



Knowledge Co-Creation Program (Group & Region Focus)

General Information on

Early Childhood Development

課題別研修

乳幼児ケアと就学前教育

JFY 2026

Course NO. 202514992J001

Course Period in Japan: From November 5 to December 5, 2026

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

JICA Knowledge Co-Creation Program (KCCP)

The Japanese Cabinet released the Development Cooperation Charter in June 2023, which stated, “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.” JICA believes that this ‘Knowledge Co-Creation Program’ will serve as a foundation of mutual learning process.

I. Concept

Background

The critical importance of early childhood cannot be overstated. It is the period in life when the brain develops most rapidly and has a high capacity for change, and the foundation is laid for health and life-long wellbeing. Empirical evidence that keeps amounting show that the children adequately cared in their early childhood are likely to have lower rates of stunting, malnutrition, low weight, school dropout and even unemployment in their adulthood. These findings have made it hardly arguable that supporting early childhood is the best investment a government can make.

This is why devising policies and programs to provide young children with best possible care and social services – in terms of nutrition, health, protection, and education – have become more and more important for the policy makers and service providers.

The momentum is gathering since the international community firmly committed in 2015 to a world where all girls and boys have access to quality early childhood development, care and pre-primary education by 2030. The Sustainable Development Goals (SDGs) and its powerful apparatus are the driving force behind the movement for quality, equitable and affordable early childhood development (ECD) around the world.

With this in mind, JICA's Knowledge Co-creation Program for ECD is designed to provide the participants with a solid foundation of knowledge and insights, drawn largely from the past experiences of Japan, so to facilitate the process of national ECD policy and program development in the countries participating to the Program.

This Program is in the third year of its three-year program cycle (2024-2026). The main Program contents and cases are drawn on those of the previous Program of “Early Childhood Education for Central and Western Africa” (2006-2017), “Early Childhood Care and Education with Regional Focus on Africa and the Middle East” (2018-2021), “Early Childhood Development (Africa and Middle East)” (2022) and “Early Childhood Development” (2023).

For what?

This program recognizes early childhood education and ECD as an effective way of poverty reduction and emphasizes not only educational but also nutritional and health aspects of ECD. The program aims to contribute to quality improvement of early childhood education and ECD in participating countries by sharing the experience and knowledge of early childhood care and education in Japan as well as by co-creating knowledge with participants.

For whom?

The program is designed for senior managers of national/regional ministries in charge of early childhood care policies and implementation, as well as educational inspectors or educators at the central/local level etc. responsible for early childhood education, Teacher of Teacher Training Institution.

How?

Participants are to acquire knowledge on ECD and early childhood education policies through lectures, workshops, and site-visits to educational institutions in Japan. The participants are also expected to share their experience through discussions to enrich mutual learning process among the participants.

II. Description

- 1. Title (Course No.)**
Early Childhood Development (202514992J001)
- 2. Course Duration in Japan**
November 5 to December 5, 2026
- 3. Target Regions or Countries**
BURKINA FASO, EGYPT, JORDAN, KENYA, KYRGYZ, MADAGASCAR, MALAYSIA, PHILIPPINES, RWANDA, TAJIKISTAN
- 4. Eligible / Target Organization:**
Ministry of education, Ministry of child or Ministry which direct preschool and early childhood education, Teacher Training Institution
- 5. Course Capacity (Upper limit of Participants)**
10 participants
- 6. Language to be used in this program**
English
- 7. Course Objective**
Participants will bring their expertise and experience acquired in Japan back to their home countries so to contribute to the improvement of their early childhood education and ECD through sharing feedback with their affiliations and relevant stakeholders.
- 8. Overall Goal**
This program recognizes early childhood education and ECD as an effective way of poverty reduction and emphasizes not only educational but also nutritional and health aspects of ECD. The program aims to contribute to quality improvement of early childhood education and ECD in participating countries by sharing the experience and knowledge of early childhood care and education in Japan as well as by co-creating knowledge with participants.

