Joint Research on Teacher Professional Development within the Framework of the "Africa-Asia University Dialogue for Educational Development" (A-A Dialogue) Network

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at Nmibia in November 2012

A-A Dialogue

Africa-Asia University Dialogue for Educational Development

Research and Educational Collaboration among African and Asian Universities

Overall Objective

**A self-reliant approach
to educational development in Africa and Asia**

↑ Promote

**Dialogue and collaboration among
African and Asian universities in research,
and academic staff and student exchange**

Phase I (2004-2007)
☆ **Research Collaboration Contributing to EFA in Africa**

Basic Education Development in Africa

Policy implications

Tangible outcomes

Self-reliant approach

③ Reflective dialogue at an African University

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② National-level research in Africa

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① Study mission to Asia / Japan

African Universities

Research & Reflection

Asian Universities

CICE   Japanese Universities

UNU   JICA

UNESCO

CICE: Center for the Study of International Cooperation in Education
JICA: Japan International Cooperation Agency

Participating Institutions

African Institutions	Asian Institutions
University of Cape Coast, Ghana	Chiang Mai University, Thailand
University of Education Winneba, Ghana	Indonesia University of Education, Indonesia
Kenyatta University, Kenya	Universiti Sains Malaysia, Malaysia
University of Malawi, Malawi	National University of Educational Planning and Administration, India
University of Pretoria, South Africa	Vietnam National University, Hanoi, Vietnam
Addis Ababa University, Ethiopia	<Japanese Institutions>
Bahir Dar University, Ethiopia	Naruto University of Education,
Abdou Moumouni University, Niger	Kobe University,
University of Dar es Salaam, Tanzania	Tokyo Gakugei University,
Mzumbe University, Tanzania	Osaka University,
Makerere University, Uganda	Nagoya University, Waseda University,
Kyambogo University, Uganda	National Institute for Educational Policy Research
University of Ouagadougou, Burkina Faso	Hiroshima University
Ecole Normale Supérieure d'Antananarivo, Madagascar	
University of Lagos, Nigeria	
Bayero University Kano, Nigeria	
University of Zambia, Zambia	

Research Topics (1)

<u>Toward improving quality of education through school/classroom level endeavor</u>

-An Investigation of Provision of Quality Basic Education in Ghana: A Case Study of Selected Schools in the Central Region (Ghana Team)

-Exploring the Capacity for Quality Instruction in Science and Mathematics within Primary Schools School (South Africa Team)

-Enhancing Active Learning through Teachers' Peer and Self Reflections (Ethiopia Team)

Research Topics (2)

<u>Toward improving quality of education through school/classroom level endeavor</u>

-Large Class Teaching in Resource-Constrained Contexts: Lessons from Reflective Research in Ugandan Primary Schools (Uganda Team)

-Identifying and Analyzing Good Classroom Practices in Primary Schools: An Explanatory Study in Selected CM 1 Classes in Burkina Faso (Burkina Faso Team)

Research Topics (3)

Analysis of factors influencing quality of education

-An Investigation of Relationship between School and Pupil Characteristics and Achievement at the Basic Education Level in Malawi (Malawi Team)

-Analysis of Factors that Explain the Non-completion of the Curriculum: A Study of the Teaching Time in Primary Schools in the CISCO Toamasia 2 (Madagascar Team)

-Quality of Basic Education Provided by Rural Community and Regular Schools in the Northern Province of Zambia (Zambia Team)

Research Topics (4)

<u>Teacher training and quality of teachers</u>
-Achieving Quality in Basic Education through Improved Training of Trainers in Teacher Training Institutions in Niger (Niger Team)
-Teacher Professional Development in Tanzania: Perceptions and Practices (Tanzania Team)
-Teacher Training Quality and Effectiveness in the Context of Basic Education: A Case Study of the Federal College of Education, Kano State of Nigeria (Nigeria Team)

Research Topics (5)

<u>Toward meeting the needs of vulnerable children</u>
Achieving EFA through Quality Basic Education for OVCs (Orphaned and Vulnerable Children): A Study of the Implementation of the HIV/AIDS Education Sector Policy in Kenya (Kenya Team)

Output

○Final research results presentation meeting at UNESCO, Paris in December 2007

○13 papers appeared in the journal of the Center for the Study of International Cooperation in Education (CICE), Hiroshima University

Phase II (2009-2012)

