

**The Africa-Asia University Dialogue for Basic Education Development Project:  
a joint initiative of UNESCO, JICA, UNU and Hiroshima University**

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**I. Introduction**

The Africa-Asia University Dialogue for Basic Education Development Project ('A-A Dialogue Project' for short) is a project to promote an integrated perspective for educational development in sub-Saharan African countries with a particular focus on basic education development through self-reliant efforts by creating opportunities for research and reflection through dialogue and collaboration between universities in Africa and Asia. It may be visualized as an effort to form a network of like-minded African universities and research institutes to foster policy research on critical issues for basic education development in the respective African countries, which is peer-supported by Asian universities with inputs of their respective experiences and ideas. Seventeen (17) universities from 12 African countries and 13 universities from 6 Asian countries are now participating in the project (Please see Appendix 1). This project was initially conceived in 2003 by the Center for the Study of International Cooperation in Education (CICE) of Hiroshima University based on a series of consultation held with African education experts.<sup>1</sup> Since 2005 it has been implemented with a joint support of UNESCO, the Japan International Cooperation Agency (JICA), the United Nations University and Hiroshima University.

The primary motive behind this project was the realization that, in spite of the collective and global commitment to achieve Education for All (EFA) and to search for new ways of ensuring sustainability of efforts and improvements made in basic education, the actual pursuit was not organized as an integrated effort of the education and related sectors in all the countries concerned.<sup>2</sup> In many developing countries various levels of education were operating independently of each other. In particular, universities were making only a limited contribution to the development of the education sector, although they were the prime producers of the managers and teachers in the education system and the primary intellectual assets for exploring effective and efficient ways for basic education development. On the donor side also, the supporting role of universities was not visible, since their contribution often consisted of individual efforts which were not accompanied by institutional commitment and which were never internationally coordinated.<sup>3</sup> Yet being the apex of research and knowledge, universities can undoubtedly play a crucial role in influencing change that is sustainable through identifying and releasing untapped resources for EFA, particularly in regions that are lagging behind.

The EFA Global Monitoring Report 2002 called for concerted efforts to enable sub-Saharan Africa to make substantial progress towards EFA goals. Five years later the EFA Global Monitoring Report 2007 reports that some significant progress has indeed been made in this region in raising the net primary enrolment. and reducing the number of out-of-school children. Much more effort, however, is needed. According to the 2007 report, although sub-Saharan Africa's grade 1 entry increased by more than 30% over the 1999-2004 period, its net enrolment rate of 65% is still the lowest of all regions in 2004. Moreover, fewer than two-thirds of the enrolled reach the last primary grade in a majority of these countries. The number of out-of-school children in sub-Saharan Africa also decreased from 43 million in 1999 to 38 million in 2004, but the latter still accounts for half of the world's corresponding total. As the access to basic education has improved, serious questions are

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also increasingly raised about the adequacy of the quality of education provided. As mirrored by the prominent treatment given in the G8's Africa Action Plan, there is clearly an international consensus for continuing to focus the EFA campaign on the Sub-Saharan African region.

Higher education institutions in sub-Saharan Africa, however, are themselves faced with immense challenges. On top of the long-standing problems of quality and access and almost chronic deficiencies in financial, human and material resources, they are confronted with the possibility of being bypassed by the global wave of university reforms to cope with the new demands of knowledge societies and global competition brought about by the rapid development of information and communication technologies (ICT).<sup>4</sup> However, there also seems to be a new wind blowing in support of African universities. Some studies carried out for international organizations indicate a shift in the international donor community to value the potential contribution of universities to development and to create an enabling environment for their role.<sup>5</sup> The new wave of ownership-partnership debate surrounding the New Partnership for Africa's Development (NEPAD), with its emphasis on a more self-reliant development approach by and for the African countries, is suggesting a new role of African universities for intellectual leadership. As a manifestation of this new trend, a seminar held between NEPAD and UNESCO in 2003 recommended that UNESCO "should redouble its efforts in this [higher education] area, particularly advocating the role of this level of education in the strengthening of EFA and other levels of education (teacher training, management training)."<sup>6</sup> Most important of all, African higher education experts have themselves started raising 'African voices' and initiated dialogues among themselves concerning their experiences and views.<sup>7</sup>

