

JICA' s Experience in Projects for Lesson Improvement and Establishing CPD/INSET Systems

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INSET or Professional Development?

- **In-Service Education and Training (INSET):** refers more specifically to **identifiable learning activities** in which practicing teachers participate.

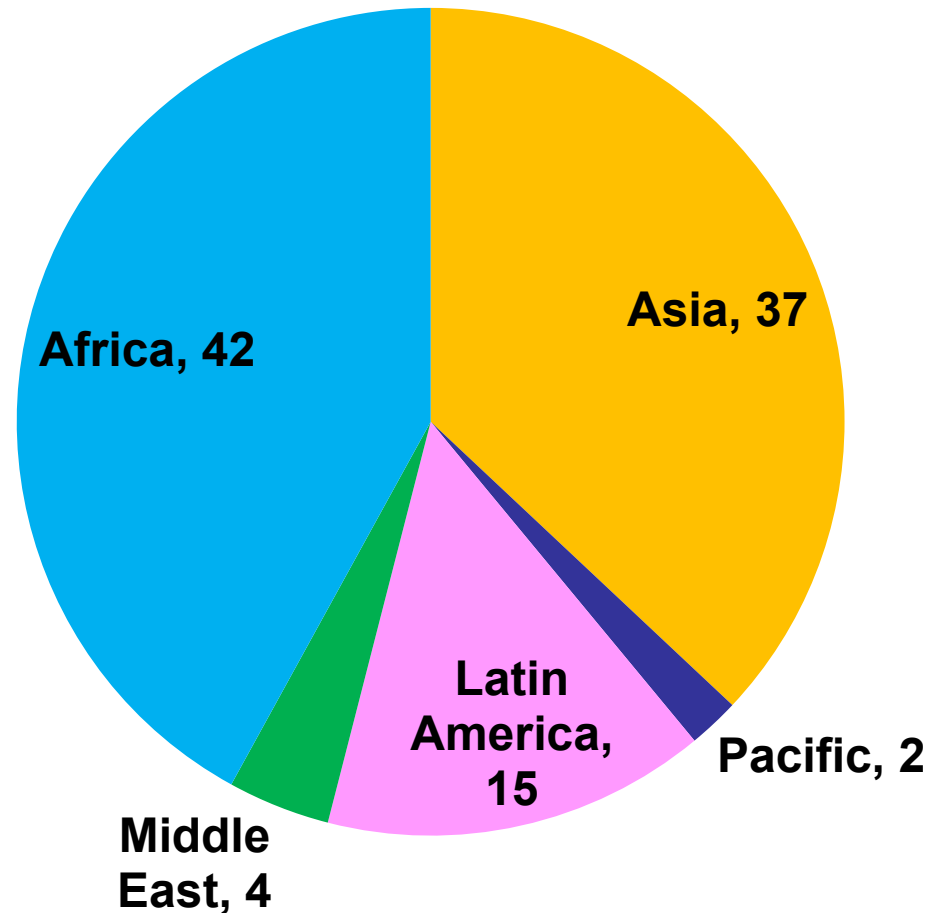
- **Professional Development (PD):** signifies **any activities** that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. These include **personal study** and **reflection** as well as **formal courses**.

Source: "Staying Ahead: In-service Training and Teacher Professional Development" (OECD 1998: p.18)

