II.   Summary of Self-Evaluation Reports of Member Universities

1. *Achievement Level of Activities*

The first evaluation is to rate the achievement level of each member's activities in a) research, b) student exchange, c) staff exchange, d) experience sharing/capacity development, e) other activity, f) management, and finally g) overall performance. Each item is rated according to the following scale:
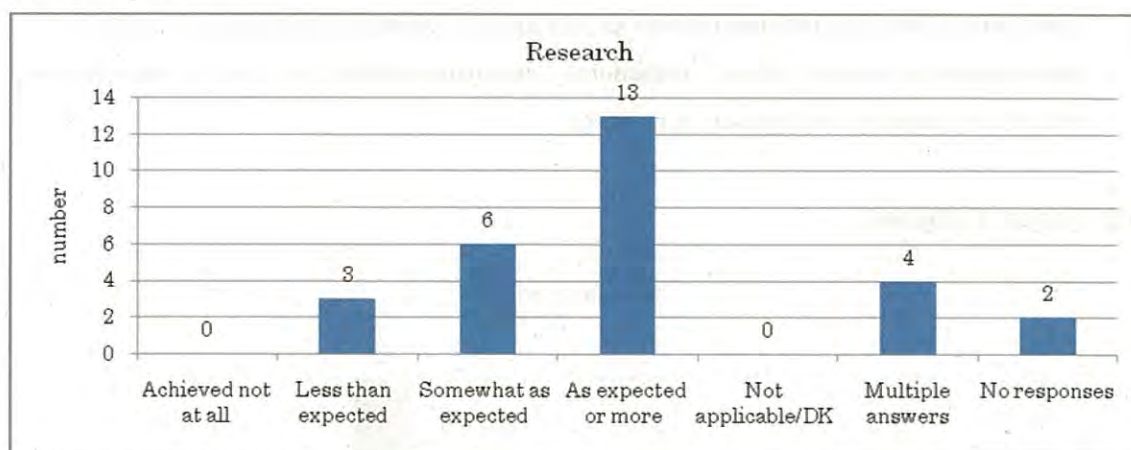
Rating 1: Achieved not at all

Rating 2: Achieved less than expected

Rating 3: Achieved somewhat as expected

Rating 4: Achieved as expected or more

Explanation of each rating made is also reported, including positive and/or negative reasons for the rating.

(1) Research

(Note)
① "Multiple answers": Four universities divide their research activity into a number of sub-activities, each of which is given a rating without an overall aggregate rating presented. The following is the summary table of the ratings of sub-activities:

University	Rating 2	Rating 3	Rating 4
A	1 sub-activity	1 sub-activity	3 sub-activities
B	0	1	2
C	0	1	3
D	0	2	1

② "No response": As of May 31, 2012, two member universities have not sent in their evaluation report. "No responses" in all the tables below includes these two universities.

(Observations)

1) Majority of the member universities evaluated achievement in research as "Expected or more" or "Somewhat as expected". Although accomplishment in research seems to be generally positive, the progress of research activities varies among member universities. Some universities have established a solid research team consisting of committed researchers, and in some cases research results have already been presented in the form of paper or report and even seminars/workshops have been organized to discuss the results. On the other hand a few universities have been struggling to consolidate their research team with committed researchers.

2) It may also be said that most of the universities answering "Achieved as expected or more" have been successful in obtaining research funds domestically or internationally in one way or another regardless of the amount. It is also reported that a number of members had to reduce the sample size, change the methodology from a quantitative approach to a qualitative one (or a case study), or slow down their research schedule due to delayed and/or poor funding.

3) Some members mention that through this research exercise including research group meetings where mutual learning and stimulation were taking place among research peers contributed to improvement in research scope, methodology and data analysis and thus to participating researchers' capacity development in research.

