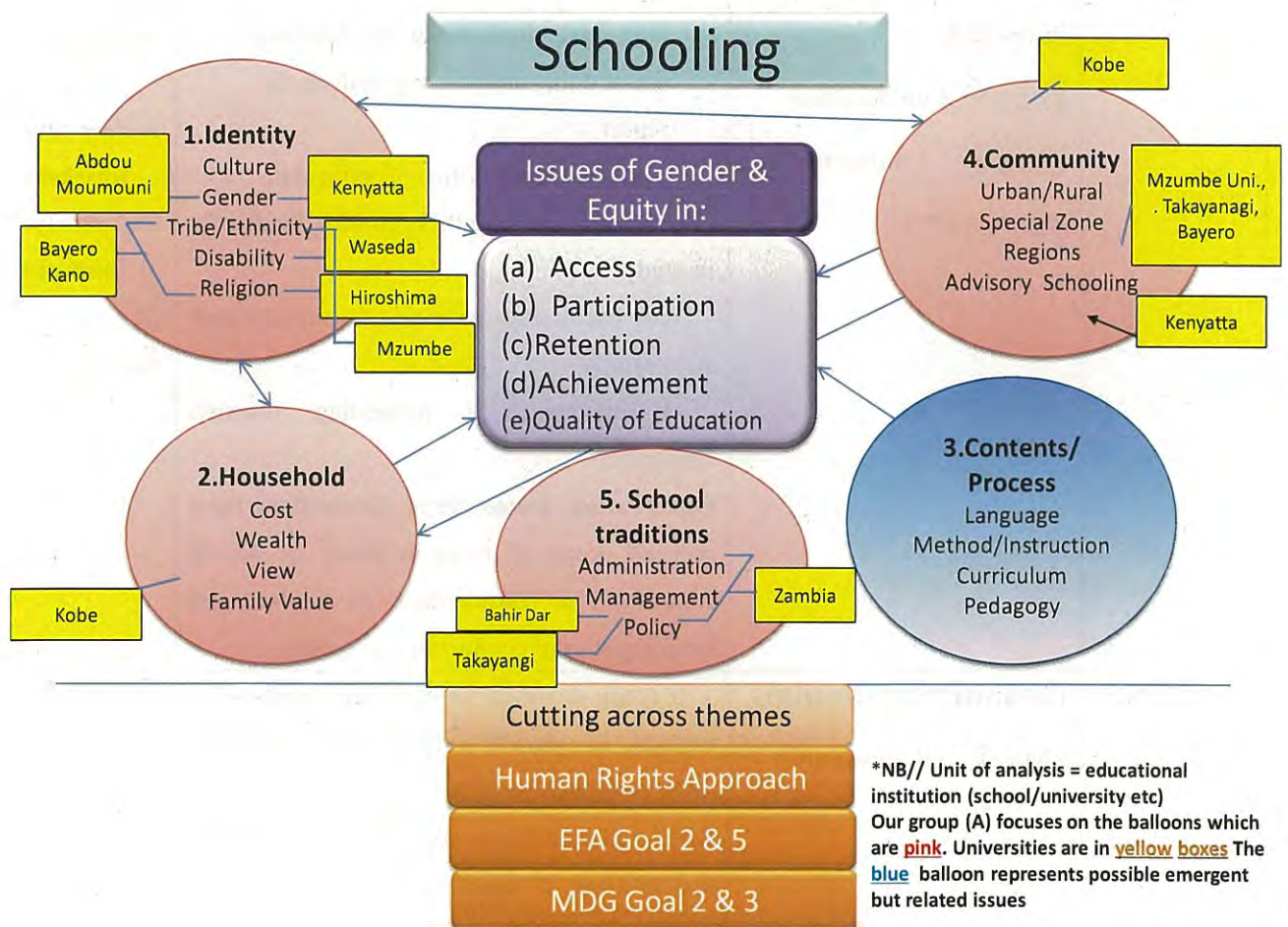# III.   Self-Evaluation Reports of Research Groups

1. *Group A: Gender and Equity*

(1) Conceptual framework: Thematic foci by the participating universities

This conceptual framework helps to depict **schooling** as the binding focus under which three main research priority areas that influence the process and outcomes of learning are linked. These are depicted in PINK balloons as **Identity** (or **identities**) upon which individuals or groups derive their interpretation of self and others; the **household** which is considered as the economic unit of a family, and the **community** which provides a wider sense of social and physical belonging outside family and self. The Framework also demonstrates –using YELLOW boxes, the chosen research foci of each participating university. Linking the universities and the various research foci is important in directing the teams to their chosen areas throughout the research process right from literature review, data collection, and analysis to the reporting. Other less central emergent issues would fall under the blue balloon. This framework is an outcome of team brainstorming and reflections on the various selected research topics that each team had selected on Gender and Equity as these impact/influence on schooling. The framework is, therefore, binding to all team members

Schooling

1.Identity
Culture
Gender
Tribe/Ethnicity
Disability
Religion

Abdou Moumouni
Kenyatta
Bayero Kano
Waseda
Hiroshima
Mzumbe

Issues of Gender & Equity in:
(a) Access
(b) Participation
(c) Retention
(d) Achievement
(e) Quality of Education