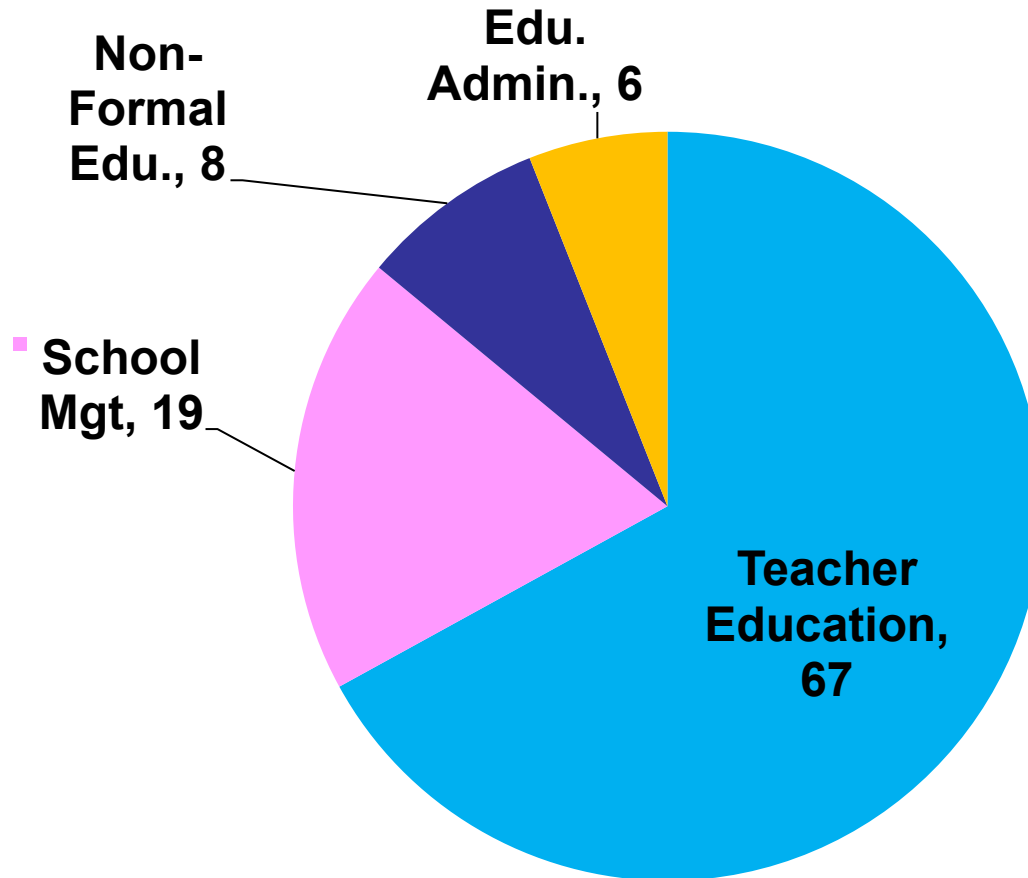
- 1. JICA's Technical Cooperation in Education**
- 2. Major Features of Teacher Education Projects**
- 3. Achievements**
- 4. Challenges**
- 5. Lessons learned**

1. JICA's Technical Cooperation in Education

JICA's Technical Cooperation Projects by Region (%) (103 Projects in 1994-2012)

