



Face-to-Face (in Japan)

Knowledge Co-Creation Program (Group and Region Focus)

Capacity Development for the education policy formulation and analysis for learning improvement



Course Number: 202411557J001

Course Period in Japan: October 16 - November 12, 2025

Complementary Period in Philippines: November 13 - November 20, 2025



NOTE: Adobe Acrobat Reader DC and Google Chrome are recommended as PDF viewer. JAWS and NVDA are recommended as screen reader.

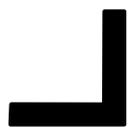
NOTE: If there are any difficulties in reading this document, please contact JICA Office in your country or JICA Center in Japan.

NOTE: Depending on the circumstances, some or all of the program periods may be changed or cancelled after the application has been accepted.



How do we strengthen
the capacity for education
policy formulation
and analysis for basic
education?

Understand the importance of utilizing
existing knowledge and evidence to improve
education practices as a reference with
experiences of international
cooperation in education.



Outline

This program is designed for officials of Ministry of Education and researchers at the universities (and equivalent research organizations) in the target countries.

The sessions will be held by face to face.

All sessions are carried out in English.

The period of the core program is from October 16 to November 12, 2025 in Japan, Complementary program is from November 13 to November 20, 2025 in Philippines.

Course Capacity: 21 participants



JICA Knowledge Co-Creation Program (KCCP)

The Japanese Cabinet released the Development Cooperation Charter in February 2015, stated that “In its development cooperation, Japan has maintained the spirit of jointly creating things that suit partner countries while respecting ownership, intentions and intrinsic characteristics of the country concerned based on a field oriented approach through dialogue and collaboration. It has also maintained the approach of building reciprocal relationships with developing countries in which both sides learn from each other and grow and develop together.” We believe that this ‘Knowledge Co-Creation Program’ will serve as a foundation of mutual learning process.

For What?

Background

Goal 4 of Sustainable Development Goals, which coincides with the Education 2030 agenda, requires countries to demonstrate concrete progresses in addressing the critical issues such as inclusiveness, equity, and quality of education, with a focus on improved learning outcomes. Meantime, international cooperation in educational development increasingly adopts a holistic policy-based support and a results-based financing modality, as used by the Global Partnership for Education and the World Bank. In these cases, aid money is released conditional on achieving program objectives and policy reforms, verified by indicators that are agreed on in advance, rather than being used to finance specific project activities. However, a large stock of findings from researches, education practices and field-based lessons from education cooperation are not effectively used by policy makers as evidence to inform policy-making process, nor incorporated into designing intervention measures as a part of policy framework. This

undermines the policy effectiveness and accordingly the education improvement on the ground. In this context, the Center for the Study of International Cooperation in Education (CICE), Hiroshima University and Japan International Cooperation Agency (JICA) will jointly hold an international training program to develop capacity for policy analysis for education quality improvement using field knowledge and research results.

Objectives

The major purpose of this program is to enable the participants to study and share the approaches of research/evidence-based policy formulation in education through making a feasible action and research plan (to be proposed in Knowledge Report and finalized in Final Report) for contributing to quality improvement of education in their countries. Recognizing the evolving dynamics of regional and global development cooperation, the program encourages participants to understand and adopt sustainable, context-sensitive strategies for building resilient educational systems.

To Whom?

Job Areas and Organizations

This program is designed for officials of Ministry of Education and researchers at the universities (and equivalent research organizations) in the target countries.

The applying organization with the best intention to utilize the opportunity of this program will be highly valued in the selection.

Targeted Countries

Cambodia, Laos, Bangladesh, Pakistan, Fiji, Papua New Guinea, Jordan, Lebanese Republic, Yemen, Ghana, Nigeria, South Africa, Mozambique, Senegal, Montenegro, Kyrgyz and Ukraine

Participants who have successfully completed the program will be awarded a certificate by JICA.



When?

Program in Japan



From October 16 to November 12, 2025 in Japan

Program in Philippines

From November 13 to November 20, 2025 in Philippines

Where?

This course is carried out totally face to face, organized by JICA Chugoku Center. Chugoku region is consist of 5 prefecture, Hiroshima, Yamaguchi, Okayama, Shimane, and Tottori.

This training program is conducted in Hiroshima for 2 weeks, in Tokyo for more 1 week, and 1 week in Philippines.



How?