9. Outputs and Contents

This program consists of the following components. Details on each component are given below:

| (1) Preliminary Phase (Before departure for Japan) <i>Participants prepare for the program in the respective country.</i> | |
|---|--|
| Expected Output | Subjects/Activities |
| 1. Inception report | (1) Preparation and submission of Inception Report to be submitted by October 22, 2026 |

| (2) Core Phase in Japan (November 6 to December 4, 2026) <i>Participants attend the program in Japan.</i> | | |
|--|--|--|
| Expected Output | Subjects/Agendas | Methodology |
| 1. Identify the challenges each participant faces in their professional capacity, make hypotheses to overcome the challenges | (1) Presentation on the Inception Report (2) Problem Analysis | Lecture / Exchange of views Workshop Discussion |
| 2. Broaden the scope of knowledge on the concepts, contents and the trends of ECD | (1) Concept of ECD, the overall international trend in ECD (2) Early childhood development and maternal health and the hygiene control (3) Experience in supporting ECD from different regions and lessons learned (4) Unification of kindergartens and nurseries | Lecture / Exchange of views Discussion |
| 3. Gaps in access and quality of ECD, and how to fix them | (1) ECD in Japan (2) Support to ECD (3) Cooperation with parents and communities: building an understanding of ECD (4) ECD for children with disabilities | Site visits/ Lecture / Exchange of views Discussion |

| | | |
|--|---|--|
| <p>4. Methods of early childhood care, multi-phased approaches according to the stage of child development</p> | <p>(1) Principles and methodology of education for infants and young children (2) Methodology of child-centered approach (3) Methodology of Early Childhood Development according to the stage of development of children (4) Learning through play: manufacturing of toys and production of shows tales in drawings (5) Discussion “How to promote effective coordination of education and health/nutrition services in your country?”</p> | <p>Site visits/ Lecture Workshop Discussion</p> |
| <p>5. Teacher training and the training system</p> | <p>(1) Training system for the teachers of early childhood development in Japan (2) Training for nursery teachers</p> | <p>Site visits/ Lecture Discussion</p> |
| <p>6. Evaluation of the ECD</p> | <p>(1) Evaluation on Early Childhood Development: evaluation on children (2) Evaluation in Early Childhood Development: Child Development and Children’s Quality of Life (QOL)</p> | <p>Site visits/ Lecture Discussion</p> |
| <p>7. Discussion with ex-participants</p> | <p>(1) Presentation by ex-participants about the activity after the past program in Japan (2) Exchange of opinions between participants and ex-participants to deepen their knowledge and experiences</p> | <p>Discussion</p> |

*Program contents can be changed.

III. 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.

2. Nominee Qualifications

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

- (1) **【Remarks】** Each Organizations is requested to strongly encourage female candidates to apply for the course to accelerate the realization of gender equality and women's empowerment. **Essential Qualifications**

- 1) **Current Duties:** Senior managers of national/regional ministries in charge of early childhood care policies and implementation, as well as educational inspectors or educators at the central/local level responsible for early childhood education, Teacher of Teacher Training Institutions
- 2) **Experience in the relevant field:** have more than 5 years' experience in the field of early childhood education
- 3) **Educational Background:** hold a university degree or equivalent (teacher training institutions, etc.) and specialized in the field of early childhood education
- 4) **Language:** have a competent command of spoken and written English
- 5) **Health:** must be in good health, both physically and mentally, to participate in the Program in Japan.

Participant's health and safety should be most respected. Pre-existing conditions¹ and pregnancy may lead to health problems that were not present prior to arriving in Japan due to stress from international travel, changes in climate, and a new living environment. In recent years, regrettable cases have occurred, including the exacerbation of symptoms after arrival and, in the case of pregnancy, stillbirth. Some participants have also incurred substantial out-of-pocket medical costs. If any of the conditions below may apply, please take a moment to consider whether to participate, and continue after confirming your agreement to the points below.

① Questionnaire

(“QUESTIONNAIRE ON MEDICAL STATUS AND RESTRICTION”)

If any of the following apply, you must state them accurately in the questionnaire,

¹ Pre-existing conditions :Chronic diseases, Conditions currently under treatment and Past illnesses that have resolved.

even if they do not affect your current work or daily life.