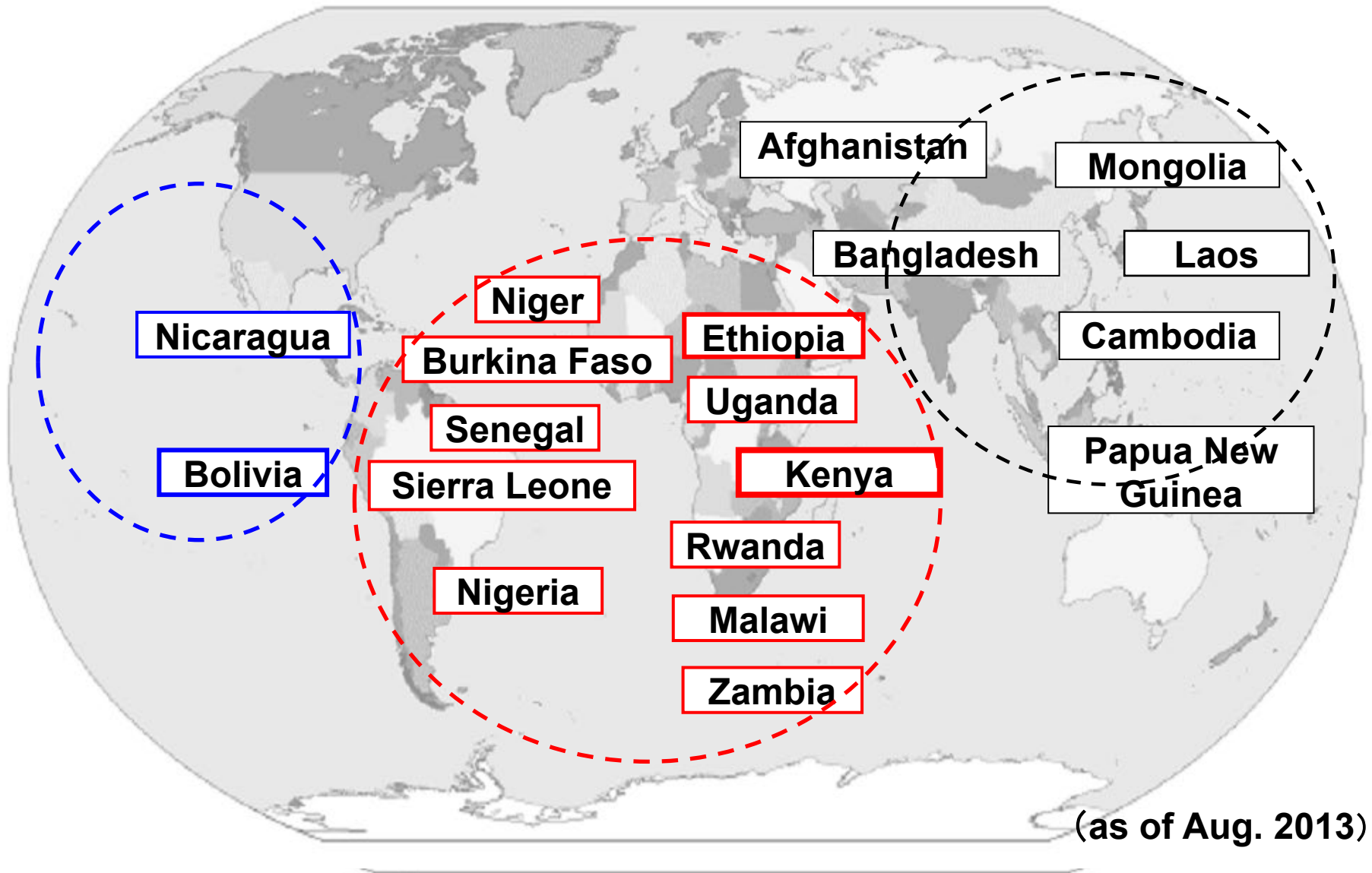


JICA's Technical Cooperation Projects by Areas (%) (103 Projects in 1994-2012)





JICA's Technical Cooperation Projects for Teacher Education



2. Major Features of Teacher Education Projects

1. INSET programs (contents) for improving lesson delivery

→ **Enable teachers to conduct learner-centered lessons.**

- Based on constructivism

- **People learn best by “actively constructing and assimilating knowledge rather than through the passive addition of discrete facts** to an existing store of knowledge” (“Ensuring quality by attending to inquiry: Learner-centered pedagogy in sub-Saharan Africa”, UNESCO-IICBA 2011).

2. Establishing a system of CPD/INSET

- Teachers need to learn continuously.

- Teacher’s expertise is gradually developed through reflection of experiences.

ASEI-PDSI approach

- Approach to improve lesson delivery developed in Kenya
 - Knowledge-based → **A**ctivity-based
 - Teacher-centered → **S**tudent-centered
 - Lecture-based → **E**xperiment-based
 - Conventional apparatus → **I**mprovised materials
- **ASEI: ‘Activity’, ‘Student’, ‘Experiment’, ‘Improvisation’**
- **PDSI: Plan → Do → See → Improve**
 - **Continuous reflection process**

ASEI-PDSI approach

Activity:

- Hands-on, minds-on and hearts-on

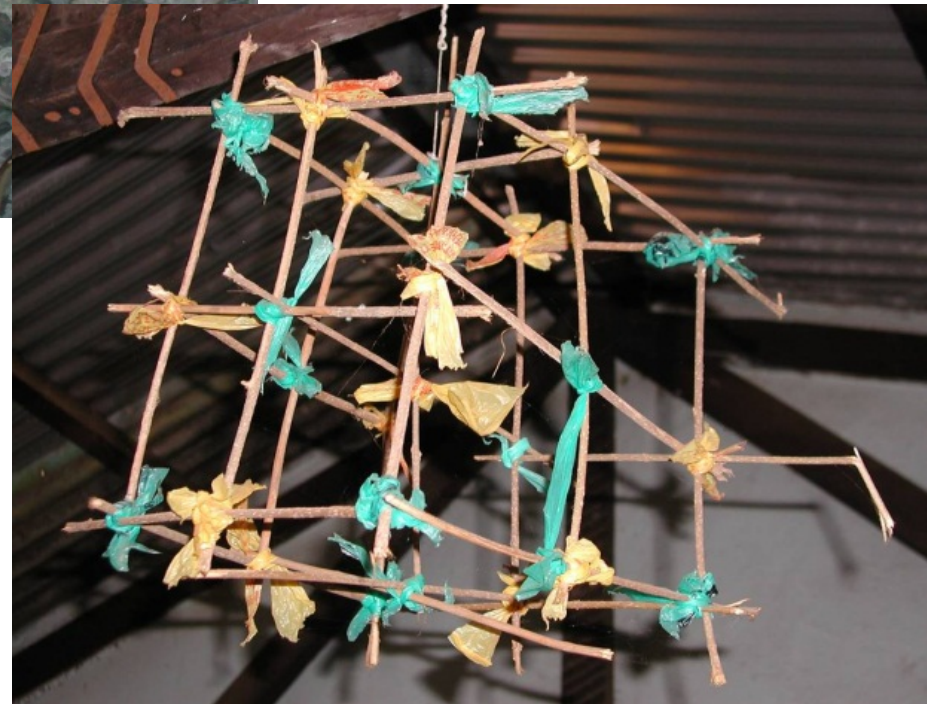
Experiment:

