a balanced approach, assisting TVET as well as higher education to enhance human resource development that leads economic development.

(*Source: UNESCO EFA Global Monitoring Report 2010)

(2) Education for Human Security - An Integrated Approach for Ensuring Human Rights, Achieving Sustainable Development and Fostering World Peace

Education is one of the human rights in itself that should be equally enjoyed by all as well as an important means of developing an individual's capacity. It also plays a vital role in reducing poverty and inequality, improving health and sanitation, consolidating democracy, and conserving the environment for sustainable development. Today, we are faced with global challenges such as conflicts, climate change and infectious diseases that cannot be solved only by countries individually. Promoting international and cross-cultural understanding through education will contribute to realizing world peace in such circumstances.

Japan has been advocating the concept of human security as one of the important pillars of Japan's foreign policy for wider acceptance in the international community. This concept serves as an important notion that integrates three approaches in education: realizing human rights, sustainable development and world peace. Therefore, it is highly significant that we actively promote educational cooperation as an indispensable component for realizing human security.

Integrated Approach in Education Development and Human Security

Education for All as a Human Right

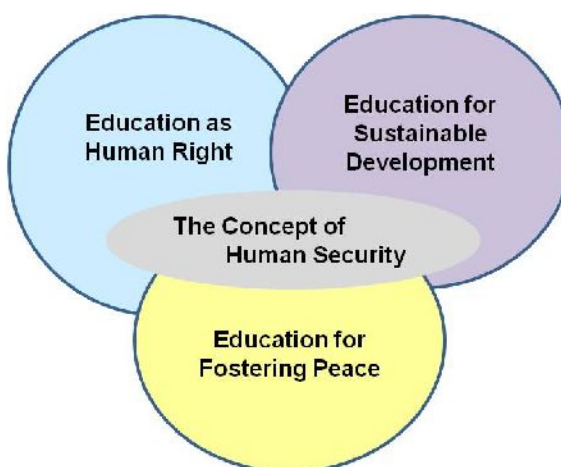
Education builds a critical foundation that enables every individual to live with dignity.

Education for Sustainable Development

Education plays a crucial role for sustainable development and the attainment of other MDGs.

Education for World Peace

Education lays a foundation for peace by fostering understanding towards other people and a culture of cooperation.



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2. Guiding Principles

Japan will implement educational cooperation with the following guiding principles:

(1) Supporting self-help efforts and sustainable development

The basic policy of Japan's ODA lies in respecting partner countries' ownership, relying on their own development strategies to support self-help efforts and promoting sustainable development. The same applies to the education sector in which a strong political commitment from the governments of partner countries is essential and our support must respect and foster their ownership. Promoting education will encourage changes in behavior towards environmental integrity, economic viability, and a just society that will create a more sustainable future for present and future generations².

(2) Answering the needs of the marginalized populations

The international community needs to further strengthen the support to ensure equal access to quality education for all including the most vulnerable and marginalized for achieving the MDGs and EFA. Japan will provide support in education in partner countries, responding to the needs of the marginalized populations who are deprived of opportunities to receive quality education due to various factors associated with poverty, gender inequality, disability, HIV/AIDS, place of residence, conflicts, ethnicities and languages.

(3) Respecting cultural diversity and promoting mutual understanding

Education plays an important role in fostering the ability to think and understand other people and different cultures through dialogue. Education is also closely linked to societies and cultures including their languages and religions. Fostering respect for cultural diversity and mutual understanding through education would contribute to promoting solidarity and reconciliation in post-conflict situations, preventing the recurrence of violence and conflicts and building peace. Japan remains unstinting in supporting the education sector, acknowledging such roles of education.



Photo: JICA

² United Nations Decade of Education for Sustainable Development (2005-2014): International Implementation Scheme

3. Focus Areas

Japan will center its education support on the following focus areas in basic education, post-basic education and countries affected by conflicts and disasters.