(2) Student Exchange
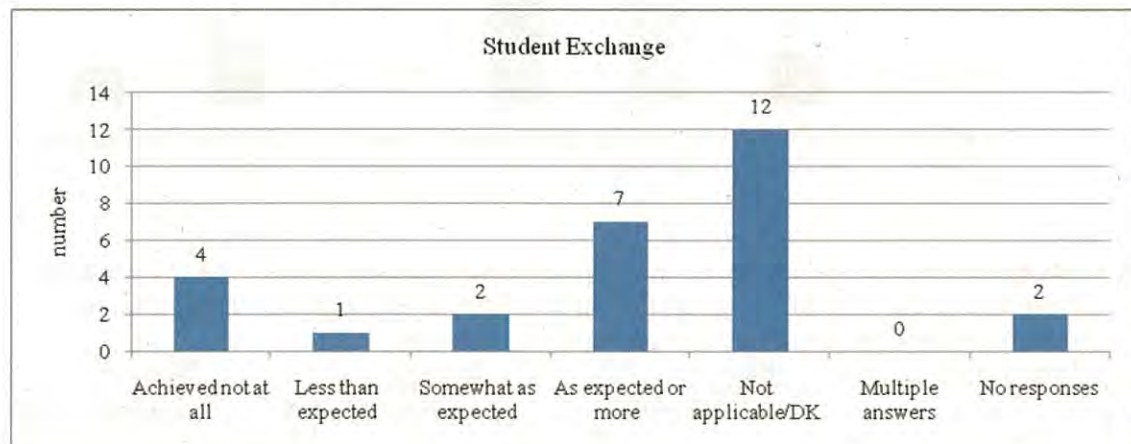
(Observations)

1) While ten universities report that they have conducted student exchange activities and evaluated the level of their achievement, activities reports (which are factual descriptions of activities conducted and summarized in this report as an annex) show that there have been only seven cases of student exchange taking place involving seven universities. Such exchanges are shown in the

table below.

2) Looking at the rating by the seven universities which have actually been involved in student exchanges, five of them have given the highest rating of 4, but other two (Cape Coast and Malawi) seem to have not even recognized their activities listed below as a student exchange activity (both answered "Not applicable)". Perhaps it is because in these cases student exchanges have been taking place in connection with collaborative research activities. These activities may be understood as part of research activities.

3) Both "Achieved not at all" and "Not applicable" could be interpreted that these universities have not organized student exchange activities.

| Participating universities	Content of activities
Addis Ababa/Hiroshima	# Addis Ababa student obtained a Master degree at Hiroshima
Addis Ababa/Nagoya	# Nagoya Ph. D. student studying at Addis Ababa on an exchange basis
Kenyatta/Hiroshima	# Inter–university symposium organized by undergraduate students at Kenyatta
Cape Coast/Nagoya	# Nagoya Ph.D. and Master students joining field work in Ghana for a collaborative research
Malawi/Kobe	# Participation of Kobe students in field survey in Malawi under the supervision of professors from the two universities # Two cases of Kobe students internship

4) In any case generally member universities have not been active in these activities. Although no clear reasons have been mentioned in the evaluation reports, one possible reason for this inactive involvement would be that student exchange is a more bi-lateral activity rather than an entire network activity like joint research and thus a stronger initiative would be needed on the part of member universities. Another reason may be that while member universities have organized teams for research, in order to promote student exchange activities different arrangements or structures may be required within the university, which need further commitment and efforts.

(3) Staff Exchange

(Observations)

1) According to activities reports by member universities, twenty-four activities have been taking place in the area of staff exchange, which indicates that activities in this area are far more active than those in the field of students exchange described above. However it should also be noted that apart from the two members not having responded, still seven out of twenty-six universities

