



Japan Education Forum

Collaboration toward Greater Autonomy
in Educational Development

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United Nations University

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[Foreword]

The paramount importance of and urgent call for universalizing quality education is widely shared by the international community in both developing and developed countries. Japan strongly acknowledges that for all people and all countries around the world, education is the foundation of self-reliant nation-building and development, and contributes to realizing human security. As such, Japan has been reinforcing its international cooperation for educational development in developing countries through various means including Official Development Assistance (ODA), based on the “Basic Education for Growth Initiative (BEGIN)” since its announcement in 2002. Japan is also leading the international community in advancing the commitments made on the occasions of G8 Summit and TICAD.

The Japan Education Forum (JEF) is an annual international forum established in March 2004 through government and academic collaboration as part of Japan’s educational cooperation. Its purpose is to provide an opportunity for open and frank exchanges of opinions and ideas by officials in the public sector, practitioners of international development and NGOs, and scholars, on ways of promoting self-efforts of developing countries toward sustainable educational development, and of effective international cooperation in education. The forum also offers an opportunity to present Japan’s own experiences in educational development and its international cooperation in practice.

As we are all well aware, the endeavor of international cooperation in education places a high priority on achieving Education for All (EFA). While encouraging progresses are being made recently for universalizing the primary education, many difficult challenges remain to be addressed. They include enhancing quality of education, expanding and improving in early childhood and literacy education, closing gender gap, and ensuring education opportunities for ethnic minorities and disadvantaged people. On which challenges should we give primary focus during the remaining five years toward 2015 in order to achieve the goals of EFA?

Thus, the target year 2015 is prompting us to implement many difficult reforms for educational development in a short period of time. This may be an opportune time to revisit with fresh eyes if we are moving to the right direction by asking: what kind of education do we expect to have for the next generation? Will it be the same one as defined by our current goals?

The 7th, Japan Education Forum will present you issues of “Five Years Left until 2015: What Should be Our Priority?” and “Educational Challenges of post 2015 – What does a Vision for the Near Future Tell Us?”. We warmly invite all the participants to actively join the discussions.

[Opening Session]

Opening Remarks by Isao Kiso

**Director-General for International Affairs on Behalf of Masaharu Nakagawa
Senior Vice-Minister of Education, Culture, Sports, Science and Technology, Japan**

I would like to express my sincere gratitude to all the participants in the 7th Japan Education Forum (JEF VII) 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 developing countries' own initiatives for educational development to achieve "Education for All" (EFA), a goal toward which the international community has been making concerted efforts. Through these initiatives, there has been a steady increase in the number of children enrolled in primary schools in developing countries. However, there are still many challenges to be addressed such as enhancing the quality of education, reducing gender and regional disparities and promoting literacy and early childhood education. We also face new challenges such as recruiting enough teachers to cope with the soaring number of students and preparing the next path (e.g., secondary school, vocational training) for students finishing primary schools. Furthermore, we are seeing new needs in educational development as some developing countries undergo rapid economic growth.

Under these circumstances, with just five years left before the target year of 2015 for achieving the goals of EFA, the purpose of today's forum is to discuss the remaining issues for achieving EFA by 2015. Furthermore, we would like this Forum to be an opportunity to start thinking about education beyond 2015.

Today, we are very honored to have Ambassador Koïchiro Matsuura, former Director-General of UNESCO, as special lecturer and Dr. Fay King Chung, former Minister of Education, Sports and Culture of Zimbabwe, as keynote speaker. As you know, Ambassador Matsuura served as the head of UNESCO, the United Nations lead agency for EFA, for ten years. Dr. Chung has played prominent roles in UNICEF and UNESCO after her remarkable career in Zimbabwe including serving as Minister of Education.

I would also like to thank the ten distinguished panelists from Japan and abroad for attending this forum. I am sure that lively discussions will take place in the afternoon sessions on the theme of this forum that I mentioned earlier.

Our Ministry is actively engaged in educational development cooperation to support developing countries, including granting scholarships to international students, implementing the "International Cooperation Initiative," in which the knowledge of universities is utilized in developing models for international cooperation, dispatching public school teachers to developing countries through Japan Overseas Cooperation Volunteers and supporting literacy education and the "terakoya" (Community Learning Centre: CLC) movement through UNESCO. Our Ministry would like to continue promoting international cooperation in education, utilizing Japan's experience, knowledge and human resources.

In closing, I would like to thank all of those who gave their time and effort to organize this forum. I sincerely hope that today's forum will provide a good opportunity for fruitful discussions on the autonomous development of education by developing countries and the educational cooperation that supports such endeavors.

[Opening Session]

Opening Remarks by Hiroki Owaki

Deputy Director-General on Behalf of Tetsuro Fukuyama

Senior Vice-Minister of Foreign Affairs, Japan

1. Introduction

Ladies and gentlemen,

On behalf of the Ministry of Foreign Affairs, one of the co-organizers of this program, it is my great pleasure to welcome all of you to the Japan Education Forum (JEF) VII.

2. Toward 2015 and Beyond

With only five years remaining until the target year of 2015, this year will be a milestone to achieve the goals of Education for All (EFA) and the Millennium Development Goals (MDGs). According to the most recent EFA Global Monitoring Report published just two weeks ago, some progress has been witnessed in some regions such as sub-Saharan African increasing enrolment rates for primary education and narrowing the gender gap. However, with this pace of progress, it is difficult to achieve the goals by 2015. The report states that “business as usual would leave 56 million children out of school in 2015” and that “a total of 10.3 million additional teachers will be needed worldwide”. Furthermore, there is concern that the recent world economic slowdown may adversely affect the ODA budgets of developed countries, as well as the education budgets and learning opportunities for disadvantaged people including the poor and women in developing countries.

Under these circumstances, the international community has been actively undertaking discussions for strengthening educational assistance. Particularly this year, many important meetings on education are scheduled to be held. Later this month, the 9th meeting of the high-level group on EFA will take place in Ethiopia, where representatives of governments, international agencies and NGOs will discuss the impact of the economic crisis on education, and of the marginalization. The G8 meeting will be held in June, and the United Nations Millennium Development Goals summit in September.

We believe this forum will provide an important opportunity to discuss the “educational challenges toward 2015 and beyond” by inviting the leaders working on the front lines in the field of international cooperation in education. Japan will continue to contribute to the improvement of the education of the world. Based on the outcomes of today’s discussions and opinions expressed at this forum, Japan is determined to make its international cooperation more effective and relevant to the diverse needs of developing countries.

3. Japan’s Educational Cooperation

Education is a fundamental human right that everyone is entitled to have. It is essential in various areas in the field of development, such as reducing poverty, improving maternal and child health, and strengthening democracy. Education also fosters understanding of other people and different cultures, promotes international mutual understanding, and contributes to building peace that respects coexistence. In addition, today, we face new challenges, such as conflicts, climate change and pandemics, which cannot be solved within each national framework or by regional response. To address these challenges, human security which emphasizes a people-centered view of security is necessary. Today, educational assistance has become even more important to achieve human security of which pillars

are the protection and the capacity development of communities and individuals.

Japan is offering assistance, in which it takes a well-balanced approach between primary education and other levels of education, by improving both the quality and quantity of basic education, expanding higher education and vocational training, and receiving students from overseas, while emphasizing the priorities of developing countries and their self-help efforts and development. Education is also closely related to different issues of development, such as health, water and sanitation, gender, and so on. Therefore, by implementing cross-sectoral assistance, Japan tries to produce high synergetic effects, by strengthening ties with other areas. We must not curtail our efforts to achieve MDGs and the goals of EFA, even in this economic downturn. Based on this common understanding, by closely collaborating with international agencies, NGOs, universities and other partners, we would like to further promote our cooperation initiatives.

4. In Closing

Finally, I sincerely hope that lively discussions on the international cooperation in educational development will take place during today's forum and that the participants will have productive discussions on future cooperation in education.

Thank you very much.



Executive Summary of The Japan Education Forum VII (JEF-VII)

-Collaboration Toward Greater Autonomy in Educational Development-

Outline of the Forum

Japan strongly acknowledges that for all people and all countries around the world, education is the foundation of self-reliant nation-building and development, and contributes to realize human security. As such, Japan has been reinforcing its international cooperation for education development in developing countries through various means including Official Development Assistance (ODA), based on the “Basic Education for Growth Initiative (BEGIN)” since its announcement in 2002. The endeavor of international cooperation in education places a high priority on achieving Education for All (EFA) by 2015. The target year is now only five years away and many difficult challenges remain to be addressed. This was the topic for the 7th Japan Education Forum (JEF), an annual international forum established in March 2004 through government and academic collaboration as part of Japan’s educational cooperation. The purpose of the forum is to provide an opportunity for open and frank exchange of opinions and ideas among officials in the public sector, practitioners of international development, NGOs, scholars and the general public. The forum is 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. This year the event was co-sponsored by the United Nations University and supported by the Japan International Cooperation Agency (JICA).

This year’s JEFVII was held in Tokyo on February 3, 2010, focusing on which challenges should be given primary focus during the last five years toward 2015 in order to achieve the goals of EFA. In the morning a special lecture was given by Former Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Dr. Koïchiro Matsuura, followed by a keynote speech from Dr. Fay King Chung, Former Minister of Education, Sports and Culture of Zimbabwe. Two afternoon panel sessions presented multiple viewpoints on “Five years left until 2015—What should be our priority?” and “Educational challenges of the post 2015—What does a vision for the near future tell us?” including opportunities for discussion between the attendees and speakers. A total of about 180 people participated in this forum including many diplomats from government ministries, development cooperation agency representatives, as well as those from universities, think tanks, consultant companies, NGO/NPOs, and the general public.

Keynote Speech by Dr. Koïchiro Matsuura Former Director-General, United Nations Educational, Scientific and Cultural Organization (UNESCO)

In his special lecture entitled “Educational Development and International Cooperation toward 2015 and Beyond” Dr. Matsuura provided the audience with his vision for the future incorporating his experiences during a six-year term as Director-General of UNESCO. Dr. Matsuura stressed that education is not only a universal human right, but one of the keys to poverty reduction, shared prosperity, and a more equitable pattern of globalization. Investment in education should be 10% of the national budget however this figure remains unattainable for many developing countries. It is imperative to realize that investment in education does not provide an immediate pay-off but in the long run education will certainly reap results. Thus 2010 is a critical year in which we must act with resolve, commitment and a renewed sense of urgency as many of the world’s poorest countries confront both the aftermath of the financial crisis and face a continuing food security crisis. In order to reach the 2015 goals, we must 1) strengthen the national commitment to equity and 2) renew the aid effort. Attention should also be given to items not stated as goals but equally essential such as literacy campaigns. In conclusion, Dr. Matsuura expressed concern at the major reduction in ODA budgets in 2007 as investing in education is actually a very efficient form of investment even though the results cannot be seen overnight.