Against this background, then, the present project may be said to represent an international initiative for encouraging the engagement of African university-based experts in collaborative research and dialogue in support of basic education development. It is a proposal based on a partnership approach. International partnership approach has been argued before for educational cooperation, for example, by the Swedish Government,<sup>8</sup> and international university-to-university partnerships have also been tried before.<sup>9</sup> What may be unique about the present project is that this partnership approach aims at covering more than 10 African countries and is peer-supported by Asian universities.

## **II. Why an Africa-Asia University Dialogue?**

Why should this partnership project be designed as a peer dialogue between African and Asian universities instead of a more usual 'donor-recipient' partnership promoted by many Western donor countries involving their own universities? This may be explained in terms of three considerations that went into the design of this project. The first concerned how to make this a genuinely 'Africa-owned' project backed by an 'autonomy-respecting' assistance. The second related to the possible benefit of experience-sharing in educational development. The third had to do with a practical question of elaborating a convincing technical cooperation framework for supporting the formation of an African university network for education policy research.

The starting point for the first question of ownership of the project and 'autonomy-respecting' assistance should be to take cognizance of the perception of African scholars that the usual consequence of North-South cooperation in higher education is that "African scholars become not partners or counterparts, but research assistants for the 'principal' researchers' from the North Atlantic universities... genuine cooperation between universities in the North Atlantic and those of tropical Africa will be possible only if the well endowed universities of the North are ready and willing to promote research and publication within and between African universities themselves".<sup>10</sup> There are two demands here – one explicit and the other implicit. The explicit demand is that the promotion of research and publication within and between African universities is desirable and desired. The implicit demand is that the African universities should have relative autonomy in the conduct of the research. The idea of 'autonomy-respecting' assistance may go a long way in accommodating both these requirements.<sup>11</sup> The former is really a question of how to define the project objective and outcome and is in line with the thinking of the initiators of the A-A Dialogue

Project. The latter is a bit problematic since it involves the question of how to ensure that a promised output is delivered for the resources (i.e., tax-payer's money) mobilized. The solution proposed in the project has been to make the project process open and participatory to Asian universities, including Japanese universities, as 'peers'. Above all, this should help avoid the usual North-South mental fix of the African scholars.

The second consideration, possible benefit of experience-sharing, derives from the global acclaim the East and Southeast Asian Countries received especially in the 1990s for the development of basic education<sup>1 2</sup> and the possible learning that may be drawn by African countries from this experience. The obvious experience to be shared should concern, among other things, what kind of role the Asian universities played in relation to the development of basic education in their respective countries. This question is of particular importance because it is generally known that the governments of these countries did not necessarily emphasize higher education in the early phases of development.<sup>1 3</sup> The scope of experience-sharing may extend to other comparative higher education concerns, such as access, relevance, influence of colonial and Western higher education, impact of globalization and ICT. In designing the process of Africa-Asia university dialogue, much thought was given to the modality of experience-sharing.<sup>1 4</sup> As explained later, the project process involves bringing African university-based researchers to Asia for exposure to and learning about the Asian educational development experience, and for formulation of a policy research scheme to be implemented upon return to their respective African countries. The impact of this exposure to a similar, but different, higher education development context may not be minimized since it enables, at least, some among them to think about educational development in their countries in a more self-reliant way.

The third consideration of how to elaborate a convincing technical cooperation framework is in reality a funding question. One of the instrumentalities for Japan's assistance to Africa is the Tokyo International Conference on African Development (TICAD) organized once every five years. One important strategic theme of TICAD since its inaugural meeting in 1993 has been the promotion of South-South cooperation between Asian and African countries. As the timing of the project formulation for the A-A Dialogue Project coincided with the convening of TICAD III (2003), the Japanese government support for the project could be obtained relatively easily by framing it as a South-South undertaking. The South-South Cooperation framework was also instrumental in negotiating the support of UNESCO, JICA and the UNU. The adoption of the South-South Cooperation approach also helped highlight the centrality of self-reliance as a guiding principle of the project.

