Foreword

Japan, as one of the priority areas of its ODA (Official Development Assistance), has been actively expanding international cooperation in the education sector. As international society, including both developed and developing countries, widely share the important and urgent call for the universalization of basic education, Japan also strongly recognizes that education is a cornerstone of human security, nation-building, and human resources development. In this context, it launched the "Basic Education for Growth Initiative (BEGIN)" in 2002, giving due consideration to the Millennium Development Goals (MDGs) and the Education for All Dakar Framework for Action.

The Japan Education Forum (JEF) is an annual international forum held in Tokyo, established in March 2004 as part of a new education cooperation by the Japanese Government. The purpose is to provide an opportunity for free and open-hearted exchanges on the relevant experiences of developing and developed countries, and to serve as a platform for constructive discussions on the importance of self-sustaining educational development, as well as questing for ground breaking ways to support and promote it. The forum will also be instrumental in disseminating the International Cooperation Initiative of the Ministry of Education, Culture, Sports, Science and Technology. This will be done from the viewpoint of effective international cooperation in education drawing from Japan's own experiences of self-sustaining educational development.

The year 2008 is internationally the turning point toward achieving the goal of Universal Primary Education by 2015, a global commitment made in the Dakar Framework for Action and MDGs. At the same time in Japan, a number of important events will take place which altogether will have significant effects on Japan's educational cooperation: the 4th Tokyo International Conference on African Development (TICAD), the Hokkaido Toyako G8 Summit, Japan assuming the EFA-FTI Co-Chair, and the integration of the Japan International Cooperation Agency (JICA) and the Japan Bank for International Cooperation (JBIC) into one implementation agency for Japan's ODA.

JEF V, at the opening of this landmark year, will be "looking at the international educational cooperation for Africa with fresh eyes" and will focus on "the South-South cooperation and roles of Japan", as a promising example for a new model of the future educational cooperation.

PROGRAM

9:00-	**Registration**
10:00-10:20	**Opening Session:**
	Opening Address: **Yasuko Ikenobo**, Senior Vice-Minister of Education, Culture, Sports, Science and Technology, Japan
	Opening Address: **Itsunori Onodera**, Senior Vice-Minister of Foreign Affairs, Japan

10:20-10:50 Keynote Speech:
"Japan's International Cooperation and Expectations for Japan's Role at the Turning Point Toward 2015"
Mr. Mamadou Ndoye, Executive Secretary, Association for the Development of Education in Africa (ADEA)

10:50-11:20 Keynote Speech:
"Japan's International Cooperation in Education: Looking ahead to 2015"
Professor Hiromitsu Muta, Executive Vice President, Tokyo Institute of Technology

11:25-12:00 Questions and Answers Session with Keynote Speakers

12:00-13:30 Break （Lunch）

13:30-15:00 Panel Session 1
"Looking at the International Educational Cooperation for Africa with Fresh Eyes—Linking Educational Policy with Schools"

Moderator: **Professor Kenneth King**, Professor Emeritus, Former Director of the Centre of African Studies, the University of Edinburgh

Panelists: **Mr. Desmond Bermingham**, Head of FTI Secretariat, the World Bank

Mr. Mamadou Ndoye, Executive Secretary, Association for the Development of Education in Africa (ADEA)

Dr. Yumiko Yokozeki, Regional Chief, Basic Education and Gender Equality, UNICEF Eastern and Southern Africa Regional Office

15:00-15:30 Break

15:30-16:45 Panel Session 2:
"Educational Cooperation between Africa and Asia – the South-South Cooperation and Roles of Japan"

Moderator: **Mr. Shin-ichi Ishihara**, Team Director, Basic Education Team 2, Group 1, Human Development Department, JICA

Panelists: **Dr. Mary Goretti Nakabugo**, Senior Lecturer and Head, Department of Curriculum, Teaching and Media, School of Education, Makerere University, Uganda

Dr. Azian T. S. Abdullah, Director, the Southeast Asian Ministers of Education Organization—Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM)

Professor Yumiko Ono, Professor, Department of Language Education, Naruto University of Education

[Opening Session]

Opening Remarks by Yasuko Ikenobo
Senior Vice-Minister of Education, Culture, Sports, Science and Technology, Japan

I would like to express my sincere gratitude to all the participants for taking time out from your busy schedules to gather here for the Japan Education Forum (JEF) V today. On behalf of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), one of the organizers of the program, I would like to extend a warm welcome to all of you.

This forum is being held with the objective of supporting the autonomous development of education in developing countries to achieve "Education for All" (EFA), a goal toward which the international community has been making concerted efforts. As many events are taking place this year, including the Fourth Tokyo International Conference on African Development (TICAD) scheduled in May, the JEF V will conduct a wide range of discussions on the topic of "looking at the international educational cooperation for Africa with fresh eyes" as well as "the south-south cooperation and the roles of Japan," which focuses on educational cooperation models.

It is our great pleasure to have Mr. Mamadou Ndoye, Executive Secretary of the Association for the Development of Education in Africa (ADEA), and Professor Hiromitsu Muta, Executive Vice President of the Tokyo Institute of Technology, as our keynote speakers. Mr. Ndoye is the former Minister of Education of Senegal and is now playing a key role in ADEA as the Executive Secretary. He has extensive knowledge and experience in educational development in Africa. Professor Muta also serves as the Chairperson of the External Advisory Meeting on ODA Evaluation of the Ministry of Foreign Affairs and Chairperson of the International Cooperation Initiative Committee of MEXT, and is the most knowledgeable person on Japan's international cooperation in education. I am sure that their lectures will provide important input to the discussions at this forum.

I would also like to express my deep gratitude to the distinguished panelists from Japan and abroad who are playing active roles in promoting educational development.

Japan will host TICAD and the G8 summit this year, and the world is watching Japan, expecting Japan to take a leadership role in the international arena. I hope that today's discussions will provide TICAD and the G8 summit with valuable suggestions and messages.

This year is also the turning point in achieving the goal of EFA by 2015, a commitment made in 2000 by the Dakar Framework for Action and the U.N. Millennium Development Goals. As a member of the international community, Japan too must contribute to achieving the targets.

Therefore, in order to promote educational cooperation for developing countries, MEXT is working on the "International Cooperation Initiative" to gather and organize the knowledge and experiences of Japan in the field of education and to construct educational cooperation models based on its findings. We would like to continue promoting international cooperation in education, utilizing our experiences and human resources to contribute to the human resource development and nation-building of developing countries.

I sincerely hope that fruitful discussions will take place in this forum on the importance of the autonomous development of education by developing countries and the necessity of fostering ownership that supports autonomous development. I also hope this forum will provide an opportunity for a wide range of participants from Japan and abroad to gain a deeper understanding of the importance of improving the quality of education in developing countries. Thank you.

(English Transitional Translation by CICE)

[Opening Session]

Opening Remarks by Katsuki Oda
Deputy Director-General on Behalf of Itsunori Onodera
Senior Vice-Minister of Foreign Affairs, Japan

Ladies and gentlemen,

On behalf of the Ministry of Foreign Affairs, one of the organizers of this program, it is my great pleasure to welcome you to the Japan Education Forum (JEF) V. The JEF was created to provide a platform for a frank and open exchange of views on international cooperation in order to support efforts to improve education in developing countries. I am pleased today to hold the fifth JEF forum, inviting practitioners and researchers, both from Japan and abroad, who are leaders working on the front lines of international cooperation in education.

Education is essential to realize "human security" which enables people to enhance human fulfillment and live with dignity by cultivating their potential and capabilities. Education is not only the foundation of the economic and social development of a country, but also a prerequisite for self-reliance of developing countries. Based on its own experience that Japan has attained growth by developing human resources through education which remains the fundamental basis for nation-building, Japan puts emphasis on education in its international cooperation including ODA. The year 2008 marks the mid-point in achieving the goals of the Dakar Framework for Action reaffirming the commitment for "Education for All (EFA)" as well as the Millennium Development Goals (MDGs) by the target year of 2015. In this significant year, Japan assumes the G8 Presidency and takes up the co-chair of Fast Track Initiative (FTI), which is a global partnership to ensure accelerated progress toward universal primary education. During the first half of this year, Japan has many important events in its diplomatic schedule, hosting a number of major international conferences related to development, including the G8 Development Ministers' Meeting and FTI Technical Meeting in April, the Fourth Tokyo International Conference on African Development (TICAD IV) at the end of May, and the G8 Hokkaido Toyako Summit in July. Through these series of conferences, the Ministry of Foreign Affairs will strive to raise the profile of education in the development agenda, maintain and strengthen the momentum for achieving EFA and MDGs in the international community.

The latest report from UNESCO, which plays a leading role in promoting EFA, states that during the period from 1999 to 2005, the global enrollment rate improved from 83% to 88%, while the number of out-of-school children decreased from 9.6 million to 7.2 million. There has been a rapid progress, particularly in Sub-Saharan Africa and South and West Asia.

Of course, there are still many children who are out of school. It is also true that many countries are only half way to accomplishing the goals of improving equality, quality of education and capacity development. Recent progress, however, shows that positive outcomes ensure if self-help efforts of developing countries with strong ownership and political will are effectively combined with assistance from the international community. This encourages us to make further efforts towards achieving EFA and MDGs.

Based on past efforts, what must we do now?

I would like to highlight the following three points to achive EFA and education related MDGs:

First, I would like to underline the concept of "human security", In order to deliver the most needed assistance to the individuals, our work must be based on the perspective of "human security", which focuses on empowering the individuals and communities as well as promoting the development of educational policies and institutions.

Second, "education linked to self-reliance and growth" Education must contribute to reducing poverty through economic growth and to developing human resources needed for self-reliance of developing countries in the long run. In this respect, it is important to develop a holistic and coherent educational system that includes not only basic education, but also secondary and tertiary education as well as vocational training in a balanced manner.

Third, we need to strengthen a multi-sectoral approach. Education is closely related to other development issues such as health, water and hygiene, and gender. It is expected that stronger collaboration with other sectors will produce further synergetic impacts.

These concepts are not new. They were already included in the Basic Education for Growth Initiative (BEGIN), announced by Japan in 2002. Japan has based its educational cooperation on BEGIN and has identified three priority areas: improvement of access, quality and management of education. Specifically, Japan's cooperation includes "hard-type" assistance such as building school facilities and "soft-type" assistance such as teacher training and curriculum improvement focusing mainly in science and mathematics and strengthening school management skills as well as assistance to develop human resources that support the nation-building of developing countries such as through higher education, technical education and vocational training.

Taking these into consideration, Japan would like to make its assistance more effective in addressing the diverse needs of developing countries. For that purpose, Japan will further promote international cooperation by effectively coordinating bilateral and multilateral assistance and by improving aid schemes and strengthening collaboration. Japan will also promote further collaboration with other donor countries and organizations, universities, private sectors, NGOs, and others.

Achieving EFA and education related MDGs is a common goal for the international community and is essential for addressing the wider development challenges. As the G8 Presidency and FTI co-chair, Japan is willing to collaborate closely with the international community and lead discussions on educational development.

In today's forum, I would like to convey my sincere hope that the past efforts and achievements of the international community and those of Japan will be reviewed, that lively discussions will take place regarding educational cooperation in Africa, south-south cooperation and the role of Japan, and that the participants will gain a deeper understanding of this field and have productive discussions on future cooperation in education.

Thank you for your attention.

(English Transitional Translation by CICE)

Executive Summary

The Japan Education Forum V (JEF-V)
-Collaboration Toward Greater Autonomy in Educational Development-

Outline of the Forum

The year 2008 is internationally the turning point for the international community in achieving the goal of Universal Primary Education by 2015, a global commitment made in the Dakar Framework for Action for which Japan has been actively expanding international cooperation in the education sector as one of the priority areas of its ODA (Official Development Assistance). Furthermore, a number of important events will take place in Japan during 2008 that will have significant effects on Japan's educational cooperation: the Fourth Tokyo International Conference on African Development (TICAD), the Hokkaido Toyako G8 Summit, Japan assuming the Education for All Fast Track Initiative (EFA-FTI) co-chair, and the integration of the Japan International Cooperation Agency (JICA) and the Japan Bank for International Cooperation (JBIC) into one implementation agency for Japan's ODA. The Japan Education Forum (JEF) is an annual international forum launched in March 2004 as a part of Japan's international cooperation in education for developing countries, and jointly organized by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Ministry of Foreign Affairs (MOFA), Hiroshima University, and the University of Tsukuba and sponsored by the Japan International Cooperation Agency (JICA) and the Japan Bank for International Cooperation (JBIC).

Maintaining the principle forum theme of "Collaboration Toward Greater Autonomy in Educational Development," this year's JEF was held in Tokyo on February 6, 2008, focusing on "looking at the international educational cooperation for Africa with fresh eyes" and "the South-South cooperation and roles of Japan", as a promising example for a new model of future educational cooperation. A total of about 180 people participated in this forum, including many diplomats and representative from government ministries, development cooperation agencies, universities, think tanks, consultant companies, NGO/NPOs, and the general public. In the morning, keynote speeches were made by Mr. Mamadou Ndoye, Executive Secretary of the Association for the Development of Education in Africa (ADEA), and Professor Hiromitsu Muta, Executive Vice President of the Tokyo Institute of Technology. Summaries of their speeches follow.

Keynote Speech by Mr. Mamadou Ndoye, Executive Secretary, Association for the Development of Eduation in Africa

In his speech entitled, "International Educational Cooperation and Expectations for Japan's Role at the Turning Point Toward 2015," Mr. Ndoye gave a historical account of the successes in Africa statistically showing the period of acceleration after the Jomtien Conference on EFA that produced the following positive trends: 1) broadened admission capacities at all levels of education, 2) improved transition rates that strengthen retention, 3) positive evolution in terms of equaliity between females and males, 4) increased investment in education from national budget allocations, and 5) sustantially increased literacy rates. Despite these successess however, there do remain persistent and new challenges such as an insufficient stock of educated citizens, unequally distributed education levels, low-efficiency education systems, mediocre quality, and a lack of facilities and materials of school learning. Mr. Ndoye suggested reforms to transform the education system which included: 1) a general reform orientation to create a critical mass of scientific human capital possessing knowledge through mobilizing all possible delivery modes for education as well as scientific and technological training, 2) relegitimizing the higher education paradigm, and 3) a holistic and comprehensive view of learning opportunities. The starting points for policy formation should center on the current realities of education

and Japan and the rest of the world must not forget that Africa is a continent of diversity which needs to be recognized in order for successess to continue. Mr. Ndoye concluded with the following expectations based on his analysis: 1) adherence to international funding commitments, 2) a return to the broader vision of Jomtien, 3) breaking down the traditional compartmentalization of sectors, 4) promotion of long-term aid programs, 5) safeguarding capacity for policy dialogue and knowledge sharing, 6) promotion of a new vision of capacity building, 7) promotion of coordination that makes the most of external partners' diverse comparative advantages, and 8) promotion of the emergence of endogenous models of educational development.

Keynote Speech by Professor Hiromitsu Muta, Executive Vice President, Tokyo Institute of Technology

Professor Muta spoke about Japan's international cooperation and what is expected of Japan when looking ahead to 2015. He began with the growing presence of Japan in ODA in the education sector since the 1990 declaration in Jomtien and JICA's basic policies for future educational cooperation. Prof. Muta pointed out that many claim that it takes time for international cooperation projects in education to show results. While this may be true, the same can be said of other long term projects that are successfully evaluated so it is indeed possible to evaluate the long-term impacts and sustainablility of projects in education. According to past evaluations conducted by Japan, international cooperation projects in education have produced the following tangible outcomes: 1) improvement of educational infastructure, 2) lessons from the technical cooperation projects for primary and secondary education, 3) evaluation of international cooperation projects in education at the program-level and 4) policy-level evaluation of international cooperation projects in education. He believes that looking toward 2015, Japan need not create radically different policies from the direction set by BEGIN [1], but the following points should be adhered to in order to produce tangible effects: 1) putting policies into action, 2) program-based systematic international cooperation in education, 3) leadership to coordinate cooperation, 4) institutionalization and scale up, and 5) to marshal knowledge and expertise. Prof. Muta emphasized that Japan must develop specific actions as it assumes the co-chair for FTI this year and this should be based on the philosophy of BEGIN which emphasizes the commitment by the governments of developing countires for support of ownership.

Panel Sessions

Two panel sessions were held in the afternoon discussing the need to look at international educational cooperation with a new perspective and consider the role of Japan in educational cooperation between Africa and Asia. Although time was limited, a vigorous discussion was held with many questions from the floor. Summaries of the sessions follow.

Panel Session 1:

The theme of the first session was "Looking at the International Educational Cooperation for Africa with Fresh Eyes—Linking Educational Policy with Schools." Professor Kenneth King, Former Director of the Centre of African Studies at the University of Edinburgh served as moderator, and experts provided reports on the FTI initiative sponsored by the World Bank as well as UNICEF activities in the Eastern and Southern Africa region during the session.

Desmond Bermingham, Head of the FTI Secretariat of the World Bank, introduced the FTI initiative through the reasons for its conception and the compact and guiding principles of the initiative. FTI offers both technical and financial support through processes at the country level. The 2007 Annual Report showed the following positive results

in Africa: 1) gross enrollment rate for the region increased from 80% to 95%, 2) six Sub-Saharan African countries are top performers in FTI in improving their primary completion rate, and 3) five African countries with the lowest grade-1 intake have shown the largest increases. Examples from Kenya and Gambia were introduced that illustrate empowerment of schools at the local level and increased teacher participation and teacher attendance. Mr. Bermingham urged that despite progress, challenges remain and it is necessary that all partners redouble efforts to work together efficiently around developing countries' priorities and to put in place the right incentives to do so.

Dr. Yumiko Yokozeki, Regional Chief for Basic Education and Gender Equality for UNICEF's Eastern and Southern Africa Regional Office gave a presentaiton adapted for the ongoing current crisis facing Kenya. She reported on progress made to date since the Dakar agreement in 2000, but reminded the audience that enrollment is only half the challenge—we must address access and quality in a holistic manner. Dr. Yokozeki believes that we cannot continue business as usual but need new strategies that have: 1) more consolidated efforts, 2) multi-sectoral approaches, 3) positive efforts for including the excluded, 4) are creative and strategic ways and 5) the role of education in governance and peace-building. This final point was emphasized through a pictorial account of the recent damage inflicted in Kenya on schools and reports on how parents in the communities affected immediately went to the site to clean up the debris before their children could see the destroyed school buildings. In conclusion, Dr. Yokozeki believes that by investing in children, the situation will improve and hence we need to go back to the starting point, which is to revitalize our efforts towards EFA. Recognizing education as a human right and a human security should be the idea that is communicated from Japan by investing in children for peace. Development education should be a major wheel for the promotion of human secuirty and in order to achieve that reality peace is necessary.

There were various questions and comments from the floor regarding the presentations. The topics were wide-ranging from the suggestion of a "slow-track initiative", which would provide long-range opportunities for donor invovlement, to the role of religious institutions in providing alternative primary education. Some in the audience voiced concerns about sustainability and quality in regards to the FTI initiative, but many supported the initiative as a solid ground from which to hold governments responsible for providing children with the right to an education. Questions were also raised about what we hope to receive from education and the concept of life-long education. A request for Japan to provide an example for technical support and training in the form of "Senmon Gakko Technical Colleges)" was also voiced.

Panel Session 2:

The theme of the second session was "Educational Cooperation between Africa and Asia—the South-South Cooperation and Roles of Japan." Mr. Shin-ichi Ishihara, Team Director for Basic Education Team 2, Group 1, Human Development Department of JICA served as moderator, and presentations were made by three experts from Uganda, Malaysia, and Japan on cooperation efforts that have taken place between Africa and Asia and the possible role of Japan in developing a promising new model for future educational cooperation based on this South-South cooperation example.

At the beginning of the session, Mr. Ishihara outlined the background of the topic through JICA examples centering on the concepts of "lessons" and "networking." In analyzing 30 JICA projects, it was found that most centered in the classroom on "lessons." In particular the Japanese concept of "lesson study" has now been applied in both Africa and Asia. "Networking" has centered on math and science education with the involvement of many organizations such as the Southeast Asian Ministers of Education Organization Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM) and in Uganda with UNU and UNESCO. This networking of good practices has led to further cooperation with not only the African continent, but also in Latin America with the recent publication of textbooks in

Honduras, so this South-South cooperation is indeed a promising example for Japan to consider.

Dr. Mary Goretti Nakabugo, Senior Lecturer and Head of the Department of Curriculum, Teaching and Media of the School of Education, Makerere University, Uganda, outlined the trends in educational cooperation and rationale for South-South cooperation. She provided examples of Africa-Africa cooperation such as the Association of African Universities (AAU) and the University Science, Humanities and Engineering Partnerships in Africa (USHEPiA). When looking at the role of Japan in South-South cooperation (SSC) in Education, Dr. Nakabugo outlined the following areas of support Japan is currently invovled in: 1) Africa-Asia University Dialogue for Basic Education Development, 2) SSC network focused on the study of UPE implementation in Sub-Saharan Africa, and 3) SSC network focused on quality improvement of primary and secondary education through school-based teacher training. She urged that the way forward for Africa-Asia SSC is through the mobilzation of resources, developing and building coordination capacity in the South, supporting human resource capacity building on the Asian and African continent, and to have Japan consider taking up the idea of supporting capacity building in Africa and Asia.

Dr. Azian T. S. Abdullah, Director of the Southeast Asian Ministers of Education Organization—Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM) reported on the programmes and activities offered there which include training, research and development, special programmes, and publications. There are many participants in these programs who are benefiting from learning basic ICT literacy and multiplier effects, to experiencing educational tours, school and institutional visits, field studies, classroom-based action research, and public lecutres. The Centre conducts pre- and post-tests as well as course evaluations. Future plans are to send a consultant from RECSAM to Kenya, provide sponsorship of training programmes for NEPAD by Malaysia and JICA, and have RECSAM become a member of WGMSE and ADEA.

Professor Yumiko Ono, from the Department of Language Education, Naruto University of Education, spoke on learning from each other with personal reflections on educational cooperation from both an individual and institutional perspective. Prof. Ono has worked in both South Africa as well as Afghanistan and her institutuion accepts JICA long-term trainees and provides short-term training in math and science as well as accepting visiting researchers from Africa. She believes that teachers are the key to success, and that promising strategies to improve the quality of teachers and teaching are: 1) lesson study as school-based professional development of teachers, 2) designated schools for research and development and 3) appointing principals with rich teaching experience. Prof. Ono sees future networking in Africa and Asia through lesson study in the Philippines, Indonesia, and Vietnam. In conclusion, she feels that teacher education institutions can make unique contributions in enriching and expanding our knowledge base through collaborative research that encourages human resource development.

Following these presentations, there were many questions and comments from the floor. Many participants shared personal experiences in South-South cooperation, and for others it was the first time to hear about this collaboration. Although concerns were raised as to the matching of resources and ODA support for South-South cooperation, overall the idea was received enthusiastically as a possible future direction for Japan to support and build upon projects in which JICA is already invovled. Other questions pointed out that Japan has much to learn from areas where education is taught in local languages and thus by providing support in SSC, Japan can benefit through such expereinces. A final question was asked relating to head teacher (principal) selection in Japan. The moderator concluded the session by stressing that improving the quality of learning is critically important as the next step toward the achievement of MDGs, and that key players such as the Government of Japan, JICA, NGOs, etc. altogether need to share a vision as to the future direction of Japan's international cooperation in education.

[Keynote Speech]

"Japan's International Cooperation and Expectations for Japan's Role at the Turning Point toward 2015"

Mamadou Ndoye

Executive Secretary, Association for the Development of Education in Africa (ADEA)

Mamadou Ndoye has a long and rich history as a teacher at the primary and secondary level of education, and teacher training. He took over as the Minister of Literacy and Promotion of National Languages (1993-1998), and as the Minister of Basic Education and National Languages (1995-1998) for the government of Senegal. He took his current position in 2001. He has also held important posts in various organizations such as the World Bank, the Regional Council for Adult Education and Literacy, based in Togo, and in the UNESCO Institute for Education (currently UNESCO Institute for Lifelong Learning). He is a member of the Prospects Editorial Board.

"International Educational Cooperation and Expectations for Japan's Role at the Turning Point toward 2015"

Mamadou Ndoye

Executive Secretary, Association for the Development of Education in Africa (ADEA)

Ladies and gentlemen,

Dear friends and participants,

It is my very pleasant duty, as Executive Secretary of ADEA, to participate in this International Forum on Education. The main function of ADEA, whose membership comprises 22 development agencies and all African ministers of education, is precisely to promote dialogue and shared understandings among all these stakeholders concerning the challenges, policies, and reform strategies for educational development in Africa.

For this reason, I would like to extend my warmest thanks to the Minister of Education and the Minister of Foreign Affairs of Japan, as well as to the Universities of Tsukuba and Hiroshima, for inviting us and offering us the privilege of speaking at this Japanese Forum on Education. Although it is true that educational development is first and foremost the responsibility of national governments, some of the successes and failures in poor countries are also attributable, historically, to international development cooperation, including that of Japan. Such an assertion is particularly true in most African contexts, where external aid has a considerable impact – in terms either of effectiveness or of the persistence of erring ways. It is from this perspective of international solidarity that I will present a brief assessment of the situation of African education, an overview of the reforms called for in this situation, and the international support expected. On this last point, I will note a few specific expectations with regard to Japan's development cooperation.

First, let us examine where Africa stands today.

I. Progress and Success

The answer most often given to this question is limited to stressing the various ways in which Africa lags behind the rest of the world. This narrow comparative view is based on statistical averages that mask the diversity of African situations. This feeds Afro-pessimism, which—by presenting a generally dark picture—conceals the progress and success that actually exist. By starting with the advances made, progress can be objectively measured and the challenges that remain can be assessed to evaluate future prospects.

A History of Success

Despite the colonial handicap, from the 1960s to the mid-1970s, the newly independent countries had to devote extraordinary efforts to accelerate the development of education. It was particularly necessary to deal with the pressing needs of training middle and upper-level managers who had to ensure the immediate takeover of the colonial administration and also eliminate the ideological stereotypes that were harmful to the African persona. In this period, the rhythm of growth in school enrollments averaged about a 5 percent increase annually. In several respects, this was exceptionally high and had practically no equivalent anywhere else in the world.

