

## Reflection Sessions' Profile

From October 14<sup>th</sup> until November 11<sup>th</sup>, 2022

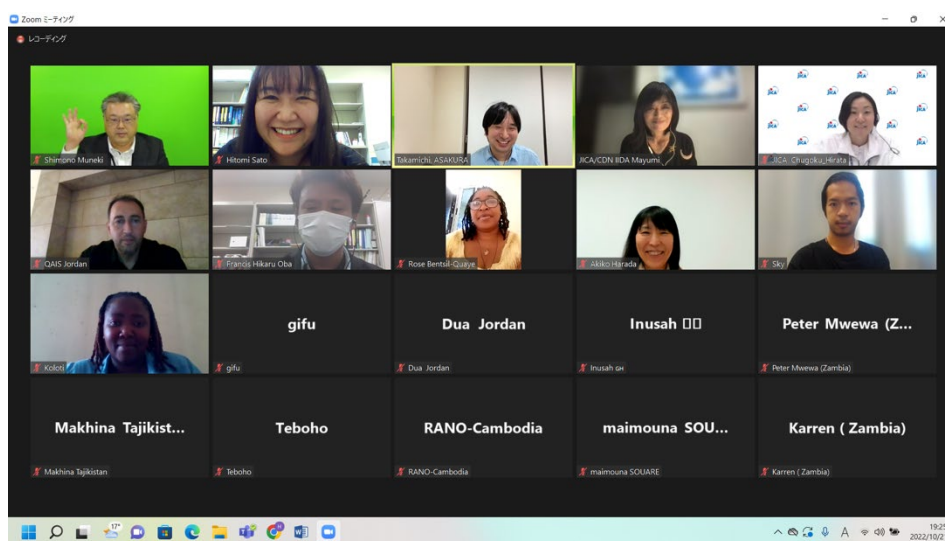
The reflection sessions have been held five times in a row to clarify what they have acknowledged during the training. The objective of the reflection sessions is to discuss the lectures in group discussions and share a knowledge of what individuals have learned.

### Day 1

Small groups were divided for discussions and then made a presentation for sharing their points. The first group talked about Mathematics, language, technology, and science in primary school. They indicated that language is the most important. Especially local languages should be valued to learn how to communicate. They reflected that the teaching method should be more activity-based, and knowledge and contents should be ICT integrated. The second group talked about the importance of science and math, compared to other subjects to adjust to these changing eras. Vocational training is necessary. The third group discussed the are language, communication, and ICT enhancement to change all in all.

The main reflection about ICT in the groups' discussions was highlighted in three perspectives. Group 1: ICT should relate to education, and it is important to check the learning outcome. Group 2: ICT can be used in reading, writing, listening, and speaking. We can save much time. Group 3: We need to teach how to use ICT safely, which is our responsibility. It increases students' motivation. But there is an access problem.

1. Mr. Shimono talked about what they learned should be decided by children, as a child is the small vision of a mature adult.
2. Mr. Shimono mentioned that regardless of the ICT environment, it's important for teachers to improve their education competency.



## Day 2

Three lectures were presented during the training. The first lecture was given by Mr. Hanaoka (from the municipal education board) to introduce the response to the COVID-19 situation on a local level in Japan. The second tackled the lesson design by Mr. Hashimoto (high school teacher), and the third lecture was given an idea about the private sector by Mr. Miyoshi from private company regarding the communication and the coverage of the information which Japanese schools have challenged during COVID-19. This reflection session was divided into two groups in which participants could give a reflection summary on what they had understood from the workshop.

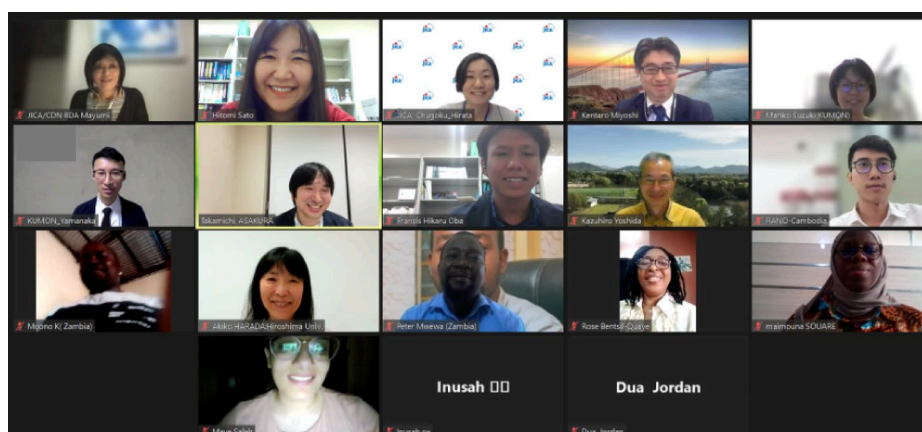
### Group 1:

Telecommunication company cooperates a lot, especially during COVID-19, as well as banks, scholarships from private companies, and consultant companies.