- To verify prediction/hypotheses
- To learn scientific attitudes and thinking.

Improvisation:

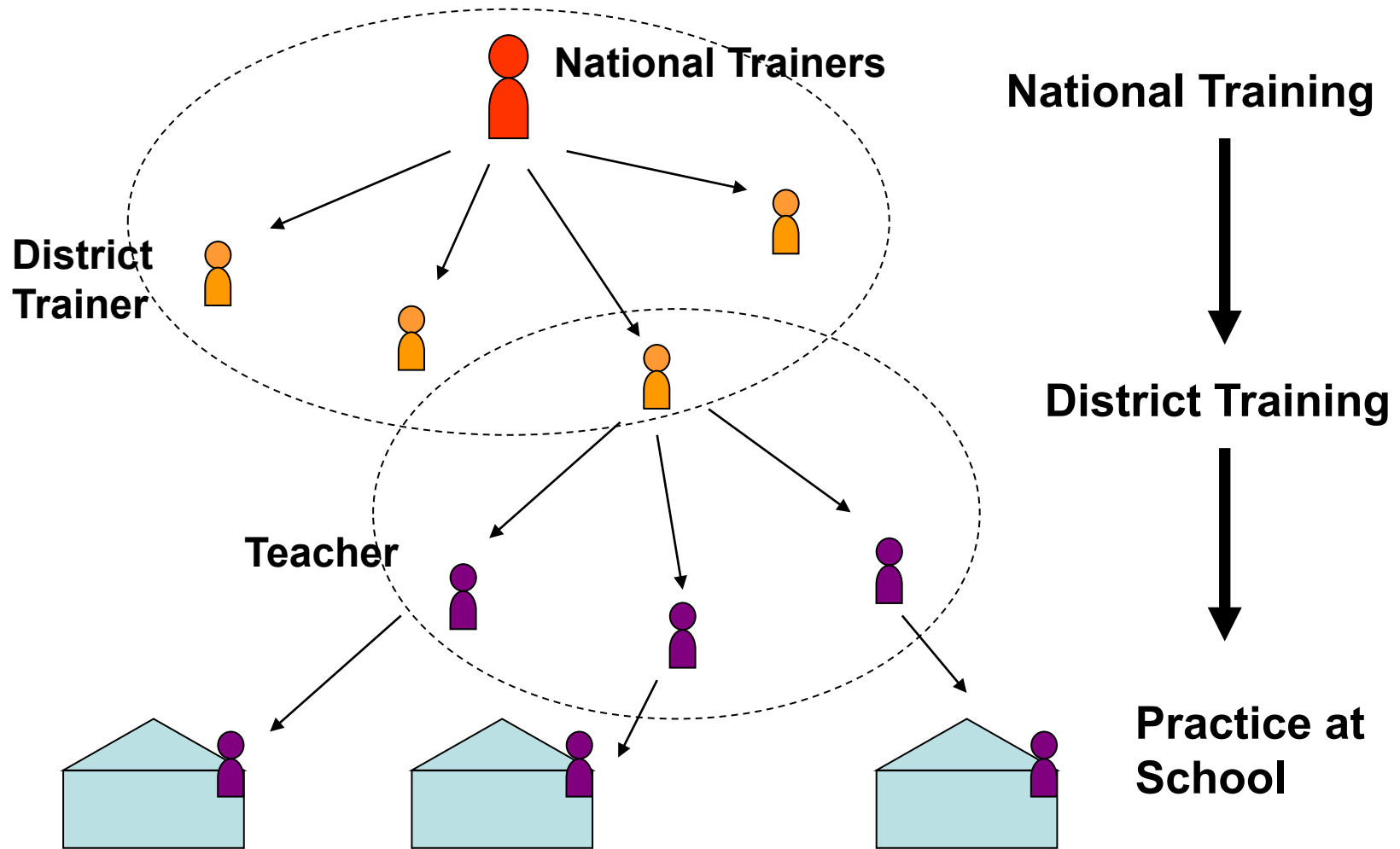
- To understand that experiments/observations can be conducted without conventional apparatus.
- To understand that science is closely related to daily life.

