



# Knowledge Co-Creation Program (Group & Region Focus)

## GENERAL INFORMATION ON

### Improvement of Education in Remote Areas - For the Achievement of SDGs

課題別研修「子どもの学びを保障する”へき地教育の振興  
-SDGs の達成に向けて」

**JFY 2020**

**NO. 201901985-J001**

**Course Period in Japan :**

**From June 9, 2020 to July 3, 2020**

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

'JICA Knowledge Co-Creation Program (KCCP)' as a New Start

In the Development Cooperation Charter which was released from the Japanese Cabinet on February 2015, it is clearly pointed out 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 center of mutual learning process.

# **I. Concept**

## **Background**

According to the Global Monitoring Report 2015 from UNESCO, improvements in access to education are one of the leading successes of the Education for All (EFA) movement. Meanwhile, millions of children are still excluded from primary education because of poverty, ethnicity, languages, disability and geographical environment. In September 2015, “The UN Sustainable Development Summit” adopted “the 2030 Agenda for Sustainable Development” which targeted the 17 Sustainable Development Goals as the universal tasks. On the Goal 4, it is mentioned that “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Therefore, quality education in remote and isolated areas (RIA) is essential for each country to achieve the goal.

Schools in these areas face socio-economic difficulties and have to operate in a special manner (e.g. multi-grade class, one-teacher school, etc.), which may turn out to be the obstacles for effective teaching and learning. Teachers are expected to practice education responding to local needs in the peculiar context and to assure learning outcomes being comparable to urban areas. Practical and concrete measures and know-how in these regards, however, are not widely available in a systematic manner for regional education administration to be provided for teacher in-service at schools in such areas.

Japan, consists of mountainous four main islands with more than six hundreds of inhabited islands, implements a series of policies to ensure quality education provision in rural areas, in collaboration with governments, teachers and communities including parents. Japanese experiences in this regard, including legal framework and structures, schooling support, facility provision, teacher deployment, learning opportunities for students, will provide hints for developing countries.

## **For what?**

Through the introduction of Japanese experience in ensuring quality education in remote areas, the course is designed to provide hints for developing countries in a context of quality education in remote and isolated areas.

## **For whom?**

This program is offered to Ministry of Education and other related ministries, local governments, and teacher training institutions.

## **How?**

The course consists of a combination of lectures (taught sessions), site visits, and exercise sessions. It also includes a series of workshops for the participants to prepare the respective program/plan, incorporating the knowledge acquired during the course.

The essential requirement to participants is the presentation of the inception report, since it is necessary for Japanese organizers and cooperators to know the real condition of their countries to prepare the appropriate content of the training.

Participants are expected to present, share and identify their challenges at the beginning of the course.

## **II. Description**

- 1. Title (Course No.):**  
Improvement of Education in Remote Areas - For the Achievement of SDGs - (201901985-J001)
- 2. Course Period in JAPAN:**  
June 9, 2020 to July 3, 2020
- 3. Target Regions or Countries:**  
Belize, Burkina Faso, Eswatini, Guinea Bissau, Kiribati, Laos, Myanmar, Nepal, Pakistan, Philippines, Sierra Leone, Yemen.
- 4. Eligible / Target Organization:**  
This program is designed primarily for Ministry of Education and other related ministries, local governments and national educational research institutes.
- 5. Total Number of Participants:**  
12 participants (Maximum)
- 6. Language to be used in this program:**  
English
- 7. Program Objective:**  
Based on the recognition and analysis of challenges on education in remote and isolated areas of each country through the comparative studies, participants are able to develop a proposal to improve the current situation using the knowledge and skills acquired through the program in Japan.
- 8. Overall Goal:**  
The measures and activities planned by each participant will be carried out to solve the challenges of education in the remote areas of their country using advantage of the Japanese.
- 9. Expected Module Output and Contents:**  
This program consists of the following components. Details on each component is as below:
  - (1) To make a comparative review of the current situation of education in remote areas of Japan and those of participating countries.
  - (2) To reflect how to apply the method and management of the educational development in remote areas in Japan to improve the situation of education in remote and isolated areas of each participating country.
  - (3) To propose practical countermeasures against the challenges of education in remote and isolated areas of each participating country. To prepare/improve lesson plans of multi-grade classes in each participating country.

