

Each participants made a presentation about what they learned, what they understood, and what they thought throughout the training course. The presentations were moderated by Ms. Martha and went very well. Ms. Meng said that she joined this course to learn more about policy making, and learned that not only policy making, but also the implementation process, analysis of the educational field, and policy evaluation are important in effective implementation of education policies in developing countries. She presented a summary of what she learned during the training course. She said that the training provided her with both soft and hard skills, and she was able to gain a deeper understanding of policy and have a meaningful communication among the participants through the training. She expressed her enthusiasm for the next step to share these learnings with her colleagues, apply them to her future work and activities, and discuss projects that apply to various levels in Cambodia.

Next, Ms. Hanem talked about the changes in the issues from MDGs to SDGs, and from improving accessibility to improving quality of education. She found that in spite of such changes, accessibility of education and economic growth are still issues to be tackled, and various issues should be tackled in parallel. In relation to the importance of human development as well as economic growth, the importance of education was emphasized as it is a resource for success in life and everyone has a chance to climb the social ladder by utilizing it. She also talked about systematic clarification of the merits, value, and importance of surveys and evaluations of sustainability for education (ESD), as she had learned about the mechanism of project implementation from actual examples in Okayama Prefecture and it was useful in examining the continuation of learning under COVID-19.

Next, Ms. Bridget presented a summary of educational problems such as insufficient number of schools and school closures due to COVID-19, methods to improve these problems, challenges in international educational development, and the process and cycle of policy formulation. Based on the above, she introduced a diagram showing her own understanding of the result-chain from identifying the cause of the problem to linking it to the result. Finally, Ms. Sarwat presented a report on the background of JICA's work in her country, Pakistan, and focused on how to apply what she learned to education policy in Pakistan.

Knowledge Report

Two groups gave presentations summarizing the results of the previous lectures. The first presentation was given by Carl, followed by Namwinyan's presentation.

Namwinyan's presentation started with an overview of the changing trends in international cooperation and touched on frameworks such as SDG4. He then explained about the Japanese education system and the challenges it faces, such as ICT, concerning COVID-19. Japan had been trying to innovate from traditional teaching tools such as blackboards and textbooks to ICT devices, but due to the coronavirus, there had been progress in online classes. Next, he explained about evaluation of policies and programs. Evaluation is the process of comprehensively examining the value and importance of a program and assessing its outcomes. In particular, he introduced Mandatory Evaluation, a method for universities and elementary schools to conduct self-evaluation of their institutions, and the challenges such as difficulty in setting indicators and budget limitations. Next, he explained about projects, which are widely used in the field of international cooperation. A project is an activity that is carried out with a specific period and a specific goal to achieve a specific objective. From the problem setting to the selection of measures, it is necessary to derive them logically using the logic of Cause-Effect, Means-End, and If-Then.

After the presentation, Prof. Yoshida gave a message of encouragement to the trainees, saying, "I hope that you will not finish your learning with this presentation, but will apply what you have learned in the JICA training program to your activities in your home country."



COUNTRY PAPERS

Lesotho (1), Pakistan (1), Burkina Faso (2) and Ghana (1) are the country representatives in my group for the country paper presentations. We are five in number, 4 males and 1 female (Lesotho).

The presentation was to provide other members of the group information on the country's socio-economic situation, education sector, key issues in the education sector and interventions put in place to address these issues.

The education system of the countries in my group are similar; all countries have KGs, primary, lower & upper secondary and tertiary (high) education.

There is also a provision for drop-out students. In the case of Ghana we have a non-formal education system for such groups. I learnt from our group discussions, Egypt provides theirs through their formal system.

Interesting to me was the case in Lesotho where boys accounted for the most drop-out as it is different in most countries. In Ghana we have boys dropping out of school but not as high as that of the girls.