(1) Quality Education for All – Improving the Comprehensive Learning Environment and Strengthening the Support to the FTI

Providing an opportunity for basic education for all plays a central part in promoting human security. Japan has supported school construction, teacher training and school-based management to improve access, quality and management in basic education as priority areas. We will continue to actively support basic education to ensure that all children and youth not only have access to but also can complete quality education with sound learning outcomes. Working together with various development partners, we will improve the learning environment comprehensively under the concept of 'School for All'- holistic approach that ensures effective service delivery with mutually related initiatives in the areas of educational facilities, teaching, community participation, administration, health and nutrition. In addition to bilateral assistance, Japan will strengthen our support to the global partnership of the EFA - Fast-track Initiative (FTI) in order to contribute to accelerating the EFA goals and the education-related MDGs.

'School for All' – Improving the Comprehensive Learning Environment

The concept of 'School for All' aims to provide a quality educational environment for all children and youth by improving the learning environment comprehensively, working together with schools, communities and educational administration. We will appropriately support our partner countries to meet their needs focusing on the following five interrelated components:

Quality Education

Improving teachers' competencies is the key to ensuring quality education and improved learning outcomes. Our support aims to make classroom teaching more interesting and easy to understand for children by improving the teaching and learning process through teacher training and lesson studies, as well as the provision of textbook and other learning materials.

Safe Learning Environment

Japan promotes a safe learning environment by improving children's access and continuation of schooling through the provision of school facilities such as lavatories, classrooms of appropriate size, earthquake-resistant structures, and others. This includes emphasizing synergy with other development sectors such as health and sanitation. Initiatives in these sectors including school meals, school health, and providing access to safe water in schools highly contribute to children's effective learning.

School-Based Management

Japan aims to build self-reliant schools by encouraging parents, teachers and other community members to participate cooperatively in school management, thereby enhancing their sense of ownership and responsibility for the schools and enabling them to take action based on the diverse needs of the children and the community. The capacity of local education administrators will also be strengthened to reinforce a school-based management system, and cooperation among schools, communities and governments.

Openness to the Community

A school is a part of community. We will support schools in responding to the educational needs of the community, including non-formal education such as adult literacy and health education, through which schools provide open learning spaces for local communities.

Inclusive Education

Linking our education initiatives with those in other sectors, we will address to the diverse needs of children disadvantaged due to poverty, disability, HIV/AIDS, conflicts, child labor and others.

Strengthen our Support for the Fast-track Initiative (FTI)

The EFA-FTI has supported low-income countries in accelerating progress towards achieving universal primary education since its inception in 2002. We remain committed to supporting the FTI – we will actively participate in the discussion on and the implementation of the ongoing reform process and increase our contribution to the trust fund. We will also participate in strengthening the implementation and monitoring of the FTI to reinforce country capacity so as to develop and implement education policies leading to robust educational improvement.

'Promoting Girl's Education'- Broadening Regional Initiative for Developing Girls' Education (BRIDGE) Project in Taiz Governorate, Yemen

Yemen is one of the countries with the largest disparities in school enrollment rates between boys and girls. Japan developed a model to improve girls' education through the proactive engagement of schools and communities in Yemen. Through technical cooperation, Japan strove to improve the administrative capacities of the Taiz Education Office, to facilitate community participation in education, and to improve the management capacities of schools from 2005 to 2008. As a result, the number of boys and girls attending school at the targeted schools increased by 1.29 times for boys and 1.5 times for girls. In addition, when the cooperation began, a mere 9.4% of school principals responded that "Boys and girls have an equal right to an education," but three years later this had climbed to 96.6%.



