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

KURODA, Norihiro, Hiroshima University at Namibia 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

Basic Education Development in Africa

Self-reliant approach

③ Reflective dialogue at an African University
② National-level research in Africa
① Study mission to Asia / Japan

Policy implications

Tangible outcomes

African Universities

Research & Reflection

Asian Universities

Japanese Universities

UNESCO

CICE

JICA

CICE: Center for the Study of International Cooperation in Education
JICA: Japan International Cooperation Agency
<table>
<thead>
<tr>
<th>Participating Institutions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African Institutions</strong></td>
<td><strong>Asian Institutions</strong></td>
</tr>
<tr>
<td>University of Cape Coast, Ghana</td>
<td>Chiang Mai University, Thailand</td>
</tr>
<tr>
<td>University of Education Winneba, Ghana</td>
<td>Indonesia University of Education, Indonesia</td>
</tr>
<tr>
<td>Kenyatta University, Kenya</td>
<td>Universiti Sains Malaysia, Malaysia</td>
</tr>
<tr>
<td>University of Malawi, Malawi</td>
<td>National University of Educational Planning and Administration, India</td>
</tr>
<tr>
<td>University of Pretoria, South Africa</td>
<td>Vietnam National University, Hanoi, Vietnam</td>
</tr>
<tr>
<td>Addis Ababa University, Ethiopia</td>
<td>&lt;Japanese Institutions&gt;</td>
</tr>
<tr>
<td>Bahir Dar University, Ethiopia</td>
<td>Naruto University of Education,</td>
</tr>
<tr>
<td>Abdou Moumouni University, Niger</td>
<td>Kobe University,</td>
</tr>
<tr>
<td>University of Dar es Salaam, Tanzania</td>
<td>Tokyo Gakugei University,</td>
</tr>
<tr>
<td>Mzumbe University, Tanzania</td>
<td>Osaka University,</td>
</tr>
<tr>
<td>Makerere University, Uganda</td>
<td>Nagoya University, Waseda University,</td>
</tr>
<tr>
<td>Kyambogo University, Uganda</td>
<td>National Institute for Educational Policy Research</td>
</tr>
<tr>
<td>University of Ouagadougou, Burkina Faso</td>
<td>Hiroshima University</td>
</tr>
<tr>
<td>Ecole Normale Supérieure d’Antananarivo, Madagascar</td>
<td></td>
</tr>
<tr>
<td>University of Lagos, Nigeria</td>
<td></td>
</tr>
<tr>
<td>Bayero University Kano, Nigeria</td>
<td></td>
</tr>
<tr>
<td>University of Zambia, Zambia</td>
<td></td>
</tr>
</tbody>
</table>
Toward improving quality of education through school/classroom level endeavor

- 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)
Towards improving quality of education through school/classroom level endeavor

- 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)
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)
Teacher training and quality of teachers

- 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)
Toward meeting the needs of vulnerable children
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)
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

Educational Development in Africa and Asia

Contribution to tackling educational problems
Joint Research

Fostering human resources for educational development
Exchange of Students

Development of research capacity
Exchange of Academic Staff

A-A Dialogue Network (UNU-UNESCO/UNITWIN)

African Universities
Asian Universities

Secretariat/CICE

UNESCO JICA UNU MEXT
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)
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
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Research title</th>
<th>Theme of research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addis Ababa University (Ethiopia)</td>
<td>School based Teacher Professional Development: The Case of Addis Ababa City Administration</td>
<td>Teachers’ Professionalism</td>
</tr>
<tr>
<td>University of Lagos (Nigeria)</td>
<td>Affective and Cognitive Characteristics of Nigerian Student-Teachers: towards Developing an effective teacher education framework</td>
<td>System and Policy</td>
</tr>
<tr>
<td>Ecole Normale Supérieure Antananarivo (Madagascar)</td>
<td>Professional Development for Primary School Teachers in Madagascar</td>
<td>Teachers’ identity and professionalism</td>
</tr>
<tr>
<td>University of Pretoria (South Africa)</td>
<td>Investigating professional teacher identity formation of beginning teachers in early science and mathematics teaching at foundation phase level</td>
<td>Teachers’ identity</td>
</tr>
<tr>
<td>University of Dar es Salaam (Tanzania)</td>
<td>Establishing the contribution of teacher professional identity to quality assurance in Tanzania: the case of the University of Dar es Salaam</td>
<td>Teachers’ identity</td>
</tr>
</tbody>
</table>
## Member university’s research focus

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Research title</th>
<th>Theme of research</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Makerere University (Uganda)</td>
<td>An examination of locally and externally initiated teacher professional development programmes for science and mathematics teachers in Ugandan schools</td>
<td>Teachers’ Professionalism</td>
</tr>
<tr>
<td>7 Kyambogo University (Uganda)</td>
<td>University teacher education curriculum and its effectiveness at secondary school level in Uganda: Bridging the gap between training and practice</td>
<td>Teachers’ Professionalism</td>
</tr>
<tr>
<td>8 Indonesia University of Education (Indonesia)</td>
<td>Continuing Teacher Professional Development through Lesson Study</td>
<td>Teachers’ Professionalism</td>
</tr>
<tr>
<td>9 Universiti Sains Malaysia (Malaysia)</td>
<td>Teacher Professional Development in Malaysia</td>
<td>Identity, professionalism, Policy and Practice</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Research title</td>
<td>Theme of research</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Universiti Sains Malaysia (Malaysia)</td>
<td>Improving Mathematics And Science Teachers’ Teaching Quality And Student Learning Performance In Low-Performing Primary Schools Through Lesson Study Collaboration</td>
<td>Teachers’ Professionalism</td>
</tr>
<tr>
<td>Naruto University of Education (Japan)</td>
<td>Development of the reflection process in post lesson conference: Case study of lesson study in Mpumalanga Province, South Africa</td>
<td>Teachers’ Professionalism</td>
</tr>
<tr>
<td>Hiroshima University (Japan)</td>
<td>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</td>
<td>System and Policy</td>
</tr>
<tr>
<td>Hiroshima University (Japan)</td>
<td>Teacher identity, motivation and preparation for their professional practice: a case study of Faculty of Education of Hiroshima University</td>
<td>Teachers’ identity</td>
</tr>
</tbody>
</table>
Output

- 11 papers presented in the Tokyo final meeting
- Some 15 papers 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