What then followed was a period of relative stagnation mainly in the 1980s. This was linked to the combined effect of the economic crisis that followed the oil crisis in the mid-1970s and the strong demographic growth of the school-age population. Gross domestic product (GDP) per capita in Sub-Saharan Africa decreased annually by 1.1 percent

during this period. Between 1980 and 1990,[2] the annual increase (2.5 percent) in primary education enrollment was less than the overall increase (3.1 percent) in the number of primary-school-age children. This resulted in a decrease in the primary education gross enrollment ratio (GER) in Africa, from 79.5 percent in 1980 to 74.8 percent in 1990 (UNESCO 1999). A detailed analysis of this average trend shows that at a time when 17 countries experienced a decrease, 20 others recorded an increase in their enrollment ratio at primary level. In secondary education, GERs increased between 1980 (17 percent) and 1990 (22 percent), and notably more for females (+7 = 12 percent to19 percent) than for males (+3 = 22 percent to 25 percent). Remarkable performances, about a 60 percent increase in enrollments, were recorded in Mauritius, Namibia, and South Africa, whereas there was less than a 10 percent increase in eight other countries. Out of 14 countries for which data are available, 11 increased their transition rate from primary to secondary school. There was a remarkable rise for Botswana, while Sudan and the Republic of Congo each recorded a considerable drop in their GERs.

During the same period, the enrollment rate in higher education virtually doubled, generally increasing from 1.6 to 3 percent. This increase was even stronger for females (for which the rate more than doubled, from 0.7 to 1.9 percent) than for males (increase from 2.5 to 4.1 percent). With the exception of three countries, strong increases in the number of students in higher education per 100,000 inhabitants were recorded everywhere in Africa, particularly in Botswana (from 119 to 299), Cameroon (from 135 to 288), Mauritius (from 197 to 330), and Zimbabwe (from 127 to 588). Thanks to expanded intake capacity of local institutions, nearly the entire continent registered a considerable decrease in the ratio of higher education students who studied abroad, compared with those who studied in their own country (about 20 percent in 1980). Mauritius illustrates this decrease in a spectacular drop from 320.8 percent in 1985 to 29.4 percent in 1995.

At all levels of the education system, considerable efforts were made to increase the number of teachers. Between 1980 and 1990, the number increased from 38,000 to 101,000 for preschool, from 1,307,000 to 1,720,000 for primary school, from 338,000 to 676,000 for secondary school, and from 43,000 to 78,000 for higher education. Contrary to the impressions conveyed, the student-teacher ratio generally improved during this period (see table 2.1).

Table 2.1. Development of Pupil-Teacher Ratios, 1980–90

Years \ Levels	Preschool	Primary School	Secondary School
1980	41	39	27
1990	32	37	22

Source: UNESCO 2002.

The situation was different for each country for which statistics were available. In primary education, in 1990, 18 countries had a ratio below 40, whereas for another 18 countries the ratio was above 40. In Burundi, for example, the ratio went from 37 to 67 in primary school, whereas in Ethiopia, the same ratio decreased from 64 to 36. For secondary education, the pupil-to-teacher ratio decreased from 45 to 29 in Benin, while in Mali, it rose from 28 to 45.

Globally, this progress can be explained by the efforts to increase education expenditures as a percentage of the gross

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[1] All the numerical data for the period 1980 to 1990 are taken from the basic document prepared by UNESCO for the MINEDAF conference held on December 2–6, 2002, in Dar es Salaam, Tanzania.

national product (GNP) (from 5.1 to 5.3 percent between 1980 and 1990) and by decreasing unit costs notably following a decrease in teacher salaries expressed in GDP terms, especially in Francophone countries (Mingat 2004). In real terms, a substantial increase in GNP allocated to education was observed in the Gambia, Kenya, Lesotho, Malawi, Mauritius, Senegal, South Africa, Swaziland, Tanzania, and Zimbabwe. As for the breakdown of expenditures by education level in 1990, seven countries allocated more than 50 percent of these expenditures to preschool and primary education. By category, these expenditures were absorbed by the salaries of teachers (40 to 90 percent) and learning material (less than 10 percent). The unit costs, which ranged between 0.1 in the Comoros and 0.37 in Ethiopia in terms of GDP per capita, generally declined with a few exceptions in the case of higher education in Ethiopia, Guinea, Malawi, Burundi, Swaziland, and Zimbabwe.

The trends in the data illustrate the unequally divided efforts in the development of education among the countries of Sub-Saharan Africa to the Sahara between 1980 and 1990. On the eve of the Jomtien Conference in 1990, one African child out of four did not have access to primary education, and one African adult out of two (48.7 percent) did not know how to read or write. The relative internal inefficiency of the system was marked by high repetition and dropout rates, with the result that one pupil out of two never attained the minimum level of acquisition of primary school learning. Here, too, certain countries did better than others. In 15 countries, the repetition rate was greater than 20 percent, and in nine others the rate was more than 30 percent. Francophone and Lusophone countries generally had much higher repetition rates than the Anglophone countries. Some countries—including the Seychelles, Sudan, and Zimbabwe—instituted an automatic promotion system from one class to another.

A Period of Acceleration

The Jomtien Conference on EFA was considered an important occasion for advocacy and for mobilizing a process to accelerate an increase in access to schooling. The 2000 Dakar International Forum on EFA, the Monterrey Conference, and the general assembly of the United Nations on the Millennium Development Goals (MDGs) and children's rights (2000) confirmed and accentuated the international commitment to education as a fundamental human right, and as a factor in the fight against poverty and for the pursuit of economic and social development.

Regarding results in Africa, it is striking to contrast the period 1990–99 with 1999–2004. The average annual rate of increase in primary school enrollments in Sub-Saharan Africa was 3.2 percent between 1990 and 1999, compared with an average annual rate of increase of 4.9 percent between 1999 and 2004 (UNESCO 2003b, 2004, 2007). Moreover, Africa saw an increase in enrollments at all levels of education between 1990–91 and 2002–03.[3] Progress began slowly at the start of the 1990s, then accelerated as new supporting policies were enacted: EFA plans, building institutional and technical capacities, reforms in the recruitment and initial training of teachers, strategies to include girls and generally to promote equity of access, abolition of school fees, decentralization of management, participatory governance and, most importantly, an increase in education financing resulting partly from resumption of economic growth, and partly from an increased budgetary priority for education as reflected in an increase in the share of GDP allocated to the education sector.

Whereas nearly a fourth of all African children did not have access to the first year of primary school in 1990–91, the statistics for 2002–03 show that the number of children without access in that period was less that 10 percent of

the school-age population. With a GER of 95.8 percent in 2002–03 (see table 2.2), school admission capacity in Sub-Saharan Africa had considerably improved. Among the African countries for which data are available, 23 had the capacity in 2002–03 to admit all school-age children, and only two (Niger and Djibouti) had a GER lower than 50 percent. As for primary school completion rates, the positive change in this same period was remarkable for most countries. The exceptions were Burundi, the Democratic Republic of Congo, Kenya, Zambia, and Zimbabwe. At the other end of the scale, countries like Mauritius and the Seychelles had practically attained universal primary school attendance. This compares with an average 56.5 percent for Central Africa and 52.2 percent for West Africa, the subregions that lagged behind. Parity between females and males also evolved positively, considering the GER in 2002–03 (females: 95 percent, males: 98.4 percent) compared with 1990–91 (females: 68.3 percent, males: 86.7 percent). The gender parity index for completion rate was 0.87 in 2002–03, and this rate rises to 0.95 if we consider the gross intake rate (GIR) (see table 2.2). Here, too, as for the first rate, at least two-thirds of the African countries recorded an index higher than 0.80. The second rate reveals promising prospects for parity between boys and girls on the primary level.

Table 2.2. Gross Intake Rate in Primary School (percent)

	1998–99				2002–03			
	Total	M	F	GPI (F/M)	Total	M	F	GPI (F/M)
South and West Asia	105.1	111.2	98.5	0.89	105.6	108.1	105.6	0.98
East Asia and Pacific	108.4	112.5	104.2	0.93	110.8	115.0	108.0	0.94
Sub-Saharan Africa	88.7	91.3	86.1	0.94	95.8	98.4	94.9	0.96
Industrial countries	100.3	101.1	99.6	0.99	99.4	100.5	98.3	0.98
Developing countries	104.2	104	104.7	1.01	104.3	106	102.1	0.96
Countries in transition	93.7	92.7	94.8	1.02	102.6	102.7	102.5	1.00
World	101.1	102.0	100.2	0.98	101.1	100.2	102.1	1.02

Source: UNESCO 2006. 310 *Note:* GPI = Gender Parity Index

As for progress in literacy, African performance has been among the strongest in the world. Nearly two-thirds (60 percent) of African adults could read and write in 2000–04 compared with 50 percent in 1990 (see table 2.3). The majority of African countries display dynamic progress. Disparities exist between males and females, as well as marked progress toward parity. This is notable in Lesotho—where the population of literate women is higher than that of men—and in the Seychelles, Zimbabwe, Namibia, and Botswana. At the top of African performers in terms of literacy rates in the adult population, Central Africa (73.7 percent) is followed by East Africa and countries in the Indian Ocean (62.4 percent).

Table 2.3. Literacy Rate 15 Years and Over in the Developing World

	1990 (percent)	2000–04 (percent)
North Africa	48.1	59.6
Sub-Saharan Africa	49.7	60.9
Latin America and Caribbean	85	89.3
East Asia	79	91.3
South Asia	47.5	58.5
Southeast Asia	84.1	89.2
West Asia	67.3	76.4
Oceania	62.8	71.6

Source: UNESCO-Breda 2005, 72.

In general secondary education (lower and upper), African countries recorded notable progress between 1990–91 and 2002–03. The average GER rose 7 points, from 28.3 to 35.4 percent. Transition rates improved considerably. Whereas 28 percent of youth in the relevant age-group were enrolled in the first year of lower secondary in 1990–91, this rate increased to 46 percent in 2002–03, a rise of 18 points. The evolution was not as rapid for access to the first year of upper secondary but was nevertheless significant as it rose from 18 to 22 percent.

Contrary to popular conception, it is in higher education that Africa recorded the strongest relative growth in enrollments between 1990–91 and 2002–03. During this period, the number of students per 100,000 inhabitants went from 232 to 449, an increase of 94 percent. All the African countries except three showed a dramatic increase. Growth was particularly high in East Africa and the Indian Ocean (180 percent) and in West Africa (100 percent). Mauritius, Mali, the Comoros, and Djibouti recorded growth rates above 300 percent.

Several positive trends emerge from this analysis. The progress Africa achieved includes the following:
- Considerably broadened admission capacities at all levels of education, and this is encouraging for prospects to increase access to education—and increase the number of African graduates in the future
- Improved transition rates that strengthen retention; this trend should facilitate managing student flows particularly to extend the length of time children are enrolled in school (primary plus lower secondary) and to rationalize admission to higher education, starting with access from upper secondary
- Positive evolution in terms of equity between females and males that should accelerate, in interaction with the broadening of admission capacities and the improvement in transition rates, generally to be even more favorable to the enrollment of females (see table 2.4)
- Increased investment in education from national budget allocations and an increase in external aid
- Substantially increased literacy rates

Table 2.4. Evolution in Access to Education in Sub-Sahara Africa, 1990–91 to 2004

	Primary Education Gross Enrollment Rate						Secondary Education Gross Enrollment Rate						Higher Education Gross Enrollment Rate					
	1990–91			2004			1990–91			2004			1990			2004		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
SSA	86.7	68.3	77.5	96	85	91	22.6	17.8	20.1	34	26	30	2.4	0.9	1.6	6	4	5
World	105.7	93.1	99.5	109	103	106	55.4	46.1	50.7	67	63	65	10.0	18.8	14.3	23	24	24

Sources: For the 1990–91 figures, UNESCO 2002, Table 6, 254, for primary education, and Table 7, 252, for secondary education. For the 1990 figures for higher education, UNESCO 2003b, Table 8, 358. For the 2004 figures, UNESCO 2007, Table 5, 269, for primary education, Table 8, 293, for secondary; and Table 9, 300, for higher education.

Note: SSA = Sub-Saharan Africa; M = male; F = female.

Persistent and New Challenges

Despite and sometimes because of the progress underlined above, long-term challenges persist and new ones appear. Globally, it may be said that despite the laudable path most African countries have followed, quite a distance still must be traveled to raise levels of knowledge and skills in the populations at large, and to bring about greater openness to technological change and behaviors required for these countries to enter the virtuous circle of education-development-education. Moreover, new challenges are rapidly becoming more pressing, notably that of bringing the "last quarter" of school-age children into school to achieve universal primary attendance, and responding to the pressing demand to raise

the right to education beyond primary school. The requirements linked to upgrading and deploying production methods to support different stages of development are increasingly intertwined with the dynamic of globalization. The most blatant illustration of this connectedness is the planetary expansion of the revolution in Information and Communication Technologies (ICT).

An Insufficient Stock of Educated Citizens

Despite its recent achievements, the stock of education of African citizens remains insufficient to launch a cycle of sustainable economic growth. The continent remains the most affected by illiteracy, with a rate of 40 percent compared with the considerably lower world average of 18 percent. Moreover, the figures show that Africa remains not only well below the world average but also behind practically all the world's regions, including regions composed of many developing countries.

The average duration of school attendance on the continent was estimated at 6.8 years in 2001 compared with an average 12.8 for all developed countries. The overall education development index remains low (see table 2.5). Even if the initial handicaps and the current obstacles in the African environment (AIDS pandemic, wars and civil conflict, the digital and scientific divide, and so on) remain difficult to overcome, it is imperative that African countries meet the challenge of accelerating education and training to make up for their historical lag. The effort will mean differing priorities and differing types and levels of investment depending on the specific national situation. Although a holistic approach to the development of education systems is required, at the very heart of this approach, it is essential that less advanced countries give basic education priority. And, in fact, most of these countries are in Africa.

Table 2.5. EFA Development Index, 2004

EDI	Number of Countries in SSA	Countries in SSA
High EDI	1 country out of 47	Seychelles
Medium EDI	8 countries out of 49	Botswana, Cape Verde, Mauritius, Namibia, South Africa, Swaziland, Zambia, Zimbabwe
Low EDI	21 countries out of 29	Benin, Burkina Faso, Burundi, Chad, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Ghana, Guinea, Kenya, Lesotho, Malawi, Mali, Mauritania, Mozambique, Niger, Nigeria, Rwanda, Senegal, Togo

Source: UNESCO 2007, Table 1, 200–01. **[[Please confirm correct inclusion in references]] DONE**

Note: EDI = EFA Development Index; EFA = Education for All; SSA = Sub-Saharan Africa.

Unequally Distributed Education Levels

In Africa, the low attainment in education levels of the population are not equally distributed, which handicaps the base for development. This not only presents a challenge of equity, but also a challenge for development from the perspective of the impact of education on professional skills, openness to technological change, work productivity, expansion of social capital, and economic growth. Because labor is massively invested in the so-called informal sector of the economy (urban and rural), this sector suffers the most from the shortages in education and training. In fact, the greatest social disparities are evident in the rural areas in which the majority (71 percent) of the African population lives and where the GER and the primary completion rates were 70.9 percent and 28 percent, respectively, in 2000, compared with 103.5 percent and 61 percent, respectively, in the urban milieu. For the poorest 20 percent who are generally found in the rural and periurban areas, the rates were 63.1 percent and 23.4 percent, respectively, whereas they were 106.7 percent and 68.6 percent, respectively, for the richest 20 percent in 2000. The broadest social base of the economy of

African countries is thus handicapped in its level of education and skills. Persistent inequalities between the genders are coupled with these disparities, worsening them with disastrous social consequences for health, nutrition, and demographic regulation at the family level—particularly considering the eminent role that women play in these areas. The stakes here are enormous because they affect factors of economic growth and social and human development on a macro level. Additionally, they have an impact on social cohesion and prospects for training a democratic citizenry, the lack of which is an underlying cause of frequent wars and civil conflict.

Low-Efficiency Education Systems

In Africa, low efficiency produces an enormous waste in the use of education resources. The repetition and dropout rates are particularly high, notably in primary education. As a result, for 2002–03, on average, 40 percent of all children who entered school did not finish their primary education. This figure was 49 percent in 1990–91. Repetition and dropout correspondingly weaken retention and completion rates; it has been observed that repetition causes dropping out. Early dropout from primary education puts most of the victims on a return path toward illiteracy. In other words, at the time when the challenge is to reach higher enrollment levels with fewer resources—considering the scarcity of the latter and the immensity of the needs to be met—the opposite is what is occurring. Enormous resources have been invested in the effort to enroll cohorts of African pupils, nearly 40 percent of whom drop out prior to completing the primary cycle. Apart from the waste in terms of investment, this constitutes a major obstacle to universal school attendance in Africa. Thus, the challenge of acceleration must be combined with the challenge of achieving greater efficiency of education systems through strategies that drastically reduce repetition and dropout.

Mediocre Quality

Mediocre quality has a negative impact on internal and external efficiency of education systems. What would the fate of an industry be if 50 percent of its products did not meet market demand? African school cannot be closed in the manner in which an unprofitable business would be closed, but it is not acceptable that half of the pupils in Africa who complete primary school have not mastered fundamental learning. It is therefore urgent and indispensable to make the necessary changes to considerably improve learning outcomes. Research and reflection point out that among the obstacles to be removed are the following: weaknesses in the qualification of teachers and their supervisors, the lack of learning materials, insufficient teaching-learning time, and inappropriate management of schools. It is not enough for schools to be ready to admit children; children must also be ready to learn. From this viewpoint, the early child development programs—which are the poor relation in African education systems—constitute a major challenge for ensuring preparation in respect to health, nutrition, and awakening of the intellectual, affective, and physical potential of future pupils.

Lack of Utility of School Learning

The utility of school learning is not always demonstrated in the African environments. The necessity to adapt education to the realities and needs of African societies was identified from the beginning as the decisive element in decolonizing Africa (the 1961 Addis Ababa Conference on Education). However, most of the African countries reduced this to a simple trimming and pruning away of the most shocking elements of colonial ideology for the African persona, notably in history and literature. A few rare countries exhibited the political determination to design and implement in-depth reforms based on new economic and social needs, but this was not supported with the expertise required to explore unknown territory. Founded on a basis that was mostly intuitive, these experiments did not turn up successful results, and were challenged and halted for the most part. The encyclopedism and formalism of the traditional programs

in primary, secondary, and university education—which at the time were no longer even being used by the former colonizers—continued to prevail in most African countries. In terms of the aspirations and expectations of communities and individuals, and needs of the popular economy and national development, what was taught in school and training programs was generally perceived to be out of step and not useful for solving problems in everyday life, work, and social practice.

At every level of the education system, the links between education and the surrounding economic, cultural, and social milieu were weak. These connections largely were not seen as the basis of learning and training, action and reflection, construction, and transformation. It is otherwise in this very interactive confrontation that education can be put to the service of development. The insular nature of education systems relative to African societies persists, as is demonstrated by the exclusion of African languages and local knowledge from most official curricula.

From the macroeconomic point of view, education planning is rarely integrated into national development planning and rarely fosters approaches apt to develop endogenous potential. In this respect, higher education and research are rarely equal to their mission of producing and disseminating relevant information and competencies in the African contexts. Faced with globalization, higher education and research in Africa—just like the continent's entire education system—suffers from the atrophy of its scientific and technological programs. The symptoms of atrophy are especially obvious in the areas of technical education and professional training, in which the trend has worsened in recent years, drastically reducing the shares of these programs in secondary education. Furthermore, studies in these areas are often disconnected from the realities and needs for economic development and working life in the different countries.

These issues constitute major challenges to orienting, structuring, and planning education and training systems in Africa so that the objectives, content, and processes of learning provide the outputs to correspond with expectations in terms of their economic, social, political, and cultural utility. Once again, the nature and scope of the challenges differ from one African situation to another. Certain countries have been involved for many years in major reforms to adapt their education systems to the realities and needs of their contexts. These reforms only need finishing touches. Other countries are behind in their efforts to undertake reforms and must continue to pursue them. Finally, some countries are not yet engaged in meaningful reform for various reasons.

The analysis of challenges is not yet exhaustive. Also, the challenges affect each education system differently, and this is instrumental in determining the specific priorities among changes to be made. The most promising policies are those that match response strategies to specific challenges. Access and equity without quality lead to wastage of efforts and resources if the question of why education is necessary—namely, to obtain learning outputs—is not clarified. Quality without access and equity results in education systems that reproduce and reinforce the existing social inequalities. The search for relevance without quality is most often corrupted into mundane cognitive empiricism. Quality without relevance results in the acquisition of formal knowledge whose sense and usefulness are not obvious. Efficiency without quality is an illusion of performance that disappears when learning output is evaluated, and so on. A combination of these strategies therefore is extremely desirable to create springboard effects through catalytic interactions that will propel the dynamic of the whole. This perspective brings out other challenges, not the least of which are the challenges of mobilizing the resources necessary to tackle all needs, planning the evolution of education systems, and efficiently allocating financing among the different priorities. Additional challenges include establishing governance mechanisms for education systems and schools with a view toward involving all the actors and partners needed to participate in the

conception and implementation of this transformation, and holding them accountable.

Reforms to Transform the Education System

The challenges raised call for changes both inside and outside education systems. The contribution of international development cooperation, including that of Japan, should be gauged by the effectiveness of its support for implementation of these changes. To better understand what Africa expects from the international aid community, the latter will need to decipher the changes that need to be undertaken in order to tackle the challenges facing educational development in Africa.

General Reform Orientation

The general orientation of the education reforms in Africa must be founded on a long-term view that gives coherence and continuity to the concrete changes to be undertaken. For a successful integration into the world economy, Africa is forced to draw up and gradually implement development strategies focused on knowledge and innovation. This focus is necessary to meet the requirements of a competitive global system of production and exchange that is structured around knowledge. Education must be placed at the heart of such development strategies in terms of priority, planning, and financing. The structural evolution of education systems must be oriented toward increasing the broad dissemination of scientific and technological culture with the following strategic objectives:

- Forming a critical mass of scientific human capital possessing knowledge, technologies, and management skills
- Developing and mobilizing all the delivery modes possible for education (formal, nonformal, informal, face-to-face, remote, and free learning) by taking advantage of the tremendous ICT opportunities to promote learning throughout life, build knowledge societies, and promote open and dynamic cultures
- Developing scientific and technological training, research, and innovation that favor the creation of endogenous development potential and yields the components capable of fomenting growth and increasing the value of exchange with other parts of the world

To engage in these long-term undertakings, Africa must create new partnerships to mobilize increased investments for the appropriation and development of science and technology. This assumes, at a local level, that the capacity exists to be open and to adapt. A precondition for training these endogenous capacities is the transformation of the current systems toward an acknowledgement and consideration of local realities and needs, which should be the point of departure for building openness and capabilities to adapt.

In this dialectical perspective, rooting and at the same time opening up the African education systems are not mutually exclusive. They are, in fact, intimately linked. Rooting (and centering) is not a synonym for withdrawal into oneself, but rather implies the mastery of one's status and role, one's values and social practices of reference, one's strong points and limitations, and one's resources and needs. Rooting is essential to be able to have a meaningful exchange with others. In the case of education systems, the issue is one of a total revamping, considering the congenital relationship of divorce between the school and African societies. The introduction of African languages as the first languages of instruction in the framework of bilingual education, consideration of local knowledge in the curricula, and the interaction between the processes of the surrounding milieu and learning represent, among other changes to be made, the facilitating factors for education acquisition. These processes provide the intuitive basis required for the conceptual understanding and opening of the fields of observation and experimentation that are embodied in a transformation. Through these processes a literate environment in the native languages is built from broad dissemination of scientific knowledge and the

technological opening of society. The birth of such sources of knowledge and information certainly will favor dynamic exchanges between African cultures and other cultures in the world to overcome the paralyzing myth of a static African identity.

Once these strategic reform options have been set out, the choice and rhythm of the changes will depend on the state of progress, and on the particularities, realities, and needs specific to each country. In view of the challenges identified above, the range of possibilities is broad. Considering the experiences analyzed in Africa and elsewhere, the following trends have proved to be the most promising for the different levels of the education system.

Achieving Universal Primary Education

Policies must be resolutely oriented toward equitable access for all and accelerated progress toward universal primary education on the condition that they are understood and implemented with the goal of quality education for all. Such policies imply strategies targeted to excluded populations (girls, rural children, the poor, nomads, orphans, and the disabled), including the following: (a) improved school mapping and reorganization where needed into multigrade classes to bring schools closer to households, (b) consideration of the specific needs of the local context in the curriculum and the school schedule, and (c) integration of local languages and cultures. Positive discrimination policies efficiently complement these strategies, including such incentives as free schooling policies, scholarships, meal programs, and funding that gives more to those who need it most. Moreover, it is advisable to combine these strategies and measures to strengthen the internal efficiency of the systems and to improve learning outputs. Success for all must replace the spirit of selection and training for an elite population that often guides teacher evaluations and decisions on promoting students to the next grade. This change must be supported with strengthened provision of the basics for quality learning, namely, the essential inputs of trained and motivated teachers, an adequate number of books and didactic materials, and children who are ready to learn. The rest falls under the dynamic of each school that itself depends on the quality of the management and accountability of the grassroots actors according to the skills and resources allotted. This demonstrates the importance of school leadership training, institutionalization of a culture of quality within the school, and decentralization that strengthens schools' autonomy and accountability to and ownership by the stakeholders and direct beneficiaries.

Efficiently Responding to the Increased Demand for Education

The progress achieved in primary education has increased the demand to educate families, communities, and countries. It is estimated that the numbers of students completing primary school will triple by 2015. To finance this expansion, the extension of the length of obligatory schooling that stems from this demand has already started in a number of countries who have designed a basic program of 8, 9, or 10 years in which lower-secondary education has begun to be expanded. The observed trends of broadening access to lower-secondary education in the statistics of several African countries are also part of this movement.

The movement from an elitist model to a mass model, however, raises many problems and requires changes that must be developed, steered, and successfully implemented. The need for a greatly increased number of teachers, classrooms, equipment, and didactic materials requires that models be adapted to local resources. Broadened and more cost-effective use of these strategies is needed so that the financing of this development is affordable for countries whose resources remain limited. The decentralization of school construction and management favors the participation of communities and increases the efficiency of expenditures following the example of the community lower-secondary schools in

Burundi or the lower-secondary schools of proximity in Senegal.

Curricula must be revised to match the developing skills that young people require to deal efficiently with the current and future challenges they meet, particularly when faced with the requirements of an evolving society and economy. In this respect, the AIDS pandemic, the fight against drugs, the media explosion, the ICT revolution, and scientific and technological progress must, among other factors, require great attention.