4.Community
Urban/Rural
Special Zone
Regions
Advisory Schooling

Kobe
Mzumbe Uni., . Takayanagi, Bayero
Kenyatta

2.Household
Cost
Wealth
View
Family Value

Kobe

5. School traditions
Administration
Management
Policy

Bahir Dar
Takayangi
Zambia

3.Contents/ Process
Language
Method/Instruction
Curriculum
Pedagogy

Cutting across themes
Human Rights Approach
EFA Goal 2 & 5
MDG Goal 2 & 3

*NB// Unit of analysis = educational institution (school/university etc)
Our group (A) focuses on the balloons which are pink. Universities are in yellow boxes The blue balloon represents possible emergent but related issues

(2) Contextualising Group "A" Evaluation

Group A has nine (9) participating universities with corresponding nine (9) research teams. Out of these, six (6) represent a university in Africa respectively (Western, Southern and Eastern) while each of the remaining three (3) represents one Asian university, namely Japan (See Appendix for details of countries, team membership and respective research topics).

In conducting the group evaluation, Group A referred directly to the Evaluation criteria that the A-A Dialogue Network Secretariat had circulated for the self-evaluation of individual universities. This decision ensures that the evaluation is based on objectively comparable standards that capture the various dimensions of the A-A Dialogue activities. Thus, the areas of evaluation include, research, experience sharing, group management, impact on collaboration, ownership and self-reliance. The following is the outcome of group evaluation.

GROUP "A" EVALUATION OF ACTIVITIES PLANNED FOR YEAR 2010-2011			
Category of Activities	**Rating**	**Explanation including reasons for the rating**	**Way forward**
Research	Rating 4 : **3 universities** achieved as expected with one them having published its research Rating 3= **4 universities** Rating 2= **1 university** **Aggregate = 3**	- One university completed & published - 2 universities completed their research reports - One university is doing data Analysis - one is doing analysis and drafting the report - Three universities are collecting data -1 university has recently been fully funded for its study - Three universities have raised internal funds successfully - 1 university is pre-testing research instruments **Observation** (some three universities have reduced scope of research based on advice from team & consideration on funding and local logistics of conducting research	**Publications** a) CICE Series b) Book c) Special issue 1) **Peer review** CICE Series - Kusakabe to coordinate this activity 2) **Joint proposal** for Phase III (cross national/University)
EXPERIENCE SHARING	**EXPERIENCE SHARING** Rating 4 = **all universities**	The group achieved as expected mainly with explicit in growth understanding or each other's research projects CICE coordination, support and regular updates was a major driving force to this success	**Kusakabe (Hiroshima Univ)** will keep the group in synch about **new ventures** that can enhance and **sustain this momentum**

MANAGE-MENT	Ratings 4 = 5 universities Ratings 3 = 3 universities Ratings 2 = 1 university **Aggregate 3**	Overall, internal management was just somewhat as expected. Overall management by CICE helped to boost the situation.	**James Wokadala –Kobe** university will engage in **participatory management** to ensure that timelines that have been agreed on way forward are adhered to (submit timelines to James by end of day March 27-03-2012)
OVERALL	Ratings 4 = 3 universities Ratings 3 – 6 universities **Aggregate 3**	Overall, the group somewhat achieved the activities in the group work plan to a reasonable level	**Supporting** each member to **complete** its work by **fast-tracking** the agreed **timelines**
COLLABO-RATION	Ratings 4 =7 universities Ratings 3 = 2 universities **Aggregate 4**	While the material aspect of this was relatively weak, there was a mutual feeling of cohesiveness of the group	**Developing group proposal** for comparative research in which group members will participate equally
OWNER-SHIP	Ratings 4=9 universities **Aggregate 4**	While the results in ratings are impressive, the group observed that some groups took relatively long to concretised this aspect	**Moving higher** in this aspect - from individual to group ownership through joint research
SELF-RELIANCE	Ratings 4=6 universities Rating 3=3 universities **Aggregate 4**	Logical link between ownership and self-reliance was noted	**Sustainability** is the next challenge to be attained through enhanced management, sharing, and research collaboration engage in Group proposal writi9ng Group grants writing to follow

Group A Research (A-A-D Member Universities)				
University	Country	Research Themes & Locales	Leader Researchers	Country
Bahir Dar	Ethiopia	Equity and Equality in Higher Learning Institutions of Ethiopia (Eastern)	Yeshimebrat Mersha - Alemayehu Bishaw	AFRICA (6)
Bayero	Nigeria (Kano)	Access and Retention in Basic Education -North-West Zone, Nigeria (Western Afi)	- Abdulrashid Garba - Muhammad Yakasai	
Moumin	Niger	Equity in University education in Niger (Western Afi)	-Auwal Lawa ---Nana_Aicha	
Kenyatta	Kenya	Girl-Focused Education Projects -Primary Schooling: & Construction of African Masculinities –Kenya (Eastern Afr)	-Fatuma Chege -- Francis Likoye --Hellen Guantai ---Salome Nyambura	
Mzumbe	Tanzania	Traditional Cultural Practices and Gender Gaps in Education -the Maasa of Northern –Basic Tanzania (Eastern Afr)	- Letisia Warioba; - Eulalia Temba; - Dominik Msabila - Matekere Yona	
Zambia	Zambia	Girl Child Education Awareness Campaigns -Impact on Retention on Basic Schooling –Zambia (Southern Afr)	- Musonda Luchembe - Dickson Nkosha - Peggy Chakufyali	
Hiroshima	Japan	Included System &Excluded System by Institutionalization of Education-Basic Bangladesh (Asia)	Kusakabe Tatsuya	ASIA (4)
Hiroshima	Japan	Literacy, Development –women's experiences in None formal - Kenya (Eastern Afri)	Taeko Takayanagi	
Kobe	Japan	Equity Issues in Lower Secondary Education: The Case of Uganda (Eastern Afr)	- K. Ogawa - J. Wokadala	
Waseda	Japan	Inclusive Education & Special Education (Basic) –Malawi (Southern	-Kazuo Kuroda- Jun	