<b>Result 1</b>
Conduct a comparative review of the current situation of education in remote areas of Japan and participating countries.
<u>Content:</u> <ul style="list-style-type: none"> <li>• Overview of education improvement policies and system in remote areas of Japan;</li> <li>• Analysis of the current situation of education in remote areas of the participating countries.</li> </ul>
<u>Methodology:</u> Reading, Workshops and Practical Work.
<b>Result 2</b>
Investigate the educational measures and methods of remote areas of Japan to solve the problems of education in the remote areas of each participating country.
<u>Content:</u> <ul style="list-style-type: none"> <li>• Conferences and visits to different sites on the history of education in remote areas of Japan.</li> <li>• Current status of education in remote areas of Japan (regulations, systems, institutions, policies, plans, budgets, personnel management, etc).</li> <li>• Teaching methods in multigrade classes, school and class management based on the characteristics of education in remote areas, etc.</li> <li>• Workshops to analyze the problems and difficulties in education in remote areas considering the educational contexts of each countries and identify some special measures to solve them.</li> </ul>
<u>Methodology:</u> Reading, School visit (Observation) and Workshops.
<b>Result 3</b>
Propose educational measures and methods for the problems of education in the remote areas of each participating country.
<u>Content:</u> <ul style="list-style-type: none"> <li>• Develop a feasible “action plan”. <ul style="list-style-type: none"> <li>(a) Instruction guide for developing a multigrade class plan.</li> <li>(b) Modified version of the multigrade class plan (a product of individual work).</li> <li>(c) Model of multigrade class plan (a product of group work)</li> <li>(d) Action plan after its return.</li> </ul> </li> </ul>
<u>Methodology:</u> Workshops and practical work

**【Example】 Previous training program (2019)**

Day	Time	Type	Contents	Accommodation	
1			Arrival to Japan	JICA Sapporo	
2	9:30-12:00		Briefing		
	13:30-14:00		Courtesy call to the president of Hokkaido University of Education		
	14:00-15:00	Orientation	Program/ Course Guidance		
	15:00-17:00	Conference	Japanese education system		
3	9:00-12:00	Conference	"School education in Japan: Current situation of Japanese Primary Schools <DVD Material>"		
	13:00-16:00	Conference	"Teacher training system in Japan: Teachers Learning Together <DVD Material>"		
	16:00-17:00	Practice	Preparation for the Inception Report presentation		
4			Day off		
5			Move to <i>Kushiro</i> city		Hotel in Kushiro
6	9:00-12:15	Presentation	Inception Report Presentation		
	12:15-13:30		Welcome Lunch party		
	13:30-16:00	Presentation	Inception Report Presentation		
7	9:00-12:15	Practice	Current situation and problems of each country on school education in remote areas		
	13:30-16:20	Practice	Identification of the positive points of schools in remote areas of each country		
	16:20-18:00		Exchange event with students		
8	9:00-12:00	Orientation	Guidance on school visits		
	13:00-16:00	Practice	Guidance for the elaboration of the multigrade class plan <1> (Action Plan)		
9	9:00-12:00	Conference	Current situation and challenges of education in remote areas of Japan		
	13:00-15:20	Conference	Teaching methods in remote areas		
	15:30-16:00	Practice	Discussion		
10	9:45-12:05	Observation	Multigrade class: cultural exchange with children		
	12:40-14:00	Observation			
	14:10-15:10	Observation	Visit to reclamation memorial hall		
11	AM		Free time		
	13:00-18:00	Observation	Visit to the <i>Kushiro</i> Science Museum for Children " <i>Kodomo Yugakukan</i> "		
12			Day off		
13	8:15-12:10	Observation	Multigrade class: cultural exchange with children		
	13:05-14:10	Observation			
	14:40-15:40	Practice	Visit to the Municipality Education Committee		
14	8:45-8:55		Courtesy call to <i>Asari</i> Campus Director		
	9:00-10:30	Practice	Exchange of opinions with university students and teachers on school education in remote areas		
	10:40-12:00	Conference	Class Evaluation		
	13:00-14:00	Conference	Class Evaluation		
	14:00-16:00	Conference	International policy trend on physical education and sports, and education in small schools and remote areas		