We need to reinvigorate our global contract on education so that it delivers what it once promised.

Keynote Speech by Dr. Fay King Chung, Former Minister of Education, Sports and Culture of Zimbabwe

Dr. Fay King Chung praised Japan for its comprehensive definition of human security including education as one of the most important instruments for developing human potential. She pointed out that during the Meiji Era Japan allocated 33% of its budget for education and currently some Sub-Saharan African countries only allocate 4%. For poverty reduction to occur, these countries must support more than primary education. Research has shown that countries that manage to have modern development generally have more than 20% of their population receiving secondary education. Dr. Fay King Chung outlined her recommendations for the future centering on the following: 1) access, 2) quality and relevance, 3) a multi-sectoral approach, 4) personal and community values, 5) conflict resolution and 6) private public partnerships. In conclusion she stated that education in Africa needs to link very local needs to international and global requirements. Many African countries are still locked into the education and economic systems they inherited from their colonizers and these systems are often not suited to the development agenda. Many Asian countries, especially Japan, have moved away from colonial models towards more modern models which include industrialization. The Japanese model has served Asia well and some of the paths taken by Japan are also relevant to African countries so it is important to be able to distil these important lessons and make adaptations to suit the different conditions that exist in Africa.

Panel Sessions

Two panel sessions were held in the afternoon to provide attendees with multiple viewpoints on the priorities for the near future as well as to examine educational challenges post 2015. Many participants from the floor contributed to the discussion with questions for the panelists. Summaries of the sessions follow.

Panel Session 1:

The theme of the first session was “Five Years Left until 2015—What Should be our Priority?” Dr. Prasad Sethunga, Head, Department of Education, University of Peradeniya, Sri Lanka served as moderator, and experts from Ghana, Scotland, JICA, and the Southeast Asian Ministers of Education Organization (SEAMEO) gave panel presentations during the session.

Dr. Prasad Sethunga began the session with a presentation that outlined the eight policy statements and proposed action plans of the Sri Lankan Government to be implemented by 2015. Sri Lanka has been identified as an early achiever on track to reach the targets for primary school enrolment however Dr. Sethunga stressed the need to ensure that the focus should not only be on the target being met but also the provision of quality primary education. To meet that need, he concluded with suggestions and recommendations focusing on quality primary education for all by 2015. These included, raising awareness among stakeholders, working out national level mechanisms and reducing the gap between policy (curriculum) and practice.

Mr. Charles Aheto-Tsegah, Director, Planning, Budgeting, Monitoring & Evaluation Division of the Ministry of Education, Ghana, addressed the issue of what priorities should drive efforts in achieving results in the remaining years to 2015 by placing global education development frameworks within their historical perspectives. He posed the following questions: 1) Did we evaluate Jomtien and 2) What are the lessons learnt in access? Based on this discussion, he concluded that over the next five years education performance must measure the number of out-of-school children and its reduction, schools with children enrolled in early childhood institutions, and schools conducting school performance appraisal meetings.

Dr. Divya Jindal-Snape, from the School of Education, Social Work and Community Education, University of Dundee, Scotland, stressed that regardless of whether a country is seen as developed or developing, education for all is an important target. She emphasized that despite discrepancies in the specific nature of the problems being faced, solutions might be the same. Thus the most important pre-requisite for success is that all countries work together and learn from each other. To illustrate her point, she spoke on international educational assistance in the form of knowledge exchange as well as in the form of resources. School retention is a problem faced by many countries for a myriad of reasons; however, creating a motivating learning environment with the involvement of parents can be a shared solution.

Mr. Hideo Eguchi, Deputy Director General, Human Development Department, Japan International Cooperation Agency (JICA), introduced JICA's activities to continue support for countries in achieving universal primary education. This is accomplished through expanding educational opportunities, providing high quality education, and improving education management. JICA's operating principles call for enhancing two-way dialogue between policy and schools; strategic use of schemes; and promotion of regional and inter-regional education networks. As the scientific and creative thinking acquired from mathematics and science education contributes to socio-economic development, JICA puts particular stress on these areas for teacher education and training.

Ms. Carolyn Rodriguez, Head, Knowledge Management Office, Southeast Asian Ministers of Education Organization – Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) concluded the panel with the Philippine Scenario towards achieving EFA goals by 2015. After reporting the current data, she examined the critical tasks at hand set by the country's National EFA Committee. Six of these tasks focus on production and the remaining three will be necessary to sustain effective implementation of the production tasks. She concluded that definite steps to bring the Philippines closer to the targeted goals must involve combined efforts from national leaders, professional educators, articulate leaders in society, community leaders and education reform advocates.

There were various questions and comments from the floor regarding the presentations. The topics were wide-ranging beginning with the necessity for inclusive education by mainstreaming students with special needs. This added burden for teachers brought up further concerns as to the working conditions for teachers and how to create the best school environment for them as well as the students. One possible idea suggested would be collaboration between a government agency such as JICA and NGOs working in that area. A final topic brought up for discussion was the potential role self-esteem plays in school retention.

Panel Session 2:

The theme of the second session was “Educational Challenges of the Post 2015—What does a Vision for the Near Future Tell Us?” Prof. Akira Ninomiya, Director, Hiroshima Study Center, the Open University of Japan served as moderator. Presentations were given by educational experts representing New Zealand, Mexico, Malaysia, and Burkina Faso.

Dr. Carol Mutch, Senior Advisor to the Chief Review Officer, Education Review Office, Government of New Zealand, began the presentations by introducing a conceptual framework combining two continuums: 1) the degree to which a country is inward-outward facing and 2) the degree of control versus autonomy. She went on to illustrate that by plotting the tension between these two lines, four quadrants are produced and each of these can provide a scenario for schooling in the future. By mapping current education systems in this way, educational policymakers and planners are better able to make sound choices knowing the direction in which they are headed or aspire to go. Dr. Mutch concluded that while the model has yet to be fully tested empirically it does provide a reference point for beginning a discussion of various education systems.

Dr. Sylvia Schmelkes, Head, Institute for Research on Development of Education, Universidad Iberoamericana,

Mexico, focused her presentation on the main issues of equity and educational content. She defined equity as the distribution of quality education and introduced the challenges facing Mexico in regards to the challenge of providing relevant education in a multicultural world. To resolve problems concerning content, Dr. Schmelkes emphasized the need to rethink the balance between knowledge, skills, and values. She concluded by saying that artistic education should be given greater importance as well as the development of higher order thinking skills, including the ability to access and discriminate information and to learn and discover knowledge.

Dr. Abdul Rashid Mohamed, Dean, School of Educational Studies, Universiti Sains Malaysia presented a case study of Malaysia in order to address the educational challenges of post 2015. He pointed out that twenty years ago, the Internet forever transformed knowledge and yet educators even today are hesitant to transform their curriculums to focus on innovation through calculated risk taking. The question educators must confront is “Are we ready to transform!?” Professionals need to involve all stakeholders to keep the curriculum fluid and dynamic to respond to the changes and demands of future market places. However, it is paramount that throughout this transformation of education, values and moral considerations cannot be compromised.

Dr. Pierre Kouraogo, Associate Professor, Department of Anglophone Studies and Department of Translation and Interpretation l’UFR/LAC - University of Ouagadougou, Burkina Faso concluded the panel presentations by examining what a vision for the near future tells us about EFA in Sub-Saharan African countries. He began with stark realities and statistics which were then followed by challenges countries will continue to face post 2015. These are how to reduce disparities and inequities, how to prepare children to cope with an uncertain future and the need to look inward to find endogenous solutions to local problems. He concluded by saying this must correspond with looking outwards to keep abreast of required skills for survival in the global village.

Following these presentations, Prof. Ninomiya asked the audience participants to share their scenarios for future schooling. Various scenarios were presented from maintaining the status quo to community building centering on parental involvement as the bridge between the school and society. The session concluded with a discussion of the JEFVII theme, collaboration toward greater autonomy, and asked if this did not call for collaboration among states or different systems in the future in place of scenarios working only within national systems.

Prof. Kazuhiro Yoshida, Hiroshima University, then invited the keynote speaker and both panel session moderators to briefly summarize their viewpoints and conduct an interactive discussion with the audience to conclude the day’s activities. The frank and open discussion at JEF VII served as an opportunity for all participants to examine where we stand in relation to the goals set for 2015, the challenges that remain to be addressed post 2015, and propose future scenarios for collaboration toward educational development for all.

[Special Lecture]

**“Educational Development and
International Cooperation Toward 2015 and Beyond”**



Koïchiro Matsuura

Former Director-General, United Nations Educational, Scientific and Cultural Organization

Koïchiro Matsuura was appointed by the Organization's General Conference on November 12 1999 to serve a six-year term as Director-General of UNESCO (1999-2009). Mr. Matsuura, born in Tokyo in 1937, served as Ambassador of Japan to France from 1994 to 1999. He was educated at the Law Faculty of the University of Tokyo and at the Faculty of Economics of Haverford College (Pennsylvania, U.S.A.) and began his diplomatic career in 1959. Posts held by Mr. Matsuura include those of Director-General of the Economic Co-operation Bureau of Japan's Ministry of Foreign Affairs (1988); Director-General of the North American Affairs Bureau, Ministry of Foreign Affairs (1990); Deputy Minister for Foreign Affairs. He also served as the Chairperson of UNESCO's World Heritage Committee for one year, until November 1999. He has been awarded honorary doctorates from more than 40 universities including University of Lyon in France, Moscow State University in Russia, Haverford College in the United States, and Kyung Hee University in South Korea. He has also received about 60 medals including the Russia's Medal of Friendship and the title of Grand Officer of France's Ordre National de la Leion d'Honneur (the National Order of the Legion of Honor).