Photo: JICA

(2) Education for Knowledge-based Society – Promoting Centers for Vocational Training and Networks for Higher Education

While the importance of basic education is undeniable as a critical basis for subsequent stages of education, higher levels of learning and skills are indispensable in today's knowledge-based global society for developing countries to advance their economic growth, international competitiveness and poverty reduction. In addition, though vocational training, we can enhance employment and the income generation potential of individuals. It can accelerate economic growth, reduce unemployment and provide opportunities for people in poverty to participate in economic activities. Furthermore, producing qualified teachers and education administrators in higher education institutions would greatly contribute to achieving EFA and the MDGs. We will focus on the following areas in post-basic education in response to the needs of each partner country:

Strengthen Centers for Technical and Vocational Education and Training

Based on requests from partner countries to develop human resources who can respond to the diverse needs in technology, we will provide support to leading polytechnic and public vocational training schools which will serve as core centers in each country. In cooperation with the private sector, we will support the capacity building of teachers and instructors, the reinforcement of school management capacity and curriculum improvement. This cooperation would strengthen a linkage between education and the labor market. In addition, we will support the design of vocational training systems as well as policy development. These vocational schools will be used as a base to host trainees as part of south-south cooperation.

Promote Global & Regional Networks for Higher Education

In order to respond to the needs of higher education in partner countries, with the cooperation of Japanese universities, we will promote the creation of regional networks in higher education within and among regions to address common and similar challenges in education by sharing the knowledge and experience of Japan and other countries. We will also contribute to the sustainable and self-reliant development of higher education institutions by supporting capacity development of national and regional centers of excellence through such means as study abroad programs, joint research, procurement of educational equipment and improvement of the university management system, particularly in the areas of engineering, agriculture and health.

In Asia, we will promote support for the Southeast Asia Engineering Education Development Network (AUN/SEED-Net) project. In the African region, we will support the establishment of the Egypt-Japan University of Science and Technology (E-JUST) project and, in the future, we will strengthen support aimed at making E-JUST a leading university not only in Egypt but in North Africa and the Middle East region. Moreover, we will promote a network among researchers and policy makers in Asia and Africa to improve education policies and education reforms such as in achieving universal primary education.

In Japan, we will prepare a cooperative framework through such means as developing a nationwide cooperative strategy for higher education in consultation with various stakeholders, and by forming university consortiums in such fields as engineering and agriculture.

ASEAN University Network/Southeast Asia Engineering Education Network (AUN/SEED-Net)

The AUN/SEED-Net programme aims to improve the research and educational capacities of the member universities through establishing a cooperation network for education and research among nineteen leading universities in engineering from eleven ASEAN countries with the support of ten Japanese universities. Three key components of the AUN/SEED-Net are - 1) master's and doctoral degree programme for study in ASEAN countries or Japan, 2) joint research among ASEAN universities with the support of Japanese universities, and 3) regional conferences working with industrial communities and other institutions in ASEAN. The AUN/SEED-Net is contributing to developing human resources in leading higher education institutions in engineering in ASEAN countries as well as to improving the universities' research and educational capacities. In addition, it contributes to internationalizing the Japanese supporting universities by strengthening the relationship among universities in the region and ensuring the matriculation of qualified international students.



Photo: JICA

Promote Receiving International Students and International Exchanges

In addition to promoting an endeavor to accept 300,000 competent international students, we will encourage exchange among universities with quality assurance primarily in East Asian countries, and will be promoting a dramatic increase in two-way exchanges of people. Moreover, through the promotion of international student internships, we aim to produce highly specialized human resources who will be active in the international arena.

In order to provide incentives to study in Japan and to expand learning achievements through study in Japan, we will be enhancing Japanese language programs held before and during students' study in Japan. With respect to Japanese language programs before coming to Japan, we will be focusing on sending young Japanese language teachers abroad and will be promoting mutual exchanges of a wide range of people with developing countries. In addition, we are also aiming to substantially increase the number of international students accepted by specialized training colleges in Japan in order to provide high-quality education especially in areas where Japan has comparative advantages, such as industrial technology education.

“Africa-Asia University Dialogue for Educational Development” (A-A Dialogue)

A-A Dialogue is a network to promote a self-reliant approach towards educational development through dialogue and collaboration among African and Asian universities. The Network consists of 16 universities in 12 African countries, 7 Japanese universities and 5 universities in other Asian countries. It conducts joint research and exchanges of faculty and students. The network was approved as a UNU-UNESCO UNITWIN (University Twinning and Networking) Cooperation Programme. In Phase I, launched in 2004, research collaboration focused on issues related to basic education using JICA's regional training. In Phase II, started in 2009, member universities have been conducting joint research in three areas of educational development - gender and equality, quality of education and educational policy, and professional development of teachers. A-A Dialogue is an attempt for Japan to bridge Africa and Asia in research for educational development to pursue a self-reliant approach in educational development and disseminate this message to the international community.