have never been involved in this kind of activities during Phase II (answering "Achieved not at all" or "Not applicable/DK") . Here again initiatives taken by individual member universities are important to promote staff exchange because there has been no staff exchange program under the Network covering all the members unlike the joint research.
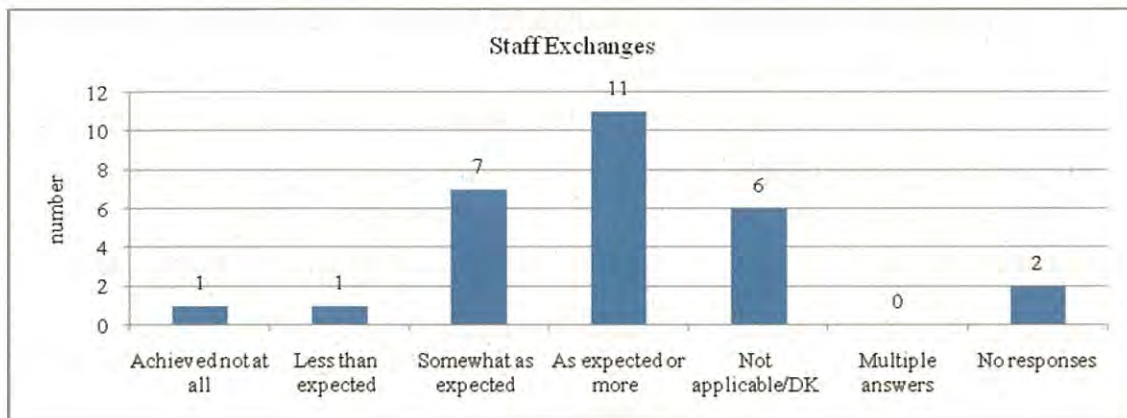

2) These exchanges have taken forms of "visiting professor", "joint field research", "short-term lecturer/resource person for a seminar" and so on. One of the important features of these activities is that most of the exchanges (twenty-one cases) have been organized between Japanese and African/Asian universities, and otherwise there have been only three activities; one within Africa (Addis Ababa and Dar es Salaam), one within Asia (Indonesia University of Education and Universiti Sians Malaysia) and yet another one between Africa and Asia (Pretoria, South Africa and Universiti Sians Malaysia).

3) As indicated in the graph above, member universities are generally satisfied with the performance of these activities with eleven members giving rating 4 and seven rating 3. One university is mentioning that this kind of exchange has certainly been useful in enriching experiences in research and academic activities, promoting interaction with colleagues and students in other country, facilitating mutual cultural fertilization and producing research publications. On the other hand there are some voices pointing out needs for having more exchanges within Africa, within Asia and between Africa and Asia (in addition to Japanese universities).

(4) Experience sharing/capacity development
(Observations)
1) Activities included in this category are fourteen seminars/workshops and the like such as three "Experience Sharing Seminars" jointly organized by Hiroshima and Cape Coast (Ghana)/Zambia/Lagos (Nigeria), one "Capacity Development Workshop" by Kenyatta and

Hiroshima, and other opportunities created by A-A member universities to present and discuss their educational experiences and improve research capacity. All the activities mentioned above except two have been conducted with a Japanese university as a co-organizer. The two exceptions are 1) an experience sharing visit by staff of Universiti Sians Malaysia to University of Education, Vietnam National University focusing on teacher education and 2) a similar visit by staff of the University of Pretoria, South Africa to Universiti Sians Malaysia to share experience on pedagogy and lesson study.
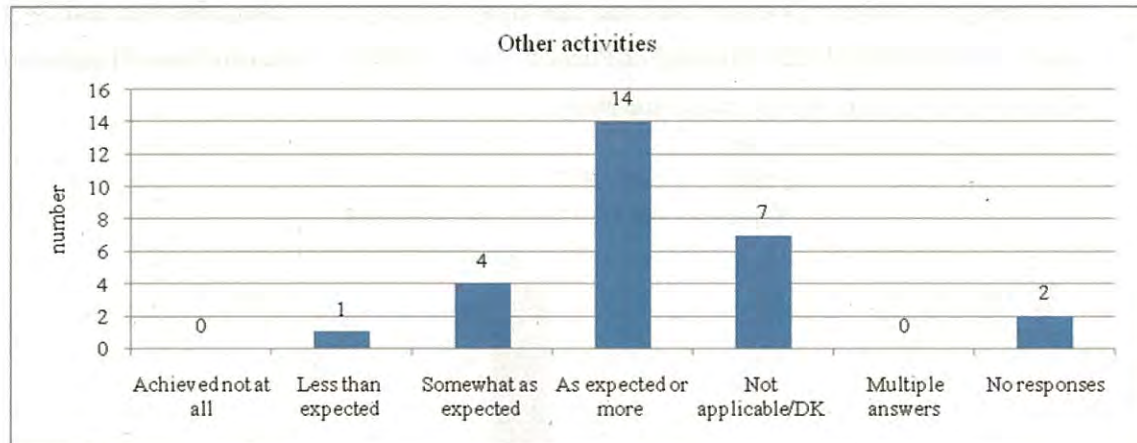