15	9:00-10:30	Conference	Guidance for the elaboration of the multigrade class plan <2>
	10:40-12:10	Conference	Guidance for the elaboration of the multigrade class plan <3>
	13:00-14:30	Exchange Conference	Exchange of opinions with university students and professors on the teaching profession
	15:00-16:00	Conference	Roles of schools and communities in remote areas
	16:20-17:50		Exchange with students
	18:00-20:00		"International Night": Cultural exchange event with university students
16	9:20-12:10	Observation	Multigrade class: cultural exchange with children
	13:05-14:00	Observation	
	14:20-15:20	Practice	Visit to the Municipality Education Committee
	15:50-16:30	Observation	Visit to the <i>Shibecha</i> town Museum
17	9:00-10:30	Conference	Guidance for the elaboration of the multigrade class plan <4>
	10:40-12:15	Practice	Teaching methods in remote areas: <i>Kushiro</i> Campus efforts
	13:15-15:10	Conference	Methods of teaching mathematics in Japan
	15:20-16:20	Workshop	Teacher education and training
	17:25-17:00	Workshop	Teacher education and training, summarization
18			from <i>Kushiro</i> to <i>Obihiro</i>
19			Day off
20	9:00-12:00	Practice	Development of the multigrade class plan <5>
	13:00-17:30	Practice	Preparation of materials and teaching tools for multigrade classes
21	9:00-12:00	Practice	Development of the multigrade class plan <6>
	13:00-18:00	Practice	Preparation of materials and teaching tools for multigrade classes
22	9:00-12:10	Practice	Demonstration class; Summarization 1
	13:30-15:30	Practice	Demonstration class; Summarization 2
	16:00-16:45	Workshop	Discussion for the summarization of demonstration classes
	16:45-17:30	Practice	Modification of teaching plan and creation of action plan
23	9:00~10:10	Practice	Demonstration class for multigrade classes, discussion for the summarization of demonstration classes
	10:30-12:00	Practice	Analysis of the unifying teaching method (six grade attention in a classroom), Preparation of the teaching guide in the multigrade class
	12:00-16:30	Practice	Modification of teaching plan and creation of action plan
24	9:00-11:30	Presentation	Presentation of the action plan individually
	13:00-14:00		Closing ceremony etc.
25			Return to your country

JICA  
Obihiro

### **III. Conditions and Procedures for Application**

#### **1. Expectations for the Participating Organizations:**

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

#### **2. Nominee Qualifications:**

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

- 1) Officially nominated by his / her own government.
- 2) Current Duties: be an officer, teacher's advisor or trainer of teacher training institution in charge of remote and isolated areas education improvement at each national and local government. Please note the "RIA education" does not mean the remote education through information and communication technology.
- 3) Be university graduates (including an equivalent academic experience) and those who have more than three (3) years of job experience as an officer in the field of RIA education improvement.
- 4) Have sufficient scientific and methodological knowledge of primary education.
- 5) Be able to create a class plan (lesson plan) and do the demonstration class in math from 1st to 6th grade of elementary school.
- 6) Age: between thirty (30) and forty-five (45) years in principle.
- 7) Health: must be in good health both physical and mental to participate in this program including interaction with children in the visiting destination.  
Pregnant applicants are not recommended to apply due to the potential risk of health and life issues of mother and fetus.
- 8) Have a high level of understanding about the contents of the program and enthusiasm to learn. JICA will evaluate them based on the contents of the "Application Form" submitted by the candidate.



**3. Required Documents for Application:** -- to be submitted **by Apr 17, 2020**

Any incomplete documents will be automatically disqualified.

**(1) Application Form:** available at **JICA office (or Embassy of Japan)**.

\*If you have any difficulties/disabilities that require assistance, please specify necessary assistances in the Medical History (1-(d)) of the application form. It may allow us (people concerned in this course) to prepare better logistics or alternatives.

**(2) Photocopy of passport:** To be submitted with the application form, if you have the passport that the participant will carry when entering Japan for this program. Otherwise, your photocopy must be submitted as soon as the passport is obtained.

\*Photocopy should include the following information:

Name, Date of birth, Nationality, Sex, Passport number and Expire date.