Photo: Hiroshima University

(3) Education for Peace and Security: Education in Conflict and Disaster Affected Countries

Conflicts and disasters not only pose a threat to life and health but also devastate national education systems which results in major barriers to children's futures. More than 25 million out-of-school children- about 35% of the world total- live in low-income countries affected by conflicts. In addition, a large number of children in countries affected by natural disasters such as earthquakes and tsunamis remain out of school. Conflict affected countries significantly lack human resources with the knowledge and skills necessary to reconstruct their countries. It is essential to expand opportunities for vocational training which enhances productivity and income generation. Japan will promote the following four measures in education support for peacebuilding with the aim of ensuring a seamless transition from emergency response to reconstruction and development:

- The early recovery of social functioning is crucial for consolidating peace in the affected countries. Working closely with international organizations and NGOs on recovery assistance, we will provide an educational environment in which children and youth are

protected and able to have access to necessary information and support. At the same time, we will contribute to mitigating the psychosocial impact due to conflicts and disasters by establishing normality at schools and education facilities.

- We will support the development of human resources necessary for the reconstruction process of the affected countries. We will support vocational and basic skills training to facilitate the reintegration and income generation of the most disadvantaged groups, including ex-combatants and internally displaced people.
- Education not only builds a foundation for reconstruction, but also prevents future conflicts by promoting respect for cultural diversity and mutual understanding. In cooperation with UN organizations and NGOs, we will implement literacy education and capacity-building projects for teachers in countries such as Afghanistan.
- Cooperating with other sectors, we will support life skills education such as disaster risk education and mine risk education to empower people so that they can protect their lives and communities from threats.

'Thousand Classroom Project for Afghanistan' – Construction of Educational Facilities in Kabul City, UNICEF

"It's nice to go to school, but we do not have enough space. There are 60 children in my class; that is too crowded to concentrate properly," explains 12 year-old Aziza in Zargona Girls High School. The school has over 7,000 students but extremely limited learning spaces, so the school runs three shifts per day.

In view of this difficult situation, the Government of Japan has provided funding through UNICEF to support the project for "Construction of Educational Facilities in Kabul City," to provide a safe learning environment and quality education under the scheme of Grant Aid for Peacebuilding. The project will provide 48 schools with some 1,000 classrooms, over 100 latrines, 7 bore wells, approximately 350 other rooms including teachers' rooms, playgrounds, boundary walls, as well as desks and chairs. With those facilities and equipment, more than 80,000 additional children will have access to formal education. Furthermore, 3,000 teachers will be trained as part of the project.

"I want to learn and I hope that all children in my country get the same opportunity," says Aziza. To make this dream come true, the Government of Japan, the Afghan Ministry of Education, and UNICEF are working together, and they are supporting education for those who will be responsible for peace in Afghanistan in the future.



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4. Approaches to Maximizing Effectiveness of our Assistance

(1) Maximizing Japan's Comparative Advantages on the Ground

One of the Japan's comparative advantages in education cooperation is its expertise and experience in delivering successful practice on the ground. We have implemented fine-tuned projects to respond to the needs and challenges that partner countries face and established several successful model projects in teacher training and school management reform. We will maximize our strength in formulating and implementing such education projects and programs.

(2) Participating in the Policy-making Process and Providing Medium Long-term Support

The education sector is one of the sectors in which the best progress has been made in setting up program-based support such as sector-wide approaches (SWAPs) and the Fast Track Initiative. We will contribute improving education aid effectiveness through two-way initiatives, actively participating in the education policy consultation and development process in order to bring our field-based knowledge and experiences, acquired through our project implementation, to policy and institutional reform, and actively participating in the process of translating policy into concrete measures. We will also strengthen our professional capacity to increase our representation in the policy dialogue. Results in educational assistance cannot always be achieved in the short term. By aligning with the sector policies and plans of partner countries, we will also provide medium- and long-term support in the education sector.