Experience sharing/ Capacity Development
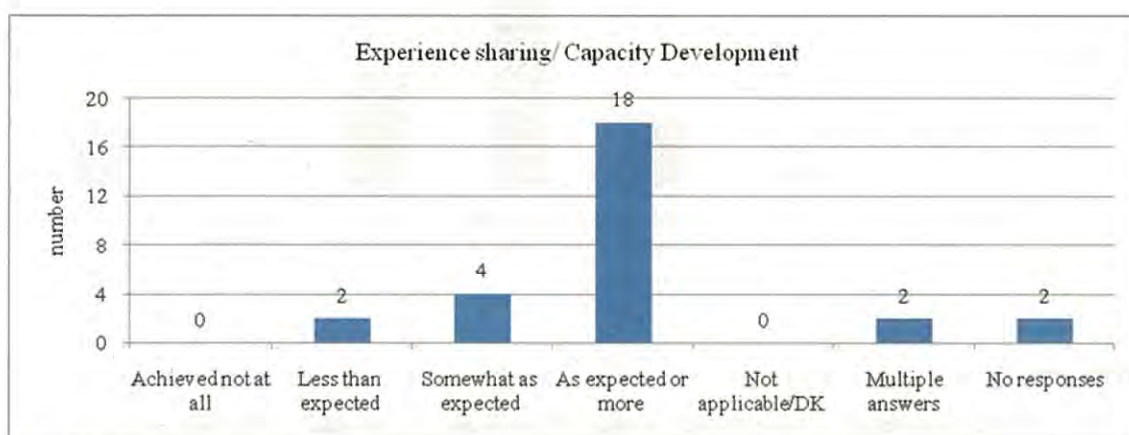
(Note)

① "Multiple answers": Two universities give rating 3-4.

2) As is shown in the graph above, activities in this field are generally seen satisfactorily accomplished with majority (eighteen members) giving the highest score of 4. In this connection there is an encouraging comment that "we are beginning to witness an increasing pace of collaboration among member universities (within and across the regional blocks), though gradual, without the secretariat having to take the initiatives. In spite of the emerging spontaneous initiative just cited above, some member wants to see "more within-Africa research collaboration involving joint research proposals for funding) to address commonly identified researchable topics in education for maximum impact.

3) The very fact that the highest rating is given to this group of activities may indicate that among a number of categories of activities conducted during Phase II (refer to the graphs below as well), experience sharing/capacity development seems to be regarded as one of the core activities. A number of comments have been made in this regard. "Such meetings were the highlight of the A-A Network, as this is where real dialogue took place to mutually agree and map out the direction and future of the network". Yet another member mentions "several experience sharing meetings ・ ・ ・ resulted in networking with partners". Furthermore one university suggests that this kind of activity should have been one of the major activities, not as a kind of an additional

one. It is true that originally these experience sharing seminars/capacity development workshops were planned as a side activity organized on the occasion of research group meetings.
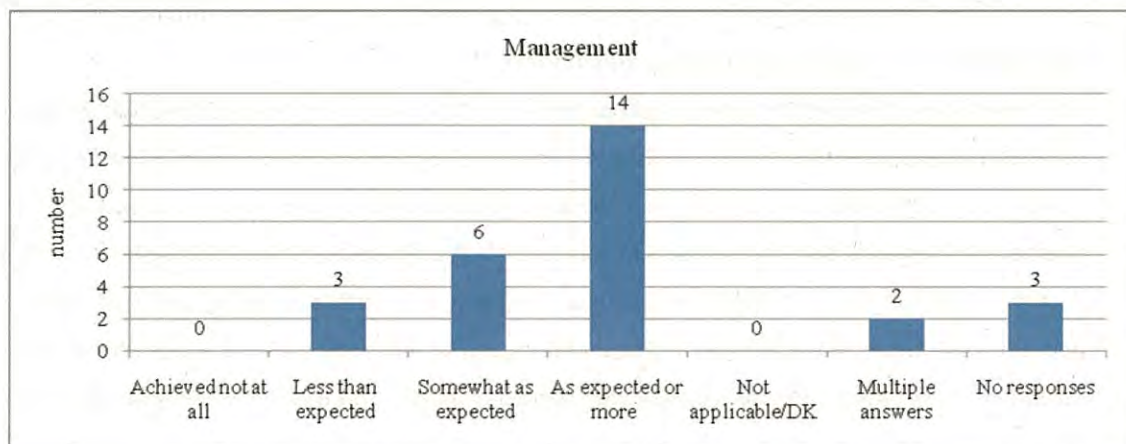
(5) Other activities