How to Learn

- Self-Study
- Interactive Q&A Session
- Lectures
- Field Visits
- Workshops
- Discussions
- Presentations



Watch



Listen



Experience



Study



Interact



Discuss



Present

Language

English

Commitment to the SDGs



Program Structure

Prior to the training program, each participant is requested to produce a Country Report (as per Annex) as an indication of commitment of the participants and their affiliated organizations. Through this program, the participants are expected to achieve the following five (5) outputs:

1. To explain the implications of changing aid modalities, particularly the shift from traditional project-based financing to results-based funding mechanisms linked to policy actions, and to critically assess how evolving regional and global development cooperation dynamics influence national education systems.
2. To be able to explain the consistency between main objectives of education policy and the corresponding process of education improvement in the participant's country using the Country Report; and to be able to explain the

characteristics of participant's own country in education policy implementation in comparison with cases of other participants and Japan.

3. To be able to use research results and lessons from education practice and cooperation for informing the process of formulating the policy framework (bottom-up policy process) and for translating the policy objectives into policy measures (top-down policy process), and to apply this knowledge for the policy analysis including the preparation of the policy matrix.
4. To examine the key challenges in rebuilding and strengthening education systems toward achieving SDG 4, particularly in the context of the prolonged impacts of COVID-19 and shifting dynamics in global development cooperation. Participants are expected to respond to these challenges by developing resilient, context-sensitive policy strategies and articulating mid-term priorities for systemic improvement.
5. To propose an action plan to involve key partners and stakeholders in the process of policy discussions and in preparing for the policy implementation plan, include it in a Knowledge Report that summarizes the learning, and revise it through consultation. (The Knowledge Report should also contain key points that each participant has learned and a proposed action and research plan.)

This program consists of the components in the table below, with a mix of face-to-face lectures and field study visits, followed by discussions in small groups and with the whole group. The participants are required to give several short presentations throughout the program, as well as longer presentations at the beginning and end of the program as well. Details of each component are given below:



Title	Out-put	Subject	Methodology	Duration (day)			
				Lc*	Ds*	Pr*	Vis*
Pre-Program		1. Country Report	Each participant prepares a Country Report as stated on page.8-9 of this document, discusses it among the sending organization (and with former participants if possible), and candidates will prepare for the presentation using PowerPoint or equivalent.	3			
Sub Total				3 days			
Program in Japan		2. Course Orientation	Participants are familiarized with objectives, the schedule and expected outcomes of the program in Japan as well as the procedures and actions during and after the program.	0.5			
	O1	3. Knowledge Building	Participants will learn about current trends in international cooperation in the education sector and the practice of policy-based and program lending, with particular attention to changes in aid modalities, evolving global trends, and their policy implications.	3.5	0.5		1.0
	O2	4. Knowledge Sharing	Participants present the Country Report and understand education policy issues in comparison with countries of other participants and Japan.			1.5	
	O3a	5. Policy analysis (bottom-up)	Participants understand relationships between problem-solving on the ground and achieving policy objectives, by participatory analysis of cases; understand education practice in Japan and how it informs the policy process; and understand how to link research results and policy planning and analysis.	1.5			1.5
	O3b	6. Policy analysis (top-down)	Participants learn methods and practice of education policy and institutional analyses; compare them with the reality of participant's own country and of other participant's countries to clarify issues in designing measures for achieving policy objectives concerning education quality improvement.	1.5	0.5		1.5
	O3c	7. Policy matrix	Participants prepare an education policy matrix and propose measures; explain them at an open workshop, have discussions with the seminar participants (including JICA staff, NGOs, researchers, etc.), make revisions to them.	1.5	0.5		
	O4	8. Address mid-term priorities	Participants learn how various actors and stakeholders in the education sector have collaborated to address key challenges and pursue mid-term priorities, particularly in the context of crisis recovery and policy reform. Special emphasis will be placed on case studies from Japan, enabling participants to consider how these experiences may be adapted to or compared with the contexts of their own countries.	0.5	0.5		0.5
	O5	9. Knowledge Report	Participants prepare a Knowledge Report summarizing the learning through the process of producing the policy matrix and measures (outputs), and document issues; explain the outputs to country stakeholders via video conference (if possible), and describe how the original outputs changed through consultation. Participants join a reflective workshop and discuss learning from this program in Japan.			1.5	
Sub Total				17 days			