“Educational Development and International Cooperation Toward 2015 and Beyond”

Koïchiro Matsuura
Former Director-General

United Nations Educational, Scientific and Cultural Organization



- **2010 is a critical year for achieving the Education for All goals and the Millennium Development Goals.** We have made important progress in many areas, but we are not on track to fulfill our collective commitments. As many of the world’s poorest countries grapple with the aftershock of the financial crisis and with a food security crisis, there is now a real danger that progress will slow. Looking towards 2015, the goals are still attainable – but we need to act with resolve, commitment and a renewed sense of urgency.
- **The new edition of UNESCO’s flagship Education for All ‘Global Monitoring Report’ provides compelling evidence of the case for urgent action.** As the report documents, there has been encouraging progress on many fronts, especially in the world’s poorest countries. Since 1999, out of school numbers have fallen by some 33 million. Yet the hard truth is that we are not on track for delivering on the promise of a quality basic education for all children. In today’s increasingly knowledge-based global economy, 72 million children are still out of school. On current trends, there will still be 50 million children out of school by 2015. Many millions more drop-out before completing primary education. And all too often those in school are receiving an education of low quality. Changing this picture is an imperative because basic education is not just a universal human right, but one of the keys to poverty reduction, shared prosperity, and a more equitable pattern of globalization.
- **How do we get the world on track to deliver on the promise of education for all by 2015?** The UNESCO report identifies two priorities for action. **First, strengthening the national commitment to equity.** All countries need to strengthen their efforts to reach those who are being left behind. All too often, governments are delivering good quality education for some while failing to provide for poor, socially marginalized children. Ensuring that the most vulnerable and marginalized children are enrolled in school, that they progress through school, and that they get opportunities to develop their potential requires targeted programmes and interventions that seek to overcome the disadvantages that they face. These programmes and interventions need to break the cycles of deprivation fuelled by poverty, gender inequalities and other markers for disadvantage. **Second, renewing the aid compact.** We urgently need a scaled-up and more effective aid effort. There is no substitute for effective action by national governments. Developing countries must sustain and increase political and financial support to education. However, aid donors also have responsibilities. The UNESCO Education for All ‘Global Monitoring Report’ estimates that, even with a strengthened national effort, the financing gap for achieving basic education goals is around \$16bn. Donors must step up their efforts to meet their aid commitments. We also need to explore the scope for an expanded role for innovative financing initiatives, which have delivered major benefits in the area of health but have not been sufficiently exploited for education.

Facts from the Report

Progress towards the goals

- Some of the world’s poorest countries have registered rapid advances in enrolment, completion and transition to

secondary school. Benin for example started out in 1999 with one of the world's lowest net enrolment ratios and may now be on track to achieve UPE by 2015.

- Since 1999, the number of children out of school has dropped by 33 million worldwide. Progress has been significantly faster than in the 1990s. Since 1999, and during a period in which the size of its school age population increased by 20 million, sub-Saharan Africa reduced its out-of-school population by almost 13 million, or 28%. Had the region progressed at the same pace as in the 1990s, 18 million more children would be out of school.
- Falling gender disparities have helped to drive these advances in many countries. The share of girls out of school has declined from 58% to 54% since 1999.
- Yet, there are over 72 million primary school age children out of school. Around 54% are girls. And on current trends we will miss the 2015 universal primary education target by 56 million children.
- Retention and smooth progression through primary school followed by transition to lower secondary is another priority area. Far too many children enter primary school only to drop out before completion. In half of the countries of Sub-Saharan Africa and South and West Asia, almost one in three children entering primary school drop out before completion.
- Far too many children in developing countries – around one in three- are entering school having experienced chronic malnutrition. Countless studies have documented the simple fact that temporary malnutrition produces permanent disadvantages in learning. And all too often, the disadvantage starts in the womb, with mothers experiencing extreme micronutrient deficiencies. That is why we need to start linking the education for all agenda with bold reforms in child and maternal health provision.
- Learning achievement levels in many countries point to poor quality provision. Too many children are leaving school without having gained basic literacy skills, let alone the problem solving capabilities they need to succeed in employment markets. In some countries in sub-Saharan Africa, young adults with five years of education have a 40 % probability of being illiterate.
- Changing this picture requires action at many levels. Curriculum development, child-centred learning, textbook provision and investment in school infrastructure all have a role to play. But the key missing ingredient in terms of the 2015 targets is an additional 1.2 million additional teachers required annually to 2015.
- Between 1985-1994 and 2000-2007, the adult literacy rate increased by 10 percent to its current level of 84 percent.
- Yet, an estimated 759 million adults still lack literacy skills. Two-thirds are women. Numbers are coming down far too slowly and there is now little prospect of achieving the goal of a 50% reduction in illiteracy agreed at Dakar. The reason: governments are failing to prioritize literacy in national education and wider poverty reduction strategies.
- The scale of education deprivation and the inequalities documented in the report for many countries is truly shocking. It is indefensible that, for so many children, being born into a poor household, into an ethnic or linguistic minority family, or as a girl is so often a one-way taken to restricted opportunity in education. Unless we face up to the challenge of overcoming extreme inequality in education the promises made at Dakar will be broken. Reaching the marginalized is a condition for accelerated progress towards the goals.

Impact of the financial crisis on education

- An estimated 125 million additional people could be pushed into malnutrition in 2009 and 90 million into poverty in 2010.
- National budgets of poor countries are under pressure. Sub-Saharan Africa faces a potential loss of around \$4.6 billion annually in financing for education in 2009 and 2010, equivalent to a 10 % reduction in spending per

primary-school pupil.

Education financing

- National leadership is key. Governments need to increase investment in basic education and move towards the benchmarks of 6 percent of GDP and 20 percent of the national government budget.
- However, even with increased domestic resource mobilization there will be a global EFA financing gap of \$16bn annually to 2015. Sub-Saharan Africa accounts for around two-thirds of the global financing gap, or \$11 billion.
- With current aid to these countries running at less than \$3bn – closing the gap is an urgent priority. This may seem a huge challenge but the \$16 billion financing gap is just 2 percent of the bailout for banks in the UK and USA during the recent crisis.
- Recent history is not encouraging. It is a matter of grave concern that aid commitments to basic education fell in 2007 (by 22% to \$4.3 billion) – and fiscal pressures in many donor countries threaten to make a bad situation considerably worse. With many low-income countries facing acute budget pressures, there is a pressing need for increased concessional aid. At the very least donors have to live up to the commitments made at Gleneagles and other meetings in 2005 to increase aid by \$50bn to 2010.
- But there are limits to what can be achieved through aid programmes. Fortunately, there are alternatives. Innovative financing offers a potentially sustainable route for closing the education for all financing gap. The proposed ‘Better Future’ levy on the commercial and marketing revenues of the five major European soccer leagues is one example. On a somewhat larger scale, a small levy – a ‘Tobin tax’ – on financial transactions could create a future revenue stream to close the education for all financing gap.
- Looking beyond financing, we need a more effective multilateral aid architecture. There is a sense in which the education sector has to ‘catch-up’ with the health sector, where global initiatives have helped to galvanize political action, foster partnerships between donors, aid recipients, non-government organizations and philanthropic foundations.
- We have to face up to the fact that education has lacked the high-level leadership and delivery mechanisms needed to deliver results. That is why I welcome the open and constructive debate over the future of the Fast Track Initiative. We need to use that debate to raise our level of ambition and reinvigorate a global compact on education that has delivered less than it once promised.



[Questions and Answers with Special Lecturer]

Discussant

Prof. Olive M. Mugenda, Vice Chancellor of the Kenyatta University

Thank you very much for this opportunity to make a few remarks in response to Mr. Matsuura's lecture. I would like to fully agree with what has been said but to add one or two additional things that are important to emphasize. I would like to give as an example, Kenya, where the government has free primary education. Even though schools are now free in regards to the elimination of school fees, which has been very instrumental in increasing access, there are other added expenses especially in schools where it is required to wear a uniform and children do not have enough money for lunch and go hungry. So it is not only fees that are involved but rather other issues as well. One issue which we cannot avoid is child labor where a lot of children even though there are no school fees are not in school because they are working on farms. There is also the question of governance among high level leadership. If donors give money and it is not used properly then this money is being withheld from the rightful recipients. Therefore, what I would like to say is that governments must improve the infrastructure for providing free primary education because if this is not done, the strategy will not work. There is also the issue of teachers as so many children are now enrolling due to the free primary education that there are not enough teachers so this does not help the strategy to succeed. Governments need to prepare more teachers.

And lastly, the whole issue of return on investment as has been said. It is so important that very clearly governments need to inform people of the benefits of education and that they will not be immediate but we need to see the long term effect. We must work together with parents who just don't believe in education and other practices that are retarding the attainment of these goals. But I think we can achieve our goals if we set targets and ensure that the people who are implementing these strategies have performance based contracts and in this way the targets can be set with baseline data requirements. As you have pointed out, when we have data to compare with than it is possible to monitor and measure how targets are being met.

We will now open the floor for questions.

Question 1

Fujimoto, Tamako (Aichi-ken, Japan)

Thank you very much for this valuable talk. I have one question about the quality of education and how to improve the quality of education. I am engaged in secondary education in Malawi and the target for students there is to take the national test which in reality is a UK test. To pass this national test leads to a professional life. But I wonder if this is really quality education? Could you give me a specific response as to what kind of data would be required to accurately assess quality?

Question 2

Peter Anlijah (Hiroshima University, Japan)

Thank you very much for this opportunity to ask a question. I am a student at Hiroshima University. I especially appreciated your excellent remark that it is the effort of the whole world to ensure that children are in school. In an attempt to do that, I would like to share the scenario where you put people into the school and there is an open window from which people filter out. What I would like to ask is how can we block that window? The window I am referring to is when we enroll 10M students and only graduate 8M then I think we must ask, where did that 2M go? We must find a way to close that window.