(3) Ensuring Strategic Application of Aid Resources in Response to Countries' Needs

Depending on needs and development stages, we will strategically apply bilateral aid (loans, grant aid and technical cooperation), multilateral aid or combination of both to support the education sector more effectively and comprehensively. As a new initiative, we will set out to extend an application of 'Grant Aid for Poverty Reduction Strategies'³ to some pilot countries in order to help strengthen international aid practices through our assistance in cooperation with other donors. In addition, we will attempt, when feasible and appropriate, to use loans, a means of assistance in the education sector we have used less in the past, including co-financing with other donors. Specifically, we will consider and explore using loans to scale up and mainstream successful models developed as a result of our technical assistance projects, and to provide support to pooled funding as a practical tool to reflect our knowledge gained on the ground for the education policies of partner countries.

(4) Strengthening Partnership with the International Community

Improving global coordination and cooperation among various development partners has become much more important in order to achieve the internationally agreed goals by 2015. We will strengthen our partnership with UN agencies, regional organizations, donors including emerging donors, NGOs, the private sector and international initiatives including the FTI and UNGEI⁴, which play a central role in education both at policy and country levels. At the country level, we will ensure that our education cooperation is well aligned with the priorities and plans of the partner countries in the education sector and is conducted in cooperation with the host governments and other donors. Through these partnerships, we aim to incorporate the principles of international aid architecture into our bilateral assistance as well as to advocate in the international community our effective approaches and good practices established on the ground. We will work with multilateral agencies to ensure that our bilateral assistance and multilateral assistance, including direct contributions to the agencies, complement each other.

³ Grant Aid to provide the necessary financial support to some developing countries for the implementation of poverty reduction strategies.

⁴ United Nations Girls' Education Initiative

(5) Linking Education with Other Development Sectors

Education is closely related to other development sectors such as health, water and sanitation. We will provide our assistance effectively by placing education in a broader development framework and, when appropriate, linking education with other development sectors. We will enhance the possibility of working with other sectors from the project inception by learning from programs in other sectors supported by us and other donors.

(6) Promoting a South-South Cooperation and Triangular Cooperation Approach

South-South Cooperation and Triangular Cooperation have been recognized as effective approaches in sharing knowledge to tackle global issues and to promote cooperation among and within regions. We are supporting the networking program entitled 'Strengthening of Mathematics and Science Education in Western, Eastern, Central and South Africa (SMASE-WECSA)' to share Kenya's good practice in science and mathematics teacher training with other African countries. We will continue to support similar programs to promote regional and inter-regional cooperation in education.

'Promote Kenya's model to Africa' Strengthening of Mathematics and Science Education - Western, Eastern, Central and Southern Africa (SMASE-WECSA)

While many African countries are facing an urgent need to foster human resources with scientific knowledge and skills necessary for their industrial development, low student achievement and teachers' limited instructional skills in mathematics and science remain challenges. In cooperation with the Ministry of Education in Kenya, Japan has been implementing a project entitled "Strengthening Mathematics and Science in Secondary Education (SMASSE)" for 10 years since 1998, training around 20,000 secondary school teachers in mathematics and science. The project has contributed to promoting learner-centered education with active student participation, thus improving students' learning outcomes.



Photo: JICA

With a growing demand for expanding this project to other African countries that share similar challenges as Kenya, a regional cooperation network in mathematics and science called "SMASE-WECSA" was established in 2001. Under this programme, Kenya has provided training and technical assistance to other African countries in establishing a teacher training framework in mathematics and science. Around 1,200 teachers from 28 countries have participated in the training organized in Kenya, and 16 countries were supported with technical assistance from Kenya from 2003-2009.