**(3) Nominee's English Score Sheet:** to be submitted with the Application Form if you have any official documentation of English ability (e.g., TOEFL, TOEIC, IELTS)

**4. Procedure of Application and Selection :**

**(1) Submitting the Application Documents:**

Closing date for application: **Apr 17, 2020**

**Please inquire to JICA office (or the Embassy of Japan).**

**\*We accept the documents that went through official channels ONLY.**

(After receiving applications, JICA office (or Embassy of Japan) will send them to JICA Regional Center in JAPAN no later than **Apr 17, 2020** Japan time)

**(2) Selection:**

After receiving the documents through proper channels from your government, the JICA office (or the embassy of Japan) will conduct screenings, and then forward the documents to JICA Regional Center in Japan. Selection will be made by JICA Center in consultation with concerned organizations in Japan.

*The applying organizations with the best intention to utilize the opportunity of this program will be highly valued in the selection.* The qualifications of applicants who belong to the military or other military-related organizations and/or who are enlisted in the military will be examined by the Government of Japan on a case-by-case basis, consistent with the Development Cooperation Charter of Japan, considering their duties, positions in the organization, and other relevant information in a comprehensive manner.

**(3) Notice of Acceptance:**

JICA office (or Embassy of Japan) will notify the results to the respective Government no later than **May 8, 2020**.

**5. Document(s) to be submitted by selected applicants:**

**Inception Report** -- submit no later than **May 22, 2020**.

**Only accepted applicants** are required to submit an Inception Report before coming to Japan. (Details are described in the ANNEX "Inception Report")

This report must be sent by email to: [Ono.Hisashi@jica.go.jp](mailto:Ono.Hisashi@jica.go.jp)

**6. Conditions for Attendance:**

- (1) To strictly adhere to the program schedule.
- (2) Not to change the program topics.
- (3) Not to extend the period of stay in Japan.
- (4) Not to be accompanied by family members during the program.
- (5) To return to home countries at the end of the program in accordance with the travel schedule designated by JICA.
- (6) To refrain from engaging in any political activities, or any form of employment for profit or gain.
- (7) To observe Japanese laws and ordinances. If there is any violation of said laws and ordinances, participants may be required to return part or all of the program expenditure depending on the severity of said violation.
- (8) To observe the rules and regulations of the accommodation and not to change the accommodation designated by JICA.

## **IV. Administrative Arrangements**

### **1. Organizer:**

(1) **Name:** JICA Hokkaido (Obihiro)

(2) **Contact:** Mr. ONO Hisashi (Ono.Hisashi@jica.go.jp)

### **2. Implementing Partner:**

(1) **Name:** Hokkaido University of Education

(2) **URL:** <https://www.hokkyodai.ac.jp/eng/>

### **3. Travel to Japan:**

(1) **Air Ticket:** The cost of international and domestic round-trip tickets designated by JICA and Japan will be borne by JICA.

(2) **Travel Insurance:** Your coverage will be from the moment of arrival to until the departure from Japan. Therefore, this insurance does not cover travel time outside of Japan.

### **4. Accommodation in Japan:**

JICA will arrange the accommodations for the participants in Japan.

If there is no room at JICA Hokkaido (Obihiro), JICA will have alternative accommodations for participants.

### **5. Expenses:**

The following expenses will be provided to the participants by JICA:

(1) Allowances for accommodation, meals, living expenses and outfit.

(2) Expenses for study tours (basically in the form of train tickets.)

(3) Free medical care for participants who become ill after arriving in Japan (costs related to pre-existing illness, pregnancy, or dental treatment are not included)

(4) Expenses for program implementation including materials

For more details, please see "III. ALLOWANCES" of the brochure for participants titled "KENSU-IN GUIDE BOOK," which will be distributed before departure for Japan.

### **6. Pre-departure Orientation:**

A pre-departure orientation will be held to inform the details of their trip to Japan, conditions for workshop and other matters to participants by JICA office (or Embassy of Japan) in the respective countries.

## ***V. Other Information***

### 1. Action plan:

At the end of the training course, each participant is expected to prepare, present the Action Plan and / or other equivalent results, in order to disseminate their knowledge, ideas and knowledge acquired among colleagues in their organization. The Action Plan must be shared in the respective organization of the participants.

### 2. Participants have to bring laptop computers for your convenience.

During the program, participants are required to work on the computers including preparation of Action Plan(AP), etc. Most of the accommodations have internet access.

### 3. USB:

For the presentation of the Inception Report and Action Plan, as well as for the delivery of the daily reports, participants are asked to bring the USB memory with them.