### **III. The purpose, scope and management of the Project**

#### **1. Purpose and objectives**

The principal purpose of the A-A Dialogue Project, as mentioned earlier, is to promote a self-reliant approach to basic education development in Africa by providing opportunities for research and reflection through dialogue and collaboration between universities and research institutions in Africa and Asia. The immediate objectives have been the following:

- (1) To enable African universities, in cooperation with national education authorities, to plan and conduct research conducive to the development of basic education in their respective countries;
- (2) To network universities in selected African countries for the purpose of sharing experiences and strengthening each other in undertaking policy research for sustainable basic education development.
- (3) To further extend the network to include universities and research institutions in Asian countries for exchange of experiences and views .

## **2. Time frame and principal activities**

The Project is implemented with an initial term of three years, ending in March 2008. The participating countries, especially from Africa, should decide on whether or not to extend the project to a 2<sup>nd</sup> phase.

The principal activities in the project consists of (i) undertaking of a study mission to Asia by African university-based education experts with officials of national education ministries, (ii) conducting of policy research in participating African countries, and (iii) convening of an African regional meeting for reflection and dialogue based on research results with the participation of Asian education experts. These activities, explained in the following paragraphs, are carried out as an annual cycle with four new African countries joining the project each year.

### **(1) Study mission to Asia by African university-based education experts with officials of national education ministries**

Each year the project starts with a month-long study mission by 12 African education experts (4 national teams, each consisting of 2 university-based experts and 1 educational ministry official concerned with policy research). This mission is organized within the framework of JICA's technical training program conducted in Japan. The mission's general objective is for each participant to develop a self-reliant perspective for basic education development. In addition, each national team is given a collective assignment to elaborate a policy research scheme of relevance to the national education ministry which the members should implement upon return to their respective counties.

The study mission starts with a program of 3-day visit to an Asian country, other than Japan, organized by a higher education institution in that country. The African participants observe basic education practice and exchange experiences and views with their Asian university and ministry counterparts on education policy and research. After that, the group will travel to Japan for a 4-week program with the support of Hiroshima University CICE, during which they observe and learn about Japanese education development practices, and engage in concentrated research work to develop a policy oriented research in basic education and to prepare a work plan for implementing it once back in their countries. Asian university-based experts, especially from Japan, variously interact with them, especially to contribute comments on the drafts of research schemes. Towards the end of the program, the group spends a week at the UNU in Tokyo for final refinement of the research scheme.

The selection of participating African countries is a result of consultation and negotiation between different African countries and JICA. As shown in Appendix 1, 9 Anglophone and 3 Francophone African countries are participating in the project. The composition of each national team is left up to each participating country and is decided in different ways reflecting the varied relationship between the national education ministry and the university sector.

### **(2) National-level policy research in participating African countries**

Upon return to their respective countries, the participants in the study mission organize seminars to share the results of the mission with their colleagues, policy-makers, educational administrators and teachers. This seminar is used as an opportunity to establish a team of university- and ministry-based experts for implementing the national-level research, re-examine and finalize the research plan and to launch the actual research work. Each national research team is engaged in the subsequent months for conducting the research, using the financial resources which are made at its disposal by JICA, UNESCO and Hiroshima University. The national teams are encouraged to mobilize additional domestic resources, for example, from the ministries of education sources, and a few have indeed managed to gain such resources.

The national teams are free to choose the final topics of their studies as well as research methods. The only requirements placed upon them are that their studies should concern basic education development and that the research issues to be taken up should have policy relevance and

preferably the education ministries' clear endorsement. Once the research starts, the national teams are encouraged to keep the university colleagues, policy-makers, educational administrators and other stakeholders informed of the progress of work. Hiroshima University CICE staff make occasional visits to the national teams to keep track of the work done by the national teams.