The curriculum is very important as well. Especially creating a good environment in a school is important. The government tries to build more comfortable classrooms in Jordan to make good curricula that work. The government needs to approach the private sector and ask for help for public schools.

### Group 2:

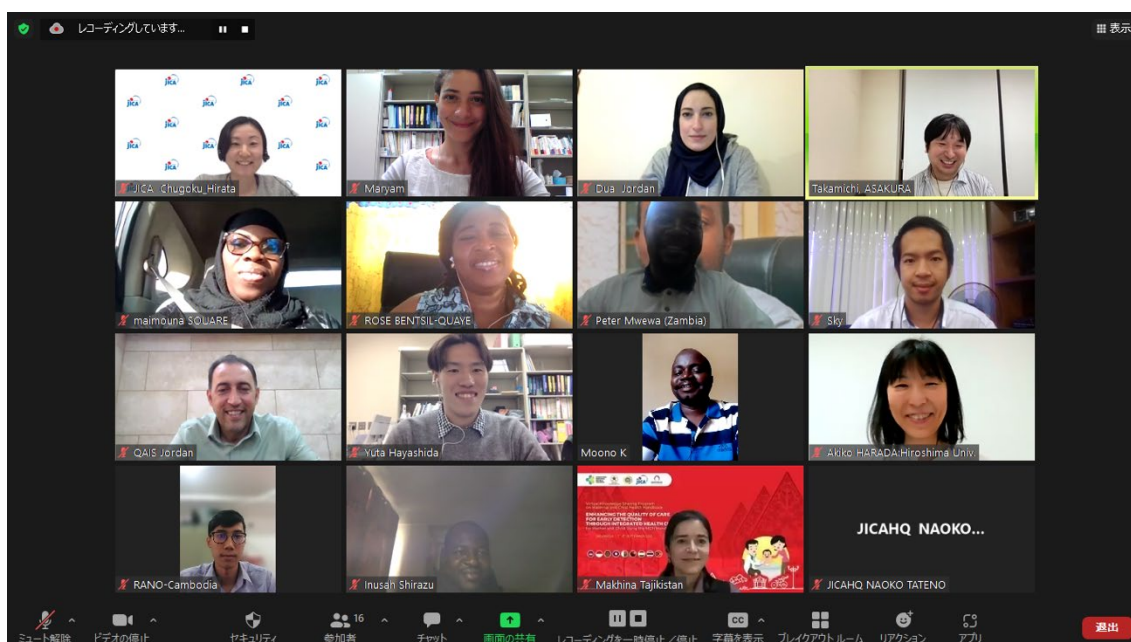
The level of private sector intervention is very different depending on the country. Monitoring the quality of education such as gender balance and inclusive education is also the job of the private sector. Providing good internet connection and Internship opportunities are also expected for private sectors.



## Day 3, 4

The reflection discussion was to reflect on the assignment given by three lectures. The first was introduced by Prof Sakata, who explained the 'Different research methods used in education development'. Then, Prof Ali talked about the 'Digital transformation in schools

during post-COVID-19'. Finally, Prof Kusakabe talked about 'How we realise ideal learning improvement'. He explicitly referenced his international experiences and background regarding the development of education projects. At last, participants could be engaged in a discussion about insights related to study lessons and homework projects to come over the tackled social issues.



## Day 5

In regard to 'Educational Policy Formulation and Evaluation Training,' the participants' discussed the education indicators and how the policy program evaluation in education works, each member's understanding of policy and its relevance in research, and how to make research effective on policymakers. Mrs. Hirata asked participants how frequently they interact with researchers or policymakers. There were relatively different responses to the participants' attitudes toward policymakers. At last, participants tried to reflect on how to make researchers' influence more efficient for decision-makers.

Participants were divided into two group discussions. They shared their reflections on the Project Design Matrix of JICA and WB and promoted new suggestions for their countries' policy objectives. Besides, having some active discussions about the effect of covid-19 on some schools' situations and assumptions on how to deal with different urgent matters.

Participants could share their understanding of some International Organizations' terminologies,

such as the difference between 'output' and 'outcome', and briefly explained how to use indicators amongst them.