Will it be necessary to have a common-core syllabus or diversify the programs at this stage? Is it advisable to professionalize or preprofessionalize? The answers to these questions will depend on national policy choices that consider the requirements of strengthening the scientific and technological dimensions of education and understand the fact that this education will be the end of schooling for most pupils and thus must prepare youth for active life and the job market. From this latter point of view, the diversification of programs and modes of delivery appears to be a realistic option to regulate student flows through processes of orientation and selection rather than selection to eliminate. In this respect, it is in Africa's interest to learn from the failures and the successes of other regions of the world.

As for upper-secondary education, its access, content, and objectives should be determined by the goal of selecting and preparing pupils for higher education, either general or professional. The regulation of flows in higher education could operate in the same way as the restructuring of training streams on the condition that upper-secondary education incorporates technical education and professional training. This would open other possibilities for orienting and continuing training for larger numbers of learners.

Broadening Technical Education and Professional Training
Almost everywhere in Africa, the traditional visions of technical education and professional training have wound up in dead ends. A broadened view of professional skills development is needed. The considerable investments made in these training streams, for which job possibilities are quickly saturated, raise recurring problems of financing and the search for a training-job fit that remains elusive. In the meantime, the vast majority of labor that is found in the informal sector of the economy is ignored by the training system. Despite attempts made sporadically, appropriate solutions remain difficult to find, notably because of the state of the economies. To mobilize the potential of the formal education and training system as well as the nonformal systems, three major reform tracks should be explored. The first strengthens the preprofessional contents and objectives of general education at all levels, including basic technical training in agriculture and industry, familiarization with production processes and trades, professional orientation, and so on. The question will be one of increasing the capacity of general education to contribute to skills development. The second reform is oriented toward the separation between technical secondary education as a transitional program, and professional training considered as a final program. This reform will make it possible to strengthen the scientific dimensions of technical education to prepare future engineers and mid- and upper-level technical managers for the economy. In the third reform, professional training at the secondary level would be linked to the vast system of traditional nonformal learning to restructure, modernize, and massively gear up to meet the enormous needs and structural changes in the informal economy. Evening courses for apprentices, work-study programs that alternate learning between professional training centers and sites for traditional learning, common systems of qualification or recognition of skills, and other collaborations could be instituted in the framework of contract programs.

Success will depend on the flexibility of training mechanisms for constant adaptation to the evolution of the work place

and on the quality of the public-private sector partnerships that will require a more open and participatory management structure.

Relegitimizing the Higher Education Paradigm

The higher unit costs per student in higher education require not only the regulation of access but also an improvement in internal efficiency. The management of student flows should be based on planning geared to the country's estimated needs for high-level skills, particularly in the more dynamic sectors of the economy. The objectives of higher education and research must be tightly linked to economic growth, the achievement of the MDGs and the creation of endogenous development potential. This assumes relegitimizing the public service mission of higher education and research that serves communities and requires a change in paradigm to redirect the teaching, training, and research toward an applied emphasis on the identification, evaluation, and development of the potential and strengths of national development. From this perspective, the trends toward diversification, specialization, and professionalization will be asserted according to community and corporate demand. Higher education and research will then be oriented toward the creation of a critical base of knowledge and expertise to strengthen the internalization and production of science and technology tailored to needs in the context of Africa's development. In this way, higher education and research could contribute to openness to change and adaptation necessary to position African countries favorably in the overall environment of global change and competition. To evolve in this direction, it is necessary to reform management and financing to strengthen the autonomy, competitiveness, and accountability of the higher education and research institutions, engage in more planning, and refine accreditation and quality assurance mechanisms. These changes should be based on the creation of public-private partnerships involving the state, the private sector, and civil society, and should encourage the pooling of regional resources through networks and communities of practice and expertise, centers of excellence, and exchanges of teachers and students as well as through south-south and south-north partnerships.

A holistic and comprehensive view of the learning opportunities

In order to meet these challenges through reforms, African governments and their external partners should take a *holistic and comprehensive view of the learning opportunities*.These include those generally ascribed to particular 'sub-sectors', such as general secondary education, technical and vocational education and training (TVET), non-formal education, non-formal skills development, tertiary education, distance education. It also extends to opportunities beyond the confines of the conventional 'education system', such as informal sector apprenticeships, work-based training, life skills development and E-learning'.

This is necessary to achieve: (1) the extension of '*basic education*' from 6-7 years of primary education to *8-9 years of basic education for all*; (2) the further development of a coherent and integrated '*post-basic education and training system*'.

This view recognizes that the starting points for reflection and policy formation should lie with the *current realities of education and training* on the ground, and the *demands and needs* of children, young people and their communities for high-quality, relevant and responsive learning opportunities that provide equal opportunity in life for all. Other starting points include a shared vision associated with accepted common principles like *democracy, equity, human rights and non-discrimination.*

The above implies that:

- in Africa on average only 60% of learners who enter Primary 1 complete their primary education, and out of these only 60% enter JSE; thus only a minority enters formal secondary education;
- in many countries a majority of learners never complete primary education, especially girls, rural and disadvantaged children;
- the overall quality of primary education remains very poor and inadequate;
- formal vocational training has remained largely a provision for boys only;
- 90% of young people receive their skills training in the informal sector.

Thus the reality is that most young people have had to do with a wide variety of *other learning opportunities* (of informal and non-formal type) to receive basic education. Only a *minority* reaches the point that according to official regulations they can start benefiting from formal PPE opportunities. There is much *unfinished business of the current EFA agenda* that cannot be ignored.

Consequently, there is the question as to how other forms of delivery can assist in providing *multiple learning pathways and mixtures of general education and skills development* that respond to children's needs.

Diversity in basic and post-basic education is essential, partly in order to provide cost-effective ways to enable all learners to have a complete basic education as well as access to forms of post-basic education, partly in order to cater for the wide diversity in children's and young people's circumstances. It is recognized that for a long time to come conditions of cultural practices, widespread poverty, geographical distribution, ill health, and disability will prevent young men and women in different ways from attending conventional full-time schooling. They will thus depend on *flexible modes of delivery* as well as on adjustments in the total *mix of competencies* that constitute desirable outcomes for basic education.

It appears that, based on country experiences, within the context of a reconstructed and extended *basic education cycle* at least five different pathways can be distinguished:

i) a *general education* pathway – with its *formal and 'non-formal'* variants (and other 'systems' such as faith-based education);

ii) a general education pathway through *open and distance learning* (ODL);

iii) (partially or fully) *(pre-) vocationalised* pathways – with components of skills / entrepreneurship development and/or work orientation;

iv) *non-formal (vocational) skills training* pathways – together with functional literacy, life and other personal skills;

v) *informal sector apprenticeship* pathways – now often with professionalization through 'dual training' modes.

For the purposes of validation and articulation it is helpful to explore various approaches to constructing '*national qualification frameworks* (NQF)' with inbuilt components of '*recognition of prior learning*' (RPL). Most NQFs are being established to address *validation, credit transfer, and building bridges* across different modalities for skills acquisition. This is essential in improving efficiency in skills development and effectiveness in meetings demand in the world of work. However, there are also more limited mechanisms that help *validate* learning outcomes related to *essential competencies* in basic and post-basic education. Forms of such '*system's assessment*' practices need to be

examined. Validation and equivalencies of outcomes are essential measures to promote *coherence, articulation,* and thus *equitable access*.

Non-formal education increasingly provides learning pathways that are complementary to formal basic (primary) education, whether in the form of *alternative modes of delivery* for categories of disadvantaged children and young people or in the form of *remedial programmes* for dropouts, orphans and vulnerable children and over-aged learners. NFE is also being used as alternative pathways that focus directly on preparing young people for life and work in their socio-economic environments. NFE approaches often help to create '*hybrid*' *programmes* based in regular schools, whereby '*care and support*' elements are established by other sector agencies (through *public-private partnerships*) to enable young people 'at risk' to be in school.

Mechanisms for validation (whether or not through NQFs) enable such programmes to remain 'non-formal' in approach but become 'formal' in terms of recognition, support and outcomes. They thus can become parts of a larger set of alternative (but complementary) pathways within a framework of *lifelong learning*, whereby young people who are out-of-school can follow different tracks in education and/or training from basic education through to tertiary education.

Private institutions have become very strong at all levels of basic and post-basic education and training. They play a major role in skills development, TVET and tertiary education, both in terms of alternative provisions and in terms of remedial programmes.

Conclusion

After identification of the challenges facing educational development in Africa and the reforms needed to address them, in accordance with different national situations, it is up to the international aid community to position its aid effectively with regard to the major shortcomings observed in African countries (policies, data, resources and capacity) as well as their comparative advantages. From this standpoint, our entire analysis clearly points to the following expectations:

1) Adherence to international funding commitments

It may reasonably be expected that the amount of aid delivered should correspond to the commitments given by each donor country (0.7% of GDP). In the education sector, the aid community gave a strong commitment at Dakar that, if translated into deeds, would certainly accelerate progress toward basic education for all.

2) A return to the broader vision of Jomtien

The focus on primary education encouraged by the Millennium Development Goals can blind us to other learning opportunities and to a holistic vision of educational development. We need to return to the broader vision of Jomtien for a more diversified, better integrated approach to aid to African education.

3) Breaking down the traditional compartmentalization of sectors

A cross-sectoral approach to aid would allow pooling of resources and identification of synergies that could give efficiency and direction to aid programs. It would also promote the broader Jomtien vision and efforts to make education more relevant through hybrid programs.

4) Promotion of long-term aid programs

The far-reaching changes on the agenda can hardly be achieved through short-term programs. Achieving them will require time and unremitting effort. Aid programs should therefore aim for predictability and for the long term.

5) Safeguarding capacity for policy dialogue and knowledge sharing

The trends toward coordination, harmonization and alignment of international cooperation, which strengthen country ownership of educational development policies and programs, are positive developments and should be pursued. However, they must take forms that strengthen instead of weakening the policy and strategic dialogue between countries and development agencies, as well as the sharing of experience and knowledge among experts. This pre-supposes that agencies will increase their education staffs instead of reducing them in favor of managers. This point also applies to Japan's development aid.

6) Promotion of a new vision of capacity building

Conventional training and technical assistance are showing their limitations in the process of building analytical, planning, management and monitoring capacities. Specific professional skills are formed on the job and in a situation of responsibility, when hands-on expert support is provided at the critical moments of formulation, implementation and evaluation. International cooperation should be able to deploy this expertise in the field to improve its performance in terms of capacity building in Africa. Remarkable efforts in this respect are expected of Japanese development cooperation.

7) Promotion of coordination that makes the most of external partners' diverse comparative advantages

External aid is now better coordinated, and should be even more so if the commitments of the Paris Declaration are adhered to. However, harmonization processes must offer enough flexibility that the comparative advantages of external partners can express themselves. Where Japan is concerned, a number of countries have great hopes for its contribution in the field of science and technology education and training at all levels of education systems.

8) Promotion of the emergence of endogenous models of educational development, in terms of goals, content, approaches and costing.

Africa is steadily progressing toward expanding its access capacity to educate and train all its children and youth and to gradually eliminate adult illiteracy. High demographic growth and the constraints of limited economic resources are certainly slowing this momentum on a continent already heavily handicapped by the colonial legacy.

To confront the challenges confronting educational development in Africa, it is important, first, to accelerate the momentum to make up for the historical lag. It is necessary to give prominence to the requirements of building a knowledge base for scientific and technological advancement in the African economies while fully ensuring that this knowledge base is rooted in the foundation of sustainable indigenous development. To engage resolutely along this path, three major orientations should guide action: (a) holistic vision, (b) education for all, and (c) collaboration.

Holistic vision. Africa must break with the incomplete and fragmented vision of education development and adopt a holistic vision. This requires taking account of the vertical dimension of different levels of the systems, the horizontal dimension of different streams of training, and the diversity in delivery modes—notably, the new opportunities offered

by non-formal/informal education, training and the ICT revolution.

Education for all. At the center of this holistic vision is the priority of education for all pursued through policies resolutely oriented toward equity. This is an ethical priority that stems from the recognition of human dignity. It is also a developmental priority. No managing elite can successfully meet the challenges of triggering sustainable development (agrarian revolution or industrial revolution) without a critical mass of the population (farmers, fishermen, artisans, and other skilled workers) capable of assimilating the processes and tools to improve work productivity, management, openness to technology, hygiene, health, and so on. Obviously, the question as to whether education for all should include 6, 7, 8, 9, or 10 years depends on the level of development, policy choices, and resources of each country. In any case, the priority accorded to education for all can only be realized coherently and efficiently if it is centered in a holistic vision that allows for regulating the sum of the parts in line with this priority. This diversified and integrated approach to education for all benefits from the mobilization of increased resources—including diverse modes of service delivery in formal education, nonformal and informal education, face-to-face and distance education, open and mutual learning, and so on—to respond to the diverse needs inherent in educating an entire population. Also following such a holistic vision, secondary and higher education, including technical education and vocational training, can be reformed congruently to contribute to the sectoral priority (education for all) as well as to external priorities (economic, social, cultural, and political aims of development). These reforms require combined responses to different and even contradictory issues that must all be reconciled for success. These issues include (a) massively increasing supply while at the same time raising the level and quality of education and training; (b) raising the level of training to meet international standards while concomitantly promoting the values of indigenous development; (c) regulating the flow of students even while expanding opportunities for lifelong learning; (d) mobilizing private financing, including household spending on education, without endangering equal opportunity for all; and (e) ensuring an adequate fit between training and the needs of the economy while also promoting the other cultural, social, political, and individual dimensions of education.

Collaboration. These reforms require abandoning the traditional isolation of sectors and adopting intersectoral approaches and collaboration in the conception and execution of education policies. In this connection, it is necessary to situate education for all at the heart of initiatives, strategies, and programs of development, including accelerated economic growth, fight against poverty, HIV/AIDS, Malaria and other endemic diseases, construction of democratic institutions, realization of the MDGs, and so on. Oriented this way, the education sector will be positioned for interaction and alliance with the economic, health, environmental, community development, and other sectors. Through this articulation with the key issues of development, education will be enriched by the contribution of other sectors in terms of content, objectives, approaches, and resources as well as by their demands for relevance and effectiveness. These new relationships for education should provoke a paradigm shift that implies the pluridisciplinary elaboration of strategies to orient education and a partnership for implementation and management of education.

The challenges are numerous and complex. The associated tensions will not be easy to manage. To create the conditions for success, it is advisable to pursue the following:

- Mobilize the political will at the highest level to seize the opportunities of the Second Decade of Education in

Africa[4] -launched by the AU- to undertake advocacy and include major education reforms in the agenda of the heads of state summit

- Promote policy dialogue and stakeholder participation to establish consensus and partnerships as widely as possible on the goals and strategies of reforms as well as to mobilize resources and implementation
- Encourage the exchange of experience, mutual learning, and strategic partnerships to build countries' capacities in meeting similar challenges
- Reduce environmental obstacles, including the AIDS pandemic and other endemic illnesses, wars and civil conflict, poverty, and discrimination on the basis of gender and other factors

In all these areas, it is possible and useful to continue to learn from the successful, promising, and innovative experiences that exist on the African continent and elsewhere, not to necessarily reproduce them but to recreate in one's own context the conditions and factors of their success. The process of transformation to knowledge societies is also a learning process and is achieved through the creation of learning institutions and societies.

[Keynote Speech]

"Japan's International Cooperation in Education:
Looking ahead to 2015"

Hiromitsu Muta

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Hiromitsu Muta holds prominent positions in Japan's ODA policy such as Chairperson of the External Advisory Meeting on ODA Evaluation of the Ministry of Foreign Affairs; Chairperson of the International Cooperation Initiative Committee of the Ministry of Education, Culture, Sports, Science and Technology, and others. As a leading expert of Japan's international cooperation policies, he has not only been giving advice to the government but also served as an advisor for Indonesia's human resource development and education planning for various Japanese cooperation projects/ studies. He is Director of Japan Society for International Development and Vice President of the Japan Evaluation Society. He received the JICA Recognition Award for 2003.

"Japan's International Cooperation in Education: Looking ahead to Role 2015"

Hiromitsu Muta
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1. Growing International Cooperation in Education

Japan has been engaged in various international cooperation projects in education. First, I would like to give an overview of these projects from the viewpoint of evaluation. Then I will discuss how international cooperation in education must be conducted as we look ahead to 2015.

The declaration on Education for All adopted in Jomtien, Thailand in 1990, greatly influenced Japan and other donors with respect to their policies on international cooperation in education. Until then, Japan's international cooperation in education was mostly conducted in the areas of technical-vocational education and higher education. JICA's Study Group on Development and Education presented a report in 1994, emphasizing the need for Japan to expand its international cooperation in education. As for basic policies for future educational cooperation, the report made three recommendations: 1) the ratio of international cooperation in education, which accounted for 8.1% of Japan's bilateral ODA, should be increased to about 15% in 10 years by fiscal 2000, 2) basic education must be given the highest priority and 3) international cooperation in education must not just concentrate on basic education but be tailored to the stages of each country's educational development and conducted to address what is most needed (JICA, 1994).

Although a direct comparison cannot be made because of the different methods of classification, the 2006 report of the Committee for International Cooperation in Education of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) said that the ratio of international cooperation in education in the total bilateral ODA had increased in the preceding years, reaching 10.4% in 2004. The report also said that the ratio of educational cooperation in technical cooperation increased only gradually from 1991 to 1999 but showed a significant increase after 2000. This was thought to be in part the result of the Millennium Development Goals (MDGs) in the United Nations Millennium Declaration adopted at the U.N. Millennium Summit in 2000.

2. Evaluation of international cooperation projects in education

Because it takes time for international cooperation projects in education to show results, it is often said that their outcomes are difficult to identify at the time of evaluation. The analyses of the World Bank show, however, that educational cooperation has a higher level of satisfaction in terms of project outcomes as well as sector outcomes (World Bank, 2006b). The difficulties in securing long-term impacts and sustainability are not limited to educational projects but observed in other projects, too. Therefore it cannot be said that the outcomes of educational projects are particularly difficult to evaluate.

According to the past evaluations conducted by Japan, cooperation projects in education have been well received for most of the evaluation items (International Cooperation Bureau, Ministry of Foreign Affairs, et al., 2007; JICA, 2007). In this way, generally speaking, international cooperation in education is an area in which it is relatively easy to understand the needs and to produce tangible outcomes.

1) Improvement of educational infrastructure

Typical projects of Japan's international cooperation in education were those to improve educational infrastructure

such as building schools and providing teaching materials and equipment. Projects to build schools using grant aid began in 1977. Initially, they focused on vocational schools, training facilities and higher education institutions such as universities. After the School Building Construction Plan was launched in the Philippines in 1988, however, the projects in basic education increased in terms of both the number of schools built and the absolute amount of grant aid.

Despite the high quality of the school-building projects conducted by Grant Aid for General Projects, these projects have been criticized as being costly compared with those of other donors (Muta, 1999a; Sawamura, 1999, etc.). Of course, schools built with Japanese cooperation were not all expensive. Some of the schools built through a development study did not cost as much as those built by other donors but had enough functions for primary schools, satisfying local specifications (KRI, 2005, Appendix I Table 3).

High construction costs are due not only to specifications but also contract types. As loan assistance is basically "untied," it is usually not expensive. The Primary School Project in the Philippines was co-financed by the Japan Bank for International Cooperation (JBIC) and the World Bank and built a large number of schools at low costs. The evaluation of the project said that it contributed to the improvement in both quality and quantity of primary education in the Philippines (JBIC, 2001).

The Ministry of Foreign Affairs (MOFA) introduced its "Grant Aid for Community Empowerment" in 2006 to enable the active hiring of local contractors for the design and construction of primary schools based on local specifications. Under this scheme, a cost reduction of more than 30% in school-building projects in Africa is targeted for the five years from 2006 to 2010 (MOFA, 2007).

Another scheme is the "Grant Assistance for Grassroots Human Security Projects." Although the amount of grant per project is small, many projects have been supported by this scheme. They have provided cost-effective assistance for building schools, improving and purchasing educational materials and equipment and for other activities. These projects are also evaluated as being highly visible and appreciated by local people (External Advisory Meeting on ODA Evaluation, 2004).

2) Lessons from the technical cooperation projects for primary and secondary education

The lessons learned from evaluations are expected to be used for similar projects in the future, but as the lessons of these project evaluations are specific and not generalized or conceptualized, it has been pointed out that it is difficult to apply them to other projects.

In order to draw general lessons for each field of international cooperation, JICA has reviewed representative projects in different fields. As for science and mathematics projects for primary and secondary education, ten in-service teacher training projects and two in-service and pre-service teacher training projects were reviewed, and the following five lessons were extracted as factors for the success of projects (JICA, 2004).

  i) Planning/designing: Success of a project largely depends on the planning phase. Careful analyses of needs, the construction of a logical framework fully considering cause and effect, and the selection of appropriate inputs were major factors in the planning phase that particularly affected the efficiency of a project.

  ii) Outcome dissemination method: As for teacher training methods, the "cascade method" (training by cascading down the content) and "cluster method" (training within school districts) have different characteristics. Whether or not a project took these differences into account in conducting training greatly affected the impact of the project.

  iii) Collaboration: Collaborations with relevant organizations within and outside the project were a factor affecting particularly the efficiency of the project.

  iv) Institutionalization: Obtaining policy support for the project was important to secure financial resources at the

central and local levels. Policy support for establishing funds, for conducting training on weekdays and for other activities greatly affected the sustainability of the project.

v) Monitoring: Appropriate correction of the project plan at the proper time by taking into account the results of monitoring and evaluation greatly contributed to achieving the project objectives.

These are all important lessons that apply not only to educational projects but also to other international cooperation projects.

3) Evaluation of international cooperation projects in education at the program level

In international cooperation projects, social outcomes (improved school enrolment ratios, improved quality of education, improved teaching methods, etc.) are brought about by the direct outputs of the projects (school buildings, facilities, well-trained teachers, etc.), and these outcomes are considered more important than outputs. Furthermore, social outcomes results in social changes in a broader sense, and these impacts are also considered important, but outcomes and impacts have not been fully evaluated (World Bank, 2006a).

The higher the goal is, the more factors are involved in achieving it. If the planned goal is to improve the enrolment ratio, it is necessary to implement a program by combining different projects such as campaigns directed at parents, school lunches, improvement of teaching content, improvement of girls' education and others in addition to building schools. Collaborations and coordination with local governments and other donors are, of course, necessary. At the same time, the higher the goal is, the more complicated the evaluation becomes, and the more difficult it becomes to understand the relationship between inputs and outputs (Chapman and Dykstra, 2006).

Each donor has its own methods of assistance and asks the local government to take actions accordingly and to allocate budgets for maintaining the projects. The more donors are involved, the more complicated the situation becomes for the local government to handle. This will be a considerable burden for the government in terms of providing budgets and human resources. Therefore, an increase in individual projects does not always contribute to enhancing the capacity of the local government. Stakeholders must agree on the overall goal and discuss fully how to coordinate the assistance to achieve that goal. Japan must further strengthen its efforts in promoting the goal-oriented "program-based approach" in the future (MOFA, 2007).

International cooperation in the form of programs, however, requires thorough analyses of the current situation and extensive discussion with all the stakeholders before implementation. Therefore, although the need has been recognized, this type of international cooperation has not been fully implemented, and coordination in assistance has not been sufficiently secured (Joint Evaluation of External Support to Basic Education in Developing Countries, 2003).

a. Groups of projects with a large total volume

In most of the so-called program-level evaluations, projects that have been separately conducted are put together and evaluated as if they had been intended from the beginning to constitute the program-type international cooperation. Even when that is the case, important findings are obtained. The "Evaluation Study on Japan's ODA to the Education Sector in the Philippines" jointly conducted by NGOs and MOFA (MOFA, 2006) evaluated Japan's ODA projects in the education sector in the Philippines from fiscal 2000 to fiscal 2004 by putting the projects together. Specifically, they included 37 projects of Grant Aid, Grant Aid for Grassroots Groups, dispatch of Japan Overseas Cooperation Volunteers (JOCV), Grant Aid for Grassroots Human Security, JICA Partnership Program, Grant Aid for Japanese NGO Projects, and Technical Cooperation Projects. They also included the project co-financed by the World Bank and JBIC through a loan contract and implemented during the target period, the Third Elementary Education Project (TEEP), the projects

co-financed by the Asian Development Bank and Japan, and the Secondary Education Development and Improvement Project. The target fields included basic education, higher education and vocational training.

As for the group of projects targeting basic education, they made considerable contributions for building schools, providing thousands of classrooms as well as toilets. In addition to these "hard" aspects, "soft-type" cooperation such as the training of teachers and education managers was conducted by collaborating with the World Bank, the Asian Development Bank and others. In this way, it is believed that combining "hard" and "soft" types of cooperation contributes to smooth school management and the improvement of students' academic performance. Furthermore, although the scales of individual projects are small, there are various projects that offer meticulous support to address local needs by collaborating with local educational institutions, local NGOs, Japanese NGOs and other organizations. These projects include improving classrooms, building shelters for street children, non-formal education and vocational training to reduce poverty. As a whole, these projects are thought to be effective in helping children with problems at home to attend school.

The social impact of these projects was collectively evaluated by studying the changes in macroeconomic indicators, and it is believed that they had a significant effect on increasing the number of classrooms and students enrolled in the primary and secondary schools and a certain effect on increasing the enrolment ratio. They also showed positive effects on the educational policies of the Philippines and its autonomous development.

The evaluation also says that the projects had some synergetic effects to improve the quality of education in the target areas. Since the total scale is big, it is thought that Japan made a significant contribution to these impacts.

b. Groups of small but organically-linked projects

Japan is not able to offer comprehensive assistance as explained above to all developing countries, but by collaborating with other donors and participating in cooperation programs, Japan can help enhance the effect of cooperation as a whole. For example, a project for basic education was conducted in Honduras under the umbrella of international aid coordination jointly conducted by Japan, the government of Honduras and other donors in accordance with the Education for All-Fast Track Initiative (EFA-FTI) Plan and based on the Program-based Approach (PBA: Lavergne and Alba, 2003). In this project, Japan made a financial contribution for nationwide teacher training and providing teaching materials and took on the role of conducting in-service and induction training for teachers. The evaluation of the project said that although each project was small, combining the outcomes of the project with those of others, it contributed to the higher goal of improving the completion rate, which is a common goal of EFA-FTI.