Improvisation



- Purpose:
 - To provide teachers with occasions where teachers can attend CPD/INSET regularly.
- Two major modalities:
 - **Cascading** approach
 - **School-based** approach (& Cluster-based).
- “**Lesson Study**” is often implemented in school-based CPD/INSET (& Cluster-based CPD/INSET).

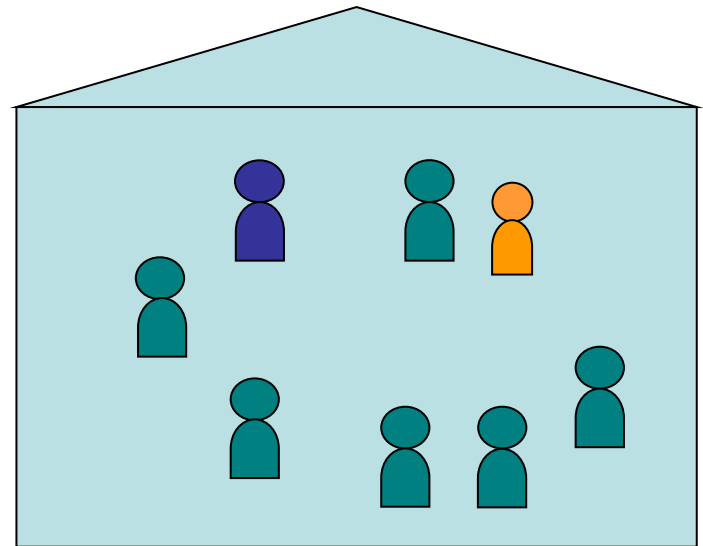
Cascading Approach



At school level (and cluster level)

- **Material development**
- **Collaborative lesson planning**
- **Lesson observations**
- **Reflective discussions**

→ **Lesson Study**

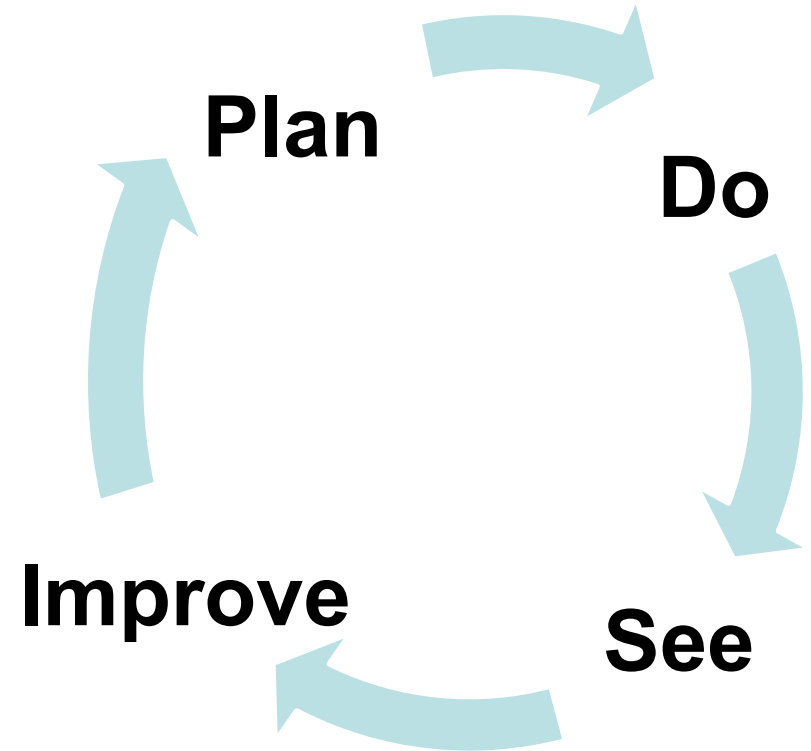


Comparison of Two Approaches

	Cascading Approach	School-based Approach
Strengths	<ol style="list-style-type: none"> 1. Effective to disseminate knowledge and information quickly and widely. 2. Easy to standardize the contents of INSET. 	<ol style="list-style-type: none"> 1. Lower cost to organize INSET. 2. Skills and knowledge can be contextualized in daily classroom situations. 3. Good opportunities for teachers to internalize skills and knowledge. 4. Schools can develop a common understanding about lessons.
Challenges	<ol style="list-style-type: none"> 1. Costly 2. Training contents may easily dilute (lower quality of training at lower levels). 3. Could be one time event. 	<ol style="list-style-type: none"> 1. Requires a strong commitment by head teachers. 2. Easily becomes monotonous. 3. Difficult for small schools to organize.