2. *Group B: Quality of Education and Educational Policies*

(1) Research Activities of Group B: Group Meetings
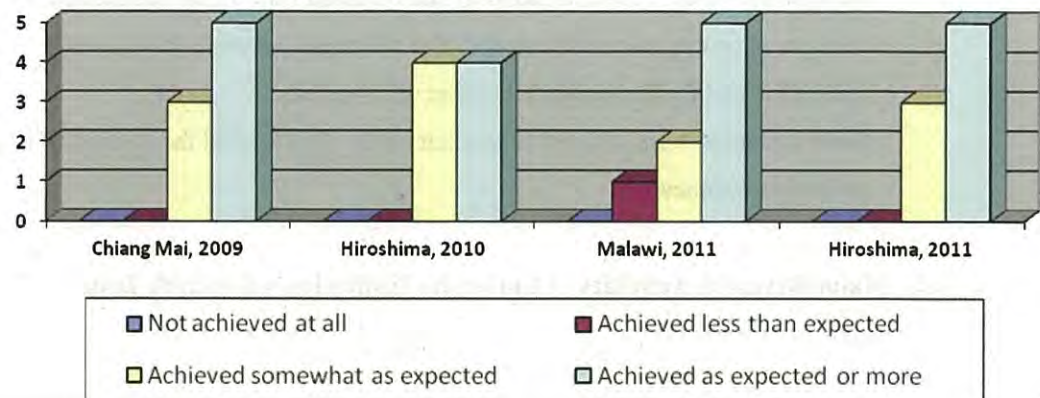
1) **Group Meeting at Chiang Main University, Thailand, from 19 – 23 October, 2009 (In absentia: CC).**

   Main Reasons for Ratings as Follows:

   + The group reached consensus on key principles, a common research theme and discussed matters of general concerns.

   + Report showed significant progress. Useful lessons from presentations and feedback from other participants. Lessons learnt from field visits on decentralization in the Thai educational system.

2) **Group Meeting at Hiroshima International Plaza, Japan, on 9 June, 2010 (In absentia: NGY).**

   Main Reasons for Ratings as Follows:

   + The group shared progresses of research from each country team and found that most teams made a promising progress.

   + We were able to share their experiences, progress and frustrations with each other. We learned a lot from each other and got useful suggestions from colleagues, and also able to assess the progress of team members.

3) **Group Meeting at Annie's Lodge, Malawi, from 11-15 January, 2011 (In absentia: NGY).**
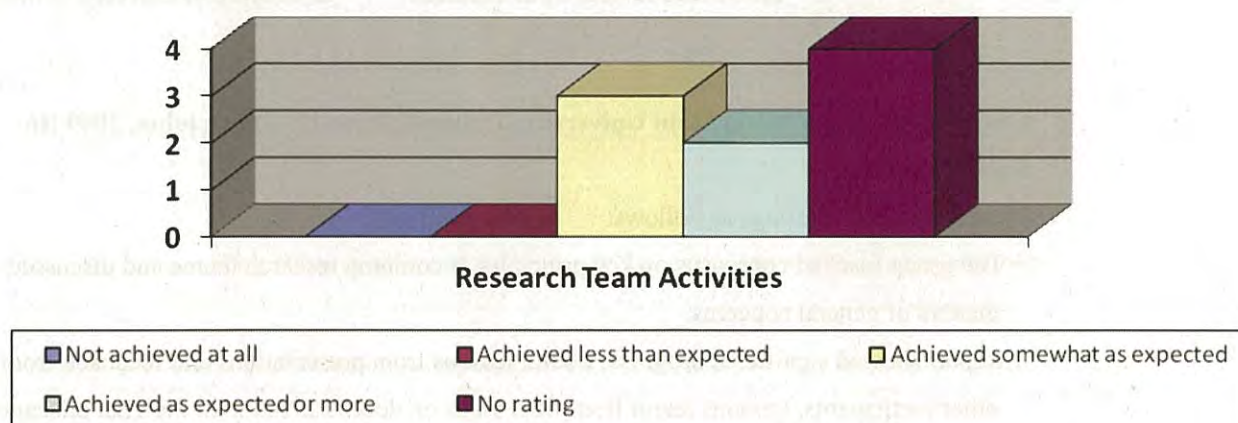
   Main Reasons for Ratings as Follows:

   + Research objectives were met and findings of a pilot study were presented at this meeting. Ideas of theoretical framework enhanced during group discussions and through sharing of each other's work.

   + Each participating research team made a presentation on the progress of research. Quality assurance and other way forward mechanisms were discussed and agreed on.

4) **Group Meeting at Hiroshima International Plaza, Japan, on 7 June, 2011 (In absentia: NGY).**

Main Reasons for Ratings as Follows:

+ We were able to share experiences and progress of work with each other. We made a presentation of our research proposal and received very useful suggestions which enabled us to improve on our research proposal. The deliberations were very useful.

− Time allocated for the group discussion was limited.

