

## Teacher Professional Development: Knowledge Co-Creation Programme (KCCP)

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In the spirit of realizing sustainable development goals, African countries believe that the human resource capital is essential in developing the continent. The continental education strategy for Africa (CESA, 2016-25) restate that strengthening Mathematics and Science education is a basis for growth and sustainable development, (AUC, 2015). The quality of Mathematics and Science education is dependent on the quality of the teacher. The impact of Teacher Professional Development in Mathematics and Science (TPD-MSE) programmes implemented

In Kenya (SMASE-Project, 2004-2017) is evident as benefitting African countries invest in interventions considered priority. One such intervention



was the Knowledge Co-Creation Programme (KCCP) co-sponsored by the Government of Japan and Zambia since 2016. The aim of the course was for the “Improvement of Pedagogical Content Knowledge (IPeCK) in Mathematics and Science Education through School Based Continuing Professional Development Lesson Study (SBCPD-LS). The 3<sup>rd</sup>

KCCP course took place in Zambia from 4<sup>th</sup> to 29<sup>th</sup> June 2018 for educators from African countries namely: Zambia, Malawi, Kenya, South Sudan, Namibia, Botswana, Zimbabwe, Uganda, Ethiopia, Tanzania, Nigeria, Ghana, Seychelles, Swaziland and Mozambique. The programme provided opportunities for educators to explore alternative, innovative and promising classroom practices in Mathematics and Science education in secondary/primary schools. Course objectives were: To improve participant understanding of Pedagogical Content Knowledge (PCK) in



science and mathematics lessons and Plan lessons which stimulate learner’s motivation.