The Project for the Improvement of Teaching Methods in Mathematics (PROMETAM) in Honduras developed teaching materials, which were adopted as government-designated teaching materials, printed with the financial support of Sweden for nationwide distribution, distributed by the army and used in national-level training financed by Spain. This was a good example for international aid coordination. For projects with relatively limited JICA inputs, the evaluation said that it was necessary to clarify the goals and scenario of the program and draw up a scenario including the expansion of the outcomes by coordinating aids and that inputs must be selected according to the implementation of the program and its goals (JICA, 2006).

4) Policy-level evaluation of international cooperation projects in education
a. ODA Mid-term Policy
Needless to say, it is important to carefully consider individual projects and programs, but above all, Japan's national policy is important. In 1999, the "Mid-term Policy on ODA" (the old version) was endorsed by the cabinet. The Mid-term Policy placed a high priority on providing assistance for poverty reduction and social development, including basic

education. It said:

i) In addition to the "hard" aspects of cooperation such as school buildings and equipment, "soft" aspects of cooperation will be strengthened both in subject teaching and educational administration, including the improvement of school management and capacity-building, the development of curricula and teaching materials, and teacher training.

ii) A particular emphasis will be placed on girls' basic education.

iii) In order to raise awareness among local people who are development actors and to promote local people's participation in implementing cooperation projects, the Japan Overseas Cooperation Volunteers will be better utilized, and collaborations with NGOs will be actively sought.

iv) Cooperation in basic education will be conducted based on the local situation and to contribute to promoting vocational training and enhancing employability.

According to the evaluation, the fact that basic education was emphasized in the Mid-term Policy on ODA gave an impetus to the adoption of MDGs at the United Nations Millennium Summit in 2000 (Mid-term Policy on ODA Evaluation Meeting, 2004).

b. MDGs

The External Advisory Meeting on ODA Evaluation issued an evaluation report in 2005 on Japan's efforts to achieve the educational goals of MDGs. This report analyzed the cooperation in education related to the goals 2 and 3 of MDGs and the indicators from 6 to 10.

As for Japan's international cooperation from fiscal 2001 to fiscal 2003 directly contributing to the education-related MDGs, 75.5 billion yen was allocated to the "issues of children, families and communities." The amount of 70.1 billion yen was provided for "primary education and related issues (schools and teachers)," of which 27.6 billion yen was for "improving the quality of education," 18.7 billion yen for the "expansion of educational services" and 16.9 billion yen for "related sub-sectors." The budget allocated for "administrative issues" was 2.7 billion yen.

The largest amount of input for the sub-sector of primary education was provided from the General Grant Aid scheme. This sub-sector has objectives such as: the "quantitative expansion of education," "improvement of the quality of education" and "improvement of health and nutrition for enhancing children's readiness (for school)." The input for this sub-sector from the Grant Aid for Grassroots Human Security scheme was about one-fourth of the General Grant Aid. From the perspective of construction costs, however, the number of schools built with the Grant Assistance for Grassroots Human Security was probably about the same as the number of schools built with the General Grant Aid. The evaluation also said that since many of the schools built with the Grant Aid for Grassroots Human Security are in areas that are difficult to reach, they are believed to contributing greatly to improving education.

There was a total input of 774.9 billion yen for the projects indirectly contributing to the education-related MDGs. This was about five times the total input of 154.0 billion yen for projects directly contributing to these goals. As for projects for improving infrastructure, which are expected to contribute indirectly to education, many are formulated and implemented without clearly setting objectives for contributing to education. Therefore the evaluation says that if these projects are implemented with a better awareness of educational development, substantial, concrete outcomes can be expected.

Regarding non-formal education, including literacy education and teaching out-of-school children, the projects collaborating with NGOs are producing great results. The project for promoting literacy education jointly conducted with the National Federation of UNESCO Associations in Japan under one of the aid schemes called the JICA Partnership Program is called the "Terakoya Project," and it is on-going in Asian countries.

c. BEGIN

Japan announced the "Basic Education for Growth Initiative" (BEGIN) at the Kananaskis Summit in June 2002. BEGIN, which was formulated jointly by the Ministry of Foreign Affairs and the MEXT and was announced to the international community, was a declaration of Japan's posture on international cooperation in basic education and Japan's first international cooperation policies that focused on education.

Based on Japan's experience in education and in educational cooperation, BEGIN stated Japan's basic philosophy on international educational cooperation such as emphasis on a commitment by the governments of developing countries and support of ownership, recognition of cultural diversity and promotion of mutual understanding, assistance based on collaboration and cooperation with the international community, promotion of community involvement and the utilization of local resources, linkages with other development sectors, and utilization of Japan's experience in education. Based on this philosophy, BEGIN selected the following three areas as the future pillars of educational cooperation, as they are indispensable for achieving EFA and MDGs: 1) assistance for ensuring access to education, 2) assistance for improving quality of education and 3) improvement of management of education. It also stated that Japan will make new efforts with regard to the utilization of in-service teachers and establishment of "cooperation bases" in Japan, promotion of wide-ranging collaboration with international frameworks, and support for education for post-conflict nation-building.

At the same time, Japan also announced that it would provide ODA in the education sector over the next five years in the amount of 250 billion yen to support low-income countries that have difficulty achieving the goals of the Dakar Framework for Action. This sent a strong message that Japan would not reduce ODA in education despite the policy of the Ministry of Finance to reduce the total ODA budget.

In addition to loan assistance, grant aid and technical cooperation, cooperation in basic education was conducted through various funds entrusted to international organizations including the United Nations Trust Fund for Human Security, the Policy and Human Resources Development Fund (PHRD) of the World Bank, the Japan Social Development Fund (JSDF), the UNESCO Funds-in-Trust for the Capacity-building of Human Resources, the Trust Fund for Education for All Programme, the Trust Fund for the Preventive Education against AIDS and the Trust Fund for IT Education.

Although the policies were announced, BEGIN did not really create new projects based on its policies but mainly reorganized existing projects. There was no increase in the net cooperation budget. It was, however, meaningful because BEGIN tried to organize international cooperation projects in education in a systematic way and made people aware that basic education was a central part of international cooperation in education.

3. Tasks of international cooperation in education looking ahead to 2015

According to the EFA Global Monitoring Report 2007 of UNESCO, the number of primary school-age children who are not enrolled in school fell by around 21 million from 1999 to 2004 down to 77 million through the global efforts to achieve EFA and MDGs, but a lot more must be done in order to achieve these goals. With the tight financial situation, the educational system must be made more effective so that the government budget for public education in the target country can be allocated in the most efficient and fair manner (Ogawa, 2007). Japan's policies looking ahead to 2015 do not need to be radically different from the direction set by BEGIN, but I would like to discuss the following points that we must keep in mind in order to produce tangible effects.

1) Putting policies into action

Japan must not just propose policies and initiatives but put them into action by, for example, establishing new funds

for their implementation and by securing additional budgets and using other practical means so that the policies and initiatives are supported by specific plans to be put into practice and to produce prompt effects. When proposals are made, follow-up systems must be put in place, and public relations activities must be appropriately planned and implemented.

2) Program-based systematic international cooperation in education

When many donors are involved, a detailed study on how to position the project in the entire program must be carried out in order to understand how the project functions in the program. The logical framework must also be fully studied to understand the effects brought about by the activities of the whole program on the outcomes and impact. For that purpose, it is important to collaborate with local government and other donors to coordinate the different projects involved and to construct a systematic structure for the program. It is important to incorporate the project into the program as one component to achieve the national overall goals, such as EFA and PRSP, agreed on by the local government and donors. Therefore it is important to set up the program systematically.

3) Leadership to coordinate cooperation

To incorporate various projects as components into the program, they need to be organically linked. It is important to decide who plays what roles. If the project we are engaged in plays a strategic role in the whole program, we will be able to make a greater contribution to the production of outcomes. In order to ensure that Japan's cooperation projects play an important role in the program, Japan must take the lead in coordinating cooperation projects. Even if the activities go beyond Japan's past experience in education (Sawamura, 2003), Japan must aim at more essential, effective and efficient fields to implement its projects.

4) Institutionalization and scale up

If we carry out an experimental project, limiting the scope of the project in terms of area, content and method, usually we can expect some benefits. It is, however, not easy to institutionalize and scale up the project. Showing a model and telling people to do the same thing is not enough. We must step forward to institutionalize and scale up the project and make sure that the project will produce social outcomes. The New JICA will be established in October this year. With this, it is expected to become easier to combine loan assistance, grant aid, technical cooperation and other schemes and to study and implement international cooperation in education by coordinating components of other social development sectors as well. It will also be necessary to create many examples of institutionalization and enhanced scale by not only coordinating Japanese cooperation schemes but also collaborating with other donors.

5) To marshal knowledge and expertise

Japan will co-chair FTI in 2008. Based on the philosophy of BEGIN that emphasizes the commitment by the governments of developing countries and support of ownership, Japan must develop its specific actions for FTI and implement them by organizing all-Japan efforts. For example, in order to promote international cooperation in education, the International Cooperation Initiative of MEXT aims to produce groups of outputs that can be easily used at project sites by those involved in cooperation in Japan and abroad and that will deliver results early on, by accumulating and organizing knowledge and expertise in research on education acquired by universities, NGOs and other relevant parties and by constructing models for international educational cooperation based on Japan's knowledge and expertise in this field. I hope that the knowledge and expertise marshaled through these all-Japan efforts will greatly contribute to implementing concrete actions in international cooperation in education.

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[Questions and Answers with Keynote Speakers]

Kazuhiro Yoshida (Hiroshima University, Japan)

Thank you to both of our keynote speakers today. We would now like to open the floor for a question and answer session until twelve noon. I would now like to take the first questions please.

Question 1

Baldwin S. Ngubane (Ambassador of South Africa to Japan)

I would like to first congratulate both keynote speakers for their very extensive coverage of educational issues relating to developing countries, especially relating to Africa. However, I have not heard much in regard to the role of the regional economic communities which are the basic units of the unions. I believe it is very important to have the support of these units to harmonize development within the region because they have the data and understand in greater detail about the educational needs in the regional communities that they serve. In regards to mobilizing NGOs to help with basic educational needs, I would like to point out that the Japanese Overseas Cooperation Volunteers (JOCV) may have a special role to play in basic adult education as well as cooperation with the private sector as part of corporate social responsibility. Furthermore, as the JOCV stations services in agriculture, I believe it has a unique platform from which to develop training in more formal ways.Thank you.

Question 2

Chisato Aoki (International Tropical Timber Organization: ITO)

I would like to thank both speakers for their excellent presentations. At this moment our organization is planning to initiate an environmental education program for children along with forestation collaboration with primary schools in Japan, the US, Latin America, and a few other countries. I would like to know your opinions about environmental education and tree-planting activities for pupils, and if you believe it should be included in the primary school curriculum. ITO works alongside international donors and NGOs to promote poverty reduction, global warming, and bio-diversity as well. Since we are promoting self-sustaining development in the community, from this point of view, if you have any suggestions to collaborate with you or your organization, I would be delighted to know that. Thank you.

Question 3

Noboyuki Suzui (Soka University)

I would like to address my question to Mamadou Ndoye as he was in Senegal serving as a Minister of literacy development. My question is that I think there is a nonformal educational organization in Senegal which is called ECB (Ecoles Communautaires de Base (French), Community Schools (English)). What is the role of this educational institution in improving education in the rural communities and what is the orientation of their activities?

Kazuhiro Yoshida (Hiroshima University, Japan)

Thank you for the first round of questions. I would now like to ask the speakers to respond to the three comments and contributions that we have had so far. Mamadou Ndoye, would you like to respond first?

Response from two keynote speakers

Mamadou Ndoye (Association for the Development of Education in Africa--ADEA)

I would like to thank you for your attention Ambassador. I have some reflection about the role of regional bodies in education development in Africa. They have a potential role and a very important potential role. This year we invited all African regional bodies, which in total were 8, to attend a meeting in Paris about giving support and becoming involved in the decade of education in Africa as proclaimed by the African Union, and we tried to see how they can be involved in the implementation of the plan. Two issues were raised. The first is that of staff. The regional bodies do not have adequate capacity in education. They have a real problem of specialized staff in education. Only a select few have a capacity in education and in some cases they are reduced to having just one person in charge of education. For this one person, it is difficult to really handle all the tasks. So I think the first step is for African countries to give more capacity in education to the regional bodies. Maybe the worst cases are in the West African body where there are now 400 people and among them only one education specialist. And when I say they have an eminent role to play, for example in assessment of education quality, I think of the good example given by some SADC countries. They can indeed compare the learning outcomes and the effectiveness of Southern and Eastern African Countries. Another example which is also interesting is the example of the centers of excellence. They can pool the resources of different countries to promote centers of excellence especially in higher education. Now they have a framework in that the AU has launched a second decade of education in Africa and the regional bodies are invited to attend the Steering Committee of the Decade and to take the responsibility of implementing and monitoring at the regional level.

When it comes to environmental education in the primary school curriculum, there is a very good experience in primary schools. It was between 9 countries and their headquarters were based in Mali. The European Union has supported this project during the 7-8 years for which the objective was to integrate environmental education into the curriculum of all primary schools. It was done through learning materials within the program but also by training teachers and there are more good experiences of schools working with the local population to improve the situation with regards to the local environment. There are also extra curriculum activities, which are linked to this curriculum, with community involvement.

What we call ECB are schools which were launched in 1990 just after Jomtien by an NGO named ADEF/Afrique and the idea was to find ways to extend access to education to the poorest. They tried to design a model of basic education with 4 years instead of 6 years of primary education because the majority of their children were overaged and within 4 years they could achieve successfully an accelerated program, and the results were very good. Indeed, they combined the use of local language with the use of French for a bilingual education. They started with the use of the local language and then made a transition to French. From the evaluation we learned that they had a better performance in learning outcomes in this program than in formal primary education. But this is different from the Daara (Koranic schools), which is a Muslim basic education system and mainly about Islamic education. It is a traditional way of acquiring the Koran and all around Islamic practices. Sometimes Daara adds some training about working skills sometimes. But their objective is not the same as the ECB, which is trying to achieve the same level of education as formal as primary school. Thank you for your questions.

Hiromitsu Muta (Tokyo Institute of Technology)

Thank you for your questions. As spoken by the Ambassador from South Africa, there are various kinds of

assistance given not only by ODA but also NGOs and the private sector. CSR activities in Africa may include tree planting and the prevention of malaria as some companies provide nets to prevent mosquitoes from the immediate vicinity of the people. As I mentioned, there are many stakeholders and many people involved in providing assistance including JOCV. They have been making their achievements. But the effect of the achievements might be limited if each group is working on their own. A member of JOCV might go into a rural community and do their best; however, their effect alone is limited. So we should identify what kind of focus should be given to the cooperation. Of course one donor cannot solve all of the problems, so there should be necessary arrangement and coordination on the governmental level. CSR from private companies should be included. Such coordination could produce even better effects. Although each organization is giving their best effort, there may be a lack of coordination. One organization cannot do everything. I hope there will be an umbrella under which many people can get together and collaborate so as to get the best results. ODA alone will not be sufficient.

Speaking about tree planting, an environmental education in general at school is important. In an environmental education, you may give theoretical lessons, such as the necessity of a reduction of the CO_2 level, then you can ask children to participate in the tree planting. There should be a hands-on experience for children that would include both talking to children and then letting them plant trees. There are good international initiatives which involve many activities conducted in schools such as the School Health projects in Myanmar and Thailand. Wherever you go to school in Japan, there is a health room. Here they give health and hygiene instruction to children and that has been very effective. As that kind of service improves health and hygiene, we would like to replicate this experience in other countries. A series of simple activities are conducted such as washing hands before eating, brushing teeth, and the separation of garbage and compost so that it can produce fertilizer which can be used to enrich the soil that would return to enhance the quality of actual meals. It is important to involve children and children will know that they don't have to suffer from stomachaches by keeping themselves clean. Thus their hands-on experiences will enable them to understand the importance of more complex issues such as CO_2 melting glaciers which will not be sufficient if merely taught theoretically. Children should realize this and feel that their activities will make a difference to their health and environment. The education in Myanmar and Thailand shows the benefits of studying the importance of public health and the teachers tell the parents as well how to keep themselves clean so the cycle continues. I hope you will visit the MEXT homepage where these initiatives are introduced as projects conducted in other countries.

Kazuhiro Yoshida (Hiroshima University, Japan)

It is time for us to finish, however if you have a question that you have to ask maybe we can take one or two more questions and extend our time by five minutes or so if you would like.

Question 4
Takako Yuki (Global Link Management)

Thank you very much. I have a question to Mr. Mamadou Ndoye regarding the 1st and 2nd point in your conclusion. I would like to hear your views on the Japanese ODA's allocation for the education sub-sector for the next coming years. Although the Japanese government cannot easily meet the goal of the ODA commitment which was internationally stated, I think there is still a possibility to reallocate its resources among sectors within Japanese ODA, for example from the infrastructure sector to the education sector, or from the higher education sub-sector, which is comprised mainly of scholarship to the primary education sub-sector. If it is possible, do you suggest that the Japanese government should alter its resource allocation for the next five years? You presented that it is necessary to see the whole education system, but I think for many African countries, primary education must continue to be prioritized over

the next consecutive five years

Question 5

Shinobu Yume Yamaguchi (Tokyo Institute of Technology)

My question goes to Mr. Mamadou Ndoye. I am particularly interested in your statement of making a flexible mode of delivery for distance learning. Tokyo Institute of Technology has experience in promoting distance education working in Senegal at UNESCO and there we found two important factors to facilitate effective implementation. The first is the readiness of the recipient as seen by students, teachers, school management, and local governments. The second is the commitment of the facilitators of the Ministry of Education at the local and national level. My question is, what is the ADEA doing in regards to basic policies to promote these open and distance learning experiences, and are there any recent movements or trends at the school level to welcome participation in these programs of distance learning?

Response from the Keynote Speaker

Mamadou Ndoye (Association for the Development of Education in Africa--ADEA

I will be very brief starting with the last question about a flexible model of delivery. I observe that you have had good experiences in Africa and you could observe from Dakar UNESCO. What we are doing now is trying to explore all the possibilities from our working group in distance-education based in Mauritius and led by the Ministry of Education working with BREDA-UNESCO. With governmental assistance, they have published two books in which they assess all African experiences about distance education and I think that there are many interesting experiences. But the main observation is that in many countries, distance education is still in an experimental or pilot phase. Scaling up these experiences into national policy remains the big challenge. The ADEA Working Group has published a book about the perspective of distance education and open learning in Africa and I urge you, because I have to be brief, to come to me and I will drive you to those books so you may have more detailed information.

The first question deals with the priority given to primary education in regards to Japan's ODA allocation. It is difficult for me to go into the details of a national debate in Japan but what I can say is that the holistic approach is not contradicted by the priority to basic education. On the contrary, if you don't have a holistic approach, you don't have a priority. You need to see the whole system in order to set up the priority. First or second priority to primary education depends on the state of the country. Some African countries don't have any more needs in the area of primary education for all, some African countries are dealing with achieving it, and some are far behind the average. So in Africa you don't have the same level of achievement in primary education for all. Africa is not one; it is diversified and in helping Africa you should take into consideration the differences and needs in the various countries. In this way, I think that Japan has to make a choice but I think it is not really my place to discuss. If Japan decides that the main issue is equity in education, then you have to go to the poor countries to prioritize primary education. If Japan thinks it is better to promote economic growth from education according to the knowledge society, they should go not to the poorest countries but go to the countries where you can push them at this level. So it is a matter of political choice for the collaboration. But for me the choice is clear---it is for the poorest.

[Panel Session 1]

"Looking at the International Educational Cooperation for Africa with Fresh Eyes—Linking Educational Policy with Schools"

Moderator:

Kenneth King

Panelists:

Desmond Bermingham

Mamadou Ndoye

Yumiko Yokozeki

Moderator

Kenneth King

Professor Emeritus of University of Edinburgh, Former Director of the Centre of African Studies,
the University of Edinburgh

Kenneth King has been with the School of Education and Centre of African Studies (CAS) in the University of Edinburgh since 1972, and Centre Director for 20 years till 2005. He is Vice-President of the Royal African Society, and also of the European Association of Development Research and Training Institutes (EADI). His research and publishing interests have been: aid policy towards all sub-sectors of education; education and training in micro-enterprises or the informal sector; as well as work on skills development, higher education, and knowledge policies. He has been Editor of *NORRAG NEWS (www.norrag.org)*, an aid policy review, for 20 years.

Panelists

Desmond Bermingham

Head of FTI Secretariat, the World Bank

Desmond Bermingham has worked in the education sector in the UK and internationally for over 20 years. He took his current position in 2006. Prior to taking over as the Head of the FTI, he was Head of Profession for the education team in the UK's G8 presidency in 2005. He has worked as a senior education adviser for DFID in Ethiopia, Rwanda, the Democratic Republic of Congo, Sudan, and Guyana and has a particular interest in increasing the effective use of aid in the education as well as special responses to support education in fragile states and conflict affected countries.

Mamadou Ndoye

Executive Secretary, Association for the Development of Education in Africa (ADEA)

Mamadou Ndoye has a long and rich history as a teacher at the primary and secondary level of education, and teacher training. He took over as the Minister of Literacy and Promotion of National Languages (1993-1998), and as the Minister of Basic Education and National Languages (1995-1998) for the government of Senegal. He took his current position in 2001. He has also held important posts in various organizations such as the World Bank, the Regional Council for Adult Education and Literacy, based in Togo, and in the UNESCO Institute for Education (currently UNESCO Institute for Lifelong Learning). He is a member of the *Prospects* Editorial Board.

Yumiko Yokozeki

Regional Chief, Basic Education and Gender Equality, UNICEF Eastern and
Southern Africa Regional Office (ESARO)

Yumiko Yokozeki worked as a senior education advisor for Japan International Cooperation Agency (JICA) for 17 years and has been playing a leading role in Japan's educational cooperation toward the Africa-region. After working as an education regional advisor at the JICA Regional Support Office for Eastern and Southern Africa (located in Kenya), she began to serve in UNICEF-ESARO and was appointed to her current post in 2007. Her specializations include education development, secondary education and education, in Africa. She was one of the editors and writers of *Kokusai-kyoiku-kaihatsuron* [On International Education Development: Theory and Practice] (Tokyo: Yuhikaku Publishing, 2005).

[Moderator's Opening Remark]

Kenneth King

Professor Emeritus of University of Edinburgh,

Former Director of the Centre of African Studies, the University of Edinburgh

Good afternoon everybody. You are in for a very lively session this afternoon and we are going to take literally the policy from this morning and relate it to the practice in schools and institutions. So it is an opportunity for us to think critically about the policy but also to try and translate it, as Professor Muta was saying in the last page of his paper, to transfer it into implications for action. I was thinking that anybody could say this is the international year for development and as we have been told this is a special year for Japan with the Fourth Tokyo International Conference on African Development (TICAD), the Hokkaido Toyako G8 Summit, and Japan assuming the EFA-FTI co-chair. Now that synergy gives an opportunity for Japan to influence the aid architecture. I left one out-- the new JICA and the new potential of JICA in its marriage with JBIC. So surely in this synergy we should be listening this afternoon to you as you can see what the consequences are of that potentiality. Now it is for us to put some flesh on those new modalities and these new possibilities and potentials.

Now we're not going to look at the whole thing, we're going to look at the FTI initiative and we're then going to look at the perspective of an ex-JICA person and there's nothing like changing your job to give you fresh eyes. Desmond Bermingham has just changed his eyes because he used to be with DFID but now he's in that very dangerous situation of sitting in the World Bank. Mamadou Ndoye has changed jobs so frequently but he is now in a major job at ADEA. And as I said before Yumiko Yokozeki has very fresh UNICEF eyes which are very clear and analytical and they build on a long experience of JICA eyes looking at Kenya and Ghana and it is of great interest for those of us interested in Kenya and she has rethought her presentation overnight because of the crisis in Kenya. Those of us who have an interest in Kenya or who are experts on Kenya, it would be a pity not to take advantage of this opportunity to get together after the meeting but prior to that let us look forward to what Yumiko-san has to say.

The panelists thus all have had fresh eyes so it's very important for us as a team to encourage you to react to us about these new potentialities. You know I noticed that on the cover of the program here it has an "A" and I don't know what it stands for but it could stand for aid architecture or additionality given what I have just said. Anyway that's enough from me because we want you people to talk and then transfer to the audience. So start writing down your questions as soon as you start to hear people talking and our audience is the Minister of Education, donors, the community, researchers, and on we go to Mr. Desmond Bermingham.

[Speaker Presentation]

"Education for All—Fast Track Initiative"

Desmond Bermingham
Head of the FTI Secretariat, the World Bank

Thank you for that stimulating introduction. This is my third visit to Japan in the last two years and each time I come I am struck by the value of its group of researchers and advocates for education, which by working with two government ministries has a whole lot to add. At DFID we made several attempts to build stronger links with the research community but I think it would be fair to say that we did not achieve the same level of collaboration. I encourage you to build up on it. I'm not going to refer to the importance of this year again except to say that I learned yesterday for the first time that the union of JICA and JBIC will create the second largest aid organization in the world after that "dangerous place", the World Bank. That's very important not just for the people in this work but for the whole international community. I would hope to see Japan take a leading role in the international community. Now let me move into the presentation on FTI because I want to leave as much time as possible for discussion afterwards.

What is FTI? It is a new way at looking at education and development launched in 2002 and it has developed into a real partnership between donors and developing countries. Current partners include more than 30 bilateral and multilateral donor agencies and more than 60 low-income countries that are eligible for technical and financial support from the FTI.

FTI was created to help the 72 million children who are still out of school. 33 million of these children are girls. It was founded on the overwhelming evidence that education for girls can break the cycle of poverty, increase economic growth, and halt the spread of AIDS, Although ODA has more than doubled since 2000 in basic education, it has not grown sufficiently in Sub-Saharan Africa. FTI was created to address this need and help countries move faster towards the education goals.

The FTI is built on the principle of mutual accountability between the partner countries and the donors. On the part of the countries, they are required to show a strong commitment to education through increased domestic support, demonstrate results based on key performance indicators and exercise leadership in implementing the program and coordinating donor support. The donors in turn commit to mobilize resources, coordinate support around one education plan, align with country development priorities, and harmonize procedures as much as possible.

Thus the guiding principles of FTI are to have one country, one education strategy, and one process which covers the whole sector, it is realistic and sustainable and is linked to the overall poverty reduction strategy. We are trying to address the 4 gaps that still remain. These are gaps in policy, data, finance, and capacity.