Program in Philippines	O4	10. Policy Formulation in Context	Participants will deepen their understanding of the political and geographical factors that influence education policy formulation and implementation, using the Philippines as a case study to explore the complex interplay between local governance and national education goals.	1.0			1.0
	O3	11. Stakeholders engagement	Participants will learn how various stakeholders in the Philippines are engaged in applying field-based knowledge and research findings to education policy analysis and the formulation of policy measures within a decentralized governance context.	0.5	0.5		0.5
	O5	12. Knowledge report	Participants share the knowledge and experience acquired from the JICA training session in Japan and engage in insightful exchanges with Philippines stakeholders.			0.5	
Sub Total				4 days			
Post-program		13. Post-training follow-up	Participants are asked to share the knowledge they gained throughout the program along with an improvement plan with Ministry of Education and other stakeholders in home country. Participants asked to discuss their experience and findings at a workshop, finalize and submit their efforts to convey their knowledge in a Final Report to CICE and JICA within 2 months.	3			
Sub Total				3 days			
Total (net working)				27 days			

Note : the above contents may be subject to change. * Lc: Lecture, Ds: Discussion, Pr: Presentation, Vis: Visit



Eligibility and Procedures

1. Expectations to the Applying Organizations

- (1) This course is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Applying organizations are expected to use the program for those specific purposes.
 - (2) This course is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan. These special features enable the course to meet specific requirements of applying organizations and effectively facilitate them toward solutions for the issues and problems.
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2. Nominee Qualifications

Applying organizations are expected to select nominees who meet the following qualifications.

(Remarks): Each organization is requested to strongly encourage female candidates to apply for the course to accelerate the realization of gender equality and women's empowerment.

(1) Essential Qualifications

- 1) Those nominated by their government in accordance with the proper application procedure;
- 2) Those who have been working in the field of education policy making and planning, or researches on related themes, and particularly those who have been involved in such tasks as;
 - Policy formulation
 - Education planning
 - Reform/project/intervention planning and designing
 - Project management
 - Research at universities or other equivalent research institutions

※If two participants are nominated from the same country, one should be a policy-maker/administrator, and another could be a researcher.
- 3) Educational Background: be a graduate of university or with equivalent



academic backgrounds

- 4) Experience in the Relevant Field: have at least 5 years of experience in the field of education policy making and planning.
- 5) Language Proficiency: have a competent command of spoken and written English proficiency equivalent to TOEFL iBT 100 or above (This workshop includes active participation in discussions, which requires high competence in English. Please attach an official certificate for English ability such as TOEFL, TOEIC etc, if possible)
- 6) Health: must be in good health to participate in the program in Japan and Philippines. To reduce the risk of worsening symptoms associated with respiratory tract infection, please be honest to declare in the Medical History (QUESTIONNAIRE ON MEDICAL STATUS RESTRICTION of the application form) if you have been a patient of following illnesses; Hypertension / Diabetes / Cardiovascular illness / Heart failure / Chronic respiratory illness.

(2) Recommended Qualifications

- 1) Age: between the ages of twenty-five (25) and fifty (50) years
- 2) Gender Equality and Women's Empowerment: <1>Women are encouraged to apply for the program. JICA is committed to promoting gender equality and women's empowerment, and provides equal opportunities for all applicants regardless of their sexual orientation or gender identity.

3. Required Documents for Application

- (1) **Application Form:** The Application Form is available at the JICA overseas office (or the Embassy of Japan)
 - * If you have any difficulties/disabilities which require assistance, please specify necessary assistances in the QUESTIONNAIRE ON MEDICAL STATUS RESTRICTION (1-(c)) of the application form. Information will be reviewed and used for reasonable accommodation.
- (2) **Photocopy of Passport:** You should submit it with the application form if you possess your passport which you will carry when entering Japan and Philippines for this program. If not, you are requested to submit its photocopy as soon as you obtain it.
 - *The following information should be included in the photocopy:
Name, Date of Birth, Nationality, Sex, Passport Number and Expiry Date



- (3) **English Score Sheet:** to be submitted with the application form, if the nominees have any official English examination scores. (e.g., TOEFL, TOEIC, IELTS)
- (4) **Country Report :** to be submitted with the application form. Fill in Annex of this General Information.

4. Procedures for Application and Selection

(1) Submission of the Application Documents

Closing date for applications: **Please confirm the local deadline with the JICA overseas office (or the Embassy of Japan).**

(All required material must arrive at JICA Chugoku Center in Japan by **July 28, 2025**)

(2) Selection

Primary screening is conducted at the JICA overseas office (or the embassy of Japan) after receiving official documents from your government. JICA Chugoku Center will consult with concerned organizations in Japan in the process of final selection. Applying organizations with the best intentions to utilize the opportunity will be highly valued.