(3) Regional reflective dialogue meeting at year's end

A reflective dialogue meeting is organized at the end of each year in order to share the results of the research work done among the participating countries and with the experts from Asian countries and supporting organizations. For Year 1 of the project, this meeting was held in Hiroshima, Japan, in November 2005. For Year 2 it was held in Kampala, Uganda, in November 2006. In Year 3, the terminal year of the initial 3-year phase, this meeting is tentatively scheduled to take place at UNESCO in Paris in December 2007.

### **3. Anticipated outputs**

The anticipated outputs of the Project are as follows:

- a) Research reports will be produced by national research teams on key policy issues in basic education development in selected African countries;
- b) African education researchers and national education ministry officials participating in the Project will enhance their skills and knowledge in basic education through planning and conduct of relevant policy research ; and
- c) A space will be created for African education experts to dialogue among themselves and with Asian experts on the fundamental issues in basic education development and to explore more self-reliant and integrated approaches to the development of education sector in their countries..

### **4. Project management and finance**

This Project is a joint initiative of UNESCO, JICA, UNU and Hiroshima University in support of research and dialogue on basic education development for African and Asian education experts in the universities and national education ministries. Hiroshima University CICE is functioning as the secretariat for the Project, assisting the participating universities to plan and conduct the national-level research, monitoring the development of research activities in the participating countries and organizing the reflective dialogue meetings.

The project activities are carried out with financial resources contributed by all the supporting organizations, complemented by the national education authorities in a few of the participating African countries. Given the relatively large funds needed to promote the exchange and dialogue among the participating African and Asian universities, and in order to allocate as much financial resources as possible to cover national-level research activities, project is run in an compact and simple manner. The national teams are encouraged to combine their research efforts with related research activities being carried out by the universities and the national education authorities, in order to avoid duplication and to generate maximum impact on the research and policy process.

### **IV. Accomplishments so far**

The Project is in the middle of its third and terminal year of its initial phase. Because of the project's 'not-so-conventional' features, such as Africa-Asia partnership, university-ministry combination in research team composition, supporting structure consisting of both bilateral and multilateral aid organizations, and autonomous conduct of national-level research, the project process tends to move slowly. Yet, certain positive outcomes are already beginning to emerge, which may be summarized as follows:

(i) Beginning of an Africa-Asia university network for policy research on basic education development

As shown in Appendix 1, 17 universities from 12 African countries and 13 universities from 6 Asian countries are now participating in the Project. Although they are yet to meet together as a whole group, they form a community of research partners by electronic communication. The participating African university-based experts seem to value greatly the 'new' opportunity to interact with their Asian counterparts. To quote from the replies by a few African university researchers to a recent monitoring inquiry of the Project: <sup>1 5</sup>

"The participation of the critical friends from Asia was very good as it afforded the African researchers the opportunity to get their work critiqued by 'outsiders'." (Ghana)

"The peer review suggestions made by the Asian researchers during the training we received at CICE were very relevant and contributed greatly to improving our research proposals and our approaches to doing research." (Burkina Faso)

"The experiences are eye opener to how basic education is implemented in the Asian countries. Also the critique of the research plans is worthwhile and valuable as they helped to give clear focus to the research plans." (Nigeria)

However, regarding the establishment of the African university network, more concentrated effort seems to be needed, as indicated by the following comments:

"There is a need to promote deeper and more sustained dialogue among the African scholars within the partnership. To promote inter-university collaboration within Africa through the research work of the partnership..." (South Africa)

"It will be good to have comparative studies across Africa which can send signals to our governments and policy makers as to situations in other African countries so that good practices can be adopted and bad practices avoided." (Ghana)

(ii) Elaboration of 'African' policy research agenda for basic education development

The African research teams have had much liberty in pursuing different issues for policy research, including selection of topics. The only requirement they have is that the issue or topic to be selected is relevant to policy-making by the national education authorities so that the research done may have an impact on education policy of the government. To ensure this, each country has been asked to include an education ministry official dealing with education policy research in the group sent to Asia for the initial study mission and also to appoint ministry officials to take part in the work of the national research team.