### 4. Cultural Exchange with Children

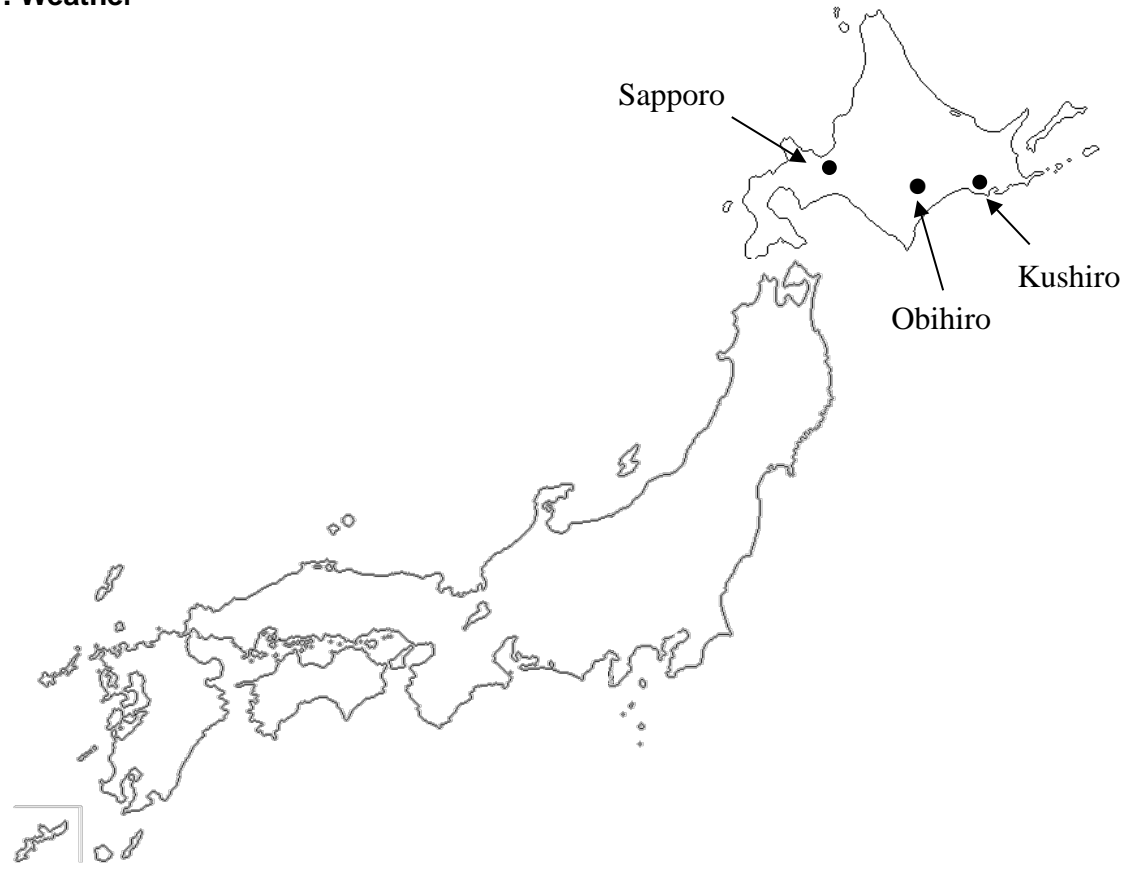
To promote mutual friendship, JICA Hokkaido (Obihiro) encourages international exchange between JICA participants and the local community including students from schools and universities as part of the development education program. JICA participants are expected to attend these types of activities where they will probably be asked to make presentations on the society, economy and culture of their country of origin. When you come to Japan, bring some crafts or photos to show the culture of your country.

### 5. Currency exchange:

It is very important that your currency must be exchanged to Japanese Yen at any transit airport or Narita / Haneda International Airport in Japan soon after your arrival. It is quite difficult to exchange money after that, due to no facility or time during the program.

### 6. Allowances, such as for accommodation, meals, living expenses and outfit, will be deposited to your temporary bank account in Japan after 2 to 5 days after your arrival to Japan. It is highly advised to bring some cash / traveler's check in order to spend necessary money for the first 2 to 5 days after your arrival.

