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Prior to working with JICA, he studied in France and worked at the Permanent Mission of Japan to the International Organizations in Geneva and at the Japanese Embassy in Zaire. In addition, he has a unique work experience in managing restaurants. He graduated from the Faculty of Sociology of Rikkyo University, Japan in 1980 and also studied at Cuttington University, Liberia.

How does community-teacher collaboration improve the quality of learning?

Improving schooling and learning for all children in Africa
through community-wide collaboration

TICAD8 side event
August 25 in Madagascar

Masahiro HARA

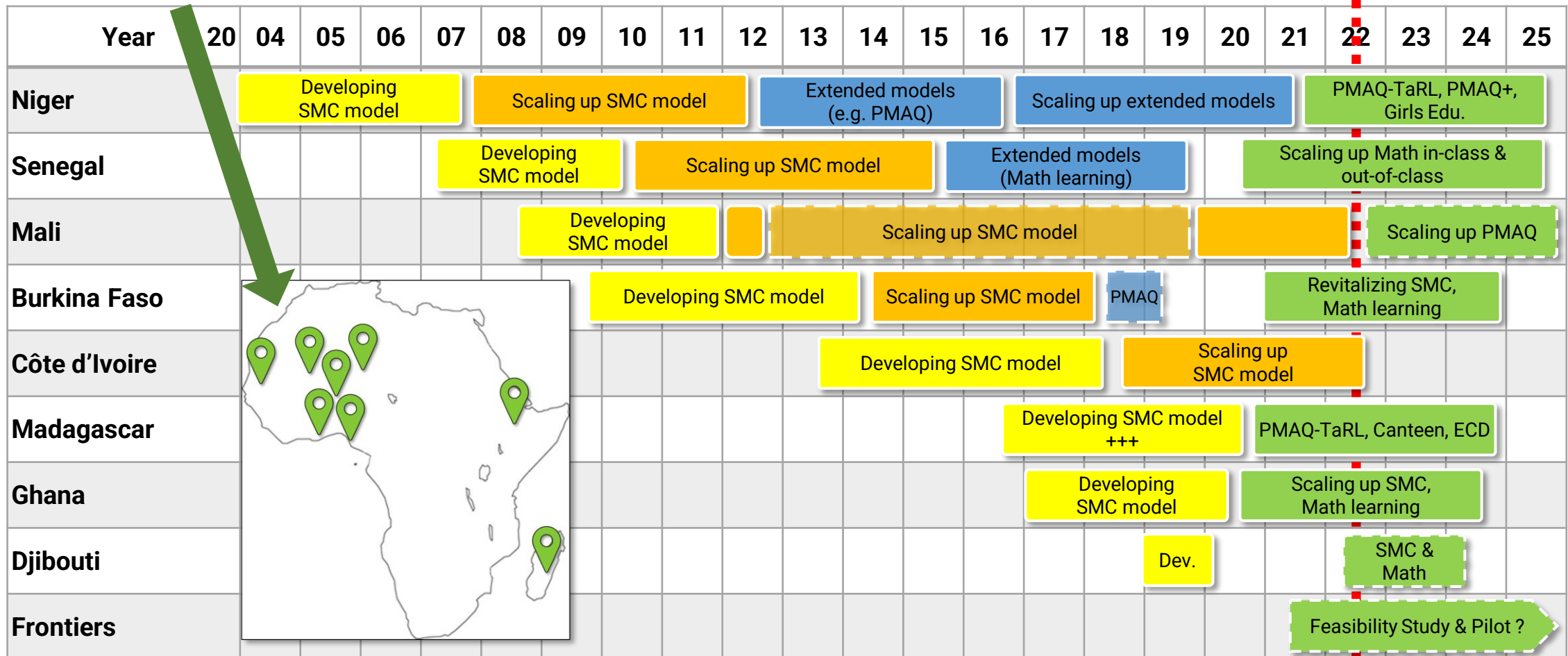
Presentation Outline

- The JICA "School For All" Program
- Explanation of the PDCA cycle and PMAQ (Minimum Package for Quality Learning)
- Conclusions and recommendations

Development of the JICA "School for All" program

Launched in Niger in 2004 and expanded to 70,000 schools in eight African countries.

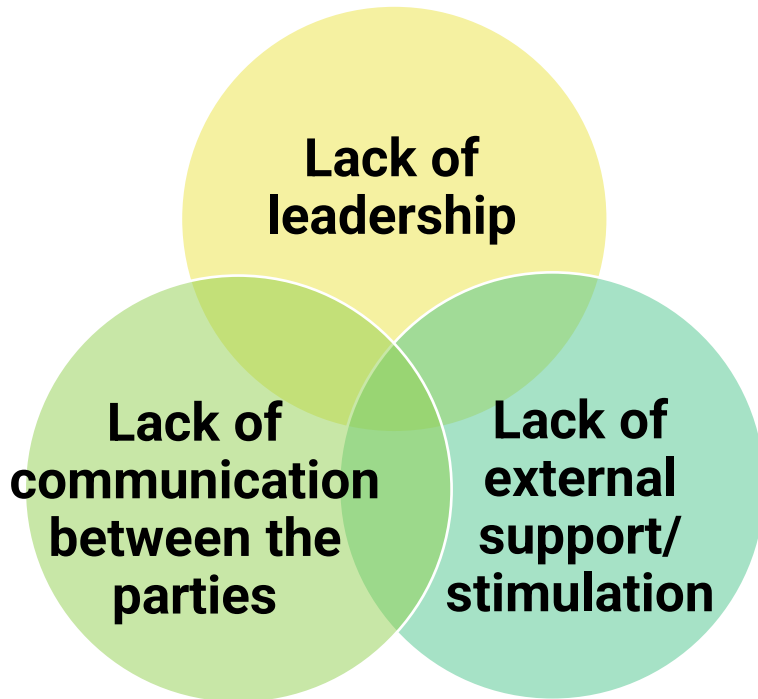
Updated in June 2022



School Management Improvement Model (Foundational Model)

