

2021/11/18 JICA training workshop Gr1

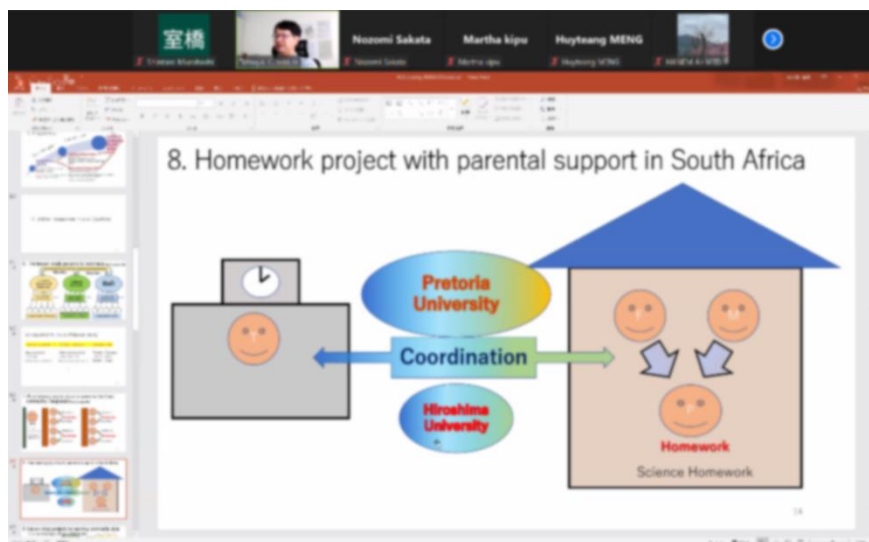
Today's JICA training was centered on group discussions.

Before the group discussion, we reviewed the lesson study from the previous training, and reviewed educational approaches in a society where the majority and minority groups coexist.

The importance of connecting families, local communities and schools was also touched upon, and the case study of the “Homework project with parental support in South Africa” was introduced.

In the group discussion, which was the main part of the training, participants used the case study in South Africa as an example to think about what solutions they could come up with to eliminate discrimination between majority and minority students. In order to make the situation more realistic, the participants were informed that the budget was limited and that the sustainability of the plan was important. The participants had 30 minutes to discuss in each breakout room. In breakout room discussions, the participants actively debated with each other, considering the education situation in their own countries.

Afterwards, each group made a presentation, followed by a general discussion. In the discussion, it was pointed out that low self-esteem reduces students' motivation to learn, which in turn leads to differences in academic performance among students, and the need for capacity building to strengthen organizational skills. In addition, we discussed the educational challenges in developing countries, such as how to correct the educational gap between the minority and the majority within a limited budget, and the importance of education in countries where economic growth will continue.



2021/11/18 JICA workshop Gr2

In today's JICA training, Kusakabe sensei gave a brief introduction to the lesson study in Indonesia and the Homework project in South Africa using PPT, followed by a discussion related to these topics. In the lesson study in Indonesia, he explained the importance of sharing the results of practice, knowledge and know-how in other regions, and the importance of dialogue with local education administration. In the Homework project in South Africa, he explained that the practice of educational planning is not limited to the school but can be more effective by involving the local community. In addition, he explained that it is important to share responsibilities among stakeholders when creating a plan.

In the group discussion, the majority discussed the issue of what suggestions could be made to reduce discrimination between minority students in South Africa. As discussion points, Kusakabe sensei mentioned that even in developing countries, budgets for education are small, and that the quality of plans will decrease if they are not sustainable, and the participants kept these conditions in mind during the discussion. With these conditions in mind, the participants engaged in a fruitful discussion. Some of the participants suggested using NGOs and the importance of training local leaders and teachers who would play a central role.