Other activities

	Achieved not at all	Less than expected	Somewhat as expected	As expected or more	Not applicable/DK	Multiple answers	No responses
number	0	1	4	14	7	0	2

(Observations)

(1) Evaluation here is concentrated on that of the General Assembly. Member universities are generally happy with the Assembly (with fourteen members giving rating 4 and four rating 3) in terms of issues discussed, the way it is organized, secretariat support, etc. A number of members mention that it is very important that all the members have been able to participate in a crucial process of decision making about the network in a democratic way.

(2) It may be interesting enough to note that Hiroshima University itself which is currently functioning as the Secretariat for the Network wants to do something more not as a coordinating boy, but for instance as a research partner.

(6) Management

Management

|	Achieved not at all	Less than expected	Somewhat as expected	As expected or more	Not applicable/DK	Multiple answers	No responses
number	0	3	6	14	0	2	3

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（Note）

① "Multiple answers": One university gives the rating of 3-4, while another university rates their management activities differently over time; as 4 at the earlier stage and 2 at the current stage.

② "No response": In addition to the two universities which have not sent in their evaluation report, one university does not respond to this particular question.

(Observations)

1) While majority of the members respond positively (fourteen answering rating 4 and six rating 3), three are negative ("Less than expected") and one does not answer this question. These latter members may not have had management structure within the university at all or paid much attention to the management aspect of the project implementation.

2) Those members reporting "successful" in managing the A-A project within the university tend to have the following features; 1) the A-A Network itself being recognized and appreciated within the university, particularly at the higher level of administration such as vice-chancellor, deputy vice-chancellor, dean, etc. and even at the ministerial level, 2) getting preferable support from them, financial, moral or otherwise, 3) having organized a team with serious and committed staff, 4) of course research topics interesting to these researchers and relevant to policy makers' concern, and 5) good communication and cooperation among the team members for instance by having a regular meeting.

3) On the other hand, if commitment is limited at an individual level such as one faculty member and his/her students, it is hard to sustain such commitment. In some cases participation in the A-A activities is felt by staff as additional workloads to their ordinal works.