The research topics actually selected by the national teams are quite diverse, as shown in Appendix 2. All twelve of them are concerned with the quality of education delivered. Five of them focus on issues relating to school or classroom practices, such as school's capacity for instruction, student-teacher interaction in classroom setting, and 'good' classroom practices. Four tackle questions relating to teacher training and its impact on quality of education. Two deal with the question of quality linked to access issue, such as the extent and impact of HIV/AIDD education especially for orphaned and vulnerable children and the incidence of the urban-rural divide. One of the 12 is an attempt to investigate relationship between various educational inputs and outcome through a quantitative analysis.

Together these topics may be said to represent African researchers' or Africa's concerns with qualities of basic education. Perhaps two of the 12 studies may be singled out to illustrate the uniqueness or originality of the underlying perspectives. One is the research on instructional

strategies for large-sized classes being carried out by the Ugandan team.<sup>16</sup> In most developing countries over-sized classes affecting the instructional quality negatively are a fact of life. While technical cooperation in basic education by donors tend to address the quality problem by introducing teacher training for student-centered instruction, group work, constructivist approach and other instructional techniques which have been developed under more favorable student-teacher ratios in donor countries, the sheer large size of the classes in developing country schools may not permit such practices. The Ugandan team's empirical study has indicated that the teachers in oversized classes in Ugandan schools devise strategies to cope with these problems but there is much room for improvement of such practices. Based on this realization, the team's study has been directed to identification of ways to bring about such improvement on the basis of literature study and empirical investigation and reflection of the study's findings in teacher professional development.

The other is the study on the impact of HIV/AIDS education sector policy in Kenya.<sup>17</sup> Although the Kenyan Government has made much progress in meeting EFA goals of universal primary completion, there are still areas with major shortfalls, one of which is the provision of education for the orphaned and vulnerable children (OVC). The Kenyan team's study takes the government's 2004 HIV/AIDS Education sector policy as its starting point and tries to identify gaps existing in teacher training for meeting the quality requirements of education for these children. The study uses a case study approach and investigates how teachers are coping with the needs of OVCs at the school level in areas with varying level of OVC incidence. The expected end product of research should consist of implications and guidelines for improving the implementation of the above-mentioned sector policy, including for empowering of teachers in HIV/AIDS education.

The intermediate research outputs generated by the various African national teams and the substantive contributions made by the Asian experts have been published as meeting reports.<sup>18</sup> The final or near final reports from the national teams which started their research in Year 1 and Year 2, as well as reports on the results of field work from the Year 3 teams, will be presented to the third reflective dialogue meeting to be convened at UNESCO in Paris in December 2007.

(iii) Development of the experience-sharing model of technical cooperation for promoting a self-reliant development of the education sector in developing countries

The A-A Dialogue Project has not only provided an opportunity to the participating African and Asian universities to jointly develop a policy research network, but also engaged the supporting organizations in jointly implementing the experience-sharing model of technical cooperation. This model of cooperation rests on both the spirit and practice of autonomy-respecting support, whose basic premise is that not only the entire project is conducted in a participatory way but the principal beneficiary of the project, the researchers and institutions participating in the network especially from the African countries increasingly embody and actively promote self-reliant orientations for education sector development in their respective countries. Although such a demand may be a tall order for individual researchers or even for individual countries participating in the project, the multi-country networking character of the project may permit the development in the longer run of a collective self-reliance based on inter-university collaboration across borders.

## **V. Difficulties encountered**

The 'non-conventional' features of the Project mentioned earlier meant that the Project was to experience various difficulties in its initiation and further development. One difficulty that had been anticipated even before the initiation of the project, and which indeed became reality unfortunately, is the administrative complication of effecting research fund disbursement from multiple sources and over the differently constituted bureaucratic machineries in different countries. Delays in research fund disbursement have occurred for many teams, which slowed down the progress of work. The fact that the amount of research funds provided to each team was limited (i.e., US\$15,000~20,000 per team) also created some obvious difficulty for teams which had elaborated a much larger scope for their studies. The subsequent adjustment required extra time.

Another 'anticipated' difficulty had to do with the distances involved in promoting networking activities – that is, distances in terms not only of geographical and economic distances but also cultural and linguistic ones. This, however, may become less constraining as time goes on.

