

December 3, 2021, JICA workshop Group1

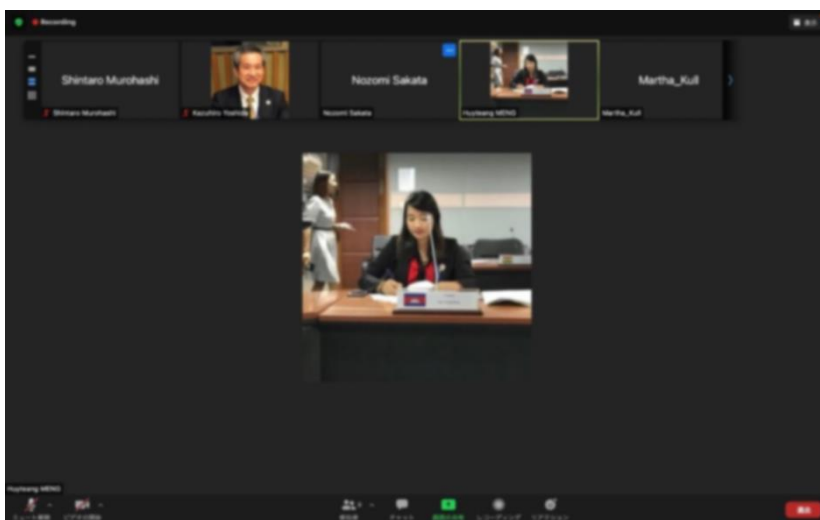
Time: 13:00 - 16:00

Style: online via zoom

Today's JICA training was mainly focused on group work. In the first group work, in order to understand the importance of the result chain, participants were divided into two groups to evaluate a project that was conducted in Tanzania. Prof. Yoshida presented the perspectives of project evaluation, such as whether the project is logically clear, and whether it contains the necessary activities and elements to achieve the project. After about 30 minutes of group work, each team gave a presentation on what they had discussed and shared their thoughts. Some of the comments included building a distance education system and ensuring continuity of learning, so that students can continue to learn and have more access to education as a result. In addition, they mentioned that the ultimate impact of the project would be to gain the know-how to deal with possible future risks and to increase student enrollment.

In the second group work, we played a project card game. The project card game consists of several Indicator Cards about a certain program, which can be either a policy reform, a legal matter, a systemic reform of an institution, an organizational or institutional reform, or a field improvement. First, participants had 40 minutes to lay out the cards for several projects, and then made presentations to the other participants. During the Q&A session after the presentations, the participants exchanged opinions on the reasons for placing the cards in each location.

Finally, Prof. Yoshida explained the importance of analyzing projects.



## 【Workshop3 Gr2】

On Friday, December 3rd, workshop 3 was held for Group 2.

In this workshop, at first, Yoshida sensei explained about what result chain is (Activity 4). He said that results chain will help clarify how to achieve the results and explain the relationship between activities. During this workshop, group members engaged group work with the material provided (Pakistan case or Tanzanian case). He also explained the importance of the flow being logically clear and containing the necessary activities and components to build a results chain. After that, groupwork conducted and group member discussed about how to construct results in small groups. Also, Yoshida sensei introduced theory of change table included the project document discussed in the group and explained the challenges and what is needed when considering projects in their country.

After activity4, Yoshida sensei explained about understanding outcome indicators. And then, he introduced a card game which is exercised to understand outcome indicators and instructed to conduct this card game in small groups. And also, before groupwork, group members discussed about some topics such as what they find from this exercise and what difficult is about this card game etc. After that, group work conducted. In this group work, group member selected one project in some countries like Cambodia, Jamaica, and Brazil and discussed about some topics such as whether on-site improvement of a bottom-up case requires systematic change and institutional reform, how intermediate outcome indicators leads to final outcome and merits and demerits of each type etc. After the groupwork, representative of group member introduced the discussion contents for everyone. And then, Yoshida explained about outcome indicators and disbursement conditions by areas of support and use of fund by World bank and JICA.

At the end of the workshop, Ms. Sakata explained about the loss of training on December 7 and the final presentation.

	JP4
<b>Project:</b> Science Teacher Education Project (STEPSAM 2), Cambodia	
<b>Project Objectives:</b>	
1. The quality of PRESET on science is improved.	
2. Best practice INSET model for lower secondary schools on science is presented.	
Policy Reform & Legal Reform	Establishment of the schemes to improve the teacher training based on the monitoring results. JP4 Op 1.d
Systemic/Institutional Reform	Budgetary feasibility in MoEYS. JP4 Op 4.c Syllabus for each subject on teacher training formulated. JP4 Op 3.a
Organizational/Institutional (Meso/Local) Reform	Number and quality of training conducted for TTC trainers. JP4 Op 1.b The concerns and its evaluation of INSET from the participants. JP4 Op 4.b
On-Site Improvement	Enhancement of knowledge on science (e.g. Comparison of the test scores for trainers before and after the project). JP4 Op 2.a

