

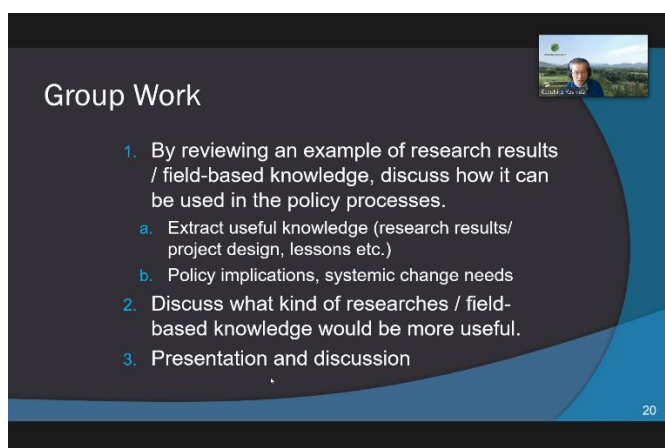
01/12/2021 (Wed) Gr1

The trainees worked reading the results of research and field-based knowledge, then they gave us presentations the review of them and how we can use it for policy designing process. To simply explain, mainly a: extracting useful knowledge, and b: showing the relation between the policy and issues were remarked. The reading and summary session was held in two small groups 1, 2.

After reading and summary, group 2 gave us presentation first. The presenter said that the evaluation report is useful because it let us know the importance of teachers' training and having textbooks, and the point of policy is promoting students-centered and inquiry-based science education, whose objective is having effective teacher training model to ensure teachers to deliver students-centered education. About the difficulties to sustain projects, the presenter told us an instance of her institution in her country, Egypt. She said that some people work for conservation project such as monuments, but due to the low salary, most of them often retire and work for other jobs. Even important projects, they wouldn't continue to work if there are not enough money and period to change the mind of workers. After the presentation, the misunderstanding about efficiency was pointed out, and explained about efficiency by the relation between input and output.

Then, the representative of group 1 gave us explanation. She showed us the accessibility to education and about ICT-based education. She explained the ICT-based remote education in some countries in such as Pakistan, PNG and Cambodia. Before COVID-19, ICT devices have been used for education in some countries, but the ICT-based educational policy have worked in only a few parts of institutions. So, the policy worked and ICT-based education worked after COVID-19.

These presentations, Q&A session for them and discussion are conducted actively. Finally, Prof. Yoshida said that the evaluation and analysis of projects is a little difficult, but it is importance to write down the value and interesting points of the information.



Group Work

1. By reviewing an example of research results / field-based knowledge, discuss how it can be used in the policy processes.
 - a. Extract useful knowledge (research results/ project design, lessons etc.)
 - b. Policy implications, systemic change needs
2. Discuss what kind of researches / field-based knowledge would be more useful.
3. Presentation and discussion

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December 1st (Wednesday) Gr2

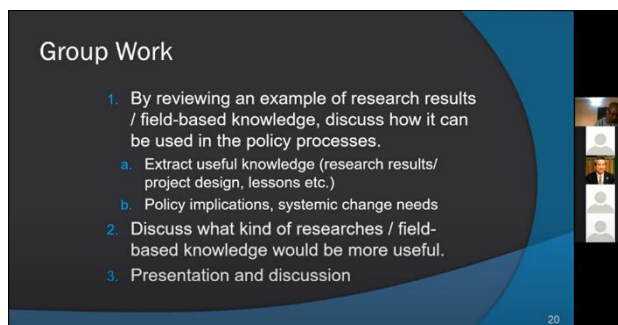
A workshop was held in two groups. The contents of the workshop were to read materials on research and field survey results, discuss and organize them within the group, and then exchange opinions. The group was asked to present information that would be useful for policy formulation and issues related to policy. In reading the materials, the participants were reminded to pay attention to the factors that improve accessibility to education in poor areas, whether they are related to supply or demand, and to consider the strengths of knowledge and the benefits of working with knowledgeable people.

In the plenary sharing, Group 1 talked about continuing education and remote education in COVID-19 based on the survey results and shared about educational policies to improve accessibility through radio, TV, and cell phones even in areas with low PC penetration. In Pakistan, there is a TV station for education. In Pakistan, a TV station for education has been established, but in some areas, TV is not widespread enough, so there is a need for remote education through radio. However, they also mentioned that radio is inadequate as an educational medium because it does not provide enough visual information to motivate and interest the learners. Based on the above, it was concluded that the results of the survey were useful for understanding the lagging development of their country, and that they would like to work on developing policies that would enable them to catch up with other countries.

Group 2 shared their opinions based on the results of the evaluation, which showed the necessity of formulating education plans for each small region and effectively implementing education policies within the budget of each region. In Burkina Faso, which is a highly decentralized country, it is necessary to formulate and implement education policies for each region, and there seems to be a need to improve education through bottom-up education policies. According to the results of the evaluation, only 6 out of 24 regions were able to implement the policy, and he talked about the importance of formulating the policy by accepting such realistic issues.

Dr. Yoshida talked about the efficiency of projects and project implementation. He said that projects that can produce high output for the input are efficient, and that when evaluating policies, we should pay attention to how much effect can be expected and how much cost is likely to be

involved.



Group Work

1. By reviewing an example of research results / field-based knowledge, discuss how it can be used in the policy processes.
 - a. Extract useful knowledge (research results/ project design, lessons etc.)
 - b. Policy implications, systemic change needs
2. Discuss what kind of researches / field-based knowledge would be more useful.
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