The 2007 FTI Annual Report showed remarkable progress in FTI countries. Most were on track to achieve 100% Grade One intake by 2010 with 23 of 32 countries having a gross intake rate of 95% or higher. In FTI countries, there were

26% more children in school in 2005 than in the year 2000. If current trends are maintained, all but 3 FTI countries will achieve gender parity in education by 2015.

As stated in the FTI Annual Report for 2007, we can see the following positive results in Africa: 1) the gross enrollment rate for the region has increased from 80% to 95%; 2) six Sub-Saharan African countries are top performers in FTI in improving their primary completion rate; and 3) five African countries with the lowest grade-1 intake, have shown the largest increases.

In particular, as we are looking at linking education policies to schools, I would like to highlight two country examples. First, in Kenya, we have seen strong examples of empowerment of schools. Funds were channeled to primary school committees from the Catalytic Fund. These committees had the decision power over school purchases. Furthermore, over 18,000 Kenyan schools received per capita grants to buy text books and local committees oversaw the bank accounts. In Gambia, increased teacher participation and attendance were accomplished by better teacher deployment thanks to bonuses for remote postings, the introduction of a system of supervisors who are assigned to a cluster of around 10 schools, and the supervising and monitoring results of the schools. In these two examples we can be encouraged at the progress being made in Africa.

So there has been progress, but challenges remain and we need to seize the following opportunities: FTI expansion, strengthened capacity for reform, increased financing, and strengthened country-level processes. All partners need to redouble their efforts to work together efficiently in support of developing countries' priorities and to put in place the right incentives to do so. The gaps I mentioned before need to be addressed urgently if we are to reach all the children, especially those in conflict-affected states.

Finally, let me make some suggestion on how I think Japan can help us address these issues as co-chair of FTI. First, we need to continue to support expansion and look into new capacities, such as the South-South cooperation model. Japan serves a very important role bilaterally both directly and through contributions to FTI funds. But more importantly, Japan can help through ensuring that all investments will be integrated into projects. This I think is the opportunity for all of us. With FTI we do have a model that is working. It is taking those principles and turning them into practice and what we are seeing for the first time is Ministers of Education really taking the lead responsibility. I look forward to working with you and making this the year of delivery for the FTI.

[Speaker Presentation]

"Accelerating Progress towards EFA in Eastern and Southern Africa"

Yumiko Yokozeki

Regional Chief, Basic Education and Gender Equality, UNICEF Eastern and Southern Africa Regional Office (ESARO)

It is my great pleasure to take part in this panel discussion. I would like to discuss on how to accelerate educational development in East and Southern Africa. As I have participated in cooperation projects in educational development in Africa since 1981, I would like to address the topic of "taking a new look at the educational cooperation in Africa." I am now with the UNICEF Eastern and Southern Africa Regional Office, located in Nairobi, the capital of Kenya.

On the airplane to Tokyo, I reread the presentation script I sent to the secretariat of JEF last month, and while reading it, I felt I had to speak about what is now happening in Kenya. As Professor King just mentioned, I changed the content of my presentation shortly before this panel discussion. Therefore, the material I am going to use for my presentation is slightly different from what you have been given. I ask for your kind consideration.

The year 2008 will be a special year for African countries and for Japan. Needless to say, 2008 marks the halfway point between 2000, when the World Education Forum was held in Dakar and the Millennium Development Goals (MDGs) were announced, and 2015, the target year for achieving the MDGs. Japan will also host TICAD and the G8 summit this year and assume the co-chair of EFA-FIT for the first time. This is the year Japan will reconfirm its commitments to Africa and develop strategies for their implementation. Therefore, the JEF is particularly important this year in order to emphasize "education" in these movements.

Today I would like to focus on the following three points within the limited time allowed to me.

1. Revitalization of efforts for "Education for All" in the African region
2. Reconfirmation of educational development as human security
3. Investment in children for peace and development

When we see the educational development situation in Africa, we realize that these countries have the greatest needs among developing countries. This chart shows the enrollment rates for primary education. East and Southern Africa and West and Central Africa have much lower enrollment rates than other developing regions.

Today, I would like to talk about the 20 countries in East and Southern Africa, where I work now—Angola, Botswana, Burundi, Comoros, Eritrea, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Somalia, South Africa, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. As Mr. Ndoye said, African countries are diverse. In these countries there are people who are keen on education, children who are learning a lot at school, and children who cannot go to school although they want to.

We must revitalize efforts to promote "Education for All" in these countries. As Mr. Bermingham said, after the World Education Forum held in Dakar in 2000, both government budgets and educational cooperation have increased to support basic education, but since 2005, there has been a slight decline. In East and Southern Africa, enrollment rates have increased since 2000, and the gender inequality gap has narrowed, but there are still 11.3 million school-age children who are not in school. This is a huge number. Therefore both African countries and donor countries must revitalize their efforts, and 2008 must provide a good opportunity to stimulate action.

Let us look at the distribution of these 11.3 million children by country: about 3 million in Ethiopia, 1.2 million in Somalia, 1.1 million in Kenya, 900,000 in Angola and 800,000 million in Mozambique. Out-of-school children in these countries have special needs such as living in poverty or in remote rural areas, being members of ethnic minorities or being disabled. In other words, they are "excluded" from development.

Looking back at what has happened since 1990, some countries have made steady progress. In Eritrea, Ethiopia and other countries, enrollment rates increased dramatically from the 20% level. The other countries that belong to this group are Malawi, Madagascar, Mozambique, Uganda, Tanzania and Zambia.

There are also countries that have not shown steady improvement although enrollment rates have increased. The countries that belong to this group are Botswana, Burundi, Comoros, Kenya, Lesotho, Rwanda, Somalia, Swaziland, Zimbabwe and other countries.

In both groups, many countries showed accelerated increases in enrollment rates after 2000 when the World Education Forum was held in Dakar. This shows that the global awareness was affecting the increased enrollment rates.

Finally, there are countries in which enrollment rates have not increased. Angola has long been struggling to recover from the conflict there. The enrollment rates in South Africa and Namibia are high but have tended to level off or go down, mainly due to HIV/AIDS.

From these analyses, it is clear which countries must make the greatest efforts and for which countries the international community must provide more assistance and develop further strategies for cooperation.

Now I would like to discuss what is happening at schools. As I said at the beginning of my presentation, I am now based in Kenya, working for 20 countries in East and Southern Africa. There has been civil unrest in Kenya since the election at the end of last year although it had been the most stable and peaceful country in Africa. The school year starts in January. This year, it started on January 14, one week later than usual. At the beginning of the school year, it is nice to see children going to school in new uniforms, but not all children can go to school. In the western part of the country where there were riots, some school buildings were destroyed. I heard the school in this picture was also destroyed by young people who were angry at the result of the election, but parents cleared the rubble early in the morning because they did not want their children to see the destroyed school.

Even though school buildings were intact, many children could not go to school because they were afraid of the dangerous situation on their way to school. As this picture shows, only a small number of children who live near the school were able to come to school.

There are also many children who have become internally displaced, but they want to come to school.

The civil unrest that suddenly broke out in Kenya clearly shows that peace is important to continue education and that education is imperative to create peace. This is related to the "human security" proposed by Japan.

The people in the community who did not want their children to see the destroyed school and cleared the site early in the morning will rebuild the school building in due time. People who hated each other and fought against each other immediately after the election may be able to work together by joining hands to rebuild schools.

African countries have made enormous efforts and made great progress toward "Education for All." On the other hand, there are still many difficulties and challenges, as the Kenyan case shows. Therefore more strategic approaches are needed.

First, we must review the role of education in promoting governance and peace-building. We must have strategies to provide education in the event of an emergency. Second, we must make efforts to include "excluded children" such as those excluded geographically and/or ethnically, disabled children, children in poverty and in conflicts. Furthermore, it is important to strengthen efforts with a clearer focus. We must cooperate in the global efforts such as EFA-FTI as well as the regional efforts of ADEA, the African Union and other organizations. In each country, cooperation within

the framework of SWAp is also called for.

"Business as usual" will no longer work. First, creative and innovative ways must be investigated for educational development. For example, we must redouble our efforts to provide education for children who cannot go to regular schools by promoting various methods including non-formal schools. Islamic schools, mentioned in the keynote speech, are examples of non-formal schools. In order to make school education worthwhile for students and communities, more efforts are needed to ensure the quality and relevance of education. Second, "multi-sectoral approaches" are called for. Schools must provide education so that students and communities can gain knowledge, obtain skills to live healthy lives and maintain culture and peace. This leads to "education for poverty reduction and growth" in the true sense of the word. Third, peace and stability are preconditions for maintaining education. While peace must be secured for children, I hope these children will contribute to building and maintaining peace. Peace, stability and governance are essential for the growth and development of Africa. In order to achieve them, it is most effective to invest in children and in the future.

In Japan, too, don't you sometimes feel that we cannot expect much from adults? Let us hope that children will actively promote peace and development. I believe that adults can also learn from the new generation. Japan will be able to gain a lot from Africa by looking at what African countries will do and by considering what Japan can do.

Finally, let me reiterate the three points I made at the beginning of my speech:

1. Revitalization of efforts for "Education for All" in the African region
2. Reconfirmation of educational development as human security
3. Investment in children for peace and development

Thank you.

[Dialogue between Speakers and Participants]

Kenneth King (Former Director of the Centre of African Studies, the University of Edinburgh)

Thank you very much. You notice that people who represent FTI are very good on timing. They are fast, coherent, and clear; and they are also quite persuasive. A very clear presentation on FTI and I can recommend to you a very good annual report written by Desmond in 2007 which is a prose version of this very interesting PowerPoint and that is available on the site which is listed on the last page of the paper presented by Desmond. Thank you very much also to Yumiko Yokozeki. Hers too is a very persuasive presentation for us in this meeting.

This is not a meeting simply describing the dry aid modalities. It is important in having that discussion of aid architecture and as the title of our session makes clear we have got to constantly translate policy into school practice and nothing is clearer than the importance of the EFA dialogue. Statistics and MDGs that's rather dry language and ODA needs to realize it is about looking at things with fresh eyes such as Yumiko-san has put in front of us, and a situation like that makes us realize that even countries a few months ago thought to be on track we can see what happens to that prediction when the kind of violence that we have seen in Kenya over the past 5 weeks destroys schools and makes citizens into strangers and the predictions and certainties have constantly got to be interpreted by this kind of insight. And in the second half, as we look at the research from Asia-Africa and consider issues such as what is the meaning of abolishing school fees and what kind of school-based questions does this raise, I think this presentation has been valuable by asking us to integrate. We have got to constantly realize that we have to change theory into practice. Now Mamadou Ndoye has not got another presentation, he is just going to give us a couple of comments on what these two have seen and give us a West and Central African perspective.

Mamadou Ndoye (Association for the Development of Education in Africa--ADEA)

I want to put forth three main ideas in the debate. First, about FTI: there are many concerns about FTI and perhaps what we should say is that although there are a lot of concerns, I think in response we have to encourage and mobilize in a positive way. Why do we not try to give a good example of acceleration in achieving universal primary education? For example, it is possible for three or four African countries to commit themselves with international partners to accelerate education for all and in order to achieve UPE in a given time. I think to achieve the EFA objectives in countries like Niger, Chad, Mali, or Burkina-Faso, those lagging behind, which are mainly in Central or West Africa, we can explore this experience. A policy application accepted both by African governments and donors may lead to a good example of acceleration to show.

Second is about quality of education. Many times our chair has repeated that the acceleration is assimilated to loss of quality. I think we should be very careful in that because when you have a look at what is happening at the level of the country and you observe over a long period of time, you may see even if there is a large increase in the number of students, that there is no loss of quality. It is an impression but this is not confirmed by evaluations, that there is a loss of quality. That doesn't mean there is not the issue of quality but the comparison between evaluations of learning outcomes of 60's, 70's, 80's, 90's, and now shows that the issue of quality was there a long time ago but not just now because of the acceleration. So what we should do is to see how we can combine acceleration with quality. I think it is really important to give attention, when you try to expand access, to what is happening in terms of quality. At the country-level it is rare to have funding for in-service training for teachers. This is a poor expanding assessment in terms of equipment and materials. It is rare to see investment for leadership and management training. It is rare to see real involvement of donors in the use of local languages. And when we analyze learning outcomes, the main factors for

quality of education are in-service and not pre-service training, the management of schools and leadership, and the use of local languages. Those factors make a difference in quality but there is not enough investment in them.

I will end with West and Central Africa since here are the poorest countries and they are lagging behind in EFA. These Francophone countries are those lagging behind in schooling. They are now progressing in expanding access by reducing costs and investing more in education. But cultural traditions and religious traditions remain obstacles for acceleration. So you have to, if you want to overcome this cycle, think newly about education and how education provision is to be combined with provision of food and health programs. How can schooling be combined with religious traditions? For example in Zanzibar they showed increases from 3% attendance in preschools to 90% by contracting with religious schools to have a program of pre-schooling and I think that there is a big potential that we can mobilize from communities and we are not doing so now.

Kenneth King (Former Director of the Centre of African Studies, the University of Edinburgh)

Well I have to congratulate all three of our panelists for speaking very fast and clearly and we have 45 minutes to hear what you think about these things. While you are deciding what to say here are two or three ideas while you're getting your English and Japanese sharp and focused. What about challenging Desmond on a need for a slow track initiative or a long track initiative and not something that needs to be fixed by 2015. Who fixed this date anyway? It was fixed by some northern capital. What about a longer term? Some donors like long-term projects like Switzerland. So that's the first. Do we need to be affected by the milestones set in 2000 which were reset from 1990 and reset the targets? Perhaps we should ask about the importance of long track decisions to support key countries knowing that they cannot do it in the next 7 years.

Connected to that, what about the idea that if we spend too much time looking at the charts, we can spend too much time on who is on track and who's off track and who's going to get there and all based on the same dates for a whole bunch of different things. It seems pretty bizarre. Why not spend more time asking, and Japan could be a good person to ask, how do you sustain the achievement once you've got it? What about asking the question what happens after 2015? What happens to countries who have managed to get there but they've got it depending on 50% of the budget coming from the donors? Do the donors say, "We're leaving now -- you're in charge?" How do you address sustainability? I think that Japan is in a very good position to not dissociate the issues. Don't dissociate the education agenda from the growth agenda. Don't dissociate the sector concerns from the economic sectors with multi-sectoralizing. Japan has a major contribution to make in investing in infrastructure but what about Japan paying some attention in this special year to these other issues as well? In 1996 Japan played a key role in the framing of the targets so why not play a key role again with G8 in making some impact on the aid architecture not just joining the OECD data consensus, but asking some of those complicating questions as they put together the 2nd largest institution in the aid business? So there's another question. Is there a particular opening for Japan given those very well known modalities presented in Professor Muta's paper? All the potential is there but what about the substance? What about the flesh on the bones of those modalities? What are the issues for schools going back to Yumiko's presentation?

I'm going to take short comments and don't forget the Japanese saying that "the hawk that is wise hides its claws" which means that the first people to get up and shout are not necessarily the wisest ones so I'll keep my eyes out for the hawks and those who do not even put their hand up. Who would like to integrate in our distinguished team here?

Question 1

Jeremie Dongala (Embassy of Gabon)

I want to say how nice it is to have all these specialists talking about African education problems. Maybe we should

always remember that Africa knows what they want and what they need. I believe that in Africa we have decided that anything that we do, we will go within the framework of NEPAD. Sometimes we feel that people are not really listening to what we want to do and what we want to achieve -- they're coming with their own plan. The main point I want to make here is that although it is very interesting to see this, sometimes it is kind of depressing to see this. It appears as data on Africa performing poorly on education and this and that. Although, in a country like Gabon or others in Central Africa, there are really good examples of education. When talking about Africa, one of the most important aspects as Mr. King said is growth and economic development. Education should be linked to that. But I don't see here so much talking about the linkage and I believe that any aspect of education should be linked with growth and economic development. If we can take the example in Japan of "Senmon Gakko (Technical Colleges)", people are going to school, and after that, they know a job to do. In Africa right now we believe we need the connection with "Senmon Gakko" -- the connection between job, work, and education. This is crucial and important. What is important is the transfer of technology that we want from the Japanese people. We want to see things like that not just showing pictures of Africa doing bad.

Question 2
Mikiko Nishimura (Kobe University)

I was very struck by the slow track initiative. I think to achieve EFA and to make it sustainable are two different things, and today's presentation seems to be focusing on how to achieve EFA. Mr. Bermingham actually mentioned one of the examples of sustainability as increased investment by the government. But then what about other stakeholders? When we conducted some case studies in four African countries, we found that parents are now holding back and saying that now it is the government who takes care of everything. Parents do not pay tuition anymore, but also they do not participate in school activities anymore. So, in order to make it sustainable I don't know whether this FTI is really working. And particularly I witnessed in many countries in Africa, education can be politicized and these UPE pledges have been made for political campaigns. So stakeholders on the ground were not ready to implement the policies. So I would like to hear your views on the sustainability of the EFA or FTI in terms of stakeholder involvement.

Question 3
Stan Manu (University of the South Pacific, Fiji, Naruto University of Education)

Just following up on what she has just said. FTI is a great initiative and we hope it will be successful. The problem other than the sustainability, which I'm familiar with in the Pacific, is the quality of education that we provide. One country in the Pacific rushes to build community high schools so that they get gross enrollment up, and then they realize there are not enough qualified teachers or resources. What is FTI going to do to solve the problem of sustainability and quality?

Question 4
Rabarihoela Liva (Embassy of Madagascar, Tokyo)

I have two questions regarding how to achieve UPE. Firstly, is there any strategy to care for the pupil who is already working in the society? Secondly, about the capacity of the government or officials of our country. Although we receive many recommendations and directives from international donors such as the World Bank, the officials who are working under the director generals and ministers lack skills in implementing such very beautiful recommendations. If there are any considerations on this point regarding capacity, please share your viewpoints with us.

Response from the panelists

Desmond Bermingham (Head of FTI Secretariat, the World Bank)

Firstly, Prof. King's suggestion about a slow track initiative is a point well taken. I think we all realize that education is not a quick fix. It is a generation that is required to initiate and a generation to sustain it. However I think it is important to recognize the political economy of what we do in education and the political economy of the use of goals with a fixed target such as 2015. That is why the MDGs were agreed, that's why EFA goals were agreed. That is because they give something for politicians of donor countries and developing countries. They give them a target to aim for. They give something for you, the researchers and others in the communities to lobby, to advocate and, to push. And let's be realistic -- without those goals and targets it is very hard to shift to mobilize those resources for something like education. I am often very jealous of colleagues who work in the health sector, who are able to mobilize billions of dollars to deal with very important issues in health and for AIDS in particular. But the truth is that with a much smaller investment in education, we could actually solve many of those health problems much more effectively. I think basic education is sometimes a little naive when it comes to the political economy of change; we need to recognize actually the messages of achieving the goal of every child in the world having quality education by 2015. It is a tremendously powerful message that we shouldn't lose sight of this nor let go of it. We won't achieve it everywhere and it won' t be the end of the story. There will be much more to be done, but the point is we are getting there and many, many countries are making faster progress in any country in Africa in the history of our species. So let's hold on to that and not lose that. The sustainability question, I take very much the point from the commentator on the non-government stakeholders in this. And it is a challenge but important that we don't crowd out the parents, the communities, and all of the other non-government stakeholders in the education effort. However, I am a firm believer that the provision of basic education has to be a fundamental responsibility of any government of any state and that if the governments are not providing basic education to children, what is it doing? And I'm a firm believer that we need to keep the pressure on the governments of developing countries and the donor countries supporting them to honor that responsibility, to deliver up to it, and that's the only sustainable way. In the long term, the only sustainable way to ensure children get additional education is to ensure the countries can afford themselves to pay for it and that means economic growth, and it means dedicating a good share of young resources to education and it means citizens calling the country to account for delivering up basic services.

Yumiko Yokozeki (UNICEF Eastern and Southern Africa Regional Office--ESARO)

Thank you very much. I'll take quickly three points on quality education. Thank you for mentioning quality. It is a vital thing and we didn't have enough time because of time constraints, but as Mamadou said earlier there are some good initiatives for assessing the learning achievement which are African-based. These are good initiatives. There are good examples. How about the people who are working? You are very right. This is lifelong learning. African societies are very learning-based societies. Outside of the schools, there are plenty of learning opportunities-- apprenticeship which is a very practical way of learning. So we mustn't lose the sight of this when we are doing UPE. But as Desmond said basic education, primary education is the fundamental base so that people can continue learning for the rest of their life. I think EFA in 2008 is a turning point. This is a point that all these good ideas should come and reach the efforts by African nations and, if it is possible, for Japanese support. Finally, I would like to respond to a friend from Gabon. Thank you very much for pointing out. I'm always unconscious of giving a grim picture but it is not the intention of turning the image but it is just presenting the reality. You are right. There are plenty of good examples, successful examples. And Africa has a variety, enormous variety. So I take your point very seriously. Having said that, I also

would like a country such as Gabon to support other African countries to come up to the level you have in secondary education and so on. I would like to remind you that ADEA, which Ndoye Mamadou is in charge of is working very closely with AU and NEPAD. Probably he can say more about it. Thank you very much.

Mamadou Ndoye (Association for the Development of Education in Africa--ADEA)

I think there already have been some responses so I will not insist on that. I will talk with my friend as to NEPAD which is now transferring to AU because AU has developed an action plan for education in Africa and AU is now leading the process and NEPAD is focusing on science and technology and letting AU lead the education program. But let me say some more words about if we can achieve it or not. I have a real problem with that because we have two messages about education for all, strong messages. The first message is the first time we are really trying to make happen the fundamental human rights because the declaration is clear. Education is a fundamental human right. Anyone in this room will be upset that his son or daughter cannot go to school, anyone, but we are the same, if this objective is realistic or not realistic, we are the same. We should affirm strongly that everybody has the right to an education and we have to do our best to make that happen. The second one is the necessity for development. The minimum education is necessary to enter the cycle of sustainable development. How long do you want African or Asian countries to wait to attend and to order sustainable development? How long do you want to tell pupils to wait? It is our duty and an international duty if we are to provide human solidarity, and it is the message of ADEA.

Kenneth King (Former Director of the Centre of African Studies, the University of Edinburgh)

Thank you very much for that reminder that we are engaged in a debate that is very closely related to human rights and children's rights. Bear in mind that when we consider the long track initiative, we must also address the long track reality in those situations. This is a very powerful intervention on behalf of those who are currently still out of school and those are the most hardest to get in, in some countries, and the most expensive to get in, in some countries, and those countries as Desmond said engaged also in the politics expanding secondary education. So this is a big tension. We have several other questions now from the floor.

Question 5
Kazuo Kuroda (Waseda University)

Japan is in the process of deciding by our government about the FTI fund and we talked a lot about Professor King's point and sustainability and so on and I was quite clear on how Desmond focused on this question and I was content. You made the point that we shouldn't miss this political momentum. We should use it and if we can provide education for children, they can be the future and the growth of education can be sustained. The second point you made however on community financing made me quite unhappy. Yes, you are a firm believer in that the government should provide education to all children. It's beautiful and also a human right. Education should be provided and it has to be free and that's right. But they are just very beautiful statements. They are not kept. We need to provide. As Mamadou said, education is a human right and to achieve this very important goal we need to mobilize any resource and we need to have community participation and I wonder why FTI is ignoring this point and very important resource.

Question 6
Gordon Mwangi (Shikoku Gakuin University)

I have one comment I wanted to make. We have support which I think should be reemphasized and that is about the role of religion and education for all or UPE. I think coming from Kenya, and Yokozeki-san can bear me out here, but

areas of Kenya where education was early and enthusiastically received universally have been achieved by Christianity which got in early. Because most of what Desmond says about the role of responsibility of the government to education is true but having said that the reality is that religious institutions in communities have been the historical development of education. Thinking about areas where Christianity got the commitment to education, it was taken up early as in Kenya or Senegal. What Mamadou was saying about Ghana Muslim communities is that they are not necessarily conducive to achieving some of these goals of EFA but is there not a way of involving religious institutions to be the hands that accelerate some of these goals?

Question 7

Toyohiko Yogo (Kobe University)

I really agree we are aiming for EFA but what we really have to discuss is not a long-term or a short-term initiative, but I think the important thing is what we really can get from education for our lives. Maybe the time is changing with globalization but my question is what really we can get from education? I would like to have comments on this from the panelists.

Question 8

Hiromi Ehara (Teikyo University, Japan)

I think the international communities of aid agencies and people relating to education are conscious of the importance of education. They agree with EFA movement. The problem is maybe inside the country. Who implements the concrete activities to get all of the children to school? That is the teacher and community people. Is there some common sense among them also which is shared by FTI or the moral discipline shared in the international community? Relating to that I'd like to ask the question about decentralization. Now, in the age of globalization, every country has the tendency to decentralize the educational system among states and cities. The implementing units of education for all, now, are not only the central government but also those local governments too. So I'd like to know how we can motivate those stakeholders including these local governments? That will be a very difficult problem and I'd like to know the wisdom of the experts. Thank you.

Question 9

Takako Yuki (Global Link Management, Inc.)

I have a quick comment based on all that has been said, if I may. From this position, I have a quick proposal or thought which is to have a fresh trial for this year before G8 summit or even the spring meeting for the World Bank Organization. I think the Japanese government can maybe prepare and propose a new BEGIN or the other replacement for the FTI for example, if they can be successfully negotiated with other politicians with G8 prime ministers as foreign ministers. That new BEGIN or the replacement of FTI could be based on the principal scope of activity which would include a peace education link. The first priority is to increase the scope of activity in terms of quality and secondly to introduce peace education as well as more accurate links to other sectors including implications for growth strategies. What can Japan do particularly if they can take a leadership for such a new FTI or the new BEGIN? I think the Japanese government should provide good indications that change Japan's ODA. For example, linking to that presentation of FTI, I think that certainly Japan can increase more direct support for FTI financial modalities like catalytic funds, but also in terms of bilateral change. They have typical image of type TA, like the current JICA. Maybe they can try untied TA or the more pilot bases like some African countries or East Asia. Maybe they can try budget support for the education sector.