Koichiro Matsuura (Former Director-General, UNESCO)

Please allow me to answer these questions in English. Many of the points you have raised are interrelated. One of the important points that I have not touched on is cultural background which ought to be respected in the process of educating young people. As pointed out by Prof. Olive M. Mugenda, UNESCO does not advocate any form of standardized education for all countries. We always argue that cultural backgrounds must be fully taken into account in developing curriculum, textbooks and providing teacher training. For children this is a very important point and one that is also related to the 2nd and 3rd points raised. I am astounded to hear that in some African countries they still use school textbooks prepared by the British who must have ruled in those countries many, many years ago. That is a very surprising point for me but I fail to understand why the governments concerned have not taking the necessary steps to produce new textbooks reflecting their new education policies. This background is essential and that is why I stressed in my presentation how important it is to develop effective curriculum and textbooks. UNESCO was asked to prepare on very short notice, textbooks for the Iraqi people after the Saddam Hussein regime fell as during his regime all the textbooks prepared by the then government were full of admiration for Saddam Hussein and thus were no longer acceptable. So they had to revise and prepare new textbooks reflecting new realities and we stepped in and prepared high quality textbooks. I state once again it is crucial for a new curriculum to reflect the new realities in these countries. UNESCO is ready to help. We do have an institute, in fact 6 education institutes including as the sixth the Institute for Statistics in Montreal, Canada. One of these is the International Bureau of Education in Geneva which is responsible for helping developing countries with curriculum development and creating textbooks.

Then I would like to come to the question of dropouts. This is a very, very serious problem. That is why I said in my presentation it is not enough to count children who enter school but they must complete 5-6 years and this brings us to the question of dropouts. An assessment of the situation in the Global Monitoring Report is one of the major tasks of countries concerned and governments are trying to reduce and eliminate dropouts. We have to analyze why we have so many dropouts. Some leave school because their parents will not allow them to go and they are forced into child labor earning only a little bit. In particular many parents force their girls to work at home. Mothers feel they need to have help from their daughters. This is the kind of attitude parents and in particular mothers have to change. That is why I stress the importance of educating parents, especially mothers. Illiterate mothers will not understand the importance of school. Of course we cannot wait until all mothers become literate but must stress to mothers who are not educated and thus illiterate, that they fail to understand the importance of educating girls. Poverty is another major reason and I said that I am very happy that the number two millennium development goal is for universal primary education as this is crucial for eliminating poverty. These two issues are related as in the chicken and the egg scenario. Unless we eliminate poverty we can't have universal primary education (UPE) and unless we have UPE we can't eliminate poverty. They have to go hand in hand and one cannot possibly answer which must come first. Both must advance at the same time.

As for one of the points raised by Prof. Olive Mugenda, governance, it is very important particularly for ODA to developing countries. Good governance is the key word in this context, of course globally, but in particular in education and aid given to the government must be properly used. In order to fulfill initial objectives there, governance is crucial and we cannot give to governments whose behavior is not reliable as is the responsibility of governments. I hope I have covered many of the important points that have been raised. The Global Monitoring Report issued by UNESCO can be accessed from the website and you can download the report there. Thank you very much.

[Keynote Speech]

“Beyond the Controversy of Quantity vs. Quality: Challenges for Education in the post 2015”



Fay King Chung

Former Minister of Education, Sports and Culture of Zimbabwe

Fay King Chung is Chairperson of the Board of Trustees of the Women's University in Africa which is located in Zimbabwe (2004-), and is a founder and member of the Forum for African Women Educationalists (FAWE), a network of Ministers of Education, women University Vice Chancellors and other women educational leaders in Africa. After her appointment as Minister of Education and Culture of Zimbabwe (1988-1992), she served as Minister of State for Employment Creation and Cooperatives (1992-1993). She has held many prominent positions in international organizations such as Chief of the Education Cluster at UNICEF, New York (1993-1998), Honorary Special Advisor to the Organization of African Union (OAU, now the African Union (AU)) (1998-2003), and founding Director of the UNESCO International Institute for Capacity Building in Africa (IICBA) (1999-2003). She has collaborated with Ministries of Education of Ethiopia and Madagascar.

“Beyond the Controversy of Quantity Versus Quality: Challenges for Education in the Post 2015”

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Introduction: Education Key to Human Security and Nation Building

Japan has articulated its policy of “human security” as meaning the protection of “the lives, livelihoods, and dignity of individual human beings from threats; it means strengthening efforts to focus on each and every person so that each individual can realize the rich potential he or she possesses”.¹ This is a very comprehensive definition of “human security” covering the development of the full potential of every human being. Education is one of the most important instruments for developing human potential. Human potential covers a wide spectrum which includes moral and values development; governance; economic development; scientific, technological and industrial development; and the general advancement of society as a whole. It is within this rounded definition of security that I would like to discuss education post 2015. Are present African education systems geared to develop the full potential of its members, including teachers, parents and students, to enable them to live happy and enriched lives within societies which function in a harmonious fashion?

The Japanese story about the “spirit of the one hundred sacks of rice” quoted by former Prime Minister Koizumi at the Genoa Summit emphasises the importance of education as a vital means for poverty reduction in developing countries and as a key to nation building. Education is therefore not only about developing the potential of each human being, but is also about developing the potential of the society and of the nation as a whole.

A Brief Overview of Sub-Saharan Africa

I will concentrate in this paper on the situation in Sub-Saharan Africa. Africa suffers from chronic shortages of food: in most countries more than half the children suffer from stunting, which means they do not grow well physically. Chronic starvation also inhibits their mental growth.

Africa is also affected by long term conflict: at any one time as many as 20 African countries face some form of conflict or emergency, and some of these conflicts have lasted for decades. In recent times we have seen graphic pictures of such conflict in Darfur, the Democratic Republic of the Congo (DRC), Liberia, Rwanda, Sierra Leone, Somalia, Uganda, Zimbabwe, etc.

In education only about 75% of Africa’s children go to primary school, and even this group may only attend school for 3 or 4 years. Although the average percentage of children accessing secondary education in Africa is 34%, in most African countries less than 20% of the age group go to secondary school, yet research in South America has shown that countries which manage to have modern development generally have more than 20% of their population receiving secondary education. Access to tertiary education is now about 6% of the population, but in many countries it may be less than 2% of the population.² The issue of girls’ and women’s education remains problematic, as fewer girls and women have access, particularly to secondary and tertiary education. It is true to say that Africa’s human resources are not well developed.

Africa is already seriously affected by global warming, with desertification, flooding and lack of rainfall affecting

¹ Mhtml:file://Japan MOFA Begin Basic Education for Growth Initiative.mht, p.6.

² Figures from UNESCO for 2007 and 2008, <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx?ReportID=182>.

different regions of the continent.

Per capita incomes vary from about PPPUS\$525 to PPPUS\$ 9 757 per annum. The mean for 22 Sub-Saharan African countries categorized as Low Human Development countries in the UNDP Report is PPPUS\$1160.60.³

Yet Africa is one of the richest continents in terms of natural resources. It is rich in many minerals, including coltran, copper, iron, platinum, coal, etc. Some very rare minerals are found in Africa. Some countries with the highest amount and quality of natural resources are actually amongst the poorest and least developed. They are also the ones where long term conflict has thrived.

Finally Africa is the most affected by the HIV/AIDS pandemic, as well as other endemic diseases such as malaria and tuberculosis.

Money and Hardware as Solutions

Africa is probably the continent which has received the most “aid”,⁴ yet it remains the most underdeveloped. It is possible that the two factors are closely related. Most Africans as well as many international development agencies identify lack of development as caused by a shortage of finance. We have well intentioned analysts such as the economist Jeffrey Sachs and the singer Bono who have dedicated themselves to trying to ensure that more money is made available to Africa. And in Africa itself, we have the syndrome of “being too poor to refuse any aid”, which means that some African countries may receive aid which is directly detrimental to their future development. Throwing money at a problem does not necessarily lead to a solution of that problem.

Whilst “conditionalities” are inevitable with any donor funds, it is important to examine these conditionalities carefully to ensure that they are not destructive of national autonomy and national development. Examples of problematic conditionalities include:

- High interest rates which will land poor countries in debts that they cannot repay;
- Donor inputs which are ways of solving problems in the donor countries, such as providing employment for their own nationals; getting rid of their food mountains and unsold manufactured products; favouring an African leadership which represents the donor interests rather than the interests of the poor majority in their own countries, etc.
- Supplying hardware which may not be suitable or usable in African countries: the famous snow removing machinery which was provided to an African country is a case in point.
- Providing aid in order to control key economic sectors, such as mining or petroleum.
- Food aid to Africa can be a way of removing the large food mountains which have formed in highly developed countries such as the USA and Europe, and such humanitarian aid, whilst very much needed, also undermine local food production, as free or very low cost donor food is much cheaper than the cost of producing a similar amount of food in Africa.

Nevertheless money and hardware necessarily form a part of donor assistance. The question is how to make sure that such inputs really contribute to the development of the country as a whole, rather than benefiting only a few individuals. Africa unfortunately has a history of donor funds ending up in Swiss bank accounts, with Mobuto Sese Seko, late President of Zaire being accused of taking out billions of US dollars to Europe.

³ UNDP, *Human Development Report, 2008*, New York, figures for 2007. Statistical Tables for UNDP 2009 Report on UNDP website. PPP stands here for Purchasing Power Parity.

⁴ Africa received between US\$13.53 to US\$18.42 billion per annum between 1995 – 2001, OECD DAC data, quoted in Carl K. Eicher, *Flashback: Fifty Years of Donor Aid to African Agriculture*, Michigan State University, 2003, pp.43 – 44. Presented at NEPAD Conference, Johannesburg, 2003. However it is to be noted that between 85 – 90% of such “aid” may return to the donor country in terms of consultancies and food supplied, according to Action Aid International report, *The Reality of AID*, 2004. <http://www.realityofaid.org/roa2004/2004report.htm>.

What sort of systems can be put in place to ensure that money and hardware contributed to Africa actually bring about development rather than further exacerbating underdevelopment? Some possibilities include:

- Concentrating on infrastructure, such as roads, railways, bridges, dams, electricity, safe drinking water, improved sanitation, internet, etc. Such infrastructure is seriously needed in most African countries.
- However, investment into infrastructure needs to be done in partnership with national and local governments, the private sector and the community. A “Father Christmas” effect is counter-productive, and usually leads to white elephants which are not maintained over the years, because of the lack of ownership by those who are supposed to benefit from the infrastructure. There are numerous examples of donor funded projects which have ended up as expensive and unused white elephants. Irrigation schemes and beautiful colleges have ended up deteriorating because of neglect and lack of use. Lack of ownership and lack of a sense of responsibility for the infrastructure are counterproductive. Infrastructure development cannot be pro-poor if the poor have not participated in its planning, development and maintenance.
- Buying food from local farmers rather than importing food from developed countries is essential for long term development, even if the imported food is cheaper. This means helping local farmers to become more productive and more market orientated rather than producing only for subsistence.
- Developing domestic market systems so that food and other goods can be marketed and transported across the country is of critical importance. Whilst it may be easier to bring in cheap donated food from developed countries to starving people, a better solution is to utilize the productive areas of the country to produce sufficient food for the more drought stricken parts of the country, but this requires a road and rail network and marketing systems which presently do not exist in many countries.
- From the point of view of education, promoting and supporting the industries which can produce the materials and equipment for the education system is a very important strategy so that in the medium term countries and regions can be self-sufficient in educational materials.