- a. Chronic diseases (e.g., hypertension, diabetes)
- b. Conditions currently under treatment
- c. Past illnesses that have resolved (including serious conditions affecting the heart, liver, or brain; tuberculosis, etc.)
- d. Pregnancy (for female applicants)

② Medical certificate

Please submit a medical certificate issued by a doctor that your condition is stable and that, from a medical standpoint, there is no problem with your participation in KCCP in Japan.

Applicable cases:

- a. Chronic diseases (e.g., hypertension, diabetes)
- b. Conditions currently under treatment
- c. Past illnesses that have been resolved (including serious conditions affecting the heart, liver, or brain; tuberculosis, etc.)

③ Reporting changes

If pregnancy or any health issues are identified after submitting the form, please report them to JICA promptly.

④ Insurance coverage

Medical and additional living expenses related to pregnancy and pre-existing conditions are NOT covered by insurance arranged by JICA. Such costs must be borne entirely by the participant; JICA assumes no liability.

* Please understand that insurance coverage applies only to sudden illness or injury occurring during your stay in Japan.

* Medical expenses in Japan could be a significant financial burden when not covered by insurance.

(2) Recommended Qualifications

- 1) Those who are counterparts of JICA's cooperation projects may have higher priority than the others. Please describe your relationship and responsibility related to JICA's cooperation project in the Application Form.
- 2) Gender Equality and Women's Empowerment: JICA seeks more female applicants due to the past records of fewer applications from women. 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 AND RESTRICTION (1-(c)) of the application form. Information will be reviewed and used for reasonable accommodation.

(2) Photocopy of passport: You should submit photocopy of passport with the application form, if you possess your passport which you will carry when entering Japan for this program. If not, you are requested to submit its photocopy as soon as you obtain it.

*Photocopy should include the followings:

Name, Date of Birth, Nationality, Sex, Passport Number, Expiry Date.

*It is recommended that your passport be valid for more than 6 months after the last day of the program.

(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. 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 Center in Japan** by **August 27, 2026**).

(2) Selection

Primary screening is conducted at the JICA overseas office (or the embassy of Japan) after receiving official documents from your government. JICA 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.

This course requires English language skills to be able to understand and discuss the content of the lectures. English proficiency would be checked through online or telephone during the selection, especially for candidates from non-English-speaking countries. If the proficiency is deemed insufficient, the candidates would not be accepted.

(3) Notice of Acceptance

The JICA overseas office (or the Embassy of Japan) will notify the results **not later than September 10, 2026**.

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

Inception Report: Accepted candidates are required to prepare and submit an Inception Report (detailed information is provided in VI. ANNEX "Inception Report".) by **October 22**,

2026 by e-mail to ticthdop@jica.go.jp. (Please add the course title and course number "202514992J001" in the subject line of your e-mail.)

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 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 or any type of immoral conduct including sexual harassment, 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 "5. Expenses", "IV. 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.
- (13) to promptly notify JICA in the case that there are any changes in the health status since the time of application (such as changes requiring medical attention due to illness or discovery of pregnancy).

IV. Administrative Arrangements

1. Organizer (JICA Center in Japan)

- (1) **Center:** JICA Tokyo Center (JICA TOKYO)
- (2) **Program Officer:** Mr. MORIMOTO Yasuhiro (ticthdop@jica.go.jp)

2. Implementing Partner

- (1) Name: Ochanomizu University
- (2) Contact: Prof. HAMANO Takashi (hamano.takashi@ocha.ac.jp)
- (3) URL: <http://www.ocha.ac.jp/en/>

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.
- (2) **Travel Insurance:** Coverage is from time of arrival up to departure in Japan. Thus, traveling time outside Japan (include damaged baggage during the arrival flight to Japan) will not be covered.