Response from the panelists

Yumiko Yokozeki (UNICEF Eastern and Southern Africa Regional Office--ESARO)

Just a quick response to Kuroda-san. The states have a primary responsibility in human rights-based approach. We have duty bearers and right holders. Right holders are clearly children for education, but duty bearers are primarily the state. But parents and communities have a special responsibility for the children. We have a dilemma where we stress too much on the community efforts. The state might react, I hope not. We would like to hold, including Japan, to be responsible for providing education. Thank you very much for Yogo-san's very refreshing question about what can we get out of education. Many, many, many things I think you've already had the answers but in African context you can see that children who are educated, young people who are educated, are empowered which makes their choice for good choices so many choices so it is clearly an investment and that investment in turn will bring stability and growth. And finally I would like to say by being here I had an excellent opportunity today to meet Desmond the Head of the FTI Secretariat. These are very strategic organization supporting education in Africa. I hope as a Japanese taxpayer I would like Japan to be part of it strategically to these African-based and global-based frameworks so that our effort can be even more effective -- that includes FTI, also support for AU, which includes NEPAD. Japanese cooperation will be more effective and Japan in turn, I'm sure, we will learn something quite valuable from Africa.

Desmond Bermingham (Head of FTI Secretariat, the World Bank)

The point I want to make in response to several comments is an appeal to all of us. All of us come from donor organizations. We do not become part of the problem rather than a part of the solution. It is not for me sitting here or anyone sitting in this room to tell the countries whether the local communities should use their resources or not. That will be the people of the countries and the governments' job to decide. Our job is to empower them and support them in doing that. This one slide I think it is a really good example of community empowerment in a country which is rarely heard: Kenya, which has gone through difficult time over the past three years. In Kenya, the combined funding of the World Bank, the UK, and FTI Catalytic fund was channeled down to the primary school level committees to minimize leakage into government. Over 18,000 schools received per capita grants to buy textbooks. And the audit for 3 years running shows that around 95% of the funds were reaching the schools and used for the intended purposes. That is an example of community policy to school linkages to make the shortest possible line of accountability to parents and children and those who deliver, teachers, managers, and donors who are supporting them. Let's make sure we are part of the solution.

Mamadou Ndoye (Association for the Development of Education in Africa--ADEA)

Just to say two things. First about Darra. The issue is learning about Islam and not about an education program. It is necessary to make a differentiation between Darra and all religious schools which may have a component of religious education. That is not the case in the Darra. The component is religious and that is why it is problematic. Secondly to comment on decentralization I should say that many African countries are trying to decentralize their systems. The francophone countries were not used to do that but now are launching reform to do decentralize. The only issue is to examine the strategies to see if they are effective or not. Not only according to the context of the country but to the sharing of roles as well, for example, delegating at the level of the district and not at the level of the community and to find the most effective strategy and why. We have to reflect on that.

Kenneth King (Former Director of the Centre of African Studies, the University of Edinburgh)

Before I ask you to thank our panel, we do want you to come up and engage with our panel. Can I just say that

the debate we have begun this afternoon will continue after 3:30 on what are the research outcomes which is quite an ambitious program on projects between Asia-Africa cooperation and about that progress? What about the additionality? This is only the beginning of the conversation we are having now as we translate policy into practice and we will continue looking intensively at the outcomes after the break.

[Panel Session 2]

"Educational Cooperation between Africa and Asia—the South-South Cooperation and Roles of Japan"

Moderator:

Shin-ichi Ishihara

Panelists:

Mary Goretti Nakabugo

Azian T. S. Abdullah

Yumiko Ono

Moderator

Shin-ichi Ishihara

Team Director, Basic Education Team 2, Group 1, Human Development Department, JICA

Shin-ichi Ishihara joined JICA in 1990. From 2003 to 2005, he was engaged in JICA's project for human resource development in higher education jointly conducted by Japan and ASEAN (ASEAN University Network/Southeast Engineering Education Development Network: AUN/SEED-Net) as chief program coordinator. He took his current position in 2005 and has worked for project formulation, implementation, and evaluation in the field of basic education in Africa and Latin America. He obtained an International Diploma from the UNESCO International Institute for Educational Planning (IIEP) and an MN in Education and International Development from the Institute of Education, University of London.

Panelists

Mary Goretti Nakabugo

Senior Lecturer and Head, Department of Curriculum, Teaching and Media, School of Education,
Makerere University, Uganda

Mary Goretti Nakabugo is one of the few fine scholars who have fully trained in Africa. She obtained her Bachelor Degree in Education from Makerere University and her M. Phil and Ph.D. in Education from the University of Cape Town. She is a fellow of the University Science, Humanities, and Engineering Partnership in the Africa (USHEPIA) Programme. She was a Visiting Professor at Centre for the Study of International Cooperation in Education, Hiroshima University (Nov 2006-March 2007), and was awarded the Japan Foundation Fellowship to undertake research on Japanese Lesson Study, based at Naruto University of Education (Jan—February 2008).

Azian T. S. Abdullah

Director of the Southeast Asian Ministers of Education Organization-Regional Centre for Education in
Science and Mathematics (SEAMEO RECSAM)

Azian T. S. Abdullah has over 27 years of experience in the field of science education. She started her career as a teacher and later joined the Curriculum Development Centre, Ministry of Education, Malaysia as a curriculum developer for the Primary and Secondary level. She took her current position in 2004. She has presented many papers at national and international conferences on science and technology education including teacher training in environmental education, inculcating values and attitudes in science, assessing children's learning in science, promoting scientific and technological literacy; and science and technology education for sustainable development.

Yumiko Ono

Professor, Department of Language Education, Naruto University of Education

Yumiko Ono joined Naruto University of Education in 1993 and has assisted international students with Japanese language learning and research. From 1999 to 2006, she was involved in a JICA education project in South Africa Mpmalanga Secondary Science Initiative Phase I and II and now works as an expert in the Strengthening Teacher Education Project (STEP) in Afghanistan. Her research interests include teacher professional development, teacher learning in the process of lesson study, intercultural learning, and Japanese as a second language children in Japanese schools.

[Moderator's Opening Remark]

Shin-ichi Ishihara

Team Director, Basic Education Team 2, Group 1,

Human Development Department, JICA

Good afternoon and I thank you very much. Well I'm very honored to participate in Session 2 on South-South Cooperation and the roles of Japan and since the last session's moderator was Mr. King, I'm kind of a beginner. Well, since all panelists are involved in JICA activities, I think I was selected as the moderator for my background. I was involved in a project for higher education in South East Asia and right now I'm responsible for the basic education cooperation in Africa and Latin America. Related to the title, as Prime Minister Fukuda mentioned that one of our priorities is for education and this advocates the South-South cooperation and was mentioned, in the speech. So before starting their presentations, I will briefly explain the background of today's session and I think there are two keywords: one is networking and the other is lesson. So in order to introduce the panelists, I will try to explain JICA activities and connect these to each panelist. This is an institutional picture of educational development and basic education so the "lesson" is the core and is linked to other issues such as school management and national curriculum. For JICA I think, this morning's session by Professor Muta explained the history of basic history since JICA started with the mid 90's project type cooperation and especially math and science. Last year we reviewed what we have done in the past to think about our future direction and we analyzed thirty projects and what we learned is that most of the projects focus on the improvement of the lessons in the classroom. We found that there are three major approaches that JICA has commonly applied to our project. The first is lesson planning: in order to make learners engaged in interesting lessons, each lesson needs to be well structured. Another approach is lesson study, which is quite common in Japanese schools, so we applied this method to Asia and Africa. Also one of the panelists, Ono-sensei, is involved in a South Africa project and she is an expert in lesson study; also Dr. Nakabugo right now is conducting some research at Naruto University in using this kind of method learner-centered or student-centered approach such as high order thinking. This one is also Dr. Azian's institute and provides some training programs related to math and science and is learner- or student-centered.

JICA's networking for the African continent cooperation is based on SMASSE which is math and science education at the secondary level in Kenya and now expands to 10 countries, mainly focused on teacher training. Another one is in Latin America and I think Professor Muta introduced the Honduras project and now textbooks are authorized by the government of Honduras. And the next one might be cooperation between Asia and Africa. But what I believe is that cooperation among African countries is very important. Since Ono-sensei is involved in the projects in South-Africa and Afghanistan, she will share her views and insights based on her experiences. Well this is the Africa-Asia dialogue project and the main facilitator is CICE at Hiroshima University and Dr. Nakabugo attended this program which consists of a one-week study mission to Asia and then four weeks study in Japan. Participants from various African countries share ideas and also develop research topics with Asia and Japanese institutions through this program. JICA is supporting this networking program in collaboration with UNU and UNESCO.

Last year I visited Senegal in order to formulate a project at the primary level and I found that the training system (cluster training) in Senegal is quite similar to that in Burkina Faso and other African countries. So maybe some kind of knowledge and experience sharing among Africa regionally or sub-regionally might be quite beneficial.

I'd like to introduce Asia and Africa right now as you can see yellow in the slide means a member of SMASE-WECSA

and there are 33 countries. SMASE-WECSA is also a basis of networking for the Working Group on Mathematics and Science Education in ADEA. Not only sharing good practices in Africa but also in Asia and Africa which means South-South cooperation should be promoted. So far JICA has sent over a hundred participants from African countries to training programs in RECSAM and the Philippines. This is a brief introduction.

Now I'd like to invite Dr. Nakabugo to speak and probably her presentation will be from the African perspective and she will speak from that perspective. After that I'd like to invite Dr. Azian to speak on a kind of network of ASEAN countries and she will explain the South-east Asian network and how her institution is exploring Africa. And in Japan maybe we also have a different aspect on lesson study and lesson demonstration and Prof. Ono of Naruto University is a bridge between Asia and Africa so I'd like to invite Prof. Ono to speak on that as well.

[Speaker Presentation]

"Educational Cooperation between Africa and Asia—
the South-South Cooperation and roles of Japan"

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1. Introduction

The development gap between the countries in the North and those in the South is a major concern in the contemporary world. Although over the years several attempts have been made to reduce the inequalities, there is still a long way to go. One major tool hoped to significantly reduce the imbalance has been the promotion of education for all humanity. Indeed it is in the belief that education would help in solving the problems facing developing countries that one of the United Nations Millennium Development Goals (MDGs) focuses on the achievement of Education for All (EFA) by the year 2015. The assumption is that equality in education will create a balanced society. Unfortunately, in a bid for EFA, there is imbalance between wealthy and poor nations that are burdened with external debt, hunger, ill-health, scarcity of qualified human resource, political instability due to poor governance, corruption and a reluctance to embrace democratic practices.

For a number of decades, several efforts have been made to bring the countries of the South at per with their Northern[5] counterparts in terms of education. The efforts have included provision of aid by developed countries like Japan, to developing countries in support of specific education components such as primary, vocational, or higher education. Indeed, for most developing countries (especially in Africa), more than 50% of the education budget is financed by donor aid. Another attempt but that is seemingly getting outdated has been the North-South cooperation. This intervention has rested on the assumption that a developed country in the North can export education development expertise to the underdeveloped country(ies) in the South. The provision of scholarships (such as the "Japanese Government (Monbusho) Scholarship Program" and the Swedish government SAREC fellowship scheme) to personnel from developing countries to undertake training in institutions in developed countries has been informed by this model of education cooperation. Unfortunately despite the number of researchers and professionals produced by such schemes, their contribution has had a very limited impact on development (Velho, 2004: 196).

In an attempt to reduce dependency on external support and to create greater autonomy in education development of developing countries, the concept of South-South Cooperation was conceived. South-South Cooperation (SSC) "is a process where by two or more developing countries pursue their individual or collective development through cooperative exchanges of knowledge, skills, resources and technical know-how" with support from a donor country (UNESCO 2006). It could be bilateral or multilateral and could involve countries on the same or different continents.

(e.g. Africa-Africa, Africa-Asia, Africa-Latin America-Asia...). It is an important compliment (not a replacement) to traditional North-South development cooperation as it constitutes a solidarity mechanism among developing countries in order to achieve common goals. In other words, while the cooperating countries of the South can still receive financial, physical or human resources from the North and any other international institutions such as the Organization for Economic Cooperation and Development (OECD) to support their collective endeavors, the key principle of SSC is that the countries in the South define and drive their own agenda. Undertaken as a mutual venture, SSC has the advantage of facilitating the sharing of experience across contexts which face similar challenges, opportunities and/or constraints such as high population pressure, poverty, hunger, disease, environmental deterioration, etc.

2. Trends in South-South Cooperation in Educational Development: Africa-Africa

SSC dates back to the anti-colonial movements after the 2nd World War, but it has evolved over time to respond to contemporary social, economic, technical and political challenges facing the developing world (UNESCO, 2006). To-date, a number of SSC attempts have been taken focused on enabling developing countries to become effective partners with other actors in achieving internationally agreed goals such as the Millennium Development Goals (MDGs). In Education there have been several SSC attempts even though most of them have not been specifically acknowledged as being South-South initiative. Many of these initiatives have involved African partners at national and/or institutional level.

For example, since 1998 the Association for the Development of Education in Africa (ADEA) has initiated a process that engages Ministries of Education across Africa to learn from their problems and failures, successes and experiences in order to assess and analyse what could work in their countries. Similarly, the Association of African Universities (AAU) was conceived with the same purpose of promoting cooperation and dialogue among African universities in a bid to address common challenges.

The University Science, Humanities and Engineering Partnerships in Africa (USHEPiA) is another example of a South-South initiative funded by "Northern" donors with the aim of human resource development through sustainable capacity-building in the general areas of science, engineering and the humanities (Thomas, West & Shackleton 2002). USHEPiA awards Masters and PhD fellowships to university staff of the participating African Universities. In general, a joint programme involving African Universities (with the most resourced one - University of Cape Town – playing the coordinating role) was favoured over similar schemes in the Northern Hemisphere because research undertaken by staff development fellows was likely to be more relevant to the continent, costs were likely to be lower than for an equivalent scheme in Europe, Japan or North America, and it was hoped that the continental location would reduce the threat of brain-drain.

3. South-South Educational Cooperation Involving Africa & Asia: The Roles of Japan

Purely Africa-Asia cooperation in education has not been very common in the past. Yet if promoted it has got great potential of contributing to the development of education (particularly basic education) in the poor African and Asian countries. A number of Asian countries have been successful in developing basic education of high quality, evidenced in their continued production of students who are consistently among the world's top performers in comparative studies of academic achievement (Stevenson and Lee, 1997). Therefore African countries would benefit from Asian expertise in basic education development if they network and cooperate with them. Similarly Asian counterparts would learn from African expertise of dealing with contemporary educational issues such as post-conflict education, human rights

education and HIV/AIDs education, among others. On a mutual level, Africa and Asia would have massive experience to share in as far as tackling common development problems such as high population growth.

One such mutual cooperation involving Africa and Asia (but which also includes Latin American counterparts) is the E-9 initiative that was conceived immediately after the World Conference on Education for All (Jomtien, Thailand, 1990). The E-9 initiative involves Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) (UNESCO 2006). It was launched in New Dehli, India, in 1993 at the EFA summit of Nine High-Population Countries with a view to providing their citizens with basic education as a fundamental human right, and as a way to curb population explosion. The initiative is centred around biennial Ministerial Meetings, aimed at the exchange of good practices and technical expertise.

Perhaps the purely and most promising Africa-Asia SSC focused on education development is the Africa-Asia University Dialogue for Basic Education Development (A-A Dialogue). Although it is not explicitly acknowledged as a SSC, the A-A Dialogue - the brain-child of Japanese scholars in close consultation with UNESCO and several African and Asian education specialists - is an innovative project that engages universities in a dialogue for basic education development. Conceived in 2005, AA Dialogue is a 3-year pilot project attempting to develop an integrated perspective for educational development in Sub-Saharan African countries with a view to promoting basic education on the basis of more self-reliant efforts. This development perspective is realized by creating opportunities for research and reflection through dialogue and collaboration between universities and institutions in Africa and Asia. To-date, universities in Burkina Faso, Madagascar, Nigeria, Zambia, Ethiopia, Ghana, India, Indonesia, Japan, Kenya, Malawi, Niger, South Africa, Tanzania, Uganda, Thailand, Malaysia, and Vietnam have participated in the project. Partnering African institutions (universities and Ministries of Education) reflect on the state of basic education in their countries and develop a relevant research plan to enhance it. This SSC has been coordinated by Hiroshima University in collaboration with UNESCO, UNU and JICA. The dialogue focuses on addressing major quality issues affecting the achievement of EFA in Sub-Saharan Africa including HIV/AIDS, large classes, teacher capacity building, among others. Japanese and other Asian academia play the role of critics and facilitators in the dialogue, based on their experience in educational research and basic education development. This SSC cooperation deliberately links higher education and basic education. For a long time universities in Africa and Asia have been less concerned with basic education development. The AA Dialogue engages the participating African and Asian institutions in re-asserting themselves as relevant by playing a proactive role in the development of a stronger basic education system. While Japan (Hiroshima University) plays the coordinating role as well as supplementing financial and technical support extended to the dialogue by JICA, UNESCO, and UNU, the uniqueness of this SSC is the self-initiated research by the African universities in collaboration with their Ministries of Education. This guarantees ownership and immediate application of the research findings to policy implementation.

The A-A Dialogue has since made new developments including a specific SSC network focussed on the study of Universal Primary Education (UPE) implementation in Sub-Saharan Africa. The network, coordinated by Kobe University's Graduate School of International Cooperation Studies (GSICS) and supported by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) involves Kenya, Uganda, Malawi and Ghana. Within this network, comparative research is undertaken of UPE policy, and the administrative and financial systems in the four participating African countries for purposes of documenting and disseminating good practice (http://www.kobe-u.ac.jp/en/info/event/e2008_01_22_01.htm).

In addition another SSC network focused on quality improvement of primary and secondary education through School-based Teacher Training in Sub-Saharan African Countries has been a product of the A-A Dialogue (Ono & Wangeleja 2006). This SSC, coordinated by Japan's Naruto University of Teacher Education, engages South-African, Ugandan, Ethiopian and Tanzanian institutions in dialogue to explore improvement of instructional practices through Lesson Study.

4. Way Forward for SSC in Education involving Africa & Asia and Roles of Japan

Despite its great potential in promoting educational development and the major strides that have already been made towards SSC, this model of educational cooperation is still faced with a number of obstacles. UNESCO (2006) notes the lack of resources (physical, human and financial) and information about developing countries to be a widely perceived obstacle to SSC. In addition, effective mechanisms and institutions to coordinate and manage SSC by developing countries have not yet been sufficiently developed. This explains why most of the known SSCs in education involving Africa and Asia are being coordinated by Japanese institutions.

Clearly, SSC efforts still need the financial and technical support of developed countries such as Japan, but this should come with very minimal or no strings attached at all, if SSC is to achieve its intended aims of promoting autonomy and self-reliance.

Alternatively, since most developing countries of Africa and Asia are still in the process of developing coordination capacity, partnership and working within frameworks of international organisations such as UNESCO would be a much secure coordinating mechanism in which SSC can in the meantime operate. International organisations such as the UN are viewed with less suspicion by developing countries, and are indeed normally impartial as they are serving no particular country's interests. It is, among others, because Hiroshima University and JICA partnered with the international organisations of UNESCO and UNU in their support of the A-A Dialogue, that the enthusiasm and participation of African institutions is very high.

Japan, using her extensive experience in the coordination of education cooperation projects through her Centres for the Study of International Cooperation Education should be aiming at building coordination capacity in the South. For example, if the AA Dialogue is to be extended for a few more years, the focus should be on slowly but surely transferring the coordination role to an African Institution. CICE (Hiroshima University) should nurture the K-H Collaboration Center that they established in Kenyatta University (Nairobi, Kenya) in 2007 and empower it to actively take a coordinating role of future dialogues. The role of critiquing research projects should also slowly move away from Japanese and Asian personnel to involve other African professionals and academia who would bring on board an added advantage of being very familiar with the research terrain.

There is no doubt Japan has already moved towards creating greater autonomy in developing countries where she is supporting SSC geared at human capacity building. For example, as part of her support to capacity development for science and mathematics teaching in Africa, Japan actively promotes South-South Cooperation in which a recipient country transfers the knowledge and experiences gained through Japan's assistance to other developing countries faced with similar challenges. Kenyan teachers that have trained in Japan are now assisting to train Ugandan counterparts in the SMASSE[6] project. Similarly, in Senegal and Uganda, the vocational training institutions that were supported

by Japan have developed to become regional training centres, accepting trainees from neighbouring countries. This same concept of transferring capacity building expertise to developing countries should be applied to other SSC involving Africa and Asia. For example the expertise that Indonesia has gained from Japan's school-based professional development (lesson study) should be tapped by Japanese scholars who are coordinating professional development schemes involving African countries.

Similarly, as more and more centres of capacity building are developed in Asian and African countries, Japan should support the training of personnel on the Asian or African continent without necessarily doing so in Japanese institutions. Such an arrangement would ensure relevance and quantity of training (it is cheaper to train in institutions in developing countries) and will control against brain-drain.

Finally, Japan should consider taking up the idea of supporting capacity building in Africa and Asia without necessarily involving her own country's experts and institutions. This might not be an easy step for fear of diminished visibility among donor countries, but it seems an avenue worth pursuing when the genuine intention is development and achieving great autonomy in the South. The good news is that Japan firmly realizes the importance of nurturing self-help efforts and ownership by developing countries, having herself gained experience and know-how as a developing country by finding solutions on development issues on her own (Kawakami[7], **undated**). She also appreciates the need to implement high-quality and flexible international development cooperation programmes in education that adapt flexibly to the recipients' situation (MEXT 2006:4).

5. Conclusion

As we begin the crucial year of 2008, and as we continue to dialogue about the future best ways in which SSC can be advanced towards greater autonomy in education development, we cannot afford to ignore the fact that the most productive and beneficial SSC efforts would be those initiated and coordinated by the best scientists and institutions in the South. I would like to re-assert Hassan[8]'s (2000) observation (to which I subscribe) that "without the full engagement of the South's most outstanding institutions, and most accomplished scientists, South-South Cooperation (whether *Africa-Africa or Africa-Asia*) will not make a real difference.

The A-A Dialogue project mentioned earlier is a good example towards this direction (Africans initiate and coordinate their own research, albeit with support from Japan and other international organizations). Certainly Japan's support (not only financial, but also leadership and sharing of knowledge) is needed for purposes of nurturing such South-South Cooperation efforts in education involving Africa and Asia towards self-reliance. Japan brings on board her extensive expertise in coordination of international cooperation as well as her experience as a once developing country with a struggling education system not too long ago. In return, Japan also benefits from involvement in such SSC ventures in terms of building human relations with the South – which is crucial in this era of globalization. She also has the opportunity to perfect the areas where she already excels (e.g. science and math education, teacher professional development, school management...) while at the same time building capacity in areas where she has little experience e.g. Health and HIV/Aids, post-conflict education, special needs education..., (areas in which countries in the south have accumulated experience).

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[Speaker Presentation]

"SEAMEO RECSAM's Role in Capacity Building in Science and Mathematics Education for African Educators"

Azian T. S. Abdullah

Director, the Southeast Asian Ministers of Education Organization-Regional

Centre for Education in Science and Mathematics (SEAMEO RECSAM)

I would like to begin today by giving you a bit of information on SEAMEO. The South East Asian Ministers of Education Organization was established in 1965 and now has 11 member countries, namely, Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Timor Leste, Thailand and Viet Nam. There are 8 associate member countries, namely, Australia, Canada, France, Germany, Netherlands, New Zealand, Norway and Spain and 1 affiliate member which is the International Council for Open and Distance Education (ICDE) in Norway. Japan and Korea are interested in becoming associate members and have been attending the Council Conference as observers; and associate member countries contribute a sum of about 5,000-20,000 USD a year and an affiliate member can be an organization, a university or institution that usually contributes up to 5,000 USD a year. The SEAMEO Secretariat is located in Bangkok.

RECSAM is the Regional Centre for Education in Science and Mathematics and it was established in 1967. It is one of 15 SEAMEO centres around South East Asia. The main activities at RECSAM are training and research and development. For example in training we offer regular courses, in-country courses, customized courses and training workshops. In the area of research and development we conduct research on policy and pedagogy, we have 14 partner schools in Penang that act as our research centres, and we also develop teaching and learning materials. RECSAM also offers special programmes including a Master of education programme. Training workshops are conducted by our own specialists or foreign consultants mostly for our Malaysian teachers. Regional workshops are conducted with sponsorships from agencies like UNESCO or UN-HABITAT. In addition we also publish journals, such as the Journal of Science & Mathematics Education in SEA, and an online journal called Learning Science and Mathematics.

Here is a list of the dates, titles of the courses and number of participants for programmes and activities offered at RECSAM for our African educators from February of 2006 to just last week. You can see that the courses vary with many different topics such as enhancing problem solving skills in primary science or enhancing problem-solving in student-centered primary math classrooms. There are also programmes in interactive pedagogy for enhancing active teaching and learning in secondary science or the design and development of primary and secondary math instructional technologies.

Apart from the core contents of the courses, we also offer other topics and activities to our participants that includes 1) Basic ICT literacy, 2) Multiplier Effects, 3) Educational tours around Penang Island and Kuala Lumpur, 4) School and institutional visits, 5) field studies/outdoor maths, 6) classroom-based action research, and 7) public lectures.

We conduct course evaluations to help improve the conduct of future courses and to see how much the participants have gained from attending the courses. We evaluate the courses through the use of pre-and post-tests as well as having a course evaluation.

In the future, our plans are to send a consultant from RECSAM to Kenya to help their CEMASTEA staff. Also we are hoping to have MTCP sponsorship of training programmes for NEPAD by Malaysia and JICA. RECSAM is a member of the Working Group for Mathematics and Science Education (WGMSE) of the Association for the Development of Education in Africa (ADEA) and will continue to support them..

Now I'd like to share some pictures of what we do at RECSAM so that you can see for yourself what the programs are like. This is a picture of Kenyan participants with primary school children, this one is the Ugandan participants on a school visit and conducting kitchen chemistry. This is taken during our 40th anniversary celebrations where our Minister of Education came to officiate the ceremony and our Kenyan participants held a science and maths fair for the school children around Penang island. This picture shows Ugandan participants performing during the cultural night and the next picture shows the Kenyan participants during the cultural night. This is the graduation photo of the Ugandan participants. This is a picture of the closing and certificates presentation ceremony which was attended by the Kenyan High Commissioner in September of 2007. This picture shows our African participants with the SEAMEO participants learning together during the Regular course last January. We provide housing facilities for our participants at the International House and it is also open to the public. These are the guest rooms. These are our computer rooms and the SEAMEO Hall that has the capacity for 250 people.