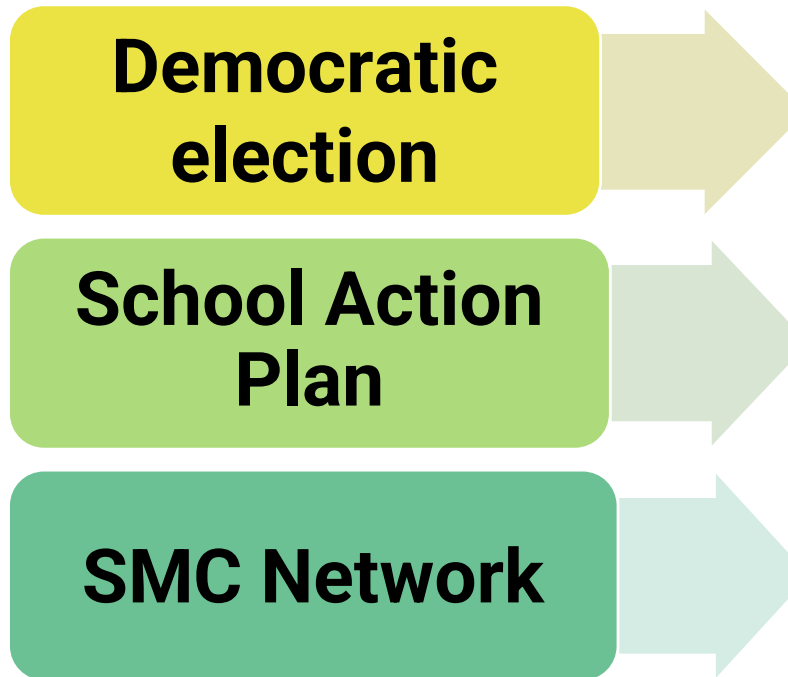
Problem and cause

Poorly functioning school management



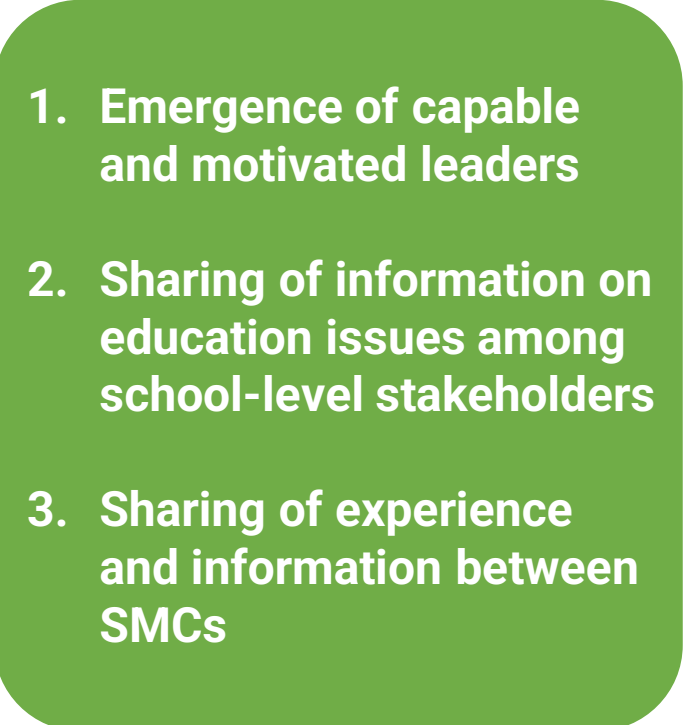
Solutions

School Management Improvement Model



Results

Well-functioning school management



Structure of "School for All" Models

Extended model

Learning improvement

Prevention of school dropouts

Self-supporting school canteen

Early childhood development

School Management Improvement Model (Foundational model)