The Government of Japan will examine applicants who belong to the military or other military-related organizations and/or who are enlisted in the military, taking into consideration of their duties, positions in the organization and other relevant information in a comprehensive manner to be consistent with the Development Cooperation Charter of Japan.

(3) Notice of Acceptance

The JICA overseas office (or the Embassy of Japan) will notify the results **not later than August 8, 2025**.

※In some countries, not only a Japanese visa but also a Philippine visa(9A Single entry) is required. You should confirm the process to take a visa as soon as you receive the result and proceed to apply a VISA you need before coming to Japan. The cost for applying a Philippine visa, JICA Chugoku will reimburse while you stay in Japan.



5. Additional Document(s) to Be Submitted and self study by Accepted Candidates

(1)Country Report -- to be submitted by October 2, 2025.

Accepted participants are required to prepare a Country Report (Please read Annex " Country Report" for detailed information.) before their departure. The Country Report should be sent to JICA Chugoku by October 2, 2025, preferably by e-mail to cicctp@jica.go.jp

(2)Self study

Accepted participants are recommended to watch the video material for deepen understanding prior the training program.

1) Japanese Administrative System and Local Governance

[Japanese Administrative System and Local Governance \(youtube.com\)](#)

2) General education system

[ENG_#1_Education System in Japan \(youtube.com\)](#)

(3) Medical Questionnaire

A health questionnaire (Forms) will be emailed to you two weeks prior to your arrival in Japan to confirm your health status immediately prior to your arrival in Japan. We will review your answers and may ask you additional questions about your health or send you information to help you manage your health.

Submission deadline: 9/Oct/2025 (1 week before your arrival in Japan)

6. Conditions for Participation

The participants of KCCP are required

- (1) to strictly observe the course schedule,
- (2) not to change the air ticket (and flight class and flight schedule arranged by JICA) and lodging by the participants themselves,
- (3) to understand that leaving Japan and Philippines during the course period (to return to home country, etc.) is not allowed (except for programs longer than one year),
- (4) not to bring or invite any family members (except for programs longer than one year),



- (5) to carry out such instructions and abide by such conditions as may be stipulated by both the nominating Government and the Japanese Government in respect of the course,
- (6) to observe the rules and regulations of the program implementing partners to provide the program or establishments,
- (7) not to engage in political activities, or any form of employment for profit,
- (8) to discontinue the program, should the participants violate the Japanese laws or JICA's regulations, or the participants commit illegal or immoral conduct, or get critical illness or serious injury and be considered unable to continue the course. The participants shall be responsible for paying any cost for treatment of the said health conditions except for the medical care stipulated in (3) of "3.Expenses", "Administrative Arrangements",
- (9) to return the total amount or a part of the expenditure for the KCCP depending on the severity of such violation, should the participants violate the laws and ordinances,
- (10) not to drive a car or motorbike, regardless of an international driving license possessed,
- (11) to observe the rules and regulations at the place of the participants' accommodation, and
- (12) to refund allowances or other benefits paid by JICA in the case of a change in schedule.



Administrative Arrangements

1. Organizer (JICA Center in Japan)

- (1) Center: JICA Chugoku Center (JICA Chugoku)
 - (2) Program Officer: Ms. HIRATA Yukari (mailto:cicctp@jica.go.jp)
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2. Implementing Partner

- (1) Name: Hiroshima University, the IDEC Institute, Center for the Study of International Cooperation in Education (CICE)
 - (2) URL: <https://cice.hiroshima-u.ac.jp/>
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3. Travel to Japan

- (1) **Air Ticket:** In principle, JICA will arrange an economy-class round-trip ticket between an international airport designated by JICA and Japan. (The flight route will be home country⇒Japan⇒Philippines⇒home country)
 - (2) **Travel Insurance:** Coverage is from time of arrival up in Japan to departure in Philippines. Thus, traveling time to outside Japan (include damaged baggage) will not be covered.
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4. Accommodation in Japan

Basically, JICA will arrange the following accommodation(s) for the participants in Japan and Philippines.

【program in Hiroshima】

JICA Chugoku Center (JICA Chugoku)

Address: 3-3-1 Kagamiyama, Higashi Hiroshima-city, Hiroshima 739-0046, Japan

TEL: +81-82-421-6310 FAX: +81-82-420-8082

(where “81” is the country code for Japan, and “82” is the local area code. Please refer to facility guide of JICA Chugoku at its URL.