Challenges for Education Post 2015

The work done by the Japan Education Forum, JICA and TICAD, have identified the areas of need very well. These include EFA; early childhood education; Girls’ and Women’s education; the Fast Track Initiative; the improvement of planning and management systems; support for the formulation of education policies and education development plans; improvement of educational management systems; research; teacher training; a multi-sectoral approach; agricultural education and development; rural and agricultural development; education for sustainable development; technical/vocational education; science and mathematics education; active utilization of ICTs; prevention and solution of conflicts and emergencies; non-formal education; pro-poor policies; community participation; a community based approach in building on function-hubs through schools, community learning-centres and health centres. Through strengthening linkages with the local economy, local people should be encouraged to be involved in school-management, as well as in community-development committees for improving housing, sanitation, water supply and drainage facilities. Private public partnership (PPP); aid for trade; entrepreneurship training; and reinforcing the financial sector are further policies outlined. This wide and comprehensive range of policy recommendations have been made through successive consultations with African governments and academic institutions. I think the identification of needs through these consultations has been thorough and in-depth. The issue is how to implement them successfully both in the short term and in the medium term, assuming that more permanent results will only result from incorporation of policies and improvements within the national, regional and local systems.

I propose to examine these recommendations under the following headings: (1) Access; (2) Quality and Relevance;

(3) A Multi-Sectoral Approach; (4) Personal and Community Values; (5) Conflict Resolution; and (6) Private Public Partnerships.

(1) Access

Access to primary, secondary and tertiary education is still a serious problem in Sub-Saharan Africa despite two decades of international focus since Jomtien in 1990 on the policy of primary education for all. Where countries have been successful at providing primary education for all, it has been through locally based, low cost interventions, such as the construction of primary schools using local materials through the responsibility of local communities, particularly parents, and through the use of locally recruited teachers who have been trained through in-service training. The use of para-professionals who have been upgraded over the period has played an important part in the universalization of primary education. Some countries have managed to provide primary education at a unit cost of between US\$20–50 per annum. The construction of a basic shelter could be as low as US\$200 – 2000.

However low cost buildings may not be suitable if schools are to provide computer, technical and vocational training. These require better quality and more permanent structures, as well as teachers with higher qualifications and some industrial experience. Electricity is usually essential, although some work can be done with science and technical kits, generators and solar panels. A higher quality classroom with electricity would probably cost more than US\$20 000. The sensible response is to combine the low cost shelter with the more expensive buildings. It is also possible to provide the higher quality structures for upper primary schooling.

An important input into quality education is good quality textbooks and other teaching/ learning materials. A great deal of work has been done by organizations such as UNICEF and UNESCO in the provision of low cost materials, and these can be easily replicated. An input of about US\$6 per child per year will be adequate in many cases. Free textbooks and other teaching materials have formed the core of Zambia's very successful Community School Programme, where Government, with the assistance of donor aid, provided all the school materials whilst the parents found or built suitable shelters, made the school furniture, and paid for the teachers. In the case of Zambia, parents were paying about US\$2 a month. Government has taken over the payment of teachers as and when they could afford it.

Early childhood education adds one to three years of education in countries which are already failing to provide primary education for all. Yet it is well known that some of the most important mental and emotional developments take place before the age of 5. Early childhood education has been successfully tackled in a number of ways. In nearly all cases the national education system has helped to provide good quality teaching and learning materials and teacher training. Funding of what is often called pre-school education is then left to parents and the private sector until such a time as the State can afford to pay for it. An alternative system is to provide affordable subsidies to communities, which can then organize their own early childhood classes, with the State providing materials, teacher training and supervision.

The education of girls and women, particularly at secondary and tertiary levels, remains a problem in most African countries. Successful interventions have included sensitisation of parents, communities and teachers; the removal of gender bias in textbooks; and the provision of scholarships and bursaries for girls and women. Scholarships and bursaries as low as US\$200 at secondary level and US\$2000 at tertiary level a year can make a big difference.

The provision of secondary education for all has been more problematic. As a result of high capital and recurrent costs, few African countries have been able to reach the threshold of 20% of the age group having access to secondary education. Where countries have managed to attain some success, it has been through the use of lower cost systems, with a unit cost of US\$50–100 per annum. Such systems would again depend on community responsibility for construction, usually with some subsidies as many communities are too poor to afford higher cost materials. The use of distance education materials, radio, DVDs and cassettes, combined with mentors and para-professional teachers has

enabled countries to deal with the severe shortage of college and university trained teachers.

Tertiary education has also benefited from a combination of distance education and face to face education. Limiting the amount of time students spend in urban residential colleges and universities not only lowers the cost substantially, but also enables students to work more closely with their own communities. Spending years in residential institutions with a high standard of living tends to alienate students from their own rural communities, as they tend to reject living and working in underdeveloped rural areas. Instead they prefer to migrate to urban areas or to move out of the country. Most African countries suffer from the “diaspora” problem, where better educated young people prefer to work overseas. They do not utilize their education to develop their own countries.

The Fast Track Initiative has proven to be very effective, and there is little doubt that continued support of this Initiative will be beneficial for access, particularly so when the process includes attention to quality, relevance, community participation, and lower unit costs which will make the system sustainable even after donor funds are removed. In the longer term, education systems must be sustainable without dependence on donor funds.

(2) Quality and Relevance

Most African countries have retained the colonial education system, as they believe that such systems provide a guarantee of international standards. Not surprisingly, the curriculum suitable for Britain or France, may not be very relevant to rural Africa, or even urban Africa. This is particularly so if the actual curriculum is 20 or 30 years out of date. Developing a high quality modern curriculum suitable for the 21st Century, and utilizing African culture and languages, remains a serious challenge which nearly every African country still needs to undertake if Africa is to attain education for all.

The improvement of planning and management systems and support for the formulation of education policies and education development plans remain important inputs for the improvement of quality and relevance. One problem is that many African countries do not allocate sufficient national budgetary resources to the educational sector. Systems for the collection and analysis of educational data may be weak. Successful interventions include in-country and multi-country research, development and training, for example for sub-regional entities such as the Southern African Development Community(SADC). The combination of distance education and short courses can be advantageous, as administrators and educators can improve their academic and professional qualifications at the same time as they undertake improvements of their institutions. There are numerous universities which can provide such courses.

An area of weakness is leadership training. Educational and professional leadership requires attention at every level, ranging from leadership of the school, leadership of parental committees, leadership of education at district and provincial levels, and leadership of education at national level. Enhancing leadership training can do much to improve the quality of education.

Many “institutions”, defined as the cultural mechanisms and processes for tackling problems within the society, are not sufficiently strong, and without strong institutions, the quality of education cannot be maintained or improved. Institutions include the processes and procedures for decision making: the issue of whether the people who will be affected by the decisions have the understanding, capability and power to implement the right decisions is critical to the health of the education enterprise. Institution building and institution strengthening are important steps for improving the quality of education.

Pre-service as well as in-service teacher education remains a key concern. Major problems come from the retention of out-of-date colonial systems of education, such as the use of corporal punishment and rote learning. There is urgent need for more modern content and methodologies. In-service training needs to be incorporated into the school calendar, such as through teacher education classes 3 hours a week. This can be part of distance education teacher upgrading and

updating programmes.

Research, development and supervision are important for continued quality enhancement and relevance. These aspects need to be included within universities, colleges, ministry departments, district and local level administration, and at schools themselves. Without such an integrated approach, education systems are in constant danger of weakening and degenerating.

A major weakness in donor support over the past thirty years has been the emphasis on primary education, and a relative neglect of secondary, technical/vocational training, tertiary education, and research and development. The post 2015 period needs to be more balanced: whilst primary education remains the foundation for all education, it is at later levels that a significant impact can be made on development.

(3) A Multi-Sectoral Approach

Many of the recommendations speak of the need for a multi-sectoral approach. This is an important principle, which requires implementation in practical ways. If education is to be relevant, and if education is to make a difference, it needs to relate to other areas of development.

About 70% of Africa's population live in the rural areas, and earn their livelihood through agriculture. This fact needs to be taken into consideration in the school curriculum. The work being done to improve the productivity of agriculture, particularly of food production, needs to be reflected in the school curriculum right through primary and secondary schooling. Agricultural work needs to be valued, and this is unlikely to be the case if the work barely provides subsistence levels of existence. If farmers were better off in Africa, with access to more modern levels of knowledge, skills and research, more young people will opt for that profession.

The school also needs to include the knowledge, skills and practices that can add value to agricultural products and natural resources, as this may add linkages to diversified employment opportunities. At upper primary, secondary school and tertiary levels, there are numerous possibilities for such value addition, whether it is in terms of food preservation techniques, or in terms of utilizing agriculture products for industrial production. In many countries, the school has served as a centre for projects which have helped the community to attain developmental skills.

The concept of education for sustainable development has been adopted as an important policy internationally, as well as by Japan. Sustainable development has been identified as having physical, social and economic aspects:

“Sustainable social development is aimed at the development of people and their social organization, in which the realization of social cohesion, equity, justice and well being plays an important role. A sustainable environmental development (planet) refers to the development of natural ecosystems in ways that maintain the carrying capacity of the Earth and respect the non-human world.

Sustainable economic development (prosperity) focuses on the development of the economic infrastructure, in which the efficient management of our natural and human resources is important. It is the finding of balanced ways to integrate these dimensions in everyday living and working that poses, perhaps, the greatest challenge of our time as this requires alternative ways of thinking, valuing and acting.⁵

The policy of education for sustainable development is therefore very far reaching and ambitious, and if it seriously integrated into both the formal and non-formal education systems, would require a careful revision of the primary and secondary school curriculum, as well as of teacher education and tertiary education, over many years. Sustainable development values contrast with consumerist values, and would require very serious national and local debate and discussion, made all the more urgent with the dangers of global warming recently highlighted in Copenhagen.