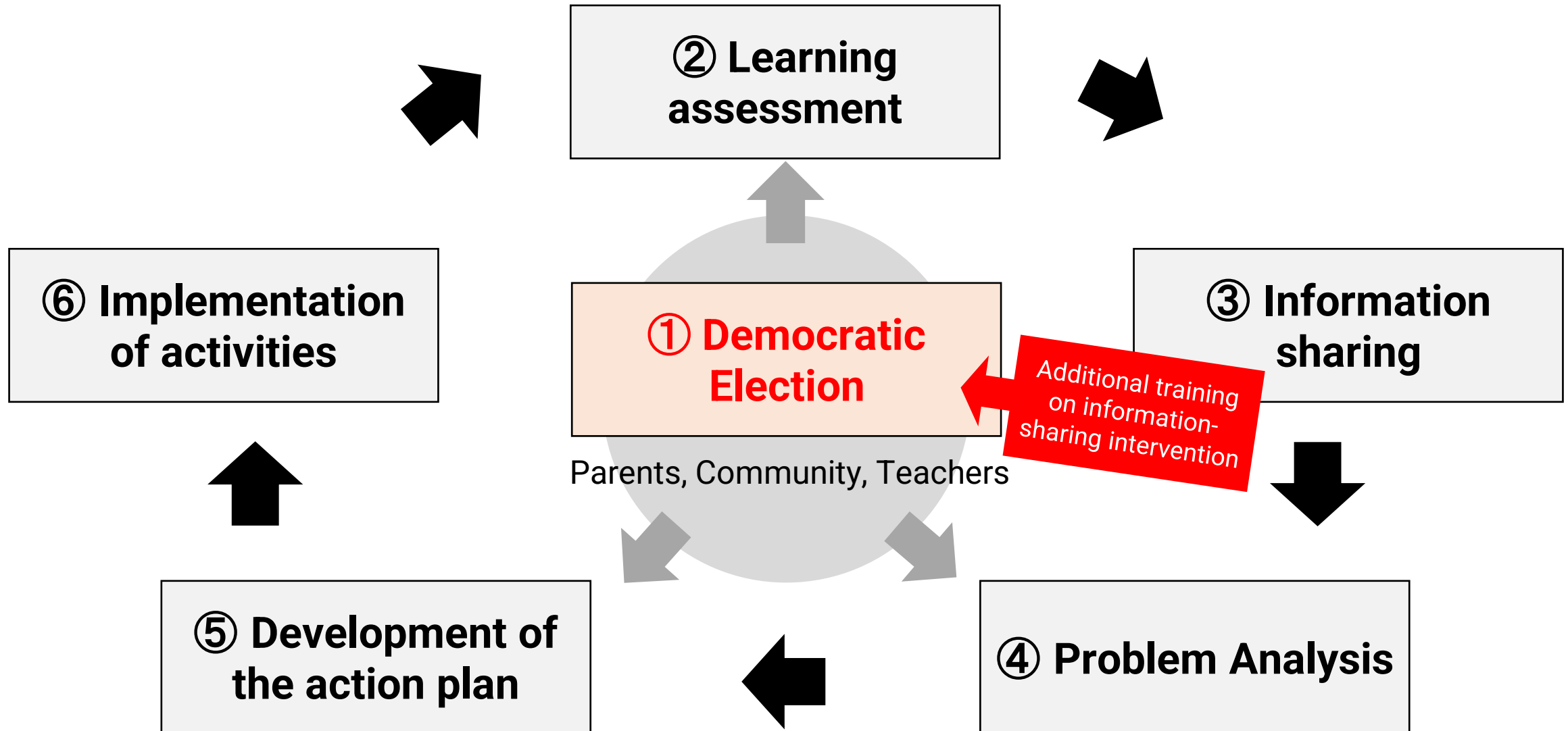
Democratic election

School Action Plan

SMC Federation

Good communication and trust among actors, readiness for collaboration to solve educational problems

PMAQ: Minimum Package for Quality Learning



① Democratic election



Madagascar (2016)



Niger (2008)