<https://www.jica.go.jp/chugoku/english/office/index.html>



【Program in Tokyo】

JICA Tokyo Center (JICA Tokyo)

Address: 49-5, Nishihara 2-chome, Shibuya-ku, Tokyo 151-0066, Japan

TEL: +81-3-3485-7051 FAX: +81-3-3485-7904

<https://www.jica.go.jp/tokyo/english/office/index.html>

【Program in Philippines】

It will be arranged by JICA

If there is no vacancy at JICA Center, JICA will arrange alternative accommodation(s) for the participants.

5. Expenses

The following expenses will be provided by JICA

- (1) Allowances for meals, living expenses and stopover.
- (2) Expenses for study tours (basically in the form of train tickets).
- (3) Medical care for participants who become ill after arriving in Japan and Philippines (the costs related to pre-existing illness, pregnancy, or dental treatment **are not included**).
- (4) Expenses for program implementation, including materials.
- (5) For more details, please see “III. ALLOWANCES” of the brochure for participants titled “KENSU-IN GUIDE BOOK,” which will be given before departure for Japan.

*Link to JICA HP (English/French/Spanish/Russian):

https://www.jica.go.jp/english/our_work/types_of_assistance/tech/accept



6. Pre-departure Orientation

A pre-departure orientation will be held at respective country's JICA office (or the Japanese Embassy), to provide Participants with details on travel to Japan, conditions of the course, and other matters.

*YouTube of "Knowledge Co-Creation Program and Life in Japan" and "Introduction of JICA Center" are viewable from the link below.

Image videos of 'Introduction of JICA Center (YouTube)' show the following information of JICA Centers: Location, Building, Entrance, Reception(Front desk), Lobby, Office, Accommodation(Room), Amenities(Hand dryer), Bathroom(Shower and Toilet), Toiletries, Restaurant, Laundry Room(Washing machine, Iron), ICT Room(Computer for participants), Clinic, Cash dispenser, Gym, Neighborhood.

Part I: Knowledge Co-Creation Program and Life in Japan	
English ver.	https://www.youtube.com/watch?v=SLurfKugrEw
French ver.	https://www.youtube.com/watch?v=v2yU9lSYcTY
Part II: Introduction of JICA Centers in Japan	
JICA Tokyo	https://www.jica.go.jp/tokyo/english/office/index.html
JICA Chugoku	https://www.jica.go.jp/chugoku/english/office/index.html

If the link of these youtube URLs has expired, please access the URL below and search the necessary information from the key word.

<https://www.youtube.com/user/JICAChannel02>

7. Reference

PDF: KENSU-IN GUIDE BOOK

For more detailed terms and conditions

https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/c8h0vm0000011i07-att/guide_en.pdf



Video: JICA Predeparture Briefing

For more information on life in Japan and KCCP

<https://www.youtube.com/watch?v=SLurfKugrEw>





Website: JICA

English/French/Spanish/Russian

https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/index.html



Website: Facility Guide for JICA Chugoku Center English

<https://www.jica.go.jp/chugoku/english/office/index.html>

Video: Welcome to JICA Chugoku Introduction of JICA Chugoku

[Introduction of JICA Chugoku - YouTube](#)



Other Information

(1) Personal computer (Laptop Computer) is recommended to prepare and/or revise Country Report, and Knowledge Report.

(2) It is recommended for participants to bring the wear for autumn for the training program in Japan referring the temperature below link. (High temperature 17°C, Low temperature 9°C).

[Hiroshima Weather in November: Temperature, Rainfall, & More \(weather-and-climate.com\)](#)

For the training program in Philippines, you need to prepare the wear for summer referring the temperature below link. (High temperature 30°C, Low temperature 23°C).

[Yearly & Monthly weather - Philippines](#)

Please bring formal wear for ceremony. It depends on you whether you bring ethnic costume or suits as formal wear.

(3) It is recommended for participants to bring some souvenir from your country to introduce about your country to lecturers.

(4) As Japanese electric outlet is Type-A, if the participants would like to bring own computer, it is necessary to bring a Type-A adaptor also. If your machine does not have an adaptor, you should bring a transformer. Japanese voltage is 100V, frequency is 60Hz.



(5) Participants should bring about 200 US dollars for an unexpected situation



Annex: Country Report

Country Report should be discussed among and authorized by the concerned officials in your organization (and with former participants if possible) prior to the submission, in order for the participant to prepare a feasible action plan as an output of the training program based on these documents. Even if there are two participants from the same country, it is strongly requested that each participant should submit Country Report from different perspectives of education in the country. **(Handwriting is not recommended.)**

Please write the Country Report with the following contents (about 5 pages, not more than 10 pages). In addition to the paper, you are asked to prepare for a 15 minutes presentation with focusing on section 5 and 6 at the training program.