A more serious difficulty, one that touches the key operating principles of the Project, involved the inability in some countries to establish a solid working relationship between the university-based experts and the national education ministry officials in the form of a joint research team. In those countries where the national-level research undertaking coincided with the basic education reform by the government, there was no difficulty. However, in a few countries, where there is no established tradition of working relationship between the ministry and the university, the Project has become a test case and is subjected to various coordination problems and maladjustments in working modalities. Some African university-based experts expressed hesitation in moving 'too close' to the national education ministry on the principle of autonomy of the university. In some other cases, the absence of strong research tradition in education faculties or teacher training colleges has hindered the establishment of a viable and credible research team. All these difficulties need to be tackled and solved in a practical way; the African participants in the project perhaps have much to learn in this respect from their Asian partners.

Finally, there is the ultimate difficulty for the Project participants, especially from the African countries, to accept and practice a self-reliant approach as a central aim or guiding principle of the Project. In reviewing the World Bank's policy shift to place greater emphasis on the support of higher education in developing countries in Africa, Samoff and Carrol warn: "[a]dditional funding may be available...With those funds, however, come both direct conditions and indirect influences on the evolution of higher education and on African society more broadly. Ironically, Africa's universities energetically seek those funds and thus become responsible for the internalization of their accompanying values, assumptions, and precepts, entrenching their own and national dependence. Foreign aid in that form can be enabling but not liberating."<sup>19</sup> Thus, the question concerns not only the financial autonomy of the researchers and institutions concerned, but also their general disposition. Difficulties to change the latter can be detected in the way some African research teams operate. Regarding, for example, the ministry's not very favorable attitude to the Project, one African university-based researcher wrote in response to the monitoring inquiry from the project secretariat: "[The A-A Dialogue Project] presented a unique forum for Africans to meet and discuss on common problems, goals and aspirations. However, the programme seems not to enjoy the full commitment of participating African countries' governments. Please work on this aspect". Here the spirit of self-reliance

## **VI. The Way forward**

The A-A Dialogue Project is organizing a third reflective dialogue meeting tentatively from December 10 - 12, 2007 at UNESCO in Paris. This will be a forum at which the final or near final outputs of the national research teams in Year 1 Group (Ghana, Kenya, Malawi and South Africa) and Year 2 Group (Ethiopia, Niger, Tanzania and Uganda) shall be presented. In addition, the teams in Year 3 Group (Burkina Faso, Madagascar, Nigeria and Zambia) may present the intermediate results of the research or a progress report. Following this meeting, and after taking account of all the discussions, comments and reflections, the research outputs will be compiled as a volume for publication from UNESCO sometime in the first part of next year.

The December Conference will also serve as a forum for the African and Asian participants and the representatives of the supporting organizations to discuss more broadly the way forward for the Project, including, in particular, how to organize its next phase. The replies to the monitoring surveys conducted with the project participants seem to indicate that there is a definite consensus for continuing the project with the same purpose and the scope of research and dialogue. Since the primary beneficiary of the Project are the African universities and their education researchers, their voices will determine the directions in which the Project will move.

## **Appendix 1 Countries/universities participating in the A-A Dialogue Project**

### **Africa**

<b>Ghana</b>	University of Cape Coast Unievrsity of Education, Winneba
<b>Kenya</b>	Kenyatta University
<b>Malawi</b>	University of Malawi
<b>South Africa</b>	University of Pretoria
<b>Ethiopia</b>	Addis Ababa University Bahir Dar University
<b>Niger</b>	University of Abdou Moumouni University
<b>Tanzania</b>	Mzumbe University University of Dar es Salaam
<b>Uganda</b>	Makerere University Kyambogo University
<b>Burkina Faso</b>	University of Ouagadougou
<b>Madagascar</b>	University of Antananarivo
<b>Nigeria</b>	University of Lagos Bayero University, Kano
<b>Zambia</b>	University of Zambia

