

Foreword

This is the 7th volume of CICE Series, a collection of papers that have been produced under the three-year research project conducted in the framework of the “Africa-Asia University Dialogue for Educational Development” (A-A Dialogue) Network Phase V between June 2019 and July 2022.

The “A-A Dialogue” network is an international network of African and Asian universities pursued since 2004; the year 2022 marks the end of Phase V. Phase I (2004 - 2007) started in cooperation with four organizations: the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations University (UNU), the Japan International Cooperation Agency (JICA), and the Center for the Study of International Cooperation in Education (CICE), Hiroshima University. Through joint research among 28 universities, Phase I endeavored to contribute to achieving the international commitment of “Education for All” (EFA) particularly in Africa.

In Phase II (2009-2011), the participating universities officially agreed on the A-A Dialogue Network statutes. In May 2010, UNESCO recognized the Network as a UNESCO-UNU UNITWIN program, an official UNESCO international program that intends to promote inter-university cooperation activities. Additionally, the network universities decided to carry out comparative studies in three broad areas of educational development: A) equity and gender; B) quality of education and educational policy; and C) teacher professional development. The participating universities themselves selected these three themes in consideration with their research interests, educational issues which their countries were faced with, as well as international concerns.

Phase III (2012-2014) observed an expansion of the A-A Dialogue Network from 28 to 30 universities, including 16 universities in 12 countries in Africa and 14 universities in 8 countries in Asia including Japan. Various research projects newly started in addition to the existing ones, whose results have been used to improve teaching and learning in the Global South. Moreover, exchanges of teaching staff between the member countries became more active during this Phase.

Phase IV started in July 2015, and the Network recognition by UNESCO as a UNITWIN Program was renewed. The Network activities were more actively implemented, and all the member universities made efforts, despite various constraints they had, to advance joint research activities at different paces. Among these research activities, the research group on the theme of teachers' professional development (Group C), launched by Universiti Sains Malaysia, conducted a comparative study on teachers' professional identity in Malaysia and Bangladesh using an uncommon methodology called qualitative approach using structured interviews and discussion with novice teachers to generate a large number of research outputs.

The Network has started Phase V in June 2019 and committed to contributing to the achievement of Sustainable Development Goal 4 (SDG4) by working closely with UNESCO and other important education stakeholders. The Network had operated with 30 member-universities, but unfortunately, two universities decided to withdraw, making the current membership of the Network with 28 universities. Since 2020 when COVID-19 hit, additional joint research projects started, including: (A) Equity under COVID-19, (B) Impact of COVID-19 on learners, (C) Teachers' use of digital pedagogy under COVID-19, and (D) Social media analysis. Besides training programs and research, member universities have been encouraged to initiate further cross-member activities including staff and student exchange activities and colloquiums.

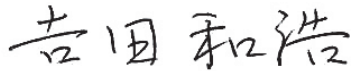
The following is the list of Network Member universities as of the end of Phase V and themes they have selected.

A-A Dialogue Participating Universities and Their Research Themes

Group A: Equity under COVID-19		
	India	National Institute of Educational Planning and Administration
	Kenya	Kenyatta University
	Bangladesh	University of Dhaka
	Nigeria	Bayero University Kano
	Tanzania	Mzumbe University
	Ethiopia	Bahir Dar University
	Malaysia	University of Sains Malaysia
	Thailand	Chiang Mai University
	South Korea	Seoul National University
	Japan	Kobe University
Group B: Impact of COVID on Learners		
	Malawi	University of Malawi
	Nigeria	University of Lagos
	Uganda	Makerere University
	Zambia	University of Zambia
	Bangladesh	University of Dhaka
	Burkina Faso	University of Ouagadougou
	Niger	University of Abdou Moumouni of Niamey
	Uganda	Kyambogo University
	Japan	Osaka University
	Japan	Waseda University
Group C: Teacher's Use of Digital Pedagogy under COVID-19		
	Ethiopia	Addis Ababa University
	Madagascar	Ecole Normale Supérieure d'Antananarivo
	Ghana	University of Cape Coast
	Nigeria	University of Lagos
	Uganda	Makerere University
	Uganda	Kyambogo University
	Indonesia	Indonesia University of Education
	Vietnam	Vietnam National University Hanoi
	Tanzania	University of Dar es Salaam
	Japan	Naruto University of Education
Group D: Social Media Analysis		
	Malaysia	University of Sains Malaysia
	Nigeria	University of Lagos
	South Africa	University of Pretoria
	Indonesia	Indonesia University of Education
	Vietnam	Vietnam National University
	Japan	Hiroshima University
	Ethiopia	Addis Ababa University
	Bangladesh	University of Dhaka
	Ghana	University of Cape Coast

The COVID-19 pandemic has affected the educational systems across the world, with one of the largest effects as the loss of learning due to school closures. This volume of CICE Series forms a part of outputs from the research activities undertaken during the Phase V on the impact of COVID-19 on the above themes. The participating universities truly wish that these studies can make contribution to improve educational policymaking and its implementation.

Let me take this opportunity to express my sincere appreciation not only to the authors of the papers that appear in this CICE publication series but also all people involved in the research projects and supported our network for their great academic and practical contributions.

Handwritten signature of Professor Kazuhiro Yoshida in Japanese characters: 吉田 和浩.

Professor Kazuhiro Yoshida

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