⁵ Arjen Wals, *Review of Contexts and Structures for Education for Sustainable Development, 2009, Learning for a Sustainable World*, UNESCO, Paris, 2009, pp. 6 – 9.

One of the key aims of development is to boost economic growth. The educational and training system has an important role to play in economic development. The quantity and quality of human resources are important contributory factors to economic success. Linking the education system, particularly upper primary, secondary, technical/vocational, non formal and tertiary education to various aspects of economic development, is an important step to helping learners to understand the world of work. However, many teachers in Africa have little experience of the world of work outside the teaching field. They have not participated in either agricultural or industrial work, and have little understanding of either. Most African countries are in a pre-industrial stage of development. Enabling teacher trainees, especially those working in technical/vocational areas, to spend some time in agricultural and industrial enterprises, will be helpful in developing greater synergies between education and work.

African youths face the very serious challenge of finding employment. Only a handful of them, less than 10%, will be able to enjoy a reasonably paid job in the modern economy. The rest are likely to face unemployment, enter the informal work sector, or work as subsistence farmers. Present educational systems do not pay sufficient attention to what happens to these youths on leaving school. Indeed one of the reasons for EFA not being attractive enough to many parents and students is that it does not prepare youths for relevant and attractive work and careers after they leave school. One of the most important roles for education systems is to prepare students for the life and responsibilities they will face on leaving school. This includes the ability to earn a living. The exclusion of technical and vocational education from the primary and secondary school system on the grounds that it is too expensive as compared to concentration on book based learning may have led to greater social dislocation in African countries, as youths are not trained to do any work on leaving school.

How can underdeveloped countries provide technical and vocational education, given that it may be twice as expensive as providing book based learning? One approach is to concentrate mainly on hand tools, as is done by students who remain on their parents' farms in Australia, whilst following distance education primary and secondary schooling. They will only meet with more sophisticated equipment when they attend holiday courses at a residential centre. This is a tried and tested method, and has been tried in some countries. Students who have received technical/vocational education utilizing basic hand tools can earn a living after school. More sophisticated tools can be made available in a smaller number of institutions. The Singapore systems of equipping and staffing every fifth secondary school works well, and can be adapted to suit rural situations.

Infrastructure construction and maintenance are very important components of political, economic and social development. However, such work has not been integrated into educational systems. Yet there is a strong potential that integrating infrastructure work and education programmes will enable such infrastructure to be better utilized and better maintained. Formal and non-formal education programmes can be run side by side with infrastructure development and maintenance, so that learners can understand how to make good use of the infrastructure whilst not damaging it. Examples include the maintenance of boreholes and borehole pumps; the maintenance of roads; the maintenance and utilization of dams; etc. By including education and training in line with infrastructure development it is possible to adapt and control the infrastructure to suit local needs and conditions.

Science and mathematics are not well taught in the majority of primary and secondary schools in Africa. This is because of the lack of laboratories as well as the shortage of suitably qualified teachers. Emphasis on developing relevant science and mathematics curricula, providing low cost and affordable kits to enable these subjects to be taught through a hand-on approach, and the training of science and mathematics teachers remain priorities.

The widespread use of information and communications technologies over the last decade and a half has further disadvantaged the poorer sector in developing countries, particularly the three quarters of the population living in non-electrified rural areas in Africa. Some progress has been made by a number of projects, such as the World Links project

initially started by the World Bank. This project provides equipped and staffed centres servicing several primary and secondary schools in a community. Moreover, televisions and computers have now become more affordable. So far the amount of materials developed for African conditions is rather limited, and provides an exciting possibility of materials development on DVDs, video and audio cassettes, and radio. The USAID funded computer provision programme in Uganda is a good model, requiring the school or college to prepare a suitable classroom before they can receive donations of computers and a satellite dish. The programme has entailed the State lowering its licensing fee for satellite dishes: the licensing fee remains prohibitive in many countries.

Where internet is expensive or unavailable, electronic libraries and programmes can be made available through DVDs and CD ROMS. This is an inexpensive way of providing schools and colleges with access to modern technologies.

(4) Personal and Community Values

Education is about the development of the whole person, which includes physical, intellectual and emotional development. Developing personal and societal values is one of the most important aspects of the educational process. The development of shared values also comprises an important aspect of nation building. Given the high level of conflict in many African countries, nation building necessarily comprises one of the most important priorities in Africa.

Programme success also depends on the aspirations and values of the society. Communities may have different values and priorities than the State or than outside partners. Thus, unless some work is done to ensure that the programme is based on shared values and aspirations, the chances of success may be limited. Building a consensus between communities, the State and outside partners is therefore important. It is not possible to have a good quality education or to have a strong development programme without community participation. Successful programmes have communities taking responsibility for their own development. Outside assistance, whether financial or technical, must establish a dialogue with the community. Outside partners have to be pro-active, in close communication with the community. Changes can then come from either of the partners, but only if they understand and accept each other.

Local communities are intensely interested in poverty alleviation, health and education, and the three are closely linked. Knowledge and skills are integral parts of all three. Involving local development committees, with the help of their local educational institutions and personnel, in planning, implementing, maintenance and evaluation of their programmes, can improve the possibilities of successful implementation and stability. This will also break down the barriers between the educated and the poorly educated, a barrier which continues to plague many African countries, and to impede development.

(5) Conflict Resolution

The prevalence of emergencies and conflicts in Africa makes progress difficult. The roots of these conflicts are varied, but in general it can be said that the conflicts revolve around control of resources, whether these resources are through political, economic or social power. Young people, in particular out-of-school youths, often fall victim to these conflicts, and are used as child soldiers or militia. Whilst it is true that such conflicts revolve around the control of resources, such as mineral resources, land, money or human resources, it is also evident that some societies manage to solve such conflicts amicably without recourse to violence or war. The development of negotiation and conflict resolution skills is therefore of particular importance within societies. The formal and non-formal education systems offer opportunities to develop such values and skills.

Key documents on which to base conflict resolution curricula include the United Nations Universal Declaration of Human Rights, 1948; the African (Banjul) Charter on Human and People's Rights, 1986; and SADC Charter of

(6) Private Public Partnerships

A recurrent theme at TICAD meetings has been the need for Private Public Partnerships (PPP). The importance of trade in bolstering Africa's economic growth and reducing poverty is emphasized. However, the situation in many African countries is that the private sector is relatively underdeveloped, whilst the State may be relatively more powerful. This imbalance resulted from the post-independence situation where African countries acquired political power without concomitant economic and financial power. The nature of the colonial economy was to extract mineral and raw materials from the colonies to be transported back to the metropolitan country for processing and manufacture. Very few processing and manufacturing industries were actually established in the colonies themselves. What is often termed as "neo-colonialism" is the separation of political from economic powers, with many African states still having little or no control over their own economies. Since independence the establishment of the private sector has been fitful, with the majority of African countries still exporting raw materials and importing manufactured goods. Given this reality, the private sector is often confined to traders with a very limited number of industrialists.

Japan's commitment to assist private sector development through "aid for trade" is a potentially important intervention which can have a long term impact on Africa's development. There are important linkages to education and training, through the incorporation of training programmes linked to industrial development. Training in industrial skills and in entrepreneurship should be enhanced and expanded at every level. An analysis of the raw materials available as well as the manufactured goods being imported into African countries will provide possible road maps for future private sector industrial development. Another important intervention would be partnerships with Japanese manufacturing companies. Providing students and managers the opportunity for internships in their own countries as well as in Japan may be very advantageous.

A weakness in many African countries is the banking system. These require re-enforcement if the private sector is to flourish. Provision of funds to the banking sector for onward lending to national private sector entrepreneurs can assist this process.

Another aspect of PPP is the importance of Asia-Africa cooperation. This is important both in the education system and in the economic system. Many African countries are still locked into the education and economic systems they inherited from their colonizers, and these systems are often not suited to the development agenda. In both respects, many Asian countries, especially Japan, have moved away from colonial models towards more modern models which include industrialization. Closer relationships between Asia and Africa will enable African countries, through regional groupings of countries, to establish manufacturing hubs.

Conclusion

Education and development are intricately linked: education can lead to development, and development constantly makes new demands on education. Both evolve and change constantly. Education in Africa needs to link very local needs to international and global requirements. It is not easy to combine the two demands in a balanced way. Development cannot be imposed, but must develop organically from within the society. International cooperation can support or impede such development. International cooperation may impose irrelevant and unsuitable models of development. International cooperation may, on the other hand, provide useful examples of how challenges can be met. The Japanese model has served Asia well, enabling both small countries like Singapore and giants like India and China, to follow in their path. Some of the paths taken by Japan are also relevant to African countries, and it is important to be able to distil important lessons and make adaptations to suit the different conditions that exist in Africa.

A brief overview of recommendations includes the following:

- (1) Access to primary and secondary education remains essential. This can be achieved by utilizing low cost and innovative methods with the full involvement of parents and community.
- (2) Quality and relevance can be achieved through greater emphasis on developing the professional leadership of education. Institutional and systemic weaknesses need to be addressed through capacity building.
- (3) A multi-sectoral approach would link education and training to real life needs, with particular emphasis on agriculture and food security; industrialization; and conflict resolution.
- (4) Education necessarily involves the development of personal and community values, and this aspect must remain central.
- (5) Conflict and emergencies characterize many parts of Africa, and integrating conflict resolution knowledge and skills within the education system is important.
- (6) The public private partnership is an important mechanism for development, particularly for economic development. In this regard support for national and regional industries which underpin the education system such as textbook publishing and the manufacture of science and technical equipment provide opportunities for development.

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Beyond the Controversy of Quantity vs Quality

Challenges for Education post 2015
Dr Fay King Chung

2

Japan's Commitment to Human Security and Nation Building

- ▶ Broad definition of "human security" to include the protection of "the lives, livelihoods and dignity of individual human beings from threats; it means ... to focus on each and every person so that each individual can realize the rich potential he or she possesses"
- ▶ Developing the potential of the society and the nation as a whole

Overview of Sub-Saharan Africa

- ▶ Chronic shortage of food
- ▶ Long term conflict and emergencies
- ▶ 75% at primary (3 or 4 years of education?)
- ▶ 34% at primary (many less than 20% needed as a foundation for modern development)
- ▶ 6% at tertiary (less than 2% in some countries)
- ▶ Fewer girls and women at sec and tertiary
- ▶ Global warming, desertification and floods
- ▶ Per capita PPPUS\$525 – 9 757
- ▶ 22 SSA countries Low Human Dev countries
- ▶ HIV/AIDS pandemic

3

Money and Hardware as Solutions

- ▶ High interest rates
- ▶ Donors solving problems in donors countries
- ▶ Unsuitable hardware
- ▶ Donor aid to control key economic sectors, e.g. minerals or petroleum
- ▶ Food aid undermining agricultural production in developing countries

4

What Systems for Money and Hardware?