In conclusion I would like to thank the organizers for the opportunity to be here today and hope you will contact me through the e-mail address if you have any queries or look at our webpage to learn more about our activities and programmes.

[Speaker Presentation]

"Learning from Each Other: Reflecting on Educational Cooperation from Individual and Institutional Perspectives"
A Look at Educational Cooperation based on My Experiences in South Africa and Afghanistan

Yumiko Ono

Professor, Department of Language Education, Naruto University of Education

In August 1999, I visited South Africa for the first time as a member of the planning mission for the Mpumalanga Secondary Science Initiative (MSSI). It was five years since the first democratic election, in which all races participated. I recall that the people engaged in education were enthusiastic about building a new nation and had high hopes for the future.

In July 2005, I was dispatched to Kabul, Afghanistan as a member of the Strengthening Teacher Education Project (STEP). It was, of course, my first visit to Afghanistan. I had imagined what Kabul would be like from the bits of information available in Japan, but what I saw was quite different from what I had imagined. Although there were vestiges of war here and there in Kabul, plenty of goods were available, and I could obtain whatever I needed. In Afghanistan, too, I met people who were enthusiastically working to rebuild the country, believing that education was the key.

After participating in the project in South Africa, I took part in various other projects including those to receive trainees from Africa and invite visiting researchers from foreign countries, joint research projects, and STEP commissioned to Naruto University of Education. In this way, not only did I gain valuable experience, but Naruto University of Education was also able to get a lot of meaningful experience.

I would like to review my experiences with educational cooperation from the viewpoint of a teacher who is affiliated with a teacher-training faculty and university. In doing so, I would like to describe some of Japan's experiences and practices in the field of education that may help promote educational development in Africa and Asia. I would also like to touch upon what our university has learned as a university of education.

What can be learned from Japan's experiences and practices

Teacher professional development, including pre-service and in-service training, is a very important part of national policy agendas not only for developing countries but also for developed countries. As a JICA report says, it is believed that "teachers who received in-service/pre-service training to enhance their teaching ability improve their lessons in their classrooms, which contributes to improving the quality of students' learning, and eventually to enhancing students' academic performance" (2007, pp23-24). Naruto University of Education, with its mission and expertise as a teacher-training university, has been engaged in educational cooperation, in which it has continued to focus on improving lessons at school and changing teachers' practices in classrooms. Based on these experiences, I would like to discuss some examples of Japan's experiences and practices that may work well.

Lesson study as school-based INSET

In MSSI Phase 1 (1999-2003), the purpose of the project was to "establish an in-service training system for science and mathematics teachers." It was mainly school-based in-service training. Curriculum implementers (CIs) of science and mathematics from South Africa received training in Japan, and they in turn trained other CIs and head science and math teachers. These teachers were to share the content of the training with their colleagues at their own schools, and the CIs were to visit different schools to carry out school-based training. In 2000, "lesson study" was conducted in actual classrooms to train CIs and head science and math teachers, and it was expected that the lesson study method would develop and become more widely practiced. Due to poor performance on the high-school graduation examination, however, training during school terms was banned in 2001, and until recently, lesson study was rarely conducted for in-service training.

The Department of Education of Mpumalanga Province once again became interested in lesson study when the South African government's Department of Education formulated a teacher-training policy in 2007, when there was a global trend toward promoting the development of teachers' skills. Under this policy, South Africa encouraged teachers to review their lessons at their own schools. The training for South African science and math teachers held in Japan (1998-2008) has focused on lesson study since 2005. Among the science and math teachers who participated, some drastically changed their lessons (Ono et al., 2007). Lesson study has great potential for improving lessons and has attracted worldwide attention. We are very interested in seeing whether or not lesson study will take root in Mpumalanga Province earlier than other provinces in South Africa.

Research and Development Schools

In Japan, there is a system for the designation of schools as "research and development schools" to meet various needs such as improving curricula, addressing educational issues and responding to various requests for school education. These schools can draw up and implement their own curricula without being bound by the standard curriculum set by the government. In this way, by conducting practical research, they work to develop new curricula and teaching methods. In developing countries where actual practice often does not reflect policy ideals, I believe it will be meaningful to introduce a system to designate schools to conduct research in order to identify the factors that prevent policies from being implemented at the school level and to find practical and feasible solutions. We proposed designating "research and development schools" or "research schools," but our proposal was not supported by Mpumalanga Province because fair educational opportunity was given a higher priority.

Appointing school principals

Many studies indicate that the leadership of school principals is indispensable for creating an environment in which to carry out lesson study. At present, no special license is required to become a principal in Japan. In order to become a principal, teachers must have many years of experience and pass the examination on school management. Therefore, the average age of newly appointed principals is over 50. I understand the negative aspects of this system, but there are also advantages to having principals who understood the importance of curriculum management and the need for lesson study as a result of their many years of teaching experience and the various duties they have been assigned as teachers.

What Naruto University of Education has learned and must learn as a teacher-training university

I once surveyed the faculty members of our university, asking them what they had learned by participating in international cooperation in education. As the response rate was very low, I must say that the survey is not very reliable, but the respondents said, for example, "I learned it is necessary to respond flexibly to counterparts' needs," "I learned

the knowhow of planning and designing training," "I respected my counterparts" and "I now try to stimulate lively discussion and the active participation of students in my lessons instead of just giving one-way lectures."

One of the most recent topics of my research is how the South African science and math teachers who receive training in Japan change their teaching methods, comparing their teaching methods before, during and after the training. In other words, I try to understand what the teachers learned through the training in lesson study, as the training in Japan is focused on lesson study. I realized once again through my research that the in-service training for these teachers is a kind of adult education. The students in the faculty of education may not be adults yet, but at least we are "teacher educators." We must review education at our universities and graduate schools from the viewpoint of adult education.

Conclusion

As education mirrors the history and socio-cultural background of a country, we tend to take it for granted that it differs greatly from country to country. It is true that there are unique educational challenges in each country, but in many cases, the basic education curricula are similar at the national policy level, but curricula at the school level vary. It is easy to suppose that there exist many problems with the implementation of these policies by school organizations in teaching methods. Although lesson study has been proposed as a viable approach to solving these problems, teaching methods cannot be changed overnight because they are deeply rooted in the culture of a country. Changing teaching methods means changing the attitudes and beliefs of teachers that are formed in the culture. So how can people's attitudes and beliefs be changed?

In South Africa, we discussed how to take time for school-based training on lesson study. I cited the example of the Philippines, where lessons were extended by 15 minutes every day in order to make time for a half day every month to be spent for in-service training. Unfortunately, no one in the Department of Education thought that that would be possible. If they had been advised by the teachers who were making time to conduct lesson study in the Philippines, or if the people in the provincial department had actually seen lesson study activities, the situation might have been different.

According to adult learning theory, meeting people with attitudes, beliefs and teaching methods that differ from ours gives us a good opportunity to reflect on our own ways of thinking, and by doing so we are more likely to change our own ways of thinking. I believe we will be able to learn more by expanding the cooperation network not only between Africa and Japan but also between Africa and Asia and by promoting mutual exchanges through actual practices.

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[Dialogue between Speakers and Participants]

Shin-ichi Ishihara (JICA)

Thank you very much to Mary Nakabugo for an overview of the South-South cooperation and I was very impressed with the wording 'self-reliance' and 'sustainability'. What I learned from her presentation is that in any dialogue there is a mutual interest and based on this similar interest, there is the potential for networking in ways to provide mutual benefits. That is probably something we can discuss a bit later. Furthermore she pointed out the importance of financial mobilization and this is also a very critical issue and one we are thinking about now as Asia is emerging not only financially but also in the expertise of national experts whom we are supporting in their countries. So JICA or the Japanese stance is that without that, you cannot sustain this kind of network. Thank you very much to Azian Abdullah as well for your presentation. I feel your facility might be better than the JICA facility and it is kind of like a big competitor. Malaysia is a multilingual society and easy for foreigners to adapt to life and the climate is also very nice. JICA has conducted training programs for African participants not only in Japan but also in Malaysia and the Philippines in the field of math and science education. This is our recent endeavor in which we promote the cooperation between Asia and Africa. I'm thinking both JICA and RECSAM focus on pedagogical aspects to improve the quality of education. And thank you very much Ono-sensei for a thoughtful presentation based on your experiences in Africa and Asia.

Well, we would like to invite the audience to interact with our panel in the question and answer session for which we have another 20 minutes and quite a number of the audience is Japanese so we don't mind the questions in English or Japanese. I would like to proceed to the questions section, by opening the floor for discussion beginning with about three people. May I ask that you kindly mention your name and institution before your question. Thank you.

Question 1

Atsumu Iwai (MEXT)

Thank you so much for the presentation today. The Asia-Africa cooperation has been developing in a variety of sectors as well as education, such as agriculture, medium and small enterprises, health and government officers' capacity building. The Asia-Africa cooperation will be evolving more in the future, but I think the more it will evolve, the more difficult it will become to match the needs and available resources. I would like to hear some suggestions on how AA cooperation could develop to match the needs and resources along with its quantitative expansion in the future, especially from Prof. Gorretti. One more question I have is about the outcome of training courses. From my point of view, for the training courses, a change in specific actions regarding problem solving which the trainees conduct after receiving the training courses should be the outcome. I would like to hear the experiences of RECSAM in how the organization is contriving ways to ensure these outcomes.

Question 2

Kunio Takase (International Development Center)

Thank you for your elaborate presentation of the cooperation in education. I am interested in what kind of assistance other developed countries carry out such as the UK, Germany, or the USA to Asian countries as well as African countries in education. Also what are the similarities and differences among this cooperation compared to the Japanese model?

Question 3

Shinobu Yume Yamaguchi (Tokyo Institute of Technology)

I would like to address my question to Dr. Azian Abdullah. I'm very much impressed with the variety of the training courses offered in RECSAM, each of which has different objectives ranging from improving the problem solving skills of the student to improving the teaching methods at each school level. I understand that those training courses are only in the initial stages of achieving such objectives. My question is about your scheme at RECSAM to evaluate the training course, specifically to evaluate the impact or some kind of level of achieving objectives of such a training process. One of the issues facing the training courses carried out in Japan is, to complete the training course is one thing but it is quite difficult to see the impacts or the level of achieving objectives after those trainees return to their home country. So if you could share your experiences, that would be quite a learning opportunity for Japanese institutions and Japanese ODA as well. Thank you very much.

Response from the panelists

Azian T. S. Abdullah (SEAMEO RECSAM)

Thank you. I'll answer the questions from Yamaguchi-san. We conduct what we "call impact study", so we send questionnaires to the participants and all of our alumni, and also to the Ministry of Education, as to how they have been able to disseminate what they have learned back home. Our problem with our participants is that they tend to forget about us when they go back home. It is difficult to get them to send back the questionnaires which are sent through the Ministry of Education, so it is the Ministry of Education who sends them to the alumni. We find it very difficult to get back those questionnaires so what we are trying to do since all of our participants have already learned to use the Internet is to send the questionnaires directly to them but we've not done that yet and maybe we can get a better response. But we also have what we call governing board members of 10-11 of the member countries and they meet every year with us so this is a place where we present the impact studies for them to help us. We try to get their help to contact the alumni to make sure that the alumni will disseminate the information. I'm not so sure about the question in Japanese and I couldn't really get that question but is it something about what kind of action can be taken to resolve a certain issue? I'm not very sure of the question right now so maybe I'll let the others answer first.

Shin-ichi Ishihara (JICA)

Regarding evaluation, for example, we can use projects in which people network and assess how their capability has improved upon return to their home country. We believe that the actual project is just the starting point, and it is difficult to see improvements from just the training alone. The extent of the project does indeed include what those who participated have learned and hence what the training course has rendered. However, RECSAM is also changing Africa with a variety of informal exchanges of information which occur as a result of the networks formed in the planned activities.

Mary Goretti Nakabugo (Makerere University, Uganda)

Thanks for all of those responses. It means that you are following our presentations. Takase-san about what other donors are doing bilaterally or multi-laterally as far as South-South cooperation in education involving Africa and Asia is concerned, I would like to point out that there are not so many cases. Perhaps one example is the DFI-funded projects involving developing countries – but not necessarily African and Asian countries only. For example, there is one in which Uganda is participating, and it brings together three African countries and one UK partner to develop the capacity of teachers in post-conflict areas. One unique characteristic of the DFID-supported SSC projects is that they

are coordinated by one of the developing countries. In the case of the capacity-building project for teachers in post-conflict areas, Uganda plays the coordinating role. The change that is required in the SSC projects presented earlier that are being supported by Japan is to develop coordination capacity in the South. At the moment, all of them are being coordinated by Japanese institutions. We need to move into the next phase of building coordination capacity in developing countries.

Shin-ichi Ishihara (JICA)

Another question was put forth by the gentleman regarding the needs of Africa and how we can accommodate these needs through linkage with Asia. As the needs are quite diverse, when we think about future cooperation in Asia and Africa, the question of how this need assessment will be adequately conducted and the process of match-making resources will become very important.

Mary Goretti Nakabugo (Makerere University, Uganda)

Well today we are focusing on South-South cooperation in education, but of course it would be a good idea or opportunity to have South-South cooperation involving other disciplines if it were possible. I think another idea is to broaden the discussion beyond the roles of Japan, to include the roles of other donor agencies. What are other donor agencies doing? Could we have a model of successful South-South cooperation that could be replicated by other donation agencies?

Shin-ichi Ishihara (JICA)

Let me comment on two things. When we have cooperation based in Africa, we should identify what kind of networking is being utilized. By that I mean, whether it is the networking of universities or training institutions. Additionally, we must identify the mutual benefit of the cooperation to ensure that it is a win-win cooperation. Whenever I was engaged in programs in Asia, I was asked if we can replicate that model in Africa. I responded that it is important to identify what kind of benefit is being sought to see if there is the potentiality to use an existing network rather than start a new network. For example, JICA is supporting a working group on math and science education through ADEA. As ADEA is representing Africa, maybe this could be an example of such networking. I see we still have more questions coming from the floor. Thank you.

Question 4

Kaori Satake (Foundation for International Development/Relief)

I have one question on the role of NGOs in South-South cooperation. I would like to hear your opinions on it, and if you have any experiences of having collaborated with NGOs in your work. Thank you.

Question 5

Shota Hatakeyama (Kobe University)

I have one question. When we look at "education" in Japanese, it comprises two entities: one is "to teach" and the other is "to nurture". We have heard many valuable lectures today and I understand how you have been making efforts for education, which I understood as the aspect of "to teach" in education. In the case of the South-South cooperation I was not quite sure of the nurturing aspect. Could you share some experiences of the "nurturing" aspect in South-South cooperation?

Question 6

Tomoko Matsumoto (Waseda University)

Thank you so much. I have one question for Prof. Ono. I'm personally very proud of the Japanese education environment which allows us to have success in various aspects. For example, Japanese education has succeeded thanks to the sole language we use which is "Japanese". I am sure that when you are carrying out educational projects in other countries, you will face the multiingual situation which makes you reconsider the didactic methods that the Japanese traditionally have developed. In this process, is there any feedback from the educational cooperation toward the Japanese didactic methods? In Japan we also have minorities as in other foreign countries and if specific didactic methods for instruction can be studied more and developed further to suit the needs of these minorities, the educational cooperation will contribute to Japanese education in a more direct way.

Question 7

Fredie V. Avendano (Nagoya University)

I was compelled to ask a question because I felt during the discussion that you were talking about me because I was a teacher and a trainee under Monbusho (MEXT, Japan). Now I use Mary's words, I am a recipient at high cost of this South-North cooperation by educating myself here in Japan, particularly in the Graduate School of International Development. To compliment all other questions and comments that have been raised, I agree wholeheartedly on these ideas. One thing I have learned studying in Japan is that Japan used to import technology and knowledge from the north in the past, and that is what countries in the south are doing. But Japan was able and was successful in replicating or duplicating all of these on the national scale. But the countries in the south are not able to do so. So I agree with the comments that regardless whether it is the South-South or South-North cooperation, it should be replicated on the national scale. It should not just stop at the level of individual recipients. That is the comment. My question is as a teacher and an international education student as well, I have noticed that most of the cooperation focuses on the pedagogical aspect which can be limited by the so-called social cultural constraints especially when we talk about science and mathematics. In this respect, you can also learn from countries in the south when we talk about pedagogy or strategies in teaching. But almost of the countries are encountering or facing the problem of competence in the content of the subjects which can be universalized without worry or pedagogical and cultural restraints when we talk about teaching approach.

Question 8

Duc Tran Khan (Hanoi National University, Vietnam)

I would like to ask a question to Professor Ono. In your paper, there is a point mentioning a principal with rich teaching experience. I think if teachers have very rich teaching experience they will be able to become a good principals. In the case of Vietnam, although many teachers have rich teaching experience, they cannot become a good manager or good principal because the role of teachers and the role of managers are different. I would like you to explain more about this. Maybe we must select for the role of Principal someone who has rich teaching experience while at the same time having the capacity to manage. Thank you.

Response from the panelists

Shin-ichi Ishihara (JICA)

Thank you very much for your questions and I'd like to ask all three speakers to respond very quickly.

Yumiko Ono (Naruto University)

Thank you for the questions. As to the language for instruction, it was a challenge for us, too. We were asked by South Africans if Japan knew any good approach to help learners whose first language is not English. There are 11 official languages in South Africa and all of which are regarded equally important. Unfortunately, we couldn't offer any suggestions on multi-lingualism. Japanese public schools now have more and more Japanese as second language students, but we have little knowledge and experience on this matter. This is the area we can learn from others.

Lesson study emphasizes both content and pedagogy. I think lesson study aims at developing pedagogical content knowledge. In the case of South Africa, we were aware that teachers in South Africa need to strengthen content knowledge. But it cannot be achieved by occasional workshops by a project. Content knowledge should be developed by long-term process. South Africa has resources and universities that can help teachers to develop instructional competency. We had the University of Pretoria as a partner, who was expected to take care of that.

As to school principals, not all good teachers are good principals. In the case of Japan, there is the system of sharing responsibilities of school management by school teachers (Koumu-bunsho). Teachers belong to different sections such as curriculum management, research and training, etc. When they have become a school principal, they have experienced such roles. Whether local school boards of education have a good selection process, that is another issue.

Azian T. S. Abullah (SEAMEO RECSAM)

I don't know whether I can answer all the questions as they are not addressed to me. Someone asked about the nurturing aspect and when I think about science and math education we want to make sure that all the students will become scientifically and technologically literate. When you teach science you're not just teaching the content, we need to inculcate values and attitudes as well as the skills and content.

Mary Goretti Nakabugo (Makerere University, Uganda)

One last comment about the lady who asked the role of ODA. ODA has a place. In South-South cooperation, one of the challenges that I mentioned in my presentation is the lack of financial resources to sustain existing SSC efforts. You might have a good idea but if you don't have the capacity to mobilize resources, the discussion becomes futile. And to respond to the comment related to training in the South done by Japanese experts, it should not grow into a dependency syndrome. Whereas Japanese expertise is in education is needed, we should be moving towards finding home-grown strategies and expertise in the South.

Shin-ichi Ishihara (JICA)

Thank you very much. We are sorry we have totally run out of time despite the fact that there are more questions. Let me try to summarize. For one thing, the topic we have been covering is how to change the lessons. This is a common issue in Japan, Asia and Africa, but their approaches and methodologies are varied. The current challenge is how to evaluate them scientifically, whether the approach of lesson study is really effective or not. The next step toward the achievement of MDGs will be of course to move to education quality in the classroom and we need to pursue how the students' achievement or learning attitudes will be changed through interaction with the teachers, and how teachers themselves will change by it. In this process many stakeholders such as Government of Japan, JICA, NGOs etc. are playing corresponding role, and the important thing is how we can draw a future vision on this. It may also be true with the South-South cooperation. All Japanese actors involved in this process need to consider what kind of direction we will pursue as All Japan team.

Thank you to all the panelists for all of their input and the participants for their active participation from the floor.

Kazuhiro Yoshida (Hiroshima University, Japan)

I would like to make a few more comments so please stay with us. The purpose of JEF is to provide an opportunity to exchange opinions freely not making specific recommendations. As we have many events this year taking this into consideration I'd like to try and summarize one or two or three important points because the time is limited.

1. As Professor Muta pointed out, JOCV is making a truly wonderful job. If this pin-point support is complemented by the support at the policy level, effectiveness will be improved. This is the direction in which Japan has a huge potential, and I believe we can do it and Japan has capacity to translate the achievements on the ground. By participation in FTI with such capacity, Japan can demonstrate its unique strength. Through its contribution to educational improvement in which schools are the forefront, Japan has a good potential to contribute to reconstructing the aid architecture.

2. Desmond Bermingham addresses 4 gaps as policy, data, finance, and capacity. In order to fill those gaps, FTI plays a very important role. But where are schools and children positioned? Some of you may have thought about that. Naturally that is quite an important factor. The international community is aware of that and is involved in this initiative. I think that was covered in the second session and that you strongly felt that too.

3. We should not forget in-service teacher training, school management and local languages. Those are the things often times ignored by the donors as was mentioned by Mr. Ndoye. But at the same time, the diversity of African countries was pointed out so we need to grasp the situation from their own context rather than from our viewpoint for the sustainable development which can only be recognized from that viewpoint.

4. We learned a lot of things and many things have been pointed out. I regard these as going to the next level so we can continue this dialogue into the future.

And now it is time to close today's forum. I'd like to give a huge hand of applause to the two keynote speakers and I would also like to extend my heartfelt gratitude to all the participants and panelists and moderators. Also to JICA and the World Bank and JBIC.

Slide 1

Fast Track Initiative

Fifth Japan Education Forum
JEF V

MITA Conference Hall
Tokyo - February 6, 2008

Speaking Notes - Desmond Bermingham
Head, FTI Secretariat

1

Slide 2

Fast Track Initiative

What is the Fast Track Initiative (FTI)?

- The Education for All - Fast Track Initiative (FTI) is a **global partnership between developing countries and donors** to accelerate progress towards the goal of universal completion of quality primary education by 2015

  - Partners include more than **30 bilateral and multilateral donor agencies**

  - **All low-income countries are eligible** for technical and financial support from the FTI

2

Slide 3

Fast Track Initiative

Why was FTI created?

- There are still over **72 million children out of school** - of which **33 million are girls** (source: UNESCO, 2007)

- There is overwhelming evidence that education – particularly for girls - can:

  - Break the cycle of poverty
  - Increase economic growth
  - Halt the spread of AIDS

- Official Development Assistance (ODA) for education has more than doubled since 2000, but aid for basic education – especially in Sub-Saharan Africa - has not grown sufficiently

- ODA levels are still far below the estimated needs of $9BN per annum

3

Slide 4

Fast Track Initiative

FTI Compact

Partner Countries

- Develop sound education sector programs through broad based consultation

- Show commitment to education through strong domestic support

- Demonstrate results on key performance indicators

- Exercise leadership in developing and implementing the program and coordinating donor support

Mutual Accountability

Donors

- Help mobilize resources and make them more predictable

- Align with country development priorities

- Coordinate support around one education plan

- Harmonize procedures as much as possible

Slide 5

Fast Track Initiative

FTI Guiding Principles

- **One country, one education strategy, one process**

  - Covering the whole sector
  - Realistic and Sustainable
  - Linked to the overall Poverty Reduction Strategy

- Addresses 4 gaps:

  - Policy
  - Data
  - Finance
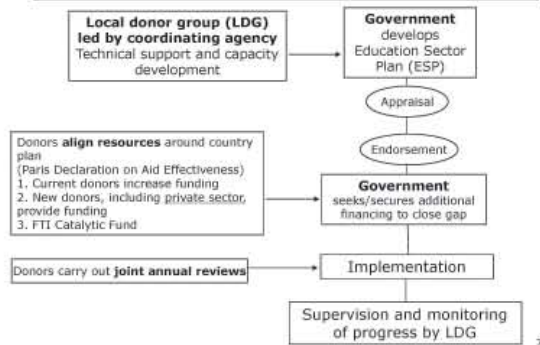 - Capacity

5

Slide 6

Fast Track Initiative

What Support does FTI Offer?

Technical Support

- **Knowledge Sharing:** FTI provides a global platform for sharing experience on what works and what does not (regarding strategies, donor coordination, etc.)

- **Guidelines.** Appraisal guidelines, Capacity Development guidelines, etc.