1. Name	
2. Position/ Organization	
3. Duties you are in charge at your organization (in detail)	
4. Socio-economic situation in your country Describe concisely the socio-economic situation using an appropriate set of indicators. (Expand this section as necessary)	



5. Concise description of the country's education sector and key issues of education quality

Include (a) statement of issues and their background, and (b) corresponding policies and their means of implementation, of the issues, focusing on inclusive and equitable learning and its outcomes.

Answer concisely the following questions:

- (1) First, explain the key education issues, their background, and corresponding policies
- (2) A. Who took the leading role in formulating the policy? (i.e. country ownership vs. influence of donor)

B. Were key stakeholders involved in the process through, for instance, consultations between the central and local education systems? Who were they? How?

C. Were the stakeholders informed of the policy reform before/during the implementation?
- (3) How were lessons from experiences used to achieve inclusive and equitable learning and its outcomes?
- (4) How evidence from research results were used?

(Expand this section as necessary)

6. A summary table of education policy matrix *

(a) Make a reference to the existing matrix or, in its absence, create a fresh one describing: i) overall policy goals, ii) indicators to assess achievement of the policy goals, iii) key policy actions that are planned for achieving the policy goals, iv) expected outcomes of the policy actions, and v) indicators to assess achievement of the expected outcomes. If the country uses results-based financing indicators, such as by the GPE new funding model or the World Bank disbursement-linked indicators, please use them. You are asked to reproduce a summary matrix for a major education sector program (or project). Explain the process of identifying the outcome indicators (or indicators for releasing funds), and discuss in what way it is useful to achieve the project/program objectives. This section should focus on issues of inclusive and equitable learning and its outcomes.

(b) Pick up one policy outcomes in the area of inclusive learning outcomes and draw a result chain**.

(Please bring a copy of existing education policy documents that contain the matrix.)

** A policy matrix is a document that is used to summarize an agreement between the government and aid agencies for the education sector program. It stipulates policy goals, policy measures and policy actions as conditions. Satisfying the conditions will trigger disbursement of donor funds. Examples of an extract of the policy matrix and the disbursement linked indicators are shown at the end of this Annex.*



*** A result chain describes how intended results (policy objectives) will be achieved by showing the causal relationship between inputs/activities, outputs, and outcomes. Similarly, a “theory of change” is used in the policy formulation/evaluation,*

(Expand this section as necessary, or use a separate sheet.)

7. Process of evidence-based education policy formulation in your country

Explain (a) how (in what ways and to what extent) stakeholders and policy makers are (not) involved in the process of policy making and designing policy measures for achieving policy objectives, and (b) what conscious efforts are being made (if not, why) to incorporate knowledge from the successful education practice, lessons from international cooperation and findings from research.

(Expand this section as necessary)



A Sample Policy Matrix (extract):

Policy Area/Policy Objective	DPO-1 Prior-actions	DPO-2 Triggers	DPO-3 Triggers	End of Program Outcome	Monitoring Indicator	Baseline (as at DPO-1)	DPO-2 Target	DPO-3 Target
Policy Area 2: Improving the institutional and policy environment for growth and employment creation								
<i>2.2: Improving Quality of Education</i>								
Improving education information systems	Piloted Education Management Information System (EMIS) in at least one secondary school in three selected local government authorities (LGAs)	Roll out EMIS to all 18 LGAs	Publish Education Statistical Report based on decentralized system	Increased share of certified female science teachers located in rural areas	% share of certified female science teachers in total number of teachers located in rural areas	13%	15%	20%
Improving the quality of public technical and vocational education institutions	Established School-Based Management Committees with broad representation in Technical and Vocational Education Institutions to carry out some of the responsibilities decentralized to the institution level	Operationalize established School Based Management Committees through the development of an improvement plan and provision of budget.		Reduction in drop-out rates of female pupils at basic education level in rural areas	% drop-out rate of female pupils at basic education level in rural areas <i>(Data source: Ministry of Education)</i>	11%	8%	5%
Increasing the number of certified teachers in rural areas and in critical subject areas such as English, Science, and Mathematics	Conduct an assessment of gaps in number of teachers in rural areas and in critical subjects such as English Language, Science and Mathematics Develop an action plan for implementation of special incentives to attract teachers in critical subjects to rural areas	Carry out a special incentives pilot in 3 priority LGAs for female science teachers to locate in rural areas	Conduct an independent impact assessment of the special incentives pilot Develop a plan to roll out the special incentives scheme to all LGAs	Increased number of accredited courses in technical and vocational education institutions	Number of accredited courses in technical and vocational education institutions <i>(Data source: Ministry of Education)</i>	21	24	29

