

## **Tracking the Progress of the Lesson Study Scaling-up Policy in Zambia: Collective Impact Approach to Identify and Resolve Problems in Policy Implementation -**

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A case study was conducted employing exploratory sequential design of the mixed methods research design to examine the progress and effectiveness of the scaling-up policy in lesson study activities introduced by the Zambian government. This policy was implemented initially in a few pilot provinces and later in non-pilot provinces. The major objectives of the study were as follows: (a) to examine whether the scaling up of lesson study has benefited school management and teachers; (b) to observe whether the concept and method of lesson study and student-centered learning have been understood, interpreted, and practiced by teachers in the non-pilot provinces; (c) to clarify whether cognitive and non-cognitive development of students has been observed in the classrooms; and (d) to identify factors inhibiting the realization of an inclusive, quality education in the process of scaling up lesson study.

The findings indicate that in schools, for example, in one of the non-pilot provinces, Lusaka Province of Zambia, lesson study activities were conducted only because the school was obliged to follow the government policy. Neither the concept nor the methods of the lesson study were properly understood or practiced by the teachers. This study therefore suggests that to realize substantial scaling up of lesson study, there is a need to strengthen not only policy dissemination or cascade-type training, but also school-based training and follow-up for teachers. Further, headteachers and local education officers should provide teachers with the necessary skills and resources.

Based on this study findings and future qualitative data collection and analysis by applying the collective impact approach, future studies would involve identifying stakeholders' roles, potentials, constraints, and factors that can contribute to effective implementation of lesson study in Zambian schools.