Financial Support

- **Program preparation and Capacity Development** support: Education Program Development Fund (EPDF)

- **In-country resource mobilization:** The FTI partnership provides a global platform for mobilizing additional resources for the education sector

- **Resource mobilization for endorsed countries with exceptional limitations in external donor funding:** Catalytic Fund (CF)

8
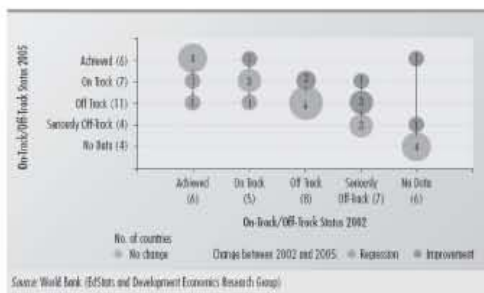
FTI Process at Country Level

Local donor group (LDG) led by coordinating agency Technical support and capacity development → **Government** develops Education Sector Plan (ESP)

Appraisal

Endorsement

Donors **align resources** around country plan
(Paris Declaration on Aid Effectiveness)
1. Current donors increase funding
2. New donors, including private sector, provide funding
3. FTI Catalytic Fund
→ **Government** seeks/secures additional financing to close gap

Donors carry out **joint annual reviews** → Implementation

Supervision and monitoring of progress by LDG

7

FTI Annual Report 2007: Remarkable Progress in FTI Countries

- Most FTI countries are **on track** to achieving 100% Grade Cne Intake (or Gross Intake Rate - GIR) by 2010
  PCR of 100% by 2015 is within reach

- 23 of 32 countries have **GIR of 95% or higher**

- **26%** more children in school in FTI countries in 2005, compared to 2000

- 22 of 32 countries have Gross Enrollment Rates (GER) above 90%

- All but three FTI countries will achieve gender parity in ecucation by 2015 if current trends are maintained

8

On Track/Off Track Status

No. of countries
No change   Change between 2002 and 2005 Regression Improvement

Source: World Bank (EdStats and Development Economics Research Group)

9

Annual Report 2007: Positive Results in Africa

- Gross enrollment rate for the region increased from 80 to 95%

- Six Sub-Saharan African countries are :op performers in FTI in improving their primary completion rate (PCR)

- Five African countries with the lowest grade-1 intake, have shown the largest increases

10

Linking Educational Policies to Schools: Examples in Africa supported by FTI

In Kenya: Empowerment of schools at a local level by:

- Funds of CF channeled to primary school committees
- Decision power over school purchases
- Over 18,000 Kenyan schools receive per capita grants to buy text books
- Local committees overseeing bank accounts

11

Linking Educational Policies to Schools: Examples in Africa supported by FTI (cont')

The Gambia: increased teacher participation and teacher attendance by:

- Better teacher deployment thanks to bonuses for remote postings

- Introduction of system of supervisors who are each assigned a cluster of around 10 schools

- Supervising and monitoring results of schools

12

Looking Forward: New Endorsements

- In 2007, 5 new countries were endorsed:
  - Benin
  - Liberia
  - Georgia
  - Sierra Leone
  - São Tomé & Principe
- 10 new endorsements expected in 2008 – including challenging post-conflict countries
- 13 expected in 2009
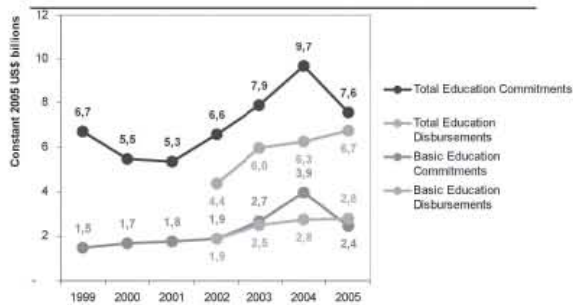
13

Looking Forward: Financing Challenges

Year	2008	2009	2010
Current 33 FTI countries	0.9	1.0	1.1
Potential Countries 2008 (10)	0.1	0.5	0.5
Potential Countries 2009 (13)			0.8
Financing gap	**1.0**	**1.5**	**2.4**

Source: FTI Secretariat

14

Financing Challenges: ODA to Education

- Total Education Commitments
- Total Education Disbursements
- Basic Education Commitments
- Basic Education Disbursements

15

Looking Forward: Conclusion

Despite progress, challenges remain, and opportunities need to be seized:

- **FTI expansion** – in terms of number of countries with endorsed plans, children reached and scope of activities (quality)
- **Strengthen capacity** for reform and policy dialogue
- Increase **financing** and its effectiveness
- Strengthen **country-level processes**

16

Looking Forward: Conclusion (cont')

A new aid architecture for education?

- In line with the Paris Declaration on Aid Effectiveness, all partners must redouble efforts to **work together efficiently around developing countries' priorities**, and to put in place the right incentives to do so
- Gaps need to be addressed urgently to reach children in conflict-affected states

17

Thank You

www.education-fast-track.org

18

Accelerating progress towards EFA in Eastern and Southern Africa

Presentation made at Japan
Education Forum (JEF)
6 February 2008
Tokyo

Yumiko Yokozeki
Regional Chief
Basic Education and Gender Equality
UNICEF Eastern and Southern
African Regional Office (ESARO)

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1. **Revitalization** of efforts towards EFA
2. Recognizing education as **human rights** and **human security**
3. **Investing in children** for peace and development

MDG 2 - Progress towards UPE
Where are we?

Primary Education Net Enrolment Ratio by Region

- male
- female

Region: ESA, WCA, MENA, South Asia, East Asia Pacific, Latn America, CEE/CIS

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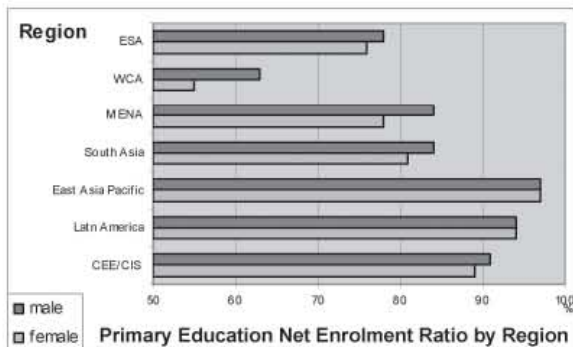
20 countries in Eastern and Southern Africa
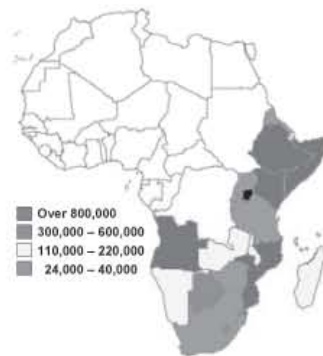
- Over 800,000
- 300,000 – 600,000
- 110,000 – 220,000
- 24,000 – 40,000

Angola, Botswana, Burundi, Comoros, Eritrea, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Somalia, South Africa, Swaziland, Tznania Uganda, Zambia, and Zimbabwe

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Need for revitalization of strategies to achieve Education for All

- Global boost to basic education after World Education Forum Dakar 2000
- The decline in finance for education observed
- Why do we need to revitalize efforts for MDG2 and 3?
  - 11.3 million children still not in school in Eastern and Southern Africa (16.7 million not attending)
  - Recognizing the role of education as "mother of all MDGs and development goals"
  - Increased focus on completion needed
- Our challenge is 'how to achieve EFA goals by 2015 and sustain this afterwards'

## Aid to education in low-income countries has declined

Aid to Education in Low Income Countries: 2000-2005 (USD billion)

	2000	2001	2002	2003	2004	2005
Aid to Ed	3.6	3.7	4.0	4.5	6.3	4.3
Aid to Basic Ed	1.9	1.9	1.9	2.6	4.0	2.3
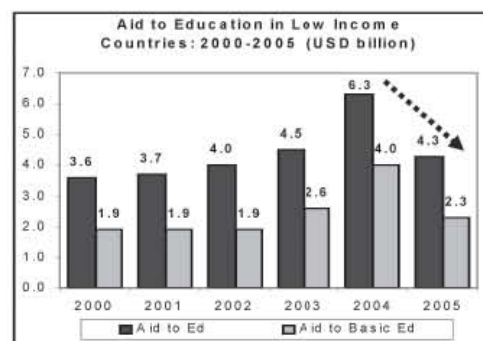
MDG 2 & 3 – General Progress

In general, primary school enrolment improved and gender disparity reduced in ESAR

Source: State of Worlds' Children 2005, 2007
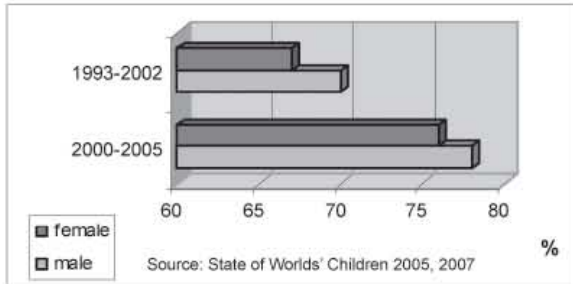
MDG 2 - Progress towards UPE
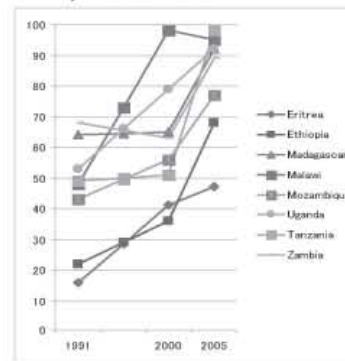### Where are ESAR's out-of-school children?
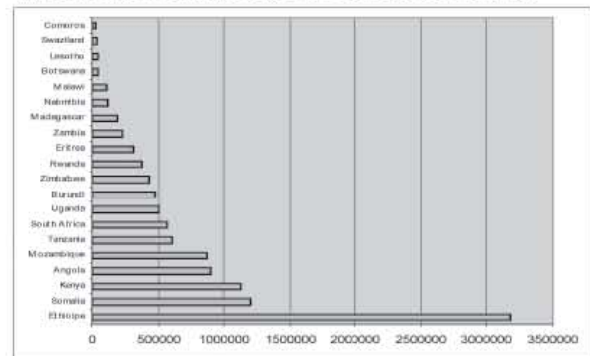
MDG 2 - Progress towards UPE
1) Enrolment
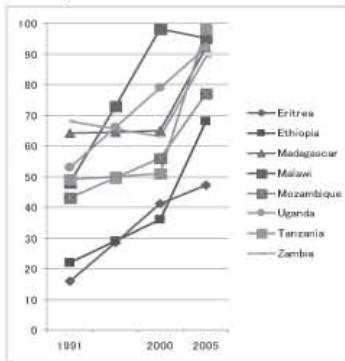
Significant progress, especially since 2000, in:

Ethiopia
Eritrea
Malawi
Madagascar
Mozambique
Tanzania
Uganda
Zambia

MDG 2 - Progress towards UPE
1) Enrolment

Significant progress, especially since 2000, in:

Ethiopia
Eritrea
Malawi
Madagascar
Mozambique
Tanzania
Uganda
Zambia

MDG 2 - Progress towards UPE
1) Enrolment
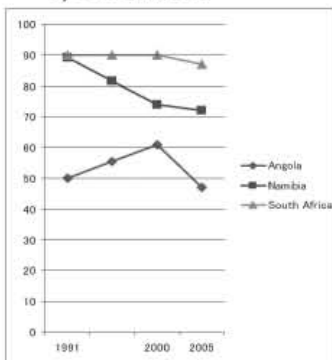
Losing ground ...

Angola
Namibia
South Africa

Educational reality
– the case of Kenya

In the post-election conflicts…

Some schools have been destroyed

Only a few children can come to school in affected areas

Many children have been displaced

But children must continue learning

Education for peace is needed, and peace for education is needed

More strategic approaches needed(1)

- The role of education in governance and peace-building
  - Education in emergencies
- Positive efforts for including the excluded
  - Geographical and ethnic minority
  - Children with special needs
- More consolidated and focused efforts
  - Global, regional and national levels
  - EFA-FTI, regional collaboration such as ADEA, and SWAp

More strategic approaches needed(2)

Not business as usual

We need to invest more in:
- **Creative and innovative ways**
  - Alternative provision of basic education
  - Quality and relevance of education
- **Multi-sectoral approaches**
  - Education in the framework of poverty reduction
- **Pace for children, and children for peace**
  - Peace, stability and governance

1. **Revitalization** of efforts towards EFA
2. Recognizing education as **human rights** and **human security**
3. **Investing in children** for peace and development

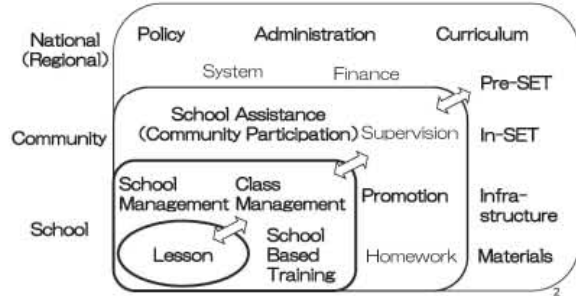## Thank you very much!

Slide 1

Educational Cooperation between Africa and Asia
- the South–South Cooperation and roles of Japan

- *Lesson & Network* -

Shinichi Ishihara
Team Director, Basic Education Team 2
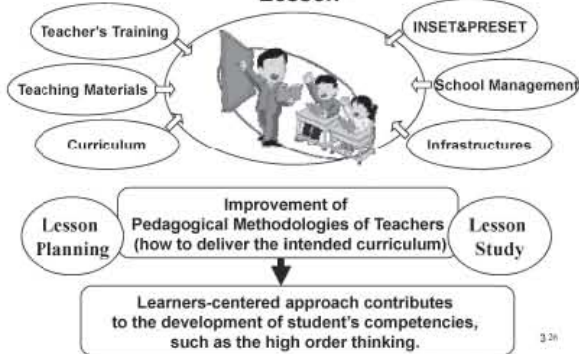Group I, Human Development Department,
JICA

1

Slide 2

JICA Educational Development Issues & JICA's Cooperation
"*Lesson*"

2

Slide 3

For Better Learning Process
"*Lesson*"

Teacher's Training
Teaching Materials
Curriculum
INSET&PRESET
School Management
Infrastructures

Lesson Planning

Improvement of Pedagogical Methodologies of Teachers
(how to deliver the intended curriculum)

Lesson Study

Learners-centered approach contributes to the development of student's competencies, such as the high order thinking.

3

Slide 4

JICA's Cooperation in Math & Science Education
"*Network*"

Projects in 27 countries (1994-2006)
2,146 Volunteers in 57 countries (1966-2006)

Latin America Cooperation based on PROMETAM

Africa Cooperation based on SMASSE

Asia · Middle East Various cooperation for each needs

4

Slide 5
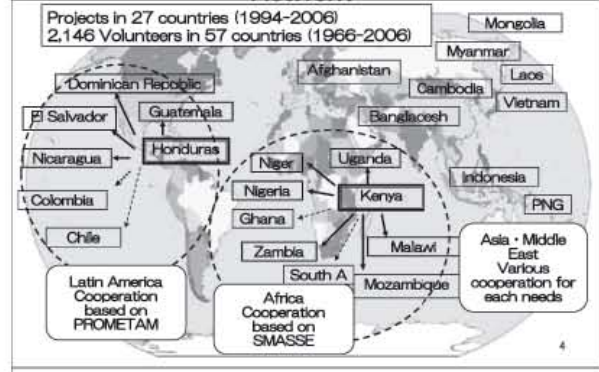
Africa Asia Dialogue Project '*Network*'

Basic Education Development in Africa

Policy implications   Tangible outcomes

Self-reliant approach

③ Reflective dialogue at an African University
↑
② National-level research in Africa
↑
① Study mission to Asia / Japan

African Universities

Support by using the training Program 'Promoting a Self-reliant Approach to Basic Education Development in Africa through Research and Dialogue

UNESCO   CICE   JICA   UNU   Japanese Universities   Asian Universities

Research & Reflection

5

Slide 6

AA Dialogue

· Study mission (organized by JICA) to Asia for African university-based experts with their ministry counterparts
  - 3-person team x 4 countries
  - 4-day visit to an Asian country for exposure
  - 4-week stay in Japan to develop a joint research plan
    (Managed by CICE with the cooperation of UNU)
· National-level research in Africa
  - 1st Group (2005): Ghana, Kenya, Malawi, South Africa
  - 2nd Group (2006): Ethiopia, Niger, Tanzania, Uganda
  - 3rd Group (2007): Burkina Faso, Madagascar, Nigeria, Zambia
· Reflective dialogue meeting at an African university
  Joint analysis of research results with Asian participants
  - 1st meeting in February 2006 at Hiroshima University, Japan
  - 2nd meeting in November 2006 at Makerere University, Uganda
  - 3rd & concluding meeting in 2007 at UNESCO, Paris

6

Education Cooperation between Asia and Africa
Strengthening Mathematics and Science Education –
Western, Eastern, Central and Southern Africa (SMASE-WECSA)

"Educational Cooperation between Africa and Asia – the South-South Cooperation and roles of Japan -"

Mary Goretti Nakabugo
School of Education, Makerere University (Uganda)

Japan Education Forum (JEFV)
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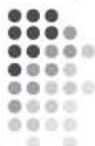
Introduction

- The development gap between the countries in the North and those in the South is an undeniable reality
- Education for all humanity is hoped to help reduce/remove the imbalance
- No wonder one of the MDGs is the achievement of Universal Primary Education by the year 2015
- But equal education does not necessarily mean equality in education (there are huge quality differences between wealthy and poor nations

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Trends in Educational Cooperation: Closing the gap?

- Financial aid (for most African countries 50% of the education budget is financed by donor aid.
- North-South cooperation (e.g. scholarships, technical expertise from the North...)
- Unfortunately despite the number of researchers and professionals produced by such schemes, their contribution has had a very limited impact on development
- Weakness has been in the lack of ownership, autonomy, relevance and the massive expenses involved (more than 60% retained by the North)
- South-South Cooperation (SSC) as a compliment

Rationale for South-South Cooperation

- SSC dates back to the anti-colonial movements after the 2nd World War, but has evolved to respond to contemporary social, economic, technical and political challenges facing the developing world
- Countries of the South are not homogeneous (there are those which have advanced in some areas, that other developing countries can learn from)
- But they also have some similarities (e.g. a common colonial history & challenges such as lack of democracy, population explosion, environmental degradation, HIV/AIDs, corruption...)
- Undertaken as a mutual venture, SSC has the advantage of facilitating the sharing of experience across contexts which face similar challenges, opportunities and/or constraints
- E.g. the E-9 initiative involving Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) aimed at using EFA as a tool to curb population explosion

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Examples of SSC in Education (Africa-Africa)

- Since 1998 the Association for the Development of Education in Africa (ADEA) has initiated a process that engages Ministries of Education across Africa to learn from their problems and failures, successes and experiences...
- The Association of African Universities (AAU)
- The University Science, Humanities and Engineering Partnerships in Africa (USHEPiA) aims at human resource development through sustainable capacity-building in the general areas of science, engineering and the humanities

SSC in Education: Africa-Asia

- SSC in education that is purely Africa-Asia is quite scarce
- Yet its potential cannot be overemphasised
- Most Asian countries have been successful in developing basic education of high quality, evidenced in their continued production of students who are consistently among the world's top performers in comparative studies of academic achievement
- Most African countries have expertise in dealing with controversial issues such as post-conflict education, human rights education and HIV/AIDs education, among others.
- Thus, both Africa & Asia bring on board different experiences and can learn from one another
- On a mutual level, Africa and Asia would have massive experience to share in as far as tackling common development problems such as high population growth.

SSC in Education (Africa-Asia): The Role of Japan

- Japan coordinates and offers financial and technical support to the following SSC involving Africa and Asia:
  - Africa-Asia University Dialogue for Basic Education Development (AA-Dialogue) – Coordinated by Hiroshima University
  - SSC network focussed on the study of University Primary Education (UPE) implementation in Sub-Saharan Africa – Coordinated by Kobe University
  - SSC network focused on quality improvement of primary and secondary education through School-based Teacher Training in Sub-Saharan African Countries – Coordinated by Naruto University of Teacher Education)

Challenges of SSC Involving Africa-Asia

- Lack of resources (physical, human and financial)
- Effective mechanisms and institutions to coordinate and manage SSC by developing countries have not yet been sufficiently developed.
- This explains why most of the known SSCs in education involving Africa and Asia are being coordinated by Japanese institutions.

## Way Forward for Africa-Asia SSC in Education: Roles of Japan

- Mobilisation of resources (financial and technical) with no strings attached.
- Developing and building coordination capacity in the South.
- Support human resource capacity building on the Asian and African continent without necessarily doing so in Japanese institutions.
- Eventually, Japan should consider taking up the idea of supporting capacity building in Africa and Asia without necessarily involving her own country's experts and institutions.

Conclusion

- We cannot afford to ignore the fact that the most productive and beneficial SSC efforts would be those initiated and coordinated by the best scientists and institutions in the South.
- Without the full engagement of the South's most outstanding institutions, and most accomplished scientists, South-South Cooperation (whether *Africa-Africa or Africa-Asia*) will not make a real difference.
- The A-A Dialogue project mentioned earlier is a good example towards this direction (Africans to a great extent initiate and coordinate their own research, albeit with support from Japan and other international organisations).
- Certainly Japan's support (not only financial, but also leadership and sharing of knowledge) is needed for purposes of nurturing such SSC efforts in education towards greater autonomy and self-reliance.
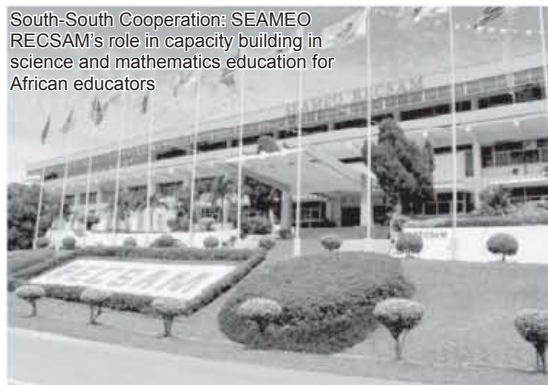
South-South Cooperation: SEAMEO RECSAM's role in capacity building in science and mathematics education for African educators

SEAMEO: South East Asian Ministers of Education Organisation established in 1965 with 11 member countries, 8 associate member countries and 1 affiliate member. Secretariat in Bangkok.

RECSAM: Regional Centre for Education in Science and Mathematics established in 1967. One of 15 SEAMEO centres around SEA.

Programmes and Activities

• Training – Regular Courses, In-Country courses, Customised courses, Training workshops

• R & D - research on policy & pedagogy, R&D centres, development of t&l materials

• Special programmes – Master programme, SSYS, CoSMEd, Regional workshops

• Publications – Journal of Science & Mathematics Education in SEA, Online journal: Learning Science and Mathematics

Dates	Title of Course	No of participants
20 Feb – 17 March 2006	RC: HOT and Creative Problem Solving in student-centred primary maths classrooms	1
20 Feb – 17 March 2006	RC: Action Research: Enhancing Teaching in primary and secondary science	4
7 Aug – 1 Sept 2006	CC: Enhancing problem solving skills in primary science	20
7 Aug – 1 Sept 2006	CC: Enhancing problem-solving in student-centred primary maths classroom	20
4 – 29 June 2007	CC: Interactive pedagogy for enhancing active teaching and learning in secondary science	24

Dates	Title of Course	No of participants
13 Aug – 7 Sept 2007	CC: Interactive pedagogy for enhancing active teaching and learning in primary science	20
13 Aug – 7 Sept 2007	CC: Enhancing problem-solving in student-centred primary maths classroom	20
7 Jan – 1 Feb 2008	RC: Promoting HOTS in secondary science learning via ICT	8
7 Jan – 1 Feb 2008	RC: HOT and creative problem solving in student-centred secondary maths classrooms	6
7 Jan – 1 Feb 2008	RC: Design and development of primary and secondary maths instructional technologies	6

1. Basic ICT literacy
2. Multiplier Effects
3. Educational tours around Penang Island and KL
4. School and institutional visits
5. Field studies/Outdoor maths
6. Classroom-based action research
7. Public lecture

16 – 25 May 2007: Training of Trainers on the Integration of Values in Water, Sanitation and Hygiene Education

Evaluation

1. Pre- and post-tests

2. Course Evaluation

Future Plans:

1. To send a consultant from RECSAM to Kenya to help the CEMESTEA staff in Kenya.

2. MTCP – sponsorship of training programmes for NEPAD by Malaysia and JICA.

3. RECSAM member of WGMSE of ADEA

Customised Courses: Science and Maths Course for Kenyan Primary Level TeacherEducators7Aug?1Sept2006

Other programmes: One year post-graduate TESOL programme with SEAMEO RELC (Workshops at RECSAM 5 ?10 June, 21 ?26 Aug & 20 –25 Nov 2006

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Master of Education in ICT for Indonesian
TeacherTrainerswithUniversitiKebangsaan
Malaysia 17 July 2006 –10 June 2007
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CLOSING CEREMONY
&
CERTIFICATES PRESENTATION
CUSTOMISED COURSE FOR KENYAN
SCIENCE AND MATHEMATICS TEACHER EDUCATORS
BY
H.E. MR. DAVID GACHOKI NJOKA
KENYAN HIGH COMMISSIONER
7 SEPTEMBER 2007
5th JEF,Tokyo, 6 Feb 2008 16

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INTERNATIONAL HOUSE

5th JEF,Tokyo, 6 Feb 2008

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INTERNATIONAL HOUSE

5th JEF,Tokyo, 6 Feb 2008

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GUEST ROOMS AT INTERNATIONAL HOUSE

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COMPUTER ROOMS
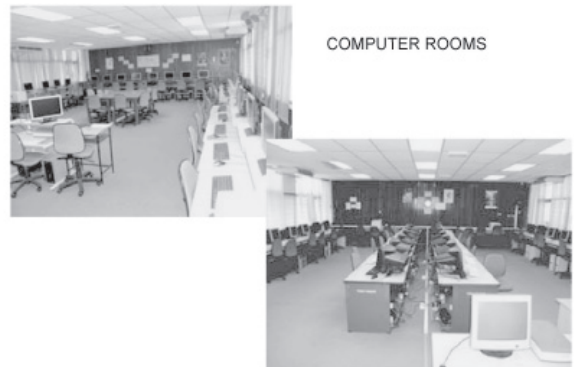
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SEAMEO HALL

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Thank You

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Learning from Each Other: Reflecting on Educational Cooperation from Individual and Institutional Perspectives

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Individual Experience

- Worked as a short term expert in Mpumalanga Secondary Science Initiative in South Africa from 1999-2006
- Working as a short term expert in Strengthening Teacher Education Project in Afghanistan from 2005

Institutional Experience

- Accept JICA long term trainees in math and science education
- Provide short term training in math and science for South Africa, Laos, South Pacific Islands, Middle-east countries, Afghanistan
- Accept visiting researchers from Africa and conduct collaborative research project

Teacher Education and Educational Cooperation

- What is the unique contribution of Teacher Education Institutions in Ed Cooperation?
- How individual/institutional experience in Ed Cooperation contribute to teacher education?

Teachers as Key to Success

- Teacher Professional Development as Priority Agenda across countries
- Better Teachers, Better Teaching
- NUE focuses on improving teaching at classroom level

Promising strategies to improve quality of teachers and teaching

- Lesson Study as School-based Professional Development of Teachers
- Designated Schools for Research and Development
- Appointing principles with rich teaching experience

What Faculty Members Have Learnt:

- "I fundamentally reviewed one-way lecture style of mine, and try to make a class more participatory, where students are encouraged to share their own opinions"
- Flexible response to the needs, Planning workshops, respect for the trainees

What Pre-Service and In-Service Teachers at NUE have Learnt:

- Reassurance of Good aspects of Japanese education
- Reassurance of Importance of Education
- Good chance to reflect on my own teaching

What Staff Have Learnt:

- Too many to mention....
- Swim or sink in troubled intercultural sea?

What I have learnt:

- Teachers/Trainees as Adult Learners
- Teacher Educators as Adult Educators
- My task as adult educator is how to assist or facilitate transformative learning

Teacher Education Institutions can make unique contributions:

- Enriching and Expanding Knowledge Base
- Human Resource Development through collaborative research
- Professional development of Japanese classroom teachers

Africa and Asia Networking?

- Lesson Study in Philippines, Indonesia, Vietnam
- What were the challenges to introduce Lesson Study?
- How did they deal with the challenges?
- How Lesson Study improved teaching?

Japan Education Forum V