☆ **Formalization of the Network (Statutes, UNU-UNESCO, UNITWIN)**
☆ **Expansion of the scope of activities to include academic staff and student exchange**
☆ **Comparative study on educational development in Africa and Asia**
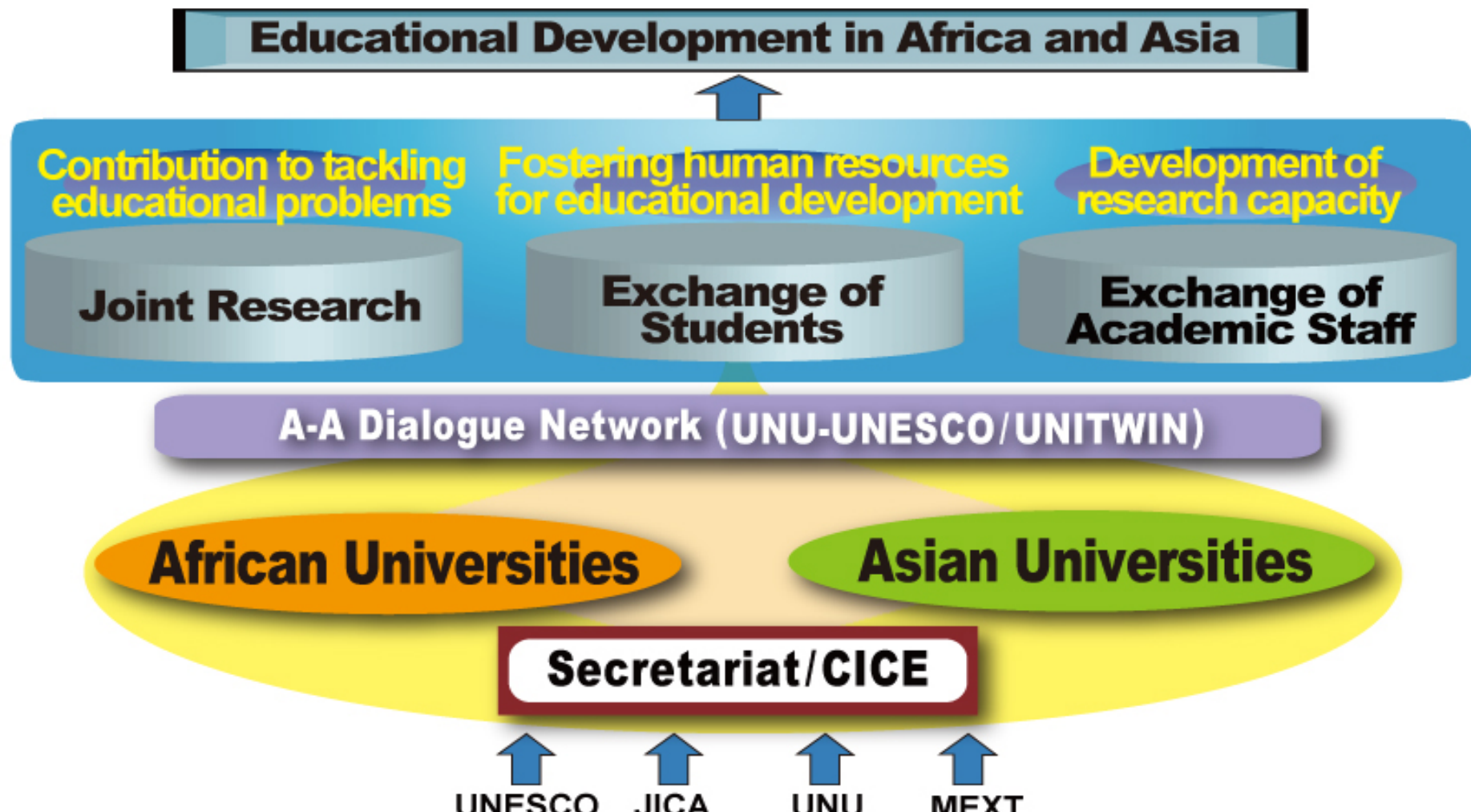
Outlines of the Network

- Name:

  Africa-Asia University Dialogue

  for Educational Development

- Members:

 *Founding Members

   (Those Universities participating in Phase Ⅰ)

 *An African and an Asian University can become

   a member by being recommended by two

   members and accepted by the General Assembly

Scope of Activities

Research

Comparative studies (Main themes)
*Quality of Education,
*Equity including gender issues and
*Teacher professional development

Student Exchange

Masters, Doctorial, Internship and
Short term programs

Academic Staff Exchange

Visiting Professorship

Initiation and implementation of Activities

Any one member, or if necessary together with other Member(s), may make a proposal for an activity to be conducted under the "A-A Dialogue", involving either all or part of the Members.