### **Asia**

<b>India</b>	National University of Educational Planning and Administration
<b>Indonesia</b>	Indonesia University of Education
<b>Malaysia</b>	Universiti Sains Malaysia
<b>Thailand</b>	Chiang Mai University
<b>Vietnam</b>	Vietnam National University, Hanoi
<b>Japan</b>	National Institute for Educational Policy Research of Japan National Graduate Institute for Policy Studies (GRIPS) Tokyo Gakugei University Osaka University Waseda University Naruto University of Education Kobe University Hiroshima University
<b>Project Secretariat</b>	Center for the Study of International Cooperation in Education, Hiroshima University, Japan

## Appendix 2 Research topics selected by the African national teams\*

Ghana	An investigation of <u>provision of quality basic education</u> in Ghana: a case study of selected schools in the Central Region
Kenya	Achieving EFA through quality basic education for OVCs (orphaned and vulnerable children); a study of the <u>implementation of the HIV/AIDS education sector policy</u> in Kenya
Malawi	An investigation into the <u>relationship between educational inputs and rates of achievement</u> at the basic education level in the South Western Educational Division in Malawi
South Africa	(De)Constructing the <u>capacity for quality instruction in science, mathematics and language teaching and learning</u> in primary school
Ethiopia	Enhancing active <u>learning through teachers' peer and self reflections</u> in selected primary schools in Ethiopia
Niger	Achieving quality in basic education through <u>improvement of the training of trainers in teacher training schools</u> in Niger
Tanzania	<u>Capacity of school management for teacher professional development</u> in selected primary schools in Tanzania
Uganda	<u>Instructional strategies for large classes</u> : empirical study of primary school teachers in Uganda
Burkina Faso	Identifying and analyzing <u>good classroom practices in primary schools</u> in Burkina Faso
Madagascar	Analysis of factors that explain the <u>non-completion of the curriculum</u>
Nigeria	<u>Teacher training quality and effectiveness</u> in the context of basic education: a case study of the Federal College of Education, Kano State of Nigeria
Zambia	<u>Quality of basic education provided by rural community schools</u> in the Northern Province of Zambia

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\* Underlining is by the author of this paper.

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<sup>1</sup> These experts included Dr. Juma Shabani (Director, Harare Office, UNESCO, Dr. N'Dri Assie-Lumumba (Professor, Cornell University) and Dr. Jonathan Jansen (Professor, University of Pretoria).

<sup>2</sup> See, for example, N'Dri Assie-Lumumba, "The Role and Mission of African Higher Education: Preparing for the 21<sup>st</sup> Century and Beyond", *South African Journal of Higher Education*, Vol. 10. No. 2, 1996, pp. 5-12.

<sup>3</sup> In October 2004, Hiroshima University CICE organized, jointly with the Association Liaison Office for University Cooperation in Development (USA), a dialogue of Japanese and American universities to discuss issues relating to the role of universities in educational cooperation for development. For details, please see its report entitled *Japan-United States Dialogue Seminar: Exploring the Role of Universities in Japan and the United States in Educational Cooperation for Development* (Washington, D.C., 2004).

<sup>4</sup> World Bank, *Constructing Knowledge Societies: New Challenges for Tertiary Education*, Washington, D. C.: World Bank, 2002.

<sup>5</sup> See, for example, J. Samoff and B. Carrol, *From Manpower Planning to the Knowledge Era: World Bank Policies on Higher Education in Africa*, UNESWCO Forum Occasional Paper Series, Paper No. 2, Paris: UNESCO, 2003; and D. Bloom, D. Canning and K. Chan, *Higher Education and Economic Development in Africa*, Washington, D. C., World Bank, 2006.

<sup>6</sup> See UNESCO Africa Department, *Seminar -UNESCO and NEPAD: From Vision to Action*, Final Report, Paris: UNESCO, 2003.

<sup>7</sup> C. A. Odora Hoppers, "African Voices in Education: Retrieving the Past, Engaging the Present, and Shaping the Future", in P. Higgs et al., *African Vices in Education*, Lansdowne, South Africa: Juta & Co., 2000, pp. 1-11.

<sup>8</sup> L. Wohlgemuth, "Education and geopolitical change in Africa: a case for partnership" in K. King and L. Buchert, eds., *Changing International Aid to Education: Global Patterns and National Contexts*, Paris: UNESCO, 1999, pp. 153-165.