(7) Overall performance
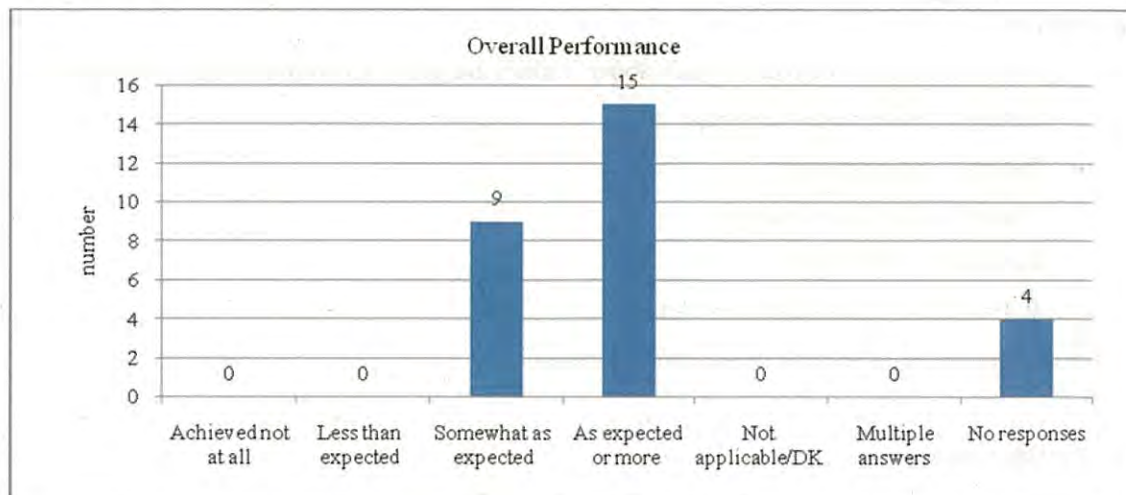
（Note）

① "No response": In addition to the two universities which have not sent in their evaluation report, one university does not respond to this particular question, and another one does not give rating but positive written comment.

(Observations)

1) Majority of the participating universities (fifteen (rating 4) and nine (rating 3)) answer that they have performed at least as "Somewhat expected". If one university, which gives no rating but positive written comments, is added, twenty-five universities out of twenty-eight members are happy with their performance.

2) The reason mentioned for the positive rating seems to be member universities' perception that they have successfully participated in planned activities under the Network such as research group meetings, experience sharing seminars/capacity development workshops, General Assemblies, etc., and of course feel that these activities are very useful in improving research capacity, implementing joint research projects and so on. This means that performance as a process to achieve some goals may be very good, but question remains; what about results of this process. This question may not have been clearly answered yet.

2. *Impacts of Activities*

The second group of evaluation is about impacts of the "A-A Dialogue" Network activities discussed above. The self-evaluation reports prepared by member universities are to include the impact of participating in the "A-A Dialogue" Network on respective member universities in terms of strengthening and promoting: a) collaboration among member universities in organizing and participating in network activities, b) sense of ownership in organizing and participating in network activities and c) a self-reliant approach to educational development, which are the overall goals of the Network

For each of the three overall goals above, ratings are given according to the scale below.