4. Accommodation in Japan

JICA will arrange the following accommodations for the participants in Japan:

JICA Tokyo Center (JICA TOKYO)
Address: 2-49-5 Nishihara, Shibuya-ku, Tokyo 151-0066, Japan
TEL: +81-3-3485-7051 FAX: +81-3-3485-7904
(where "81" is the country code for Japan, and "3" is the local area code)
Please refer to facility guide of JICA TOKYO at its URL,
<https://www.jica.go.jp/tokyo/english/office/index.html>

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

5. Expenses

The following expenses in Japan 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 (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 "KENSU-IN GUIDEBOOK," (English/French/Spanish/Russian).

*Link to the Website:

https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/index.html or
<https://jica-van-cms.jica.go.jp/custom/kccp/kccp01.html>

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=v2yU9ISYcTY |
| Spanish ver. | https://www.youtube.com/watch?v=m7l-WIQSDjl |
| Russian ver. | https://www.youtube.com/watch?v=P7_ujz37AQc |
| Arabic ver. | https://www.youtube.com/watch?v=1iBQqdpXQb4 |
| Part II: Introduction of JICA Centers in Japan | |
| JICA Tokyo | https://www.jica.go.jp/tokyo/english/office/index.html |

V. Other Information

1. Inception Report

As mentioned in section-III. 5, Inception Report is one of the required documents for application. Please submit it by the closing date. Also, the training participants need to make a presentation in the beginning of the program in Japan. The purposes of the presentation are to clarify issues and problems that participants face in their work and share with related persons who prepare for this program. For detailed information, please see VI. ANNEX below.

All participants are required to give a presentation on their Inception Reports.

- (1) Each presentation should be 30 minutes (including 5 minutes for Questions and Answers.)
- (2) Recommendable to use PC and the projector for the presentation. "Power-point" with Windows is preferable, but "MS Words" are also acceptable.

2. Action Plan

In this program, participants are to prepare and present Action Plan to disseminate acquired knowledge, ideas and skills among colleagues in their organization. The Action Plan should be shared in the participant's belonging organization.

3. Things to be prepared and brought to Japan

Besides Inception Report, participants are expected to bring their latest textbooks to Japan, curriculum and related documents if possible (including 10-20 photos) on their specific research themes in mathematics. (Textbooks, curriculum and related documents will be returned to participants after the program. They do not have to be new ones purchased in bookstores. Participants can bring what they use in their organizations. Purchase of new textbooks is in participants' expenses.)

4. Certificate

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

5. Laptop Computer

Participants are recommended to bring laptop computers for your convenience if possible. During the program, participants are required to work on the computers, including preparation of Action Plans, etc. Most of the accommodations have internet access.

6. Living Expense for Several days

Allowances for meals and living expenses will be deposited to your temporary bank account in Japan 2 to 5 days after your arrival in Japan. It is highly advised to bring some cash for necessary expenditure for the first 2 to 5 days' stay after your arrival.

VI. ANNEX

Early Childhood Development

Inception Report

Participants must prepare an inception report on the following articles and submit it to JICA by **October 22, 2026** through email to ticthdop@jica.go.jp. (Please add the course title and course number "202514992J001" in the subject line of your e-mail.)

The report must be written in English with a single-spaced on A4 paper (21 cm x 29.5 cm) in no more than 20 pages. Also, the participants need to make a presentation of this report during the program.

- (1) The objectives of writing the report are:
 - 1) to grasp the current situation of the field of early childhood development (ECD) in your country and your organization and
 - 2) to identify the problems your country or organization is facing.

- (2) For the purpose of writing the report, you are requested to discuss the following with your colleagues and your superior before the program and summarize the discussions in the report:
 - (A) Missions of your organization and your work
 - (B) Statistical data on ECD in your country
 - (C) Curriculum of ECD in your country
 - (D) Current situation, issues and challenges of ECD in your country
 - (E) Current situation, issues and challenges of ECD in your organization
 - (F) Method of application of what you learned through the program

- (3) You are requested to prepare for the presentation of the inception report during the program.