- ▶ Concentrating on infrastructure
- ▶ In partnership with national and local governments, private sector and community
- ▶ Food from local farmers
- ▶ Develop local markets
- ▶ Promote national or regional education industries

5

Six Main Focus Areas:

- ▶ Access
- ▶ Quality and Relevance
- ▶ A Multi-Sectoral Approach
- ▶ Personal and Community Values
- ▶ Conflict Resolution
- ▶ Private Public Partnerships

6

1. Access

- ▶ Low cost models with high local participation: low unit costs affordable even without aid
- ▶ Combine with some high quality facilities suitable for modern science and technology
- ▶ High quality textbooks and teaching/learning materials
- ▶ Affordable early childhood education
- ▶ Education of girls and women
- ▶ Lower cost, innovative secondary and tertiary education including distance education
- ▶ Education for African rather than only diaspora development
- ▶ Fast track initiative to be continued

7

2. Quality and Relevance

- ▶ Problem of retention of out-of-date colonial curriculum
- ▶ Support planning, management and policy making systems
- ▶ Leadership training
- ▶ Institution building and strengthening
- ▶ In-service and pre-service teacher education
- ▶ Adequate support secondary, technical/vocational, tertiary education and research and development

8

3. A Multi-Sectoral Approach

- ▶ Emphasis on agriculture
- ▶ Develop employment creation opportunities linked to agricultural and industrial development
- ▶ Sustainable economic development: link education to economic development
- ▶ How to provide affordable technical/vocational education
- ▶ Include infrastructure building to education
- ▶ Emphasize science, technical and vocational
- ▶ Include computer education

9

4. Personal and Community Values

- ▶ Development of personal and societal values as critical to nation building
- ▶ Need to break down barriers between educated and less educated
- ▶ Communities taking responsibility for their own development linked to
 - Poverty alleviation
 - Health
 - Education

10

5. Conflict Resolution

- ▶ Constant conflict stops development
- ▶ Conflict over resources through political, economic and social power
- ▶ Involvement of poorly educated unemployed youths in conflict as child soldiers and militia
- ▶ Need to include negotiation and conflict resolution skills within the school curriculum
- ▶ Emphasis on UN Declaration of Human Rights, African Charter on Human and People's Rights, and SADC Charter of Fundamental Social Rights

11

6. Private Public Partnership

- ▶ Link economic development to poverty alleviation
- ▶ Need to move from economies of raw materials extraction in Africa
- ▶ "Aid for trade" based on private sector development in Africa
- ▶ Strengthen weak banking systems in Africa
- ▶ Strengthen Asia - Africa cooperation

12

Conclusions

- ▶ Education closely linked to development
 - Access to education for all at affordable costs
 - Develop stronger professional leadership
 - Strengthen institutions and systems
 - Help develop personal and societal values
 - Develop conflict resolution skills and knowledge in school systems
 - Strengthen Private Public Partnerships linking economic to educational development

[Questions and Answers with Keynote Speaker]

Question 1

Maria Teresa Félix (Cultural Attachée, Angola)

Thank you very much. I am the cultural attachée from Angola and I would like to thank the Professor for a very impressive presentation. I learned a lot from several remarks that I think can be very useful to revise the education system in my country in regards to connecting culture to the curriculum. I am curious about your comment on different countries in Africa still using the colonialism curriculum. There are 53 countries in Africa and they were submitted to different colonial systems so changing the attitude and connecting after free independence as members of the Commonwealth has taken time. I would like to ask you to explain a little more based on having been Minister of Education from 1988-1992, why is it that although you deeply understand the importance of changing the textbooks, that this is not happening in Zimbabwe and other countries? My country is an exception as we use new textbooks so I wonder what makes it so difficult to change?

Question 2

Shinobu Yume Yamaguchi (Tokyo Institute of Technology, Japan)

Thank you very much for your informative presentation. I am from the Tokyo Institute of Technology and coming from this university am quite interested in how to increase the quality of education through effective distance learning. We have collaborations with countries in Asia introducing distance learning for teacher training. There are three issues which have arisen for sustainability and effective technology. The first is sustainable technology, the second teacher interest in technology and the third the acceptance level by the community school management. I would like to take this opportunity to ask you which level do you think should be prioritized in Sub-Saharan Africa?

Question 3

Takako Yuki (JICA Research Institute, Japan)

Thank you. My question is in regards to conflict resolution. Do you see any increasing need to expand education to minimize situations as in Pakistan which has become a kind of a home for terrorists? A second question is that from the point of view of the donors. I'd like to ask your view on what progress has been made by the Japanese donor community in Africa? What is the channel for us to be more effective?

Fay King Chung (Former Minister of Education, Sports and Culture of Zimbabwe)

We need to address the issue of agriculture. I think it is fundamental that we need to look at agricultural production and link this to primary, secondary, and tertiary education. We need to look at why there is chronic food shortage in Africa and why we are bringing in food. As for the question on colonial textbook curriculum and why do we cling to those textbooks? It is a part of our heritage and we have tended to see the quality of education as being linked to the colonial curriculum. We tend to cling to the Cambridge University examination as the standard bearer of high quality education but it also means that in many African countries, there is a curriculum which is bringing back into the minds of the learners colonial values and colonial ways of thinking. I think this is one of the problems in many of the African countries. When we are asked did we not change the curriculum the answer is yes we did but maybe we changed it according to our views. And if you ask the majority of the directors of curriculum development, whom I worked with over five years in Zimbabwe, what is the problem, White or Black, rich or poor, there is total consensus in that they wanted the type of education that rich white children had before independence. And if you tried to move from that, you

were immediately attacked for providing black people with a lower level of education. This forces them to think of colonial education as the right form of education and it is endemic so we may change certain things such as to change the names of the people in the textbooks. But maybe compared to say Japan one hundred and fifty years ago, you had the preservation of Japanese culture on the one side and on the other side an embrace of math, science and technology from the West. Now the fact that Japan was able to do this, retain its culture while at the same time adapt science, math, and technology from the West is summarized in the phrase used during that time that if Japan did not have the engineering, science and technology of the West, it would remain a slave of the West. We don't see this in Africa.

As for the next questions, distance education is extremely important for Africa because of the deficiencies particularly in secondary and tertiary education. As to which area should be prioritized we need to look top down from the deficiencies in secondary and tertiary education as to how we can utilize distance education. Then we notice that we do not have what you have in many countries, technical vocational education. There are models of this, in particular the Australian model, where many children stay on farms yet they have distance education for these children. It includes primary, secondary and tertiary as well as technical vocational education. I think that model is very translatable to Africa.

The question on conflict resolution I think is very important as it calls for a set of values and skills which are not in the African curriculum at the moment and not in the African governance system. We are used to black and white. We are against colonialism and we must fight against colonialism so there is no negotiation possible. If you disagree you are a sellout and they are going to kill you in Zimbabwe. Antique colonial battles do not occur but in modern times the area of understanding why we have different points of view and how we can accept these different points of views of other groups in society can be seen in the generational divide. Many leaders are in their 80s and many young people under 40 are not in power as the culture demands that you must respect age. Now this is problematic if you look at economic systems which are not run along traditional economic lines that those over 80 are used to. If you look at the technological world view of those under 40 and compare that to those over 80, there is a big gulf.

I was asked a question that I don't think I can answer in regards to conflict resolution being important in reducing terrorism. What I can see is that fundamentalism occurs from an oversimplification of issues and attracts the less educated. If you look at the wide divide between the wealthy and the poor perhaps this becomes clearer. For example in Zimbabwe the wealthy are very, very wealthy and go to the US for holidays and go shopping in South Africa, while the poor have less than 30 dollars a month and are starving. Recently I visited 10 schools in a rural area and in 8 of the 10 I found the children were stunted. That means they can't grow normally. I'm going to stand up and you can see I am small and the 11 year olds are only this tall...a normal 11 year old should be as tall as I am, maybe slimmer, but when I go to these schools the children are at my shoulder. And the parents of these children could not afford fees so they were paying in food. They were providing one bucket of maize to the teacher for every term. The teachers were saying they were underpaid and needed 3 buckets of maize to survive and I asked parents why they didn't pay 3 buckets instead of 1. The parents replied that if they pay the teachers 3 buckets, their children would be starving. Thank you very much.

Kazuhiro Yoshida (Hiroshima University, Japan)

You talked about educational issues and your perspective on social development. As we look to 2015, what do you see are the priorities and what are the educational issues we must face? If we divide the period into before and after 2015, so that means the short term and long term, are there differences for EFA or attaining the MDGs or international affairs in this context? And are there perhaps important issues that we may have forgotten?

Fay King Chung (Former Minister of Education, Sports and Culture of Zimbabwe)

I think I tried to point out the issues regarding the challenges in Africa that need to be addressed. Too many pride themselves that we have the same courses as Harvard, Cambridge, or Oxford but what they are imitating may not be addressing the problems in their countries. One of the failures is the failure to look at the exact problems and challenges within Africa itself. Also to say development goes in stages, we can learn from China today. What was the right thing in 1970 was not the right thing in 1980 and not the right thing in 2010. Countries go through different stages and that calls for concerted intellectual inquiry into exactly the right way to address the challenges of the moment. Let's take the example of Zimbabwe in the 80s and 90s. I think we can say the problems we faced at that time are different from those we face today. Only 35% of children were enrolled in primary schools in 1980: it is 91% today, and ten years ago we had 100%. So we are going up and down. Before Independence only 4% went up to secondary school; it went up to 65% and is now down to 53%. Obviously these things occurred in a short period of time, and just in education. But that also means that the challenges change but we were not able to adjust to the new challenges. Research and Development is needed to examine the issues and identify the right solutions for the existing decade. It is a big mistake to not address the issues in this way. It is like the issue of structural adjustment: although we know structural adjustment has some positive points we cannot say it is the solution for everything. You can compare it to aspirin: although aspirin is very good it is not the solution for all diseases and in fact it may exacerbate some diseases.