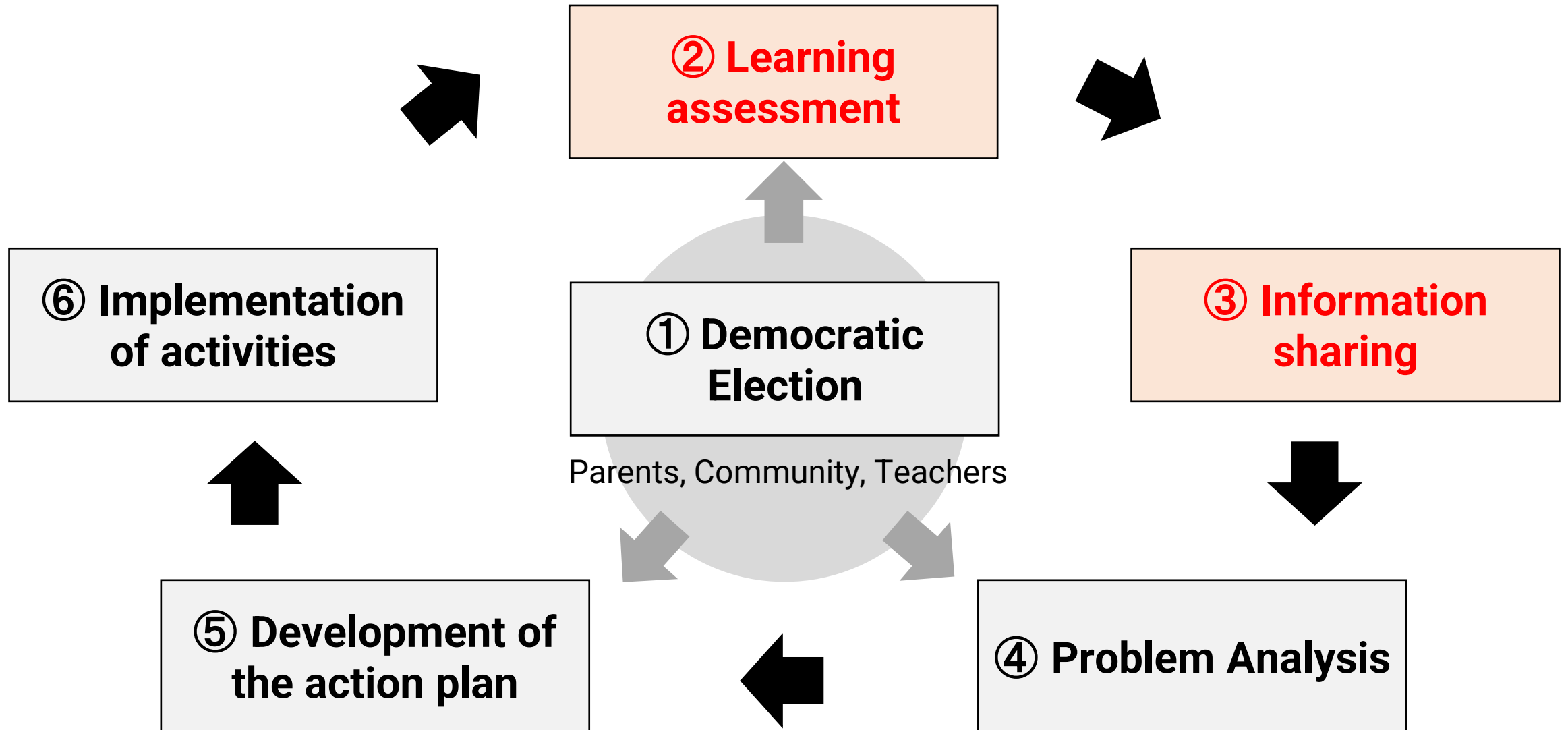


Ghana (2021)

Advantages of secret voting:

- Candidates with strong motivation for school improvement are likely to be selected.
- Enhance the legitimacy of elected committee members by choosing those who they believe are qualified to serve

PMAQ: Minimum Package for Quality Learning



② Learning Assessment



Madagascar (2018)

- Learning assessment is conducted for all students of the school in principle, with ASER-based assessment tools.

Projet JICA Ecole Pour Tous (EPT/JICA)
PMAQ OUTILS DE TEST - MATHAMTIQUES « CP » MODELE 1

PMAQ TEST DE NIVEAU MATH « CP » : Durée 30mn (Modèle 1)

Ecole : _____ Date du test : Le / /
Classe : CP N° d'identité : _____ Nom/Prénom : _____

Compétence 1 : comparaison des nombres
Entoure le plus petit parmi ces nombres
12 - 7 - 17 - 9

Compétence 2 : classement des nombres
Classe les nombres suivants du plus grand au plus petit
10 - 3 - 7 - 20 - 8

Compétence 3 : Addition

(1) $4 + 4 =$
(2) $2 + 8 =$
(3) $7 + 6 =$
(4) $10 + 5 =$ (5) $16 + 3 =$

Compétence 4 : Soustraction

(6) $7 - 5 =$
(7) $5 - 3 =$
(8) $10 - 6 =$
(9) $19 - 5 =$ (10) $18 - 14 =$

Sous total	Comparaison des nombres	classement des nombres	Sous total	Addition (1 à 5)	Soustraction (6 à 10)	Total
0	Ne peut pas faire <input type="checkbox"/>	Ne peut pas faire <input type="checkbox"/>	0 à 3	Ne peut pas faire <input type="checkbox"/>	Ne peut pas faire <input type="checkbox"/>	12
1	Peut faire <input type="checkbox"/>	Peut faire <input type="checkbox"/>	4 à 5	Peut faire <input type="checkbox"/>	Peut faire <input type="checkbox"/>	

Assessment tool (Math)

TEST DE NIVEAU PMAQ LECTURE « CE à CM » : modèle 2 Projec. Ecole Pour Tous/JICA

Phrase

Elle est partie au marché avec sa maman.
Elles sont des bonnes amies.
C'est la veille de la fête de ramadan.
Les hommes sont partis aux champs.

Texte

Ali a six ans. Il va à l'école avec son ami tous les matins. Ils aiment l'école. Un jour Ali et son ami ont quitté la maison tôt. Ils sont arrivés à l'heure à l'école. Le maître leur a donné des cadeaux. Ils sont très contents. Depuis ce jour, ils n'aiment plus aller à l'école en retard.