In the proposal, clear statements shall be made about financial resources as well as the lead Member(s) for the activity.

Funding and Partners

- No membership dues
- Principle of cost sharing including provisions in kind
- Fund raising efforts encouraged
- Major funding and technical partners;

  UNESCO, UNU, MEXT (Ministry of Education, Culture, Sports, Science and Technology, Japan), and JICA (Japan International Cooperation Agency)
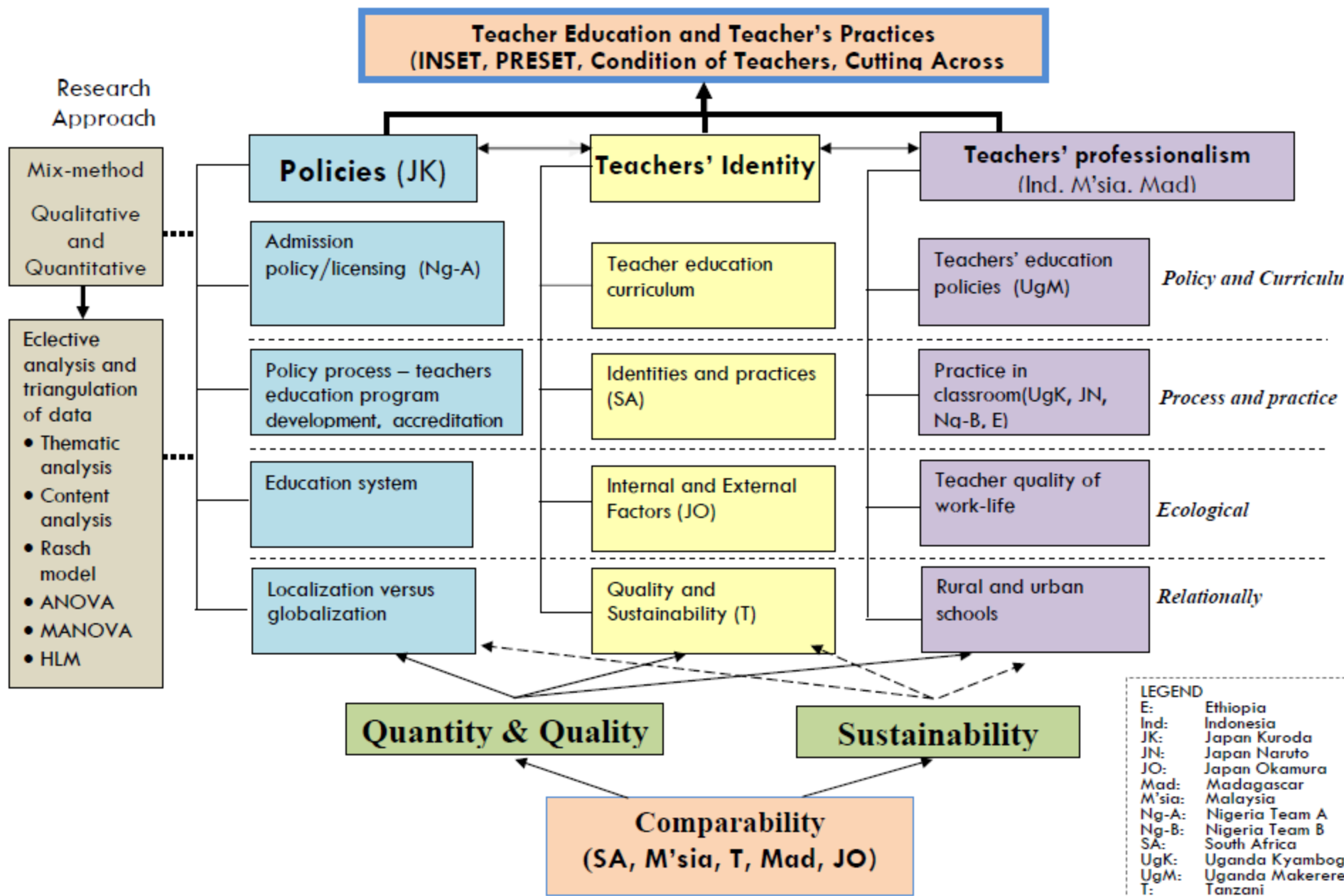
Output

○Research results presentation meeting in Tokyo in July 2012

○More than　30 papers presented

Joint Research on Teacher Professional Development

○ Nature of the research project: Spontaneously organized study ⇒Not a commissioned research