Lesson Study

- Most common activities for school-based INSET in Japan
- Lesson study involves **groups of teachers meeting regularly** over a period of time to work **collaboratively** on planning, implementing, observing and discussing lessons.



Important Features of Lesson Study

1. Lesson study is **collaborative**.
2. Lesson study focuses on the direct improvement of teaching **in context**. Stronger **connection of daily practice** to long-term goals.
3. Lesson study maintains **a constant focus on student learning**.
4. Lesson study is based on **a long-term continuous improvement** model.
5. **Lesson study is about teacher learning**, not just about lessons.
6. Effective lesson study hinges on **skillful observation and subsequent discussion**.

Source: "The Teaching Gap" (Stigler & Hiebert 1999)

3. *Achievements*

CPD/INSET systems established

- Cascading INSET systems established **nationwide** (Kenya, Malawi, Uganda)
- School-based CPD/INSET **regularly** implemented with Lesson Study (Ghana, Zambia)

Lesson delivery improved

- Changes observed in lesson delivery: hands-on activities, improvisation, group work, etc.
- Changes observed in learners: more interests, more students selecting physics, etc.
- Improvements in examination scores observed in some countries.

4. Challenges

CPD/INSET systems:

- Difficult to keep providing incentives for teachers to attend CPD/INSET.

For cascading approach:

- Dilution of training contents.
- Difficult for teachers to internalize the skills.

For school-based approach:

- CPD activities become easily monotonous.
- Requires Head Teachers to effectively manage the time and to motivate teachers to attend.

For improving lesson delivery:

1. Teachers do not apply the teaching method even though they think the method is effective because:

- Lesson preparation is time-taking;
- Insufficient budget for buying teaching/learning materials;
- Conducting a lesson takes longer and the syllabus cannot be covered in time; and
- Examinations still require learners to memorize facts.

For improving lesson delivery:

2. Although teaching method seems to be changed, students' learning has not been necessarily enhanced.

E.g.) Group discussions without proper planning, questions that do not make students think.

3. Teaching, not learning, is still the major focus.

E.g.) When lesson delivery is discussed and evaluated, in most cases, teachers behaviors are the major focus, not learners behaviors.

5. Lessons Learnt

For establishing CPD/INSET systems:

1. Necessity of formulating a policy on CPD/INSET

- (1) CPD/INSET **as requirements** or **as additional value** to teachers? It is necessary to define how attendance at CPD/INSET is linked with promotion/salary increment, etc.
- (2) How teachers are assessed in terms of CPD/INSET, by attendance, by the quality of lesson delivery, and/or results of examinations? Assessment of teachers should be **performance-based**, not attendance-based.

For establishing CPD/INSET systems:

2. Complementing school-based approach with cascading approach

- (1) Cascading INSET can be used for infusing a new ideas.
- (2) School-based CPD/INSET can be opportunities for teachers to internalize skills and knowledge they have acquired.
- (3) School-based CPD/INSET must be part of daily activities.
- (4) School heads must be sensitized on the importance of school-based CPD/INSET.

For improving lesson delivery:

1. Strengthening supporting environment for teachers.

E.g.) Enhancing the understanding in learner-centered pedagogy by head teachers and pedagogical advisors (Inspectors).

2. Although the definition of “a good lesson” may vary, it is important **to develop a common understanding of criteria for “a good lesson”** in a country. It is necessary for teachers **to have an image of “a good lesson” to be pursued.**

3. It is also important for teachers to have opportunities **to get experience of attending good lessons.**

For improving lesson delivery:

4. Focus should be on learning.

E.g.) When lesson delivery is discussed and evaluated, learners (learning) must be the prime focus.

5. Nature of examinations should reflect the skills that each country expects their students to develop/acquire.

- Syllabus (**intended** curriculum), lesson delivery (**implemented** curriculum) and examinations (**achieved** curriculum) must be consistent.

Thank you!