Mot

chèvre grain rami karaté
foule malle taureau rouge

Syllabe

vain bei tou
chau deau tain
han deau glu

Lettre

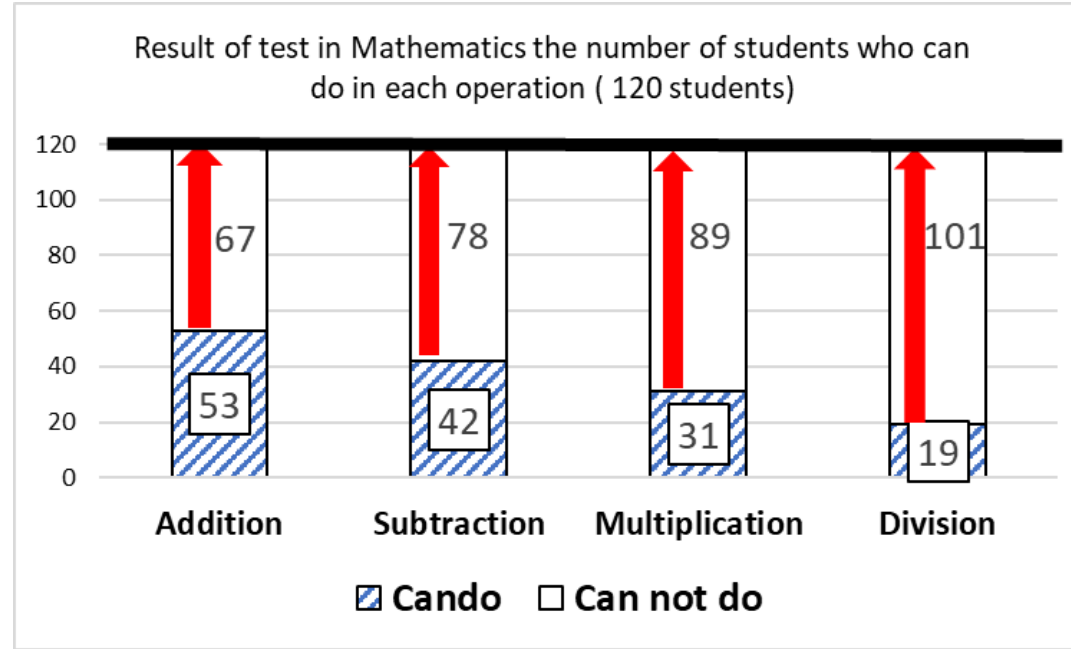
b s k
y f u
w i

Demander de lire toutes les phrases. Il lit correctement en faisant 3 fautes maximum ? Si oui, posez les 2 questions. (1) Où vont Ali et son ami tous les matins ? (2) Pourquoi, ils n'aiment plus aller à l'école en retard ? Il répond correctement ou moins une question ?

OK - Texte -
NG - Phrase -

Assessment tool (Language)