− Some countries were yet to finalize their study. This limited the sharing of findings and experiences somewhat.

(2) **Major Research Activities of University/Institution's Research Team**

Research Team Activities

■ Not achieved at all   ■ Achieved less than expected   □ Achieved somewhat as expected

□ Achieved as expected or more   ■ No rating

Some Reasons/Examples for Ratings as Follows:

+ Hiroshima University Team went through some preparation, hypothesis testing and field survey in collaboration with researchers of University of Cape Coast satisfactorily.

+ Osaka University students had good discussions with Prof. Sifuna in Nairobi, September 2010 and July 2011, although we could not share the specific ideas concerning each research.

+ University of Ouagadougou Team had an excellent opportunity to share the provisional research results with top experts of the basic education system, representatives of Ministries in charge of education and their partners.

+ University of Cape Coast members showed a lot of enthusiasm in doing the data analysis (August, 2011) and different areas were allocated to members which they promised to write up and present at the time agreed upon.

− University of Ouagadougou members were not always available for meetings. Invitations also often tend to be limited to the main researchers. More regular meetings would strengthen the team.
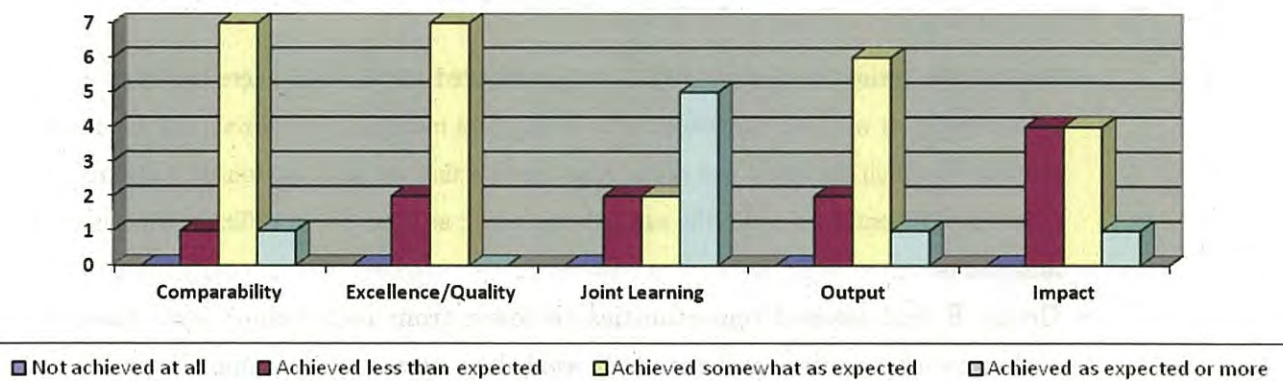
(3) Research Outputs: Research Papers, Articles, Publications etc. as Results of the Group/Team Research Activities

Six Active Institutions

Legend: ■ Book Publication   ■ Journal Article   □ Research Paper/Report   □ Presentation
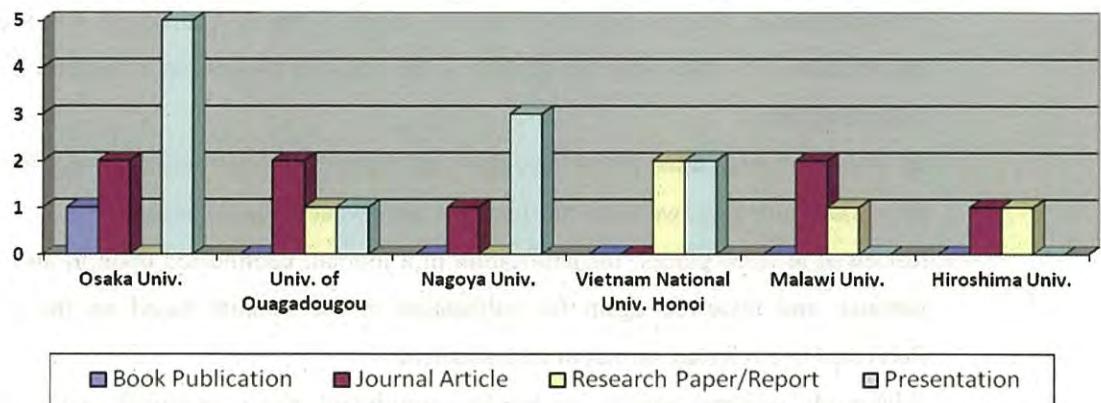
*Osaka Univ. Team had over 10 presentations during the Phase II.

(4) Research Outcomes from the Group B Research Work

Legend: ■ Not achieved at all   ■ Achieved less than expected   □ Achieved somewhat as expected   □ Achieved as expected or more

1) **Comparability.** Major Reasons for Rating as Follows:

+ The exchanges at the various meetings helped to reach a common understanding of the focus of the group research topics which should in turn allow comparability of the main results of each team.

+ The questions examined here are of interest to many other countries. Similar framework can be adopted in other studies.

− It is difficult to compare among countries about education quality and financial policies because the research projects are very diverse and have no common criteria for quality comparison.

− Although group meetings enabled sharing of ideas related to methodology, findings, acquisition of resources etc., delays in undertaking the studies by different countries limited comparability.

− It is good to have regular forums to share the progress of respective research teams, but there were not much clear standard of ensuring comparability.