<sup>9</sup> B. J. Tedrow and R. O. Mabokela, "An Analysis of International Partnership Programs: The Case of an Historically Disadvantaged Institution in South Africa," *The International Journal of Higher Education*, Vol. 54, No. 2, pp. 159-179.

<sup>10</sup> J.N.K. Mugambi, "Constraints of African Scholars in African Universities", in K. King (ed.), *Knowledge Generation in Higher Education: New Challenges for North-South International Cooperation*, Norrag News, No. 23, 1998, p. 41.

<sup>11</sup> For a discussion of 'autonomy-respecting' assistance in education and of the underlying concept of self-help, see D. Ellerman, "Autonomy in Education and Development", *Journal of International Cooperation in Education*, Vol. 7, No. 1, pp. 3-14.

<sup>12</sup> The 1993 publication by the World Bank of *The East Asian Miracle: Economic Growth and Policy* (New York: Oxford University Press) highlighted the contribution made by the early and sound development of basic education to high economic performance in these countries. A book edited by two prominent comparative education scholars, W. K. Cummings and P. G. Altbach, followed – *The Challenge of Eastern Asian Education: Implications for America* (Albany, NY: State University of New York, Press, 1997). Prof. J. Tilak, an authority on Asian education development, even called it 'Asian education miracle' ("Investment in Education in East Asia", *ASEAN Economic Bulletin*, Vol 9, Number 3, March 1993, pp.301-322).

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<sup>1 3</sup> See, for example, P. G. Altbach, “The Past and Future of Asian Universities: Twenty-First Century Challenges”, in P. G. Altbach and T. Umakoshi, eds., *Asian Universities: Historical Perspectives and Contemporary Challenges*, Baltimore: The Johns Hopkins university Press, 2004; and H. Yee, *East Asian Higher Education: Traditions and Transformations*, Oxford, UK: Pergamon, 1995.

<sup>1 4</sup> For a discussion of an experience-sharing model of technical cooperation, see M. Nagao, “Can Japan Be a Successful Mathematics and Science Education Teacher for Africa?” in M. Nagao et al. eds. *Mathematics and Science Education in Developing Countries : Issues, Experiences and Cooperation Prospects*, Chapter 13, Quezon City: University of the Philippines Press, 2007.

<sup>1 5</sup> These quotes are from replies to a monitoring survey made by Hiroshima University CICE in July 2007 regarding the progress of work by the African research teams.

<sup>1 6</sup> M. G. Goretti et al., “Instructional strategies for large classes: baseline literature and empirical study of primary school teachers in Uganda”, in Center for the Study of International Cooperation in Education, Hiroshima University, *Africa-Asia University Dialogue for Basic Education Development: The Second Reflective Dialogue Meeting Report* (November 15-17, 2006, Kampala, Uganda), Hiroshima, Japan, 2007, pp. 191-206.

<sup>1 7</sup> S. J. Ruto, “Achieving EFA goals through quality basic education for OVCs: A study of the implementation of the HIV/AIDS education sector policy in Kenya – A presentation of the research findings: Bondo District”, in Center for the Study of International Cooperation in Education, Hiroshima University, *Africa-Asia University Dialogue for Basic Education Development: The Second Reflective Dialogue Meeting Report* (November 15-17, 2006, Kampala, Uganda), Hiroshima, Japan, 2007, pp. 33- 63.

<sup>1 8</sup> Please see Center for the Study of International Cooperation in Education, Hiroshima University, *Africa-Asia University Dialogue for Basic Education Development: The Second Reflective Dialogue Meeting Report* (November 15-17, 2006, Kampala, Uganda), Hiroshima, Japan, 2007; and Center for the Study of International Cooperation in Education, Hiroshima University, *Africa-Asia University Dialogue Seminar Report: Experiences and Issues on Basic Education Development*, (February 27 – March 1, 2007, Hiroshima), Hiroshima, Japan, 2007.

<sup>1 9</sup> Samoff and Carrol, op. cit., pp. 56-57.