③ Information sharing

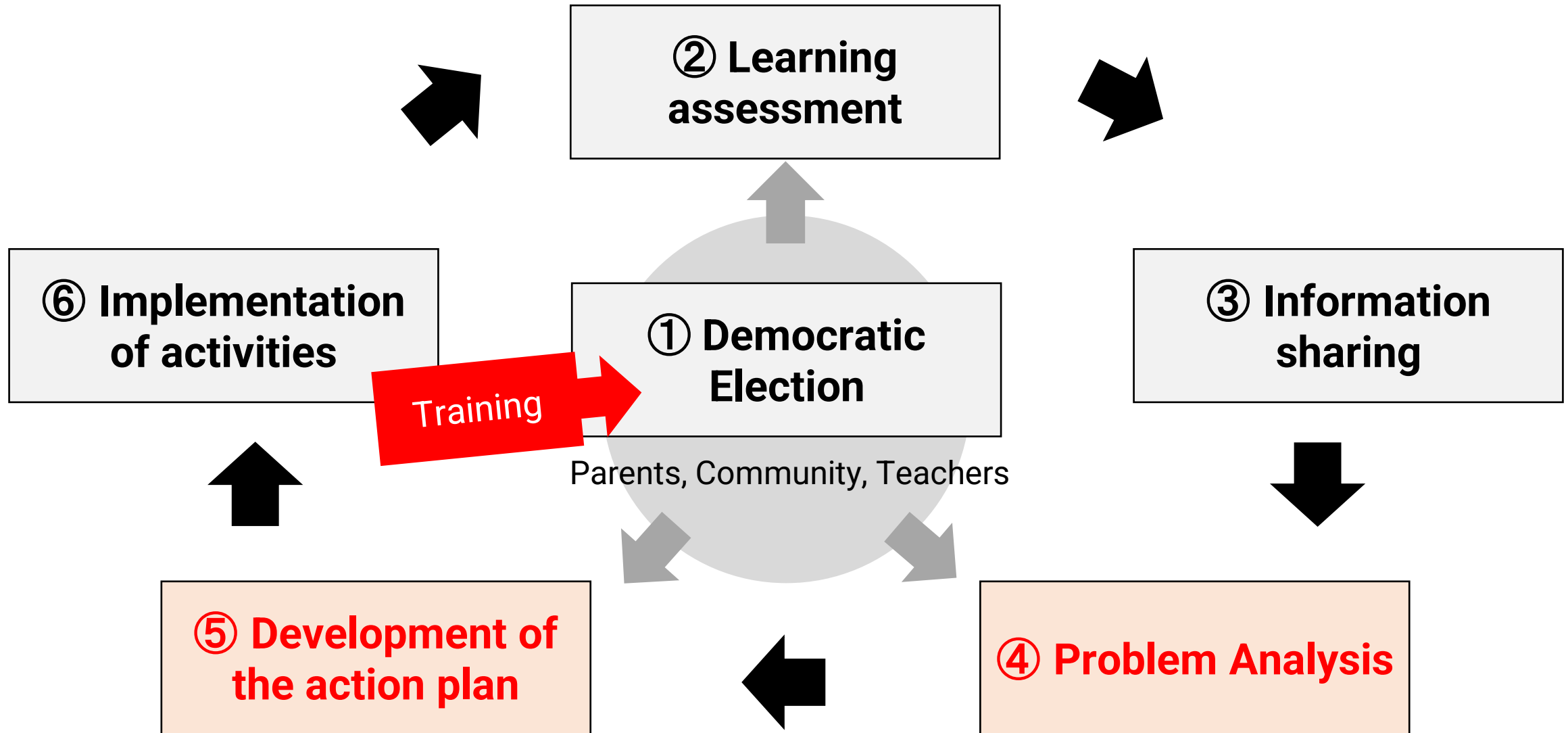


Niger (2019)

Niger (2008)