Rating 1: No or negative impact

Rating 2: Some impact

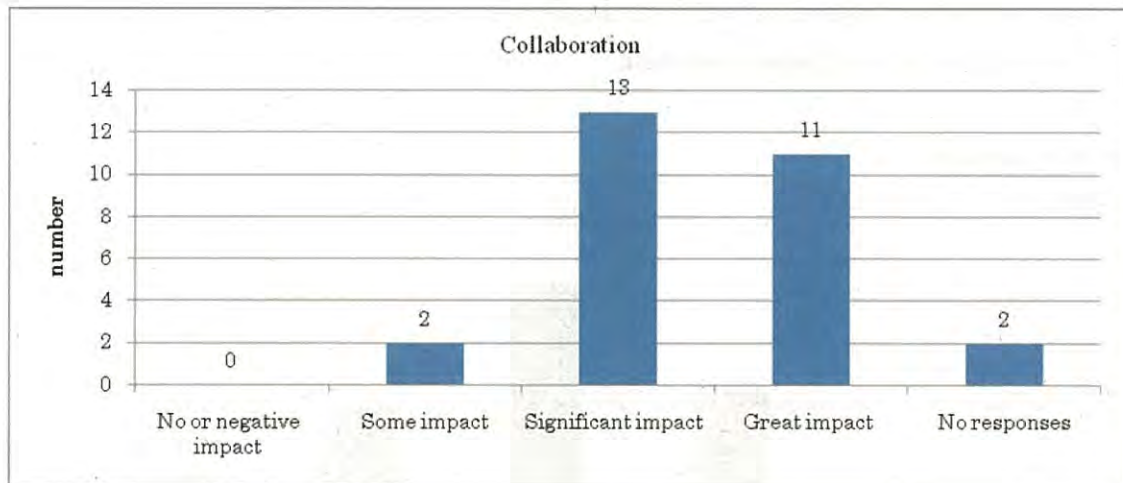Rating 3: Significant impact

Rating 4: Great impact

Rating X: Not applicable/don't know

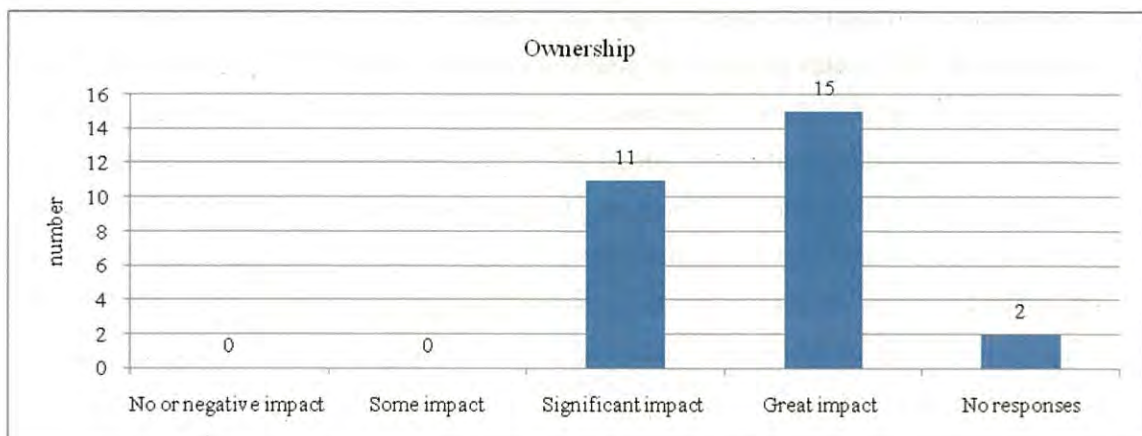It is also requested to provide reasons for the rating.

(1) Collaboration

1) At the first glance at the graph above, it can be said that member universities are generally positive on this item of impact with eleven members giving rating 4 and thirteen rating 3.

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However unlike very positive evaluation on the achievement level of activities as seen above (on all the items those answering "As expected or more" are the largest group), members may not necessarily be very confident that they have achieved collaborative relationships and activities as those responding "somewhat as expected" are more than those answering "As expected or more". There are also two universities which negatively evaluated on this item.

Collaboration

No or negative impact	Some impact	Significant impact	Great impact	No responses
0	2	13	11	2

(y-axis: number, 0 to 14)

2) A couple of possible reasons for this have been suggested by some members. While when big events such as General Assembly, experience sharing seminar, etc. were organized, very active interaction was taking place, there has hardly been regular communication among members for instance through internet about what each member is doing on research, what problems they are encountering, what solutions they are coming up with and so on. Need for collaboration with policy makers, particularly Ministry of Education is also pointed out.
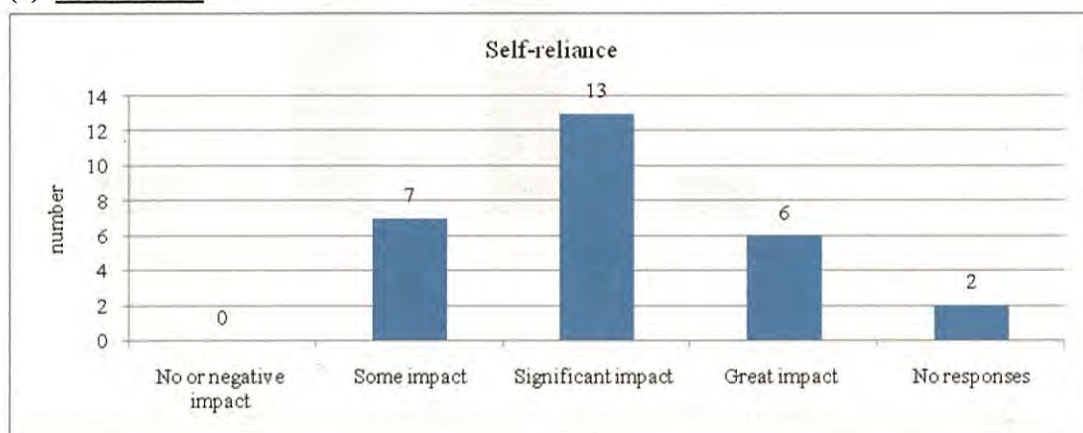
(2) Ownership

Ownership

No or negative impact	Some impact	Significant impact	Great impact	No responses
0	0	11	15	2

(y-axis: number, 0 to 16)

(Observations)

(1) From the graph above and explanations given on the evaluation on this item, the sense of ownership of member universities is very strong. Many universities mention that a research theme has been selected, its framework designed and the research project implemented by the respective member universities themselves. One university reports that through their experience with the A-A Dialogue, they have come to be able to organize an international symposium by themselves. There is yet another member stressing that without the notion of ownership the network itself cannot exist.