2) **Excellence/Quality.** Major Reasons for Ratings as Follows:

+ Presentations of progress reports at various stages of the A-A Dialogue activities provided opportunities for improving the quality of the research projects as evidenced by the group interim report.

+ By looking at what other teams have done and from the discussions and suggestions given at the various meetings, we think the quality is somewhat achieved as expected.

+ Reviewed at three places: for publication in a journal, commented upon in an international seminar, and reviewed again for publication in the seminar based on the edited book. Published in a referred journal of high standard.

− Although several group members completed their research and produced a tentative report, the review process of such work was not completed on time to ensure quality and excellence in the work produced.

− Quality assurance (peer review) has not been conducted effectively, though it was agreed.

3) **Joint Learning.** Major Reasons for Ratings as Follows:

+ Through the various workshops which we participated in, we think there has been enough joint learning as we have understood what other team members were doing and the different contexts in which the study was done. Also the fact that we work not on the same research topic but different ones under the same theme made us learn about different aspects of the same theme.

+ Group B had several opportunities to learn from each other: joint planning, exchange of progress, and research workshop attended by some. It could have been more effective if full attendance were achieved at group meetings.

− Group B research work has enabled sharing of research frameworks and results and has facilitated a broader and comparative understanding of the issues and challenges facing education systems in Africa and Asia. However, not all studies were completed on time which somehow limited the learning.

− It may be fair as far as the entire Group B members are concerned. However, it is our perception and based on our direct experience that this objective is still quite far from the mark.

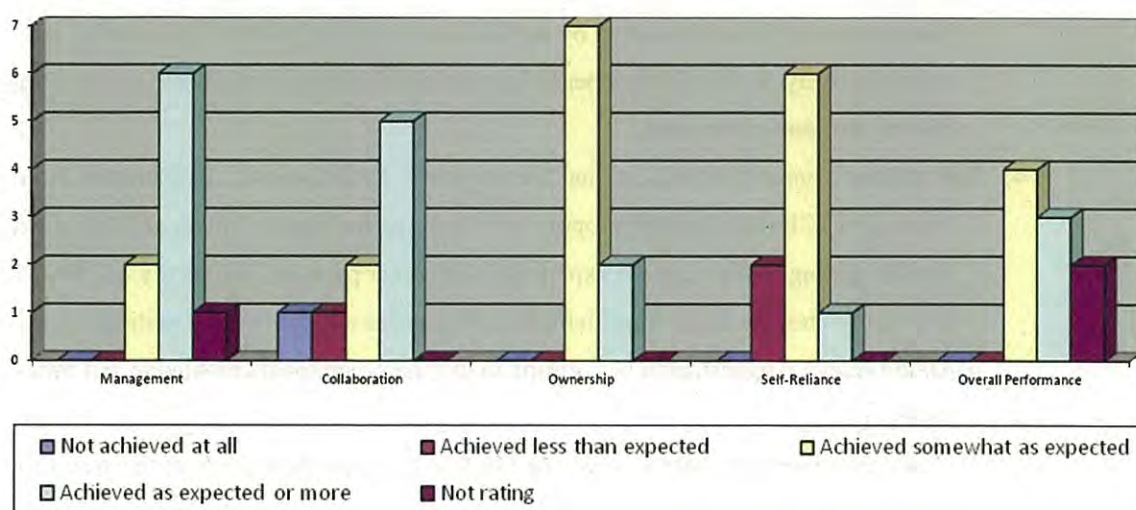4) **Outputs.** Major Reasons for Ratings as Follows:

+ The A-A Dialogue network encourages production and publications through CICE's journal. We have tried to contribute to the overall output of the group. CICE also compiled the progress reports of Group B which will encourage sharing and feedback. We are planning to write papers on the main sub-topics of our research but this was delayed by organizational problems.

─ We are yet to see the full outputs of the different teams, so much cannot be said about output. Possibly the meeting in Malaysia will help us to judge this better

─ At least a report was produced compiling the progress of research. But thereafter, not enough opportunities to interact as a group were given (partly due to the major earthquake in 2011).

─ Publications were not completed and this weakened the policy impact of the studies conducted.

5) **Impact.** Major Reasons for Ratings as Follows:

+ Discussions with policy makers were made in several countries, establishing better relationships.

+ It may be too early to assess the impact of the group's research efforts. We try however at the level our team to achieve some positive impact by involving some decision makers and practitioners of the Ministries in charge of education (launching, and more recently a presentation at an important forum on the quality of education in Burkina Faso).

+ Utilizing the opportunities of international conferences and general assemblies of A-A Dialogue which have been held annually in Hiroshima, the impact of the research work has been enhanced.

+ Was extensively referred to in policy discussions in public and private bodies, and by other researchers.

─ It seems obvious that rating these objectives otherwise amount to pure guesswork since we feel there exists no hard and scientific evidence of the impact factor.

─ Not really know how the research outcomes have impacted on education in each country.

(5) **Research Performance Outcomes**

Not achieved at all   ■ Achieved less than expected   □ Achieved somewhat as expected

□ Achieved as expected or more   ■ Not rating

1) **Management** of the Group B. Main Reasons for Rating as Follows:

+ This has been excellent with all the support from CICE and the cooperation of members of Group B.

+ Provided necessary aids, financial conditions for the implementation, good team work.

− More frequent exchange of communication would have made the group activities more meaningful.

