

Implications from JICA Projects to Problem-based Learning in the low resource and marginalized settings

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Abstract

Recently developing countries face two major issues in basic education: learning crisis and out-of-school children. To tackle these two major issues, JICA has three strategic pillars to improve children's learning especially by enhancing children's active learning: 1) Development of quality textbook, material, teachers' capacity; 2) Community participation for school management and; 3) Improvement of access for vulnerable children. At the session, the outputs and thoughts will be shared from the following three projects regarding Problem-based Learning aspects in the low resource and marginalized settings.

1. Training program on Primary Science Education in Japan: to develop practical skills for teaching science with local materials in the low resource settings. Low resource setting is not necessarily problematic but a chance for developing problem solving skills;
2. Tokkatsu in Egypt: Japanese-style educational activities known as special activities (tokkatsu) to enrich and improve lesson and school life and to develop students' attributes and their ability to solve life problems as members of an organization and society through class activities and school events. Teachers' tremendous efforts and government's strong commitment bring changes in lessons.
3. Accelerated Learning Program in Pakistan: JICA comprehensively supports non-formal education system which is equivalent to formal school education, for vulnerable children and adults who have dropped out of school. Accelerated Learning Program (ALP), as one of the activities of the project, enables children and adults to learn literacy, numeracy and other skills, emphasizing relevance to real life and utilizing prior knowledge of learners, and activity-based to promote non-cognitive skill. Non-formal education is conducted by the partnership among various actors such as government, NGOs, private sectors.