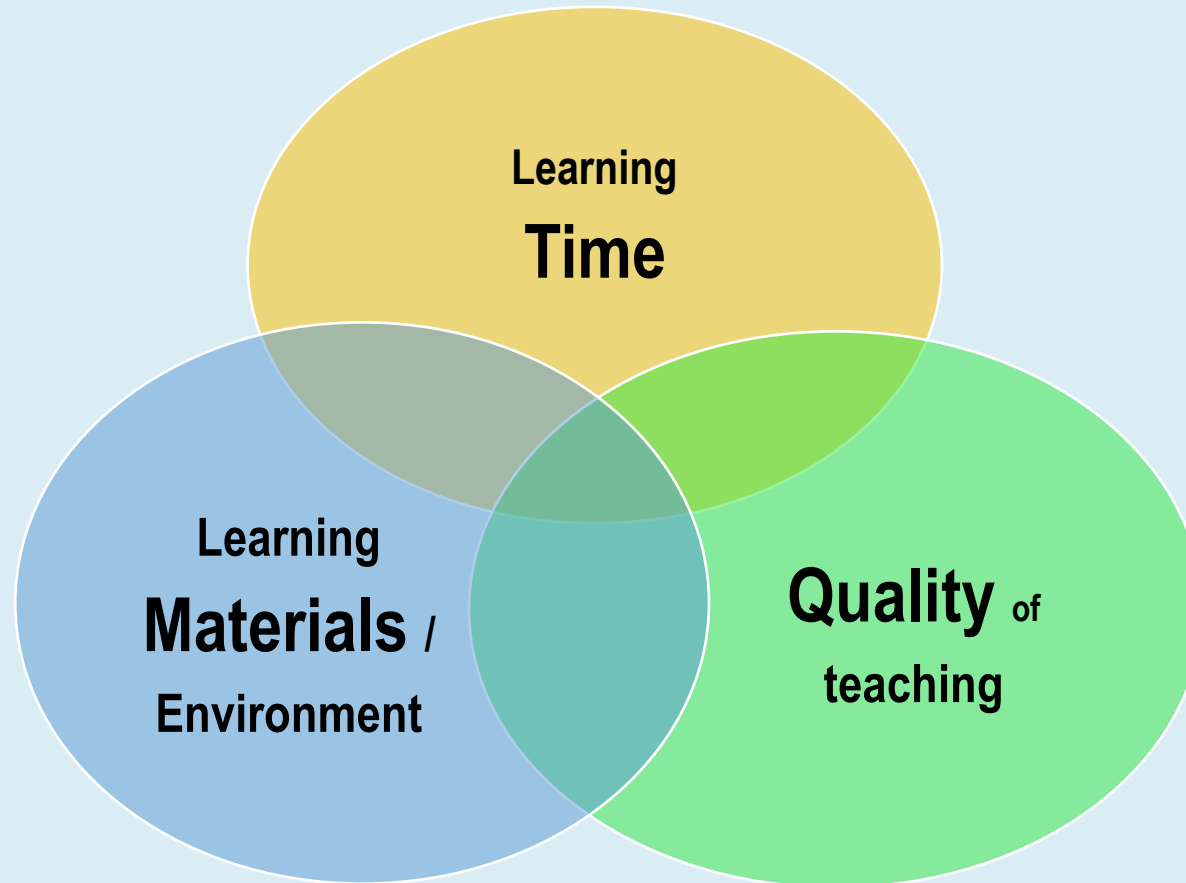


PMAQ: Minimum Package for Quality Learning



Three key factors influencing the quality of education

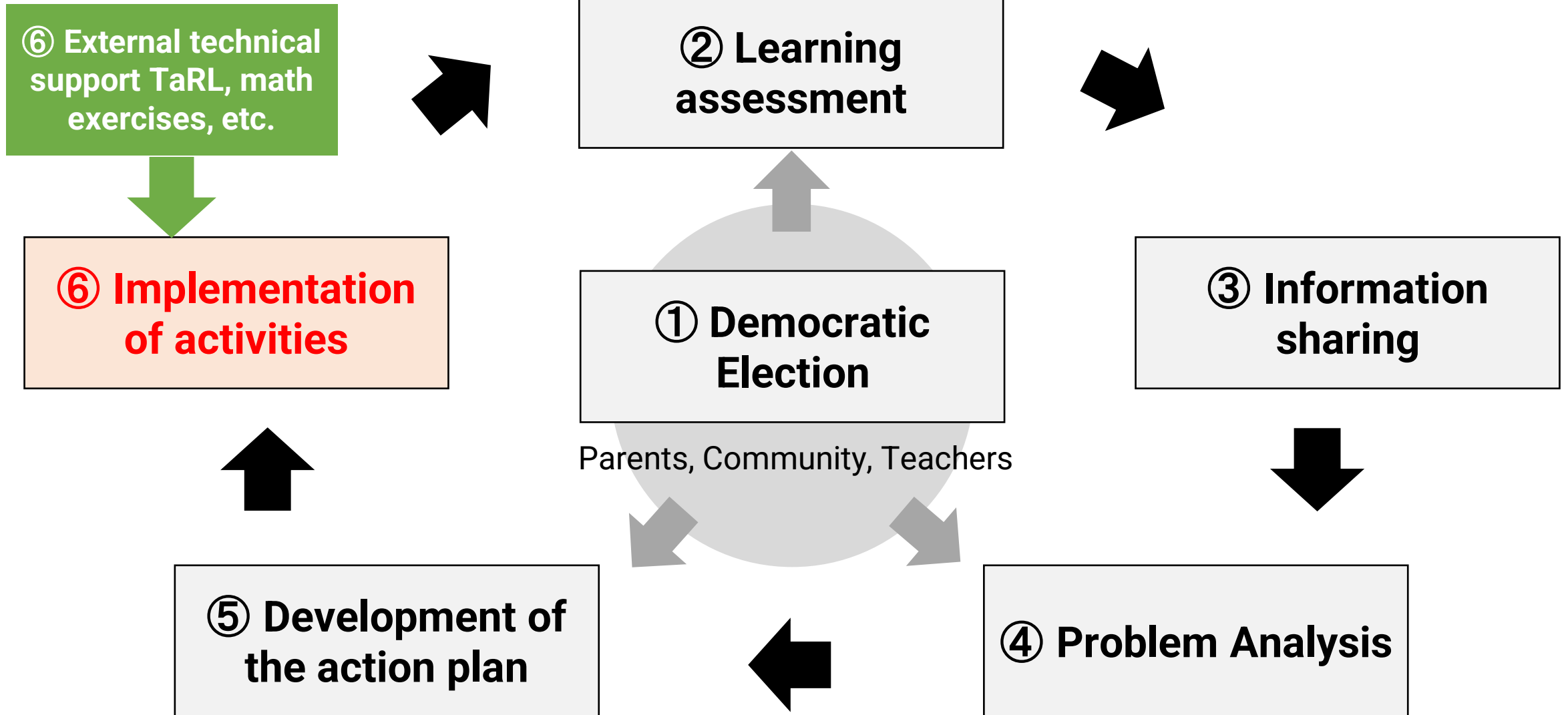
Key factors
< Learning Quality >



④ Example of solutions by 3 key factors

Factors	Challenges	Solutions/Activities realizable and relevant at local level
Learning Time	<ul style="list-style-type: none"> ▪ Lack of learning time due to absenteeism ▪ Some students are always late for school ▪ Teachers are sometimes absent or late ▪ School is sometimes closed because of striking teachers ▪ Students do not study at home 	<ul style="list-style-type: none"> ▪ Organize remedial activities for all students ▪ Homework assignment ▪ Tracking student attendance ▪ Follow-up by the head teacher
Learning Materials / Environment	<ul style="list-style-type: none"> ▪ Lack of a classroom building ▪ Lack of learning materials (books, notebooks, etc.) ▪ Inappropriate learning content for students 	<ul style="list-style-type: none"> ▪ Purchase of additional school supplies ▪ Purchase of textbooks and teachers' guides
Quality of teaching	<ul style="list-style-type: none"> ▪ Ineffective learning approach ▪ Lack of teacher monitoring/coaching 	<ul style="list-style-type: none"> ▪ Remedial learning activities with workbooks ▪ Periodic assessment ▪ Class follow-up/coaching by senior teacher

PMAQ: Minimum Package for Quality Learning



Realization of PMAQ (remedial class)