2) **Collaboration** among Member Universities of the Group B in Organizing and Participating in Research Group Activities. Main Reasons for Rating as Follows:

+ There was an excellent team spirit and all members collaborated fully despite local constraints. Member universities who have accepted to host group activities are to be commended for their generous contribution.

+ There has been sufficient collaboration within our research team and with other members of A-A Dialogue. We have received support from the University of Cape Coast and our research topic was based on a grey area the Ministry of Education had identified for research.

+ The Group B network has stimulated closer links among members of the Centre for Education Research and Training (Malawi) and at the international level, a bond has been created with other members of the A-A Dialogue from Africa and Asia which can be strengthened to attain higher goals.

− Lack active communication.

− There is little collaboration involved with others in this study.

3) Sense of **Ownership** in Organizing and Participating in Research Group Activities.
Main Reasons for Rating are as Follows:

+ Our research team has taken quite a few initiatives in the choice and design of the research project taking into account local realities. Other member universities also seem to have built their projects on their own priority areas and the Group encouraged this sense of ownership.

+ The research topic was designed by the local team and the research was carried out collaboratively, with each member being responsible for collecting data and meeting the cost of the research process.

4) **Self-reliant** Approach to Educational Development. Main Reasons for Rating as Follows:

+ Although CICE met a greater proportion of the cost for external travel and living expenses for the sharing of the research experience with other partners, University of Malawi met the costs of the research including fieldwork allowances and funded the writing of the report.

+ All the research teams made best efforts to use their own local knowledge and own resources.

− This was achieved mainly through the fact that the individual teams in the group had to find their own resources to undertake their study. However, this was not an easy task even though it promoted a self-reliant approach to educational development.

    − Respective research teams have been self-reliant both in terms of the research design and agenda they set and financing the cost of research. But I am not quite sure what is the self-reliant approach of research which promotes educational development.

5) **Overall Performance** of Group B. Main Reasons for Rating as Follows:

    ✛ Group B has been very active and taken pains to support each other through suggestions and work activities geared towards enhancing the quality of research the each team was engaged in. Apart from the meeting in which we missed due to visa problems, our team participated in the all the activities of the A-A dialogue network which involved the Group B.

    − The research work was completed by most member countries, there was sharing of methodology and results, there was good collaboration, joint learning among members. However, the outputs in terms of publications have been limited.

(6) <u>**Some Comments & Suggestions for Improvement and Modification of the Network in Possible Phase III**</u>

    <u>Key Words</u>: *Publications, Capacity Development, Resources, Joint Research, Communication*

- <u>Continue the great coordination and communication work</u>, particularly the <u>termly reports</u> which keep the teams in contact.

- There is a need to <u>strengthen the publication component</u> in the possible phase III.

- The Secretariat may want showcase collaboration by <u>developing a good joint research project</u> which has a well-defined research framework and can be <u>published commercially from a prestigious publisher</u>. If there is a good example of such collaboration, the participating universities will <u>have a clearer vision and motivation for further collaboration, and inputs</u>.

- <u>Less experienced teams will benefit more from experienced Asian visiting professors. More visits to Asian countries including field visits</u> will help African members to draw the maximum benefits from the A-A Dialogue experience.

- The <u>various workshops and meetings</u> were good and have helped us to <u>build the capacity</u> of members. The numbers of participants in such meetings should be at least two per university so as to cover more people.

- We strongly feel that <u>individual country teams actually need to improve their internal team composition and performance</u>. The Secretariat and its coordination and support activities have been already excellent. Our team seriously needs to recruit more colleagues into the team and enlist more recognition and support from its umbrella institution of the University.

- We suggest that <u>the burden of finding resources</u> must not be put fully the responsibilities of the groups, as in each country the availability of funds differs. We must find another way of <u>defining self-reliance</u> as members of A-A Dialogue.

- <u>Joint research</u> on a topic of common interest could link two or more universities to make implementation easier and more useful in terms of <u>capacity development</u> and <u>mutual learning</u>.

- There is the need to have members from Africa and Asia undertaking <u>joint research</u> in the phase III, instead of members of the different regions doing separate research. The Dialogue will become more complete.

- <u>More cost-effective means of communication</u> need to be established. Also probably <u>a more flexible framework for collaboration and joint learning</u> would make it easier for members to contribute and participate.

- Useful measures were introduced including regular updates of activities, group email, research capacity building workshop. These should be maintained and strengthened.

- There is a need to allow participants especially from Africa to see more of the Japanese education system. This is we think lacking. There must also be opportunity to research into aspects of Japanese education system.

3. *Group C: Teacher Professional Development*

This report consists of two parts. Part I presents research conducted by Group C member universities. Part II shows member university's evaluations on Group C activities.

(1) Research

Group C has 14 research teams in 11 universities* and all except one were able to complete research. The team held a kick-off meeting at Universiti Sains Malaysia in March 22-26, 2010, and decided to focus on PRESET, INSET and conditions of service on teacher professional development. A conceptual framework was developed with three pillars: (i) policies, (ii) teachers' identity and (iii) teachers' professionalism (Appendix A). Member universities worked on their interesting issues and have conducted research. Research progress was presented in a Group C meeting at the University of Lagos in January 22-26, 2011. Appendix B shows research teams and their topics in relation to teacher professional development. At least five research teams received research funding from their own government, others got funding from domestic or external institutions/organizations. The team is currently under discussion about publications for research findings.