(3) Self-reliance

Self-reliance

number

- No or negative impact: 0
- Some impact: 7
- Significant impact: 13
- Great impact: 6
- No responses: 2

(Observations)

1) From the comments sent in by member universities on this item, for all the member universities "self-reliance" means financial self-reliance to conduct Network activities. Since the inception of the A-A Dialogue Network in 2004 (Phase I), the financial issue has long been a challenge and remains so today. The graph above tells us that this is the general view of member universities.

2) According to a number of comments from member universities, however, there seems to be a little encouraging, though gradual, new endeavor emerging. Firstly there have emerged a small number of universities (other than those in Japan where there is an established research funding system) which have been successful in obtaining research funds domestically or internationally such as the University of Ouagadougou, Burkina Faso, the University of Pretoria, South Africa, the Indonesian University of Education, Universiti Sians Malaysia, Kenyatta University, Kenya and the Ecole Normal Supérieure of Antananarivo, Madagascar. Secondly many of members have continued to be making great efforts to acquire research funds within their university and/or outside of it. Thirdly the concept of cost sharing has become a shared principle among members in organizing an international event. For instance,

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when a meeting is co-hosted by the Network and a university, not only the Network but also this co-host university is to contribute financially in one way or another.

3. *Other Comments and Suggestions*

Below are picked up a number of issues suggested by members which have not been dealt with in the above summary but may attract common interest of the Network.

(1) A more collaborative research project may be needed. In other words a research could be conducted on a commonly agreed theme with one research framework jointly designed employing a common methodology.

(2) More inter-research-group communication is needed particularly for information sharing about research methods and results

(3) Usage of French could be considered.

(4) A more collaborative endeavor is needed to acquire research funds.

(5) More members could be a host to a seminar and other events.

(6) Student exchange activities should be strengthened by establishing stronger linkage among A-A universities.

4. *Lessons Learned*

The following are some lessons drawn from self-evaluation reports prepared by member universities.

(Research)

(1) While joint research activities have generally been satisfactorily implemented by member universities, it is urgently needed to make the research results available to the public in one way or the other.

(2) The undertaking of joint research has had significant impacts on capacity development of researchers involved.

(3) More collaborative endeavor within the Network is necessary to attract research funds, while respective members continue to attempt to acquire the funds on their own.

(Student/Staff Exchange)

(4) Staff exchange activities seem to fit in more with the nature of the Network which was started as a joint research endeavor than student exchange activities as indicated by more activities conducted in the former area than the latter.

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(5) In order to organize these activities, particularly student exchange, new organizational arrangements or structures may be needed within a university, which are different from those for the A-A Network.

(6) More academic and other information may be needed about individual researchers involved in the Network so as to promote more frequent exchange among them.

(Mutual Learning)

(7) Activities where mutual learning and stimulation among peer researchers occur such as experience sharing seminars and capacity development workshops are highly appreciated.

(Management)

(8) As to the management aspect of the A-A Dialogue at the individual university level, it seems to be important to get the project recognized by high level people in the university such as vice-chancellor and even decision makers at the Ministry of Education so as to obtain support from them.

(Collaboration)

(9) While there have been many collaborative activities organized among members through the Secretariat, direct collaboration between members has been done a little.

(Ownership)

(10) "Ownership" is a very powerful driving force for the A-A Dialogue.

(Self-Reliance)

(11) Although some progress has been seen, how to mobilize continues to be the largest challenge for the A-A Dialogue. That is why many members do not feel that they are fully self-reliant.

(12) However other aspects of "self-reliance" should not be forgotten such as research for self-reliant educational development.

5. *Summary of Activities by Member Universities (See the following table)*