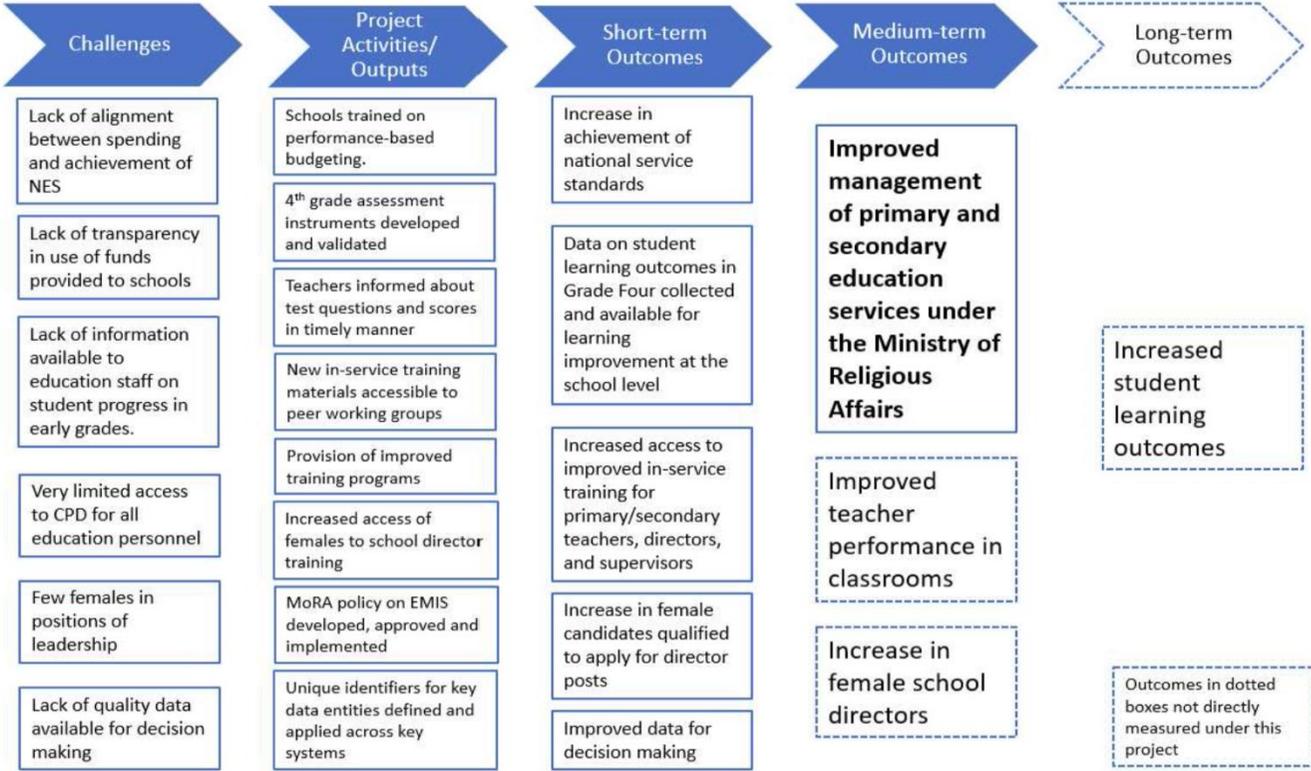
Source: World Bank (Nigeria: First Edo State Growth and Employment Support Credit)



Sample of Results Chain (Indonesia):



D. Results Chain



Source: World Bank (Indonesia: Realizing Education's Promise)



Sample of Theory of Change (Malawi)



The World Bank
Equity with Quality and Learning at Secondary (EQUALS) (P164223)