Profile

| |
|---|
| Last name and first name: Country: Organization: Job Title / Function: Specialty: Email address: |
|---|

A: Missions of your organization and your work

- A-1. Missions of your organization
- A-2. Missions of your function
- A-3. Your professional career and CV
- A-4. Subjects or topics you wish to discuss with Japanese or other people responsible for ECD

B: Statistical data on ECD in your country

Specify the gap (between large cities and rural areas, between regions, between girls and boys, among ethnic groups) in access to ECD in your country as well as their difference in the quality of early childhood services with as concrete data as possible.

C: Curriculum of ECD in your country

Briefly describe the aims and content of ECD in your country.

D: Current situation, issues and challenges of ECD in your country

With regard to the challenges in ECD in your country, among the problems mentioned below (a to k), choose 3 problems that you think are the most important to address and specify the situation of each problem you have chosen with statistical data following the questions below. Apart from the problems (a to k), if you find other problem, explain the (them) as a problem (l). Specify the policy your government has taken with respect to each problem,

- a) Pre-school education is not sufficiently developed. (Many children have not accessed to ECD.)
- b) Establishments for teacher education of ECD are not numerous or do not exist.
- c) Teacher training system of ECD is not sufficient.
- d) Human and material resources are lacking particularly at the local level.
- e) What needs to be done to improve the quality of teachers of ECD
- f) The idea of giving importance to ECD is rare in all the countries.
- g) Parents do not understand and do not participate in ECD no more.
- h) There is a lack of cooperation between the people involved in the education of the early childhood as the concept of multi-sectoral early childhood development (ECD) is not yet popular.
- i) The gap in access to pre-school education exists. (Access to pre-school education is reserved for children in certain major cities, families and limited ethnicities.)
- j) Since the principle / methodology of child education places too much emphasis on reading, it is not possible to educate children according to their stage of development, focus the interest on the children, to teach the children through the games.
- k) The monitoring and evaluation method for ECD is not established (insufficient).
- l) Other challenges (in particular, problems under the influence of COVID-19)

E: Current situation, issues, challenges of ECD in your organization

E-1. Briefly describe problems/issues that your organization or you should address (multiple answers possible).

E-2. Specify the actions that are taken (or to be taken) to resolve the problems/issues aforementioned in E-1.

E-3. Specify candidate problem/issue to be taken as a theme of your action plan which you will prepare in this KCCP.

Note on E-3.: To make your action plan more realistic and applicable, please consult on selection of candidate problem/issue with your superior and colleagues when you prepare this inception report. (In other words, please identify what you wish to learn in the program and to apply after returning to your country.) The expected time frame of action plan is two years.

F: Method of application of what you learned through the program

F-1. Specify the way / method of passing on your knowledge gained in the program to those concerned with ECD in your country.

F-2. If a former participant (s) of the program has passed on their knowledge acquired in Japan, specify what was communicated to you and by what means.

VII. Good Practice in the Past

Good practice of what effects could be achieved by participating in this program is shown as follows.

Ms. Veena Bhujan (Mauritius), who participated in this program in 2023, expressed the issues and challenges of her organization in her inception report.

1. All teachers are trained but some have problems to put theory into practice and refresher courses are not structured in Mauritius. Some pre-primary schoolteachers use traditional teaching methods. Therefore, continuous professional development programs for teachers and the supervisory cadres and teachers' training in Early Childhood Education and for children with special needs is needed.
2. There is no developmental chart to capture progress of the child from 0-8 years. However, there is a tool "the developmental learner's profile" has been developed to capture children development from 3 to 5 years.
3. There is no inspection guideline or framework for the supervisory cadres and school monitoring system. However, we possess various supervision tools to monitor the quality of Pre-Primary Education in Mauritius.