*Addis Ababa University (Ethiopia), University of Lagos (Nigeria), Ecole Normale Supérieure d'Antananarivo (Madagascar), University of Pretoria (South Africa), University of Dar es Salaam (Tanzania), Makerere University; Kyambogo University (Uganda), Indonesia University of Education (Indonesia), Universiti Sains Malaysia (Malaysia), Naruto University of Education; Hiroshima University (Japan)

(2) Evaluation

Group C evaluation form was developed by representatives of the group. All research teams returned the form and results were synthesized.

Achievement: Table 1 presents rating by each research team on the achievement of (i) research, (ii) management, (iii) other activities, and (iv) overall performance.

(i) Research: Ten out of 13 teams evaluated that research achievement was "somewhat as expected" or "as expected or more." Three teams had less than expected achievement due to delay for funding; a long-term research project; and limited available documents for reviews.

(ii) Management: This category is highly evaluated by all research teams. Many commented that they had good cooperation by research participants and had high levels of commitment by research members.

(iii) Other activities: Nine research teams responded to this category. Four of them rated "achieved as expected or more." The reasons include: we applied research funding to UNICEF and were accepted; we had staff exchanges (within 2 universities) to share

experiences on teacher professional development; we hosted a group meeting; and I made a DVD material for teaching practice.

(iv)   Overall performance: Two teams achieved "less than expected" and gave reasons such as delayed data collections. Five teams rated that their research achievement was "somewhat as expected." One team replied that resource was limited while another team provided a reason that they could complete all planed activities. Three teams gave the highest rate because of their research completion and fruitful results from it.

Table 1: Achievement (unit: number of university)

	Achievement			
	Research	Management	Other activities	Overall performance
Not at all	0	0	0	0
Less than expected		0		
Somewhat expected				
As expected or more				
n.a.	0			

Impact: Table 2 presents rating by each research team on the impact of (i) collaboration, (ii) ownership, and (iii) self-reliance.

(v)   Collaboration: Of 13 research teams, two of them responded that they had some impacts. The reasons for this include: "*This is strong collaboration within the local research groups and some level of collaboration with other AA member universities*". A majority of the teams replied that the impact was significant. "*Discussion with colleagues in the group has encouraged us.*" "It *brought a new activity such as staff exchange.*" "*Collaborated with a number of member universities in AAD in sharing knowledge and research findings.*" Teams that had a great impact referred to participations in different forums within member universities and the promotion of intellectual culture among member universities.

(vi)   Ownership: This category was highly rated by all teams. Many comments include great sense of ownership in terms of formulating research framework and themes as well as organizing group conferences. "*Those universities who have taken the initiative to organize group conferences really discharged their professional responsibilities at high level*". "*Great sense of ownership since all members Group C research group participated in formulating the research framework, which spawned the various projects.*" Two teams jointly produced a paper.

(vii)   Self-reliance: In terms of self-reliant approach, two teams responded that there were some impacts although funding was a major issue to support research. A majority of the teams rated significant impact on self-reliance. Although in many cases, specific reasons were not
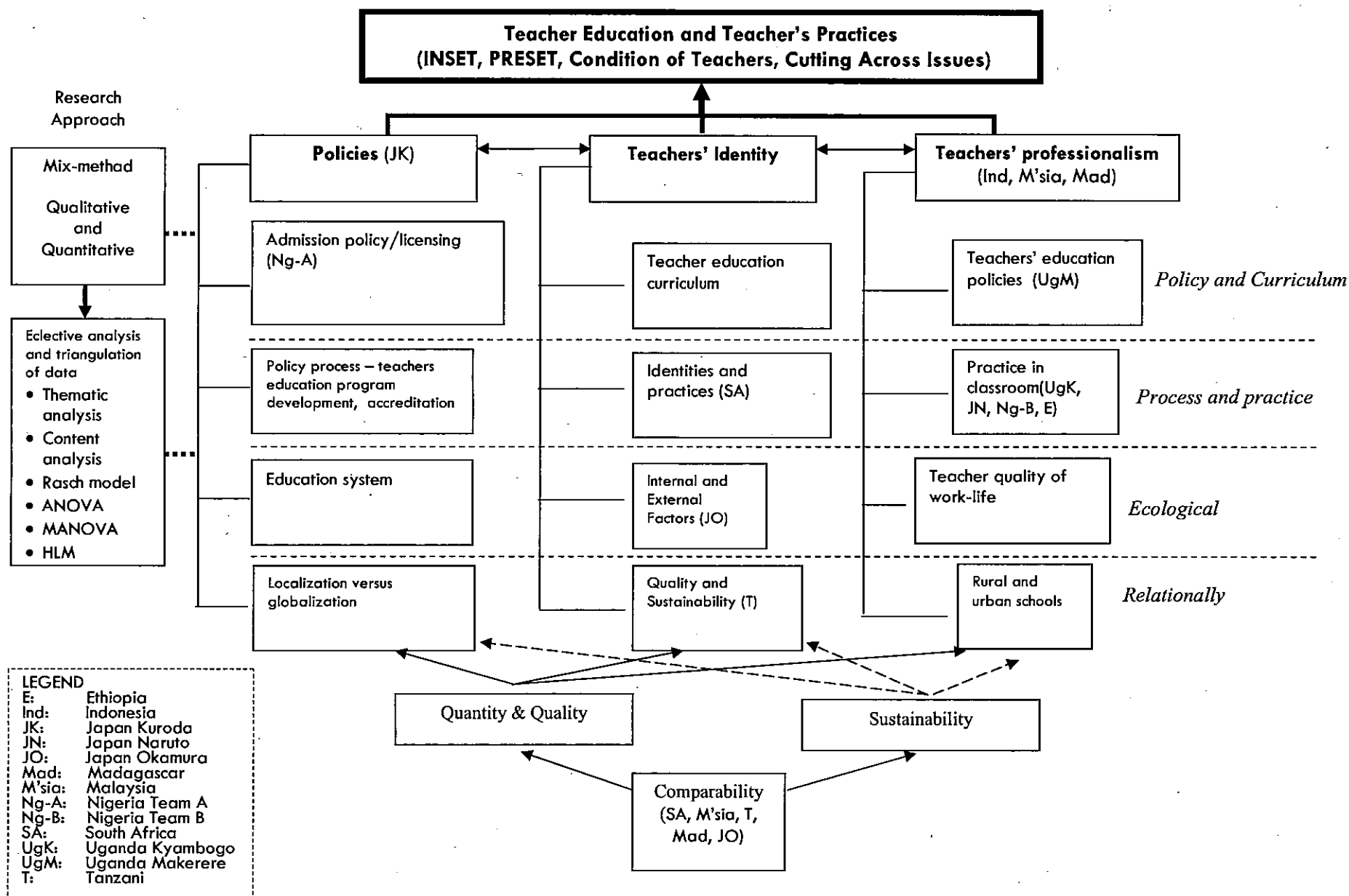
provided, one referred to self-financed research.