D. Theory of Change

COMPONENT	SUB COMPONENT AND INTERVENTIONS		INTERMEDIATE OUTCOMES	OUTCOMES	IMPACTS
Component 1: Improving quality of science and math instruction	C1.1: Minimum standards for quality instruction of Science and Maths	Teacher orientation to the revised Sciences and Mathematics curriculum	Improved capacity of Science and Maths teachers for curriculum implementation	Improved quality of instruction in Science and Mathematics	Improved learning and access to secondary education
		Provide teaching-learning materials and equipment in CDSSs for Forms 1-4	Improved student textbook ratios in Science and Maths at CDSSs		
		Train school heads in school management and instructional leadership	Improved school management and instructional leadership in CDSSs		
	C1.2: Piloting student learning enhancement strategies	Implement a teacher support program for secondary Science and Maths teachers	Improved teacher effectiveness in Science and Mathematics instruction		
		Pilot summative Continuous Assessment (CA) system in two selected subjects	Foundational system for improved assessment of secondary school learners		
Component 2: Enhancing equitable access to secondary education in target areas	C2.1: System strengthening for equity and efficiency	Policy and regulatory reforms targeting expansion of secondary education	Improved environment for secondary education expansion	Increased access to secondary education in selected remote areas	Improved learning and access to secondary education
		Develop and implement a teacher dev't, recruitment and management strategy	Increased qualified Maths and science teachers recruited and deployed to CDSS		
	C2.2: Increasing equitable opportunities for secondary education	Reform the secondary schools selection and placement processes	Improved efficiency in selection and placement of Form 1 students		
		Reform and operationalize targeting system for bursaries and scholarships	Improved progression rates for disadvantaged students		
		Implement schools related gender based violence & adolescent health and hygiene promotion programs	Increased responsiveness to SGBV & adolescent health and hygiene in secondary schools		
	C2.3: Upgrading of remote secondary schools	Improve infrastructure in public remote secondary schools	Increased capacity for enrollment in remote secondary schools		
Component 3: Project Coordination, M&E and Learning	C.3.1: Capacity enhancement for project implementation support		Improved efficiency in project implementation	Enhanced capacity for delivery of secondary education projects	
	C.3.2: Review and upgrade data collection, reporting and process monitoring for secondary education		Improved quality of secondary education data and information		
	C.3.3: Develop and implement an M&E system for the project activities/interventions		Enhanced monitoring and evaluation for secondary education programs		

Source: World Bank (Malawi Equity with Quality and Learning at Secondary)



For Your Reference

JICA and Capacity Development

Technical cooperation is people-to-people cooperation that supports partner countries in enhancing their comprehensive capacities to address development challenges by their own efforts. Instead of applying Japanese technology per se to partner countries, JICA's technical cooperation provides solutions that best fit their needs by working with people living there. In the process, consideration is given to factors such as their regional characteristics, historical background, and languages. JICA does not limit its technical cooperation to human resources development; it offers multi-tiered assistance that also involves organizational strengthening, policy formulation, and institution building.

Implementation methods of JICA's technical cooperation can be divided into two approaches. One is overseas cooperation by dispatching experts and volunteers in various development sectors to partner countries; the other is domestic cooperation by inviting participants from developing countries to Japan. The latter method is the Knowledge Co-Creation Program, formerly called Training Program, and it is one of the core programs carried out in Japan. By inviting officials from partner countries and with cooperation from domestic partners, the Knowledge Co-Creation Program provides technical knowledge and practical solutions for development issues in participating countries.

The Knowledge Co-Creation Program (Group & Region Focus) has long occupied an important place in JICA operations. About 400 pre-organized courses cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender mainstreaming, and environmental protection. A variety of programs is being customized by the different target organizations to address the specific needs, such as policy-making organizations, service provision organizations, as well as research and academic institutions. Some programs are organized to target a certain group of countries with similar developmental challenges.

Japanese Development Experience

Japan, as the first non-Western nation to become a developed country, built itself into a country that is free, peaceful, prosperous and democratic while preserving its tradition. Japan will serve as one of the best examples for our partner countries to follow in their own development.

From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated from a process of adoption and adaptation, of course, has been accompanied by countless failures and errors behind the success stories.

Through Japan's progressive adaptation and application of systems, methods and technologies from the West in a way that is suited to its own circumstances, Japan has developed a storehouse of knowledge not found elsewhere from unique systems of organization, administration and personnel management to such social systems as the livelihood improvement approach and governmental organization. It is not easy to apply such experiences to other countries where the circumstances differ, but the experiences can provide ideas and clues useful when devising measures to solve problems.

JICA, therefore, would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with the Japanese people, and witness the advantages as well as the disadvantages of Japanese systems, so that integration of their findings might help them reach their developmental objectives.



This information pertains to one of the JICA Knowledge Co-Creation Programs (Group & Region Focus) of the Japan International Cooperation Agency (JICA) implemented as part of the Official Development Assistance of the Government of Japan based on bilateral agreement between both Governments.



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