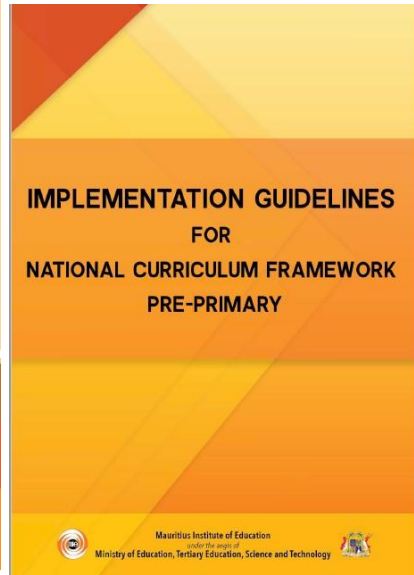
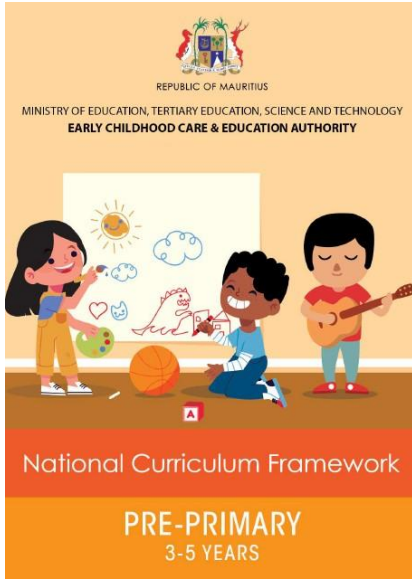
In 2024, after one year since her participation, in the online sessions entitled "Exchange of views with the ex-participants", she made a presentation on how she utilized and disseminated what she learnt in Japan as follows:

1. Revision of curriculum and guideline

Based on the Japan National Curriculum Standard for Kindergartens and other materials she learned in this program, she coordinated the launching program of Revised National Curriculum Framework for Pre-Primary Education Mauritius and Teacher's Guideline to Education. Both documents are available on the ECCEA website <https://www.tipti.org/>.

She coordinated the training of around 1000 Pre-Primary Teachers in collaboration with MIE and Inspectorate unit Coordinators on revised National Curriculum Framework Pre Primary 3-5 years and Teacher's Guideline to Education.





2. Nature Based Education

She had the opportunity to coordinate the training program for around 90 Pre-Primary school Teachers and Managers in collaboration with Mauritius Institute of Education on “Nature Based Education”.



3. Learning through Play

She had the opportunity to introduce and coordinate the international day of play in 2024 for all Pre-Primary schools in Mauritius. She prepared a powerpoint of games which she learnt in this program and it was shared to all schools through WhatsApp, which enabled almost all Pre-Primary school children around the Island to participate in the activity



4. Supervision Tools

She prepared different supervision tools under the supervision of Early Childhood Care and Education’s Director to collect information on indoor and outdoor learning environment, Teacher’s planning and children behaviour. The tool consists of many items found in the Early Childhood Environment Rating Scale which she learnt in this program.

1. Learning environment:

| Indicators | Yes | No | Remarks |
|---|-----|----|---------|
| Adequate lighting, temperature control, and sound-absorbing materials | | | |
| Good ventilation, some natural lighting through windows or skylight | | | |
| Space is in good repair, reasonably clean and well-maintained | | | |
| Ample indoor space for children, adults, and furnishings | | | |
| There is enough shelves for toys and materials and all furniture is sturdy and in good repair | | | |
| There are enough tables and chairs for the children | | | |
| Tables and chairs are child-sized (the children’s feet touch the floor when sitting) | | | |

5. Training of teachers

She had the opportunity to train 30 Pre-Primary Teachers on “Curriculum and Assessment” at Mauritius Institute of Education as Part Time Lecturer. She transferred “learning stories” and knowledge on curriculum development learnt in this program.

6. Sharing in Alumni Association

She participated in the Japan Dodoshima Alumni Association of Mauritius Annual General Meeting and made a presentation to share her experience in Japan.



7. Participation in Alumni Association activities

She also took actively part in Beach cleaning up campaign with the Japan Dodoshima Alumni Association.



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 Es. 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 useful ideas and clues when devising measures to solve problems.

JICA, therefore, would like to invite as many leaders of partner countries as possible to join the program, 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.



Contact Information for Inquiries

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