

## African Participants

No	From	Affiliation	Name	Research Topic
1	Addis Ababa, Ethiopia	Institute of Educational Research Addis Ababa University	Girma Lemma Fantaye	School-based continuous teacher professional development: the case of selected schools in Ethiopia
2	Antananarivo, Madagascar	Ecole Normale Supérieure d'Antananarivo	Célestin Razafimbelo	Training teachers in primary school - Problematic of the curriculum in Malagasy context.
3	Lagos, Nigeria	Faculty of Education University of Lagos	Adeola Oyenike Adeosun	Affective and cognitive characteristics of Nigerian student-teachers: towards developing an effective teacher education framework.
4	Johannesburg, South Africa	University Of Pretoria, Faculty of Education, Department of Science Mathematics and Technology Education, Pretoria.	Gilbert O M Onwu	Investigating sustainability of teacher professional identity in early science teaching.
5	Dar es Salaam, Tanzania	Mkwawa University College of Education University of Dar es Salaam	Willy Lazaro Mbunju Komba	Innovation in Higher Education Policy: Exploring the Impact on Teacher Professional Identity in Selected Universities in Tanzania.
6	Entebbe, Uganda	Department of Language Education, School of Education Makerere University	Connie Masembe Ssebbunga	Examination of locally- and externally - initiated teacher professional development programmes for science and mathematics teachers in Ugandan secondary schools.
7	Entebbe, Uganda	Faculty of Education Kyambogo University	Maani John Samson	Investigation into teachers' effectiveness at secondary school level in Uganda: Bridging the gap between training and practice.

## Asian Participants

8	Bandung, Indonesia	Faculty of Mathematics and Science Education (FPMIPA) Indonesia University of Education (UPI)	Asep Supriatna Endang	Development of a Model of Continuing & Collaborative School-based Teacher Professional Development in West Java
9	Bandung, Indonesia	Faculty of Mathematics and Science Education (FPMIPA) Indonesia University of Education (UPI)	Sumar Hendayana	
10	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Abdul Rashid Mohamed	(chair of the planning meeting)
11	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Hazri Jamil	Bridging the gap between the intended and implemented policy of Malaysian teacher professional development.
12	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Hashimah Mohd. Yunus	
13	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Norizan Esa	
14	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Lim Chap Sam	Promoting collaborative teaching culture through lesson study: Focus on developing student thinking in four major school subjects.
15	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Shuki Osman	
16	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Nordin Abdul Razak	Exploring teacher professional identity
17	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Anna Christina Abdullah	
18	Penang, Malaysia	School of Educational Studies, Universiti Sains Malaysia	Hairul Nizam Ismail	
19	Tokushima, Japan	International Cooperation Center for the Teacher Education and Training Naruto University of Education	Hiroaki Ozawa	Development of the reflection process in post lesson conference: Case study of lesson study in Mpumalanga Province, South Africa.
20	Hiroshima, Japan	Center for the Study of International Cooperation in Education (CICE), Hiroshima University	Norihiro Kuroda	Historical Review of Japan's Policies and Practices for Teachers: Focusing on Their Status and Identity
21	Hiroshima, Japan	Center for the Study of International Cooperation in Education (CICE), Hiroshima University	Miyuki Okamura	Teacher identity and policy implementation in developing countries context.