○ Implementation process: Research on an individual basis; research group meetings

○ Funding: In principle self-financing

**Teacher Education and Teacher's Practices
(INSET, PRESET, Condition of Teachers, Cutting Across**

Research Approach

Mix-method	
Qualitative and Quantitative	

Eclective analysis and triangulation of data
- Thematic analysis
- Content analysis
- Rasch model
- ANOVA
- MANOVA
- HLM

Policies (JK)

Teachers' Identity

Teachers' professionalism
(Ind. M'sia. Mad)

Policies (JK)	Teachers' Identity	Teachers' professionalism	
Admission policy/licensing (Ng-A)	Teacher education curriculum	Teachers' education policies (UgM)	*Policy and Curriculu*
Policy process – teachers education program development, accreditation	Identities and practices (SA)	Practice in classroom(UgK, JN, Ng-B, E)	*Process and practice*
Education system	Internal and External Factors (JO)	Teacher quality of work-life	*Ecological*
Localization versus globalization	Quality and Sustainability (T)	Rural and urban schools	*Relationally*

Quantity & Quality

Sustainability

**Comparability
(SA, M'sia, T, Mad, JO)**

LEGEND
E: Ethiopia
Ind: Indonesia
JK: Japan Kuroda
JN: Japan Naruto
JO: Japan Okamura
Mad: Madagascar
M'sia: Malaysia
Ng-A: Nigeria Team A
Ng-B: Nigeria Team B
SA: South Africa
UgK: Uganda Kyambog
UgM: Uganda Makerere
T: Tanzani

Member university's research focus

	Name of Institution	Research title	Theme of research
1	Addis Ababa University (Ethiopia)	School based Teacher Professional Development: The Case of Addis Ababa City Administration	Teachers' Professionalism
2	University of Lagos (Nigeria)	Affective and Cognitive Characteristics of Nigerian Student-Teachers: towards Developing an effective teacher education framework	System and Policy
3	Ecole Normale Supérieure Antananarivo (Madagascar)	Professional Development for Primary School Teachers in Madagascar	Teachers' identity and professionalism
4	University of Pretoria (South Africa)	Investigating professional teacher identity formation of beginning teachers in early science and mathematics teaching at foundation phase level	Teachers' identity
5	University of Dar es Salaam (Tanzania)	Establishing the contribution of teacher professional identity to quality assurance in Tanzania: the case of the University of Dar es Salaam	Teachers' identity

Member university's research focus

	Name of Institution	Research title	Theme of research
6	Makerere University (Uganda)	An examination of locally and externally initiated teacher professional development programmes for science and mathematics teachers in Ugandan schools	Teachers' Professionalism
7	Kyambogo University (Uganda)	University teacher education curriculum and its effectiveness at secondary school level in Uganda: Bridging the gap between training and practice	Teachers' Professionalism
8	Indonesia University of Education (Indonesia)	Continuing Teacher Professional Development through Lesson Study	Teachers' Professionalism
9	Universiti Sains Malaysia (Malaysia)	Teacher Professional Development in Malaysia	Identity, professionalism, Policy and Practice

Member university's research focus

	Name of Institution	Research title	Theme of research
10	Universiti Sains Malaysia (Malaysia)	Improving Mathematics And Science Teachers' Teaching Quality And Student Learning Performance In Low- Performing Primary Schools Through Lesson Study Collaboration	Teachers' Professionalism
11	Naruto University of Education (Japan)	Development of the reflection process in post lesson conference: Case study of lesson study in Mpumalanga Province , South Africa	Teachers' Professionalism
12	Hiroshima University (Japan)	Characteristics of Japan's Policies and Practices of In-service Teacher Education and Training (INSET): Focusing on INSET for Primary Teachers before World War II	System and Policy
13	Hiroshima University (Japan)	Teacher identity, motivation and preparation for their professional practice: a case study of Faculty of Education of Hiroshima University	Teachers' identity

Output

○11 papers presented in the Tokyo final meeting

○Some 15papers prepared for publication

Main Features

- Universities' contribution to educational development , particularly EFA
- Collaboration with education policy makers
    - → Towards more issue/problem solving oriented research having policy implications
- Self-reliant/self-help approach and sense of ownership
- Exchange and collaboration among African and Asian universities
- Spontaneous creation of a network of like-minded institutions through doing collaborative research

Thank you very much!!

Center for the Study of International Cooperation in Education, Hiroshima University
Japan
URL: http: //home.hiroshima-u.ac.jp/cice