Table 2: Impact (unit: number of university)

	Impact		
	Collaboration	Ownership	Self-reliance
No or negative	0	0	0
Some impact	▓	0	▓
Significant impact	▓▓▓	▓▓	▓▓▓
Great impact	▓	▓	▓
n.a.	0	▓	▓

Overall comments: Following shows some comments in addition to evaluations above.

- Perhaps more coordinated comparative study could be done with one theme sharing one research framework.

- This has been one of the most rewarding international networks we have ever participated in, mainly because of the mutual respect for one another and continued dialogue to decide on the future of the network jointly. Asia and Africa share some similar history so it was easy to bond and work together without any inferiority or superiority complex feelings.

- We may enhance research publications and collaboration among the member universities

- One can honestly say that a lot of intellectual capital and growth-whether at institutional or personal level- has been derived from the activities of this august association of participating members. Further improvement according to my way of thinking would be in the area of more assistance for the sourcing of funds to undertake joint research amongst universities in Africa and Asia.

- New prospects have to be sorted out to make the relationship stronger.

Conceptual Framework for Research Teacher Professional Development – Team's Main Focus (2)

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

Research Approach

Mix-method	Policies (JK)	Teachers' Identity	Teachers' professionalism (Ind, M'sia, Mad)	
Qualitative and Quantitative	Admission policy/licensing (Ng-A)	Teacher education curriculum	Teachers' education policies (UgM)	*Policy and Curriculum*
Eclective analysis and triangulation of data • Thematic analysis • Content analysis • Rasch model • ANOVA • MANOVA • HLM	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 Kyambogo
UgM: Uganda Makerere
T: Tanzani

Group C member university's research focus

	Name of Institution	Research title	Research members	Theme of research
1	Addis Ababa University (Ethiopia)	School based Teacher Professional Development: The Case of Addis Ababa City Administration	Daniel Desta Desalegn Chalchisa Girma Lemma	Teachers' Professionalism
2	University of Lagos (Nigeria)	Affective and Cognitive Characteristics of Nigerian Student-Teachers: towards Developing an effective teacher education framework	Oyenike Adeosun Bayo Oladipo Adesoji Oni	System and Policy
3	Ecole Normale Supérieure Antananarivo (Madagascar)	Professional Development for Primary School Teachers in Madagascar	Razafimbelo Judith Razafimbelo Celestin Ramanitra Narisoa Ratompomalala Harinosy Razanakolona Daniel Rajonhson Lina Andrianaval O.M.Alex	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	Gilbert Onwu Marie Botha	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	Willy L.M. Komba William Anangisye Joviter Katabaro	Teachers' identity
6	Makerere University (Uganda)	An examination of locally and externally initiated teacher professional development programmes for science and mathematics teachers in Ugandan schools	Connie S. Masembe Mary G. Nakabugo Ronald Bisaso Charles Kyasanku Rose C. Nakawuki	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	Maani John Samson Otaala Justine Bakaira Godfrey G.	Teachers' Professionalism

			Ndawula Stephen Mayengo Nathaniel	
8	Indonesia University of Education (Indonesia)	Continuing Teacher Professional Development through Lesson Study	Sumar Hendayana Asep Supriatna Harun Imansyah Nahadi	Teachers' Professionalism
9	Universiti Sains Malaysia (Malaysia)	Teacher Professional Development in Malaysia	Hazri Jamil Abdul Rashid Mohamed Yusof Petras Nordin Abd Razak Hashimah Yunus Hairul Nizam Ismail Anna Christina Abdullah	Identity, professionalism, Policy and Practice
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	Lim Chap Sam Zurida Ismail Shuki Osman Tang Keow Ngang Ong Saw Lan Chew Cheng Meng Mageswary Karpudewan	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	Hiroaki Ozawa Kensuke Chikamori Yumiko Ono	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	Norihiro Kuroda	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	Miyuki Okamura	Teachers' identity