(7) Strengthening a Result-oriented Approach

We will strengthen our monitoring and evaluation to implement more result-oriented assistance. Instead of pursuing achievement through stand-alone projects, we aim to achieve results in cooperation with other donors aligned with the education sector plans of the partner countries which are underpinned by their ownership. This will require monitoring and evaluation aimed at improving the education sector as a whole and our active participation in the countries' joint sector review.

(8) Forging Partnership with Actors in Japan

In Japan, education cooperation is pursued not only by the government but also by various actors including NGOs, civil society, UN agencies, the private sector, universities and researchers. It is, thus, effective to maximize each actor's comparative advantages and cooperate to achieve greater results. Coordination among ministries is also indispensable in tackling global challenges. We will strengthen the roles of the "Japan International Education

Cooperation Group⁵ established in 2008 for sharing information and exchanging views. We will take the following four actions to strengthen partnership among actors:

- Strengthening cooperation with NGOs which implement non-formal education, early childhood education and emergency education programs
- Strengthening cooperation with the private sector to integrate their expertise and activities in areas such as Information and Communication Technology (ICT) and Corporate Social Responsibility (CSR) to realize innovation.
- Promoting the participation of Japanese universities in education cooperation, particularly in the field of higher education, to improve quality as well as to diversify our cooperation by utilizing the knowledge of universities.
- Providing opportunities for the Japanese public to participate in international cooperation and international exchanges in developing countries and in Japan in order to enhance their understanding of international cooperation and to develop human resources to participate in international cooperation. In particular, we will encourage returnees from the Japan Overseas Cooperation Volunteers (JOCV) program including in-service teachers to share their experiences to the public. Dissemination of the concept of Education for Sustainable Development (ESD) through school outreach networks such as UNESCO's Associated Schools Project will be promoted.

'Improving Quality of Education through Libraries' – Cooperation between NGO and JICA

While the net enrollment rate has improved to 89 percent after abolishing school fees in 2002, a low completion rate of 48% and quality issues remain challenges in primary education in Cambodia. The Ministry of Education in Cambodia decided in 1998 to set up libraries in all core schools in each school cluster to improve educational quality.

The Shanti Volunteer Association (SVA), together with JICA and the province's education office, launched a project to support library activities in all 85 core schools in Banteay Meanchey province. Main activities include training workshops for librarians, training manual development, distribution of books and learning materials, and capacity building of trainers from education offices. As a result, 95 percent of primary schools in the province have begun to offer library services and children's literacy and life skills have been improved. The project illustrates that library services contribute to improving the quality of education. In addition, opening libraries in communities leads to increasing their awareness on education. The project has been expanded under the second (2007-) and third phase (2010-) as a model project of innovative NGO support that has had greater impact with the support of JICA.



Photo: Shanti Volunteer Association



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⁵ The group consists of Ministries (the Ministry of Foreign Affairs, the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Finance), academics, NGOs, UN organizations and private companies.

5. Monitoring and Evaluation

Regarding monitoring and evaluation, progress and outcomes will be monitored at the following three levels to ensure effective use of our financial input:

Project Level

- Conduct monitoring and evaluation against the targets set at the planning stage for bilateral assistance.
- Review the outcomes of assistance through multilateral organizations based on the progress and final reports.

Country Program Level

- Actively participate in the monitoring and evaluation process to assess the progress and achievement of the education sector programs in the countries where the government and donors jointly conduct monitoring and evaluation of education sector plans.

Global Level

- Monitor financial input disaggregated by sub-sectors and regions using DAC data.
- Periodically review progress on the implementation of this policy in the 'Japan International Education Cooperation Group' meetings.
- Conduct a third-party evaluation of the policy in 2015.



Photo: JICA

In formulating of this policy and the 'School for All' model, Japan conducted dialogues and consultation with various stakeholders including UNESCO (United Nations Educational, Scientific and Cultural Organization), UNICEF (United Nations Children's Fund), World Bank, and NGOs as well as intellectuals in this field. The Government of Japan would like to express its appreciation to these organizations and people. Japan will ensure transparency in implementing its assistance through cooperation and collaboration with a broader range of international organizations, NGOs and public and private sectors.

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