Remedial class in Niger



Remedial class in Madagascar



Remedial class in Niger



Remedial class in Madagascar

Realization of activities by SMC



Construction of classrooms in Madagascar



Repair of a chair of staff room in Madagascar



Tree planting and cleaning in Madagascar



Housing construction for teachers in Mali



Repair of desks and chairs in Mali



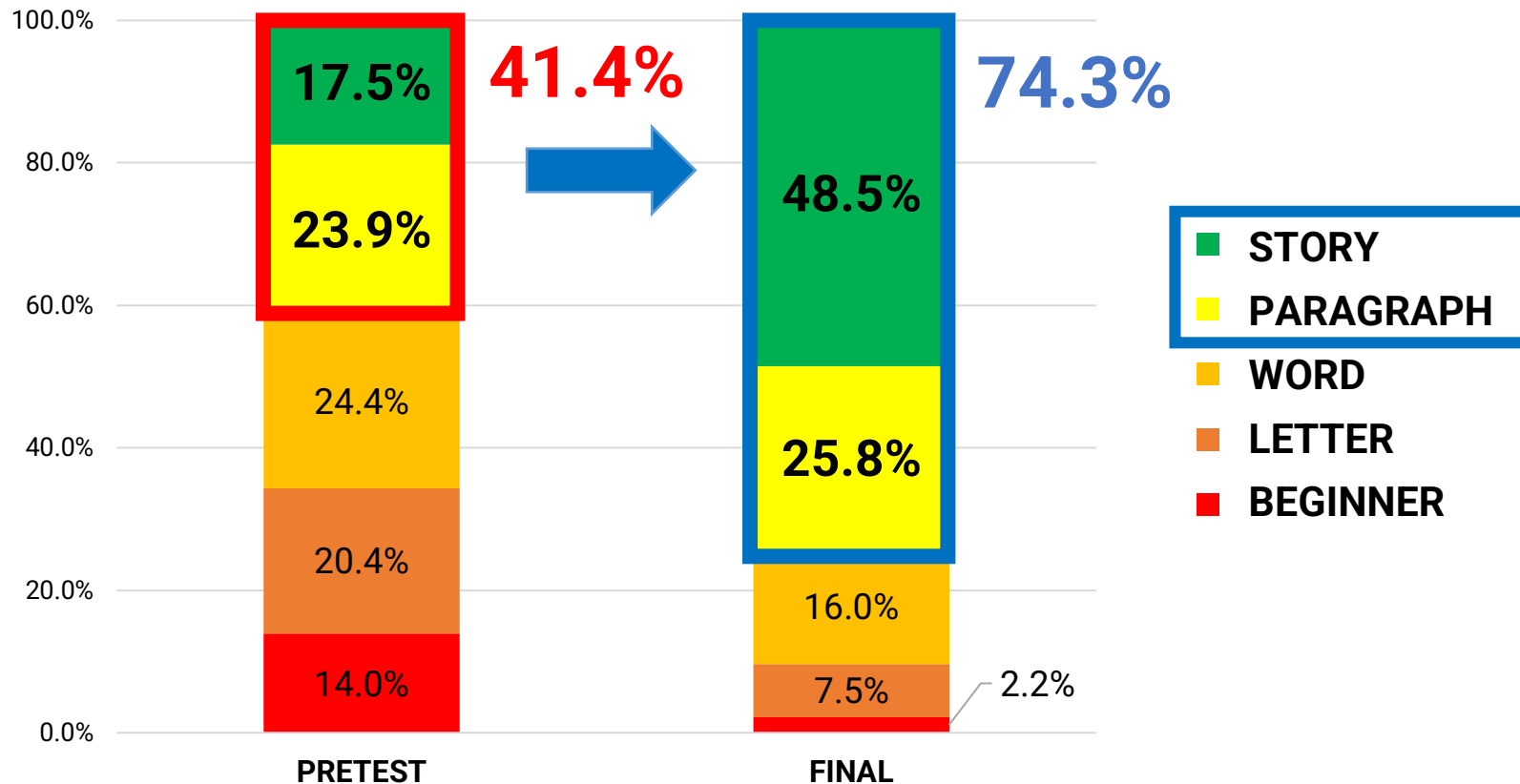
Tree planting activities in Mali

Results of the TAFITA/JICA project

Reading: Overall Results in 7 regions

(Vakinankaratra, Haute Matsiatra, Ihrombe, Betsiboka, Bongolava, Itasy, and Atsinanana)

Percentage of students who are proficient in Reading
640,288 students (Grade 2 to 5), in 6,714 schools
(3-4 months in the 2021-2022 school year)



MEN – Outil test 1

HISTOIRE	PARAGRAPHE				
Tonga ny fahavaratra. Revo mamboly ny tantsaha. Asaina ny tany ary asiana zezika. Volena avokoa na katsaka na tsaramaso. Avaina ny voly rehefa lehibebe. Maitso ny tanimboly. Mahafinaritra ny mitazana azy.	Marary i Naivo. Miakatra ny hafanany. Nomena fanafody izy. Sitrana ny aretiny.				
	<table border="1"> <thead> <tr> <th>LETTRE</th> <th>MOT</th> </tr> </thead> <tbody> <tr> <td>n v k y h d j t o f</td> <td>hazo maro jono daomy fito neny vola saka paiso hena</td> </tr> </tbody> </table>	LETTRE	MOT	n v k y h d j t o f	hazo maro jono daomy fito neny vola saka paiso hena
LETTRE	MOT				
n v k y h d j t o f	hazo maro jono daomy fito neny vola saka paiso hena				

On average
33 points
improvement

On average
83 hours
remedial classes
conducted
by FEFFI (SMC)

Conclusion and recommendation

- School for All Model (PMAQ) is a universal model applicable to any schools in any countries. It has a cycle of transforming the needs for education improvements that generally exist among people into appropriate improvement activities that produce results.
- School for All Model (PMAQ) assures quality learning through collaboration among stakeholders, even in a difficult environment where the conditions for quality learning are not adequate.
- PMAQ has a self-sustaining system in which parents and community members continue to work together to improve academic performances. It is also compatible with different approaches and create synergy.
- School for All Model is easy to introduce, adapt, develop and scale up in different countries as it builds upon the SMC system already existing in many countries.
- School for All Model is cost-effective, efficient and applicable to different needs for learning improvement and should be introduced to all countries as a school organizational base.