

## GGS Theme 1: Outline and Summary of the Project

Project Title	<b>Development of the Inclusive Education System Model for Learning Improvement in Developing Countries</b>		
Project Duration	2 years 9 months	Grant total	JPY 30,000,000
Name of Organization	Center for the Study of International Cooperation in Education, Hiroshima University		
Project Leader	Kazuhiro Yoshida	Title	Professor
Keyword	Better Education for All, Building Inclusive Education System Model, Dialogue between States		
Project location	Hiroshima (Japan), Bangkok (Thailand), Bandung (Indonesia), Penang (Malaysia), Delhi (India), Addis Ababa (Ethiopia), Cape coast (Ghana), Kampala (Uganda), Pretoria (South Africa), Lusaka (Zambia)		

### 【Project Summary】

This project focuses on multi-faceted and interrelated nature of educational inequality that is peculiar to each locality of Asian and African countries, and aims at developing a model of an inclusive education system for learning improvement in which stakeholders participate. It conducts regional studies for visualizing realities that prevent realizing the learning improvement, and shares knowledge on how to overcome such realities. For this, we will extensively use our network of researchers, practitioners, policy administrators and other players at home and internationally, and maximize the synergetic effects of related parallel projects/activities building on our research and practical experiences. This approach will enable widely present the possible manner through which **collaboration between science and policy will contribute to the realization of Sustainable Development Goals (SDGs)**. Governments of developing countries, international cooperation agencies and parties involved at large understand the necessity of establishing the inclusive education system for learning improvement, and such understanding is incorporated into the mechanisms of educational development and corresponding international cooperation (medium-term outcomes); and thereby the inclusive educational development is practiced globally, which contributes to the achievement of Goal 4 of SDGs (long-term outcomes).

**The 2030 Agenda for Sustainable Development** as a post-2015 development framework spell out in its Goal 4: “Ensure inclusive and equitable quality education and life-long learning opportunities for all”. However, realities that serves as a foundation for assuring inclusiveness and equity are not adequately understood. Moreover, while the results-based financing is gaining momentum as an influential modality of international cooperation, concrete and systematic ways and processes to achieve “results” of learning improvement is lacking among key players in developing countries and those who are involved with international cooperation.

To address these issues, the project will first visualize structural reality of multi-faceted and interrelated educational inequalities that are caused by disparities, discrimination, and difficulties in their peculiar local ways in Asian and African countries, through a joint regional studies between local and Japanese researchers, and share the research results with stakeholders of educational development (Area 1, Figure). The project will also identify and present distinctive practices of learning improvements in Japan and other developed countries (Area 2). Based on findings of the foregoing, roles and manners of involvement of key players will be clarified toward establishing the inclusive educational system that will realize learning improvement (Area 3). Moreover, the project will provide opportunities to garner common understanding among education stakeholders in the project countries and among players of international cooperation concerning their roles for operationalizing such a system, and will aim at drafting an operational plan at least in a few of the project countries (Area 4).

In an effort toward the operationalization, countries that have accumulated relevant knowledge and experiences will focus on the innovative features of this project, namely: visualizing the multi-faceted and interrelated nature of educational inequalities, reaching an agreement on the systematic roles of key players for learning improvement, and drafting an operational plan. Such countries will include: Indonesia that has been self-reliantly implementing the lesson study approach over nearly 15 years since it was introduced from Japan and South Africa that has been working painstakingly for decades to overcome legacies of the apartheid with its effects on educational development The project implementing institution (Center for the Study of International Cooperation in Education, Hiroshima University), the project leader and other project participants will take a variety of opportunities to interact with the Japanese government, implementing agencies of international cooperation, UNESCO, The World Bank and other international agencies, disseminate project results by way of research articles and presentations at the academic conferences, and thereby contribute to making policy recommendations, providing inputs to preparing and implementing the cooperation strategies and to strengthening the collaboration among the key players.