## 7. Weather



		Obihiro		Kushiro	
		Jun.	Jul.	Jun.	Jul.
Temperature (°C)	Maximum	20,8	23,5	15,2	18,6
	Average	14,8	18,3	11,7	15,3
	Minimum	10,3	14,5	9,0	12,8
Humidity (%)		79	83	87	88
Precipitation (mm)		75,5	106,4	107,7	127,7

Source: Japan Meteorological Agency (from 1981 to 2010)

## **VI. ANNEX:**

### **Inception Report**

Participants must prepare an Inception Report using the software of **the Microsoft Power Point** including following items. This report must be sent to JICA Regional Center no later than **May 22, 2020 (Japan Time)**, by email to: [Ono.Hisashi@jica.go.jp](mailto:Ono.Hisashi@jica.go.jp)  
The PPT slides should be within 15 pages.

Please attach additional documents in the **Microsoft Word** format, in case you cannot include all the information you want to share with the participants by the PPT.

#### **TASK 1: Basic information about your country (Microsoft PowerPoint)**

**<Deadline: May 22, 2020>**

- General Information
  - School education system
  - Educational policy related to education in remote areas
  - Proportion (or number) of schools in remote areas
  - Proportion (or number) of students in remote areas
- The best cases of school in remote areas in your country
  - Current situation (in general)
  - Challenges they are doing (programs, projects, activities, events, etc.)
    - \*\*\* Leaders / technicians introduce "efforts to support schools and teachers by the administration," and principals and teachers introduce "class efforts."

#### **TASK 2: Video recording of the best cases of the school in remote areas in your country <Deadline: upon arrival in Japan>**

Record a multigrade math class of any grade in elementary school in remote areas in your country and bring the video with you to present it during the second or third day of the program. (If possible, please edit the video for an approximate duration of 10 minutes).

#### **TASK 3: Multigrade class plan <Deadline: May 22, 2020>**

Please send us a math class plan (lesson) of any grade in elementary school which is actually created and used in your country. (It is favorable to prepare the class plan recorded in TASK 2.)

#### **Presentation in Japan:**

Presentations will be carried out by country. Each country has 45 minutes in total, including the 10 minutes video and about 15 minutes interpretation. That is, substantially your presentation time will be about 20 minutes.

## *For Your Reference*

### **JICA and Capacity Development**

The key concept underpinning JICA operations since its establishment in 1974 has been the conviction that “capacity development” is central to the socioeconomic development of any country, regardless of the specific operational scheme one may be undertaking, i.e. expert assignments, development projects, development study projects, training programs, JOCV programs, etc.

Within this wide range of programs, Training Programs have long occupied an important place in JICA operations. Conducted in Japan, they provide partner countries with opportunities to acquire practical knowledge accumulated in Japanese society. Participants dispatched by partner countries might find useful knowledge and re-create their own knowledge for enhancement of their own capacity or that of the organization and society to which they belong.

About 460 pre-organized programs 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 and are being customized to address the specific needs of different target organizations, 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 was the first non-Western country to successfully modernize its society and industrialize its economy. At the core of this process, which started more than 140 years ago, was the “*adopt and adapt*” concept by which a wide range of appropriate skills and knowledge have been imported from developed countries; these skills and knowledge have been adapted and/or improved using local skills, knowledge and initiatives. They finally became internalized in Japanese society to suit its local needs and conditions.

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 this “*adoption and adaptation*” process, which, of course, has been accompanied by countless failures and errors behind the success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are trying to address the challenges currently faced by developing countries.

However, it is rather challenging to share with our partners this whole body of Japan’s developmental experience. This difficulty has to do, in part, with the challenge of explaining a body of “tacit knowledge,” a type of knowledge that cannot fully be expressed in words or numbers. Adding to this difficulty are the social and cultural systems of Japan that vastly differ from those of other Western industrialized countries, and hence still remain unfamiliar to many partner countries. Simply stated, coming to Japan might be one way of overcoming such a cultural gap.

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.



***CORRESPONDENCE***

For inquiries and further information,  
please have a contact with the JICA office or the Embassy of Japan.

Address correspondence to:

**JICA Hokkaido Center (Obihiro)**

1-2 Minami 6 chome, Nishi 20 Jo, Obihiro, Hokkaido, 080-2470, Japan

TEL: +81-155-35-1210 FAX: +81-155-35-1250