[Panel Session 1]

“Five Years Left until 2015: What Should be Our Priority?”



Moderator:

Prasad Sethunga, Head, Department of Education, University of Peradeniya, Sri Lanka

Panelists:

Charles Aheto-Tsegah, Director, Planning, Budgeting, Monitoring & Evaluation Division, Ministry of Education, Ghana

Hideo Eguchi, Deputy Director General, Human Development Department, Japan International Cooperation Agency (JICA)

Divya Jindal-Snape, Senior Lecturer, School of Education, Social Work and Community Education, University of Dundee, Scotland

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Prasad Sethunga is the Head of the Department of Education, Faculty of Arts, University of Peradeniya, Sri Lanka. Graduated and obtained the Master of Education from the Kyoto University of Education, Japan and was awarded the PhD in Education from the University of Tsukuba, Japan in 1998. Joined the academic staff of the University of Peradeniya as a Senior Lecturer in 1999 and have been involved in teacher development in Sri Lanka both at undergraduate and postgraduate levels. One of the main contributors for the publication of “Education for All” Mid- Decade Assessment Report in Sri Lanka 2008 and is a member of the Working Committee on National Policy Frame Work on Inclusive Education initiated by the Ministry of Education, Sri Lanka and was the Principal Researcher of the Sri Lanka Japan Research Project on Teacher Training Towards Inclusive Education. Major research interests are School Management, Comparative Education, Teacher Development, Inclusive Education and Bilingual Education.

Charles Aheto-Tsegah is an expert of evaluation, planning, and budgeting who led preparation of Education Strategic Plan for the Ministry of Education in Ghana. After serving as a teacher and a headmaster at several schools, Charles Aheto-Tsegah worked at Voluntary Service Overseas (VSO) in London, Integrated Social Development Centre in Accra, Ghana Education Service, United Nations Volunteers, and Accra Office of UNICEF Ghana as a trainer and a program developer/manager. His goal is to lead the spread of knowledge in education planning, financing and strategic planning in Ghana.

Hideo Eguchi is Deputy Director General, and Group Director of Basic Education Group, Human Development Department, Japan International Cooperation Agency (JICA) since April 2009. He has been associated with JICA for the past 23 years, and worked in the field of Education and Health. He has traveled to more than thirty countries to review and design technical cooperation projects. Prior to the present post, he served as Deputy Resident Representative of JICA UK Office (2001-2004) and Resident Representative of JICA Zimbabwe Office (2004-2007). Born in June 1959. Graduated from Faculty of Education, Tohoku University (1983), and Master's Degree from Tohoku University (1986)

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Sri Lanka in Progress towards “Education for All, by 2015”: The Challenge of Broadening the Boundaries of Education while Maintaining the Quality of Learning

Prasad Sethunga

Head, Department of Education, University of Peradeniya, Sri Lanka



1. Introduction

The Government of Sri Lanka published the Mid-Decade Assessment (MDA) Report in 2008 with the theme of “Education for All” (EFA), and the report includes a comprehensive study on the achievements and shortfalls of this programme in relation to EFA goals. The report points out that even though “Sri Lanka has succeeded in ensuring a high level of access and a good coverage at the primary and secondary levels of education, the poor quality of education has become a major issue island-wide, and that the goals pertaining to the life skills of young children, youth and adults have been relatively neglected” (Ministry of Education, Sri Lanka, 2008). Considering the concluding statements of the above MDA report and focusing on challenges and collective statements in the South Asian regional declarations¹ towards EFA, the Government of Sri Lanka has been planning their activities for the 2015 target based on eight policy recommendations.

This paper looks at three main aspects of the EFA programme in Sri Lanka. First, the paper will talk about the **eight policy statements and proposed action plans** of the Sri Lankan Government to be implemented by 2015. Secondly, the paper looks at the importance of the **Policy Framework for Inclusive Education (PFIE)** developed in 2009 out of a dialog among relevant stakeholder groups in Sri Lanka. Finally it focuses on suggestions and recommendations with a special emphasis on the theme of “**Quality Primary Education for All by 2015**”.

2. What should be our priority?

The Government of Sri Lanka established a special Unit for EFA at the MoE in 2007, and the Unit is making an effort to coordinate all the activities which are being conducted by the stakeholders including related Ministries and NGO’s. The Unit was able to publish the MDA report as a comprehensive document on EFA in Sri Lanka, after consulting a variety of stakeholder groups.

The eight policy recommendations that fall in line with the MDA Report are as follows:

1. National ECCE policy encompasses children aged between 0 – 8 years
2. Establishment of policy framework for out of School Children in Compulsory Cycle (6 – 14 ages)
3. Main streaming Inclusive approach based on the recognition of the rights of all children to receive quality education.
4. Ensure increased and rational allocation of financial resources for the un- reached groups and underserved on vertical equality basis.
5. Recommendation for enforcement of teacher deployment for quality education
6. Restructuring teacher development programs addressing inclusive education Concept
7. Strengthening the monitoring & evaluation capacity at all levels
8. Enhancing function literacy (MoE 2009)

Initiations, activities and strategies that are underway with the aim of achieving the EFA target under above

¹ Dakar Framework for Action - April 2000, Katmandu Joint Statement - April 2001, Islamabad Declaration - May 2003, 19-point Dakar Declaration December 2009

recommendations are as follows:

- a) Inclusive education approach has been accepted as a strategy to achieve EFA.
- b) Enforcement of compulsory education regulations.
- c) Improving the quality of learning with an emphasis on the development of essential learning competencies.
- d) Provision of a range of subsidies; free text books, school uniform materials, scholarships, spectacles, transport subsidies.
- e) Implementation of a school health and nutrition Program.
- f) Developing school libraries.
- g) Better schools in disadvantaged urban areas and rural areas; Navodya schools, Model Primary schools, Isuru schools.
- h) Promotion of ICT in education.
- i) Direct funds to schools.(MoE 2009)

Despite the political changes that have occurred in the country over the past decade, these activities and goals have remained more or less unchanged. There are huge challenges that the Government has to face in achieving the EFA goals. For instance, as mentioned in Activity (g), Navodya schools, Isuru schools, and model primary schools have been started with the aim of solving the longstanding unresolved issue of school categorization with significant gaps of education facilities. Further, the MoE has identified as "unreached groups: plantation children, children with disability, working children, children of migrant women workers, street children, orphaned, abandoned and destitute children within and outside children's homes, children with remand homes, detention centers and certified schools, internally displaced children, children in conflict affected areas and children in slums". The challenge is how far we will be successful in reaching the unreached. Ensuring the continuity of the above activities till 2015 would be much more desirable than just fulfilling one or two activities.

3. Policy Framework for Inclusive Education (PFIE) in Sri Lanka.

The discussion on PFIE was started in 2007, and the proposal was finalized in 2009 with the assistance of a foreign consultant. The author was one of the committee members of this policy development process. My contribution was mainly in the area of teacher training and development. The document was formulated after several rounds of discussions and workshops involving a large number of persons consisting of educationalists, school teachers, officials from relevant ministries, social service personnel, etc. The PFIE consists of seven major themes, which are Provision of Education, Teacher Education, Education Delivering, School Management and Leadership, Children with Special Educational Needs, Non Formal and Emergency Education, and Systemic Support for Schools. This was formulated to "ensure that all children not only have access to schooling, but that they are provided with equal opportunities once at school and a learning environment in which they can achieve their full potential" (PFIE, 2009). This policy document could be used as a strategy to reach the above identified unreached groups. But the present Sri Lankan Education Act dates back to 1939 and measures have been taken to replace this obsolete Act with a new Act. Steps had been taken to include the PFIE in the new Act, but due to several strains, the National Education Commission (NEC) is unable to reach a workable solution leading to passing of the said Act.

4. Suggestions and Recommendation with a special Focus on the theme of “Quality Primary Education for All by 2015”

As MDA report points out, the quality development of primary education is an urgent need, and this issue has been

discussed since the beginning of this decade (MoE, 2004). It can be identified that even though several strategies have been proposed and several activities have been implemented (Eg. The concept of Child Friendly Schools) with the aim of providing quality education, there are constraints to continue those strategies and activities in a consistent manner.

Sri Lanka has been identified as “an early achiever” who “is in track to reach targets for primary school enrolment” (UNICEF 2009). If Sri Lanka intends to be an early achiever in providing quality primary education too, it has to ensure the proper implementation of identified activities in the field of primary education.

- As recommended by international declarations on EFA, the Government of Sri Lanka should pay more attention to raising awareness among the stakeholder groups and the general public regarding EFA.
- Making the proposed Education Act with a PFIE component a law.
- Working out a national level mechanism, which incorporates, in a more organized manner, existing activities with an EFA focus conducted by related institutions.
- Working out a non-discriminatory admission policy for primary education.
- Ensuring the proper implementation of the existing primary education curriculum, which has been designed in a child-centered manner.
- Reducing the gap between Policy (curriculum) and Practice!

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JAPAN EDUCATION FORUM VII
COLLABORATION TOWARD GREATER
AUTONOMY IN EDUCATIONAL DEVELOPMENT

Session 1

"Five Years Left until 2015: What Should be Our Priority?"



Sri Lanka in Progress towards "Education for All, by 2015":

The Challenge of Broadening the Boundaries of Education while Maintaining the Quality of Learning

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February 03, 2010

Content

- Sri Lanka and South Asia EFA Forum
- Creation of a regional platform for collective efforts and dialog on EFA
- What are the priorities as identified by the South Asia Regional Declaration?: Dhaka Declaration on EFA
- What should be our priority?: The Sri Lankan context.
- What is in progress and what should continue?
- What is essential to reach the unreached?
- Suggestions and Recommendations

Sri Lanka and South Asia EFA Forum



- Afghanistan
 - Bangladesh
 - Bhutan
 - India
 - Maldives
 - Nepal
 - Pakistan
 - Sri Lanka
- SAARC

- Dakar Framework for Action – 2000
- Creation of South Asia EFA Forum (Kathmandu 2001)
- Ministerial Meetings of South Asia EFA Forum
- 1st Forum - Islamabad Declaration
- 2nd Forum - 19-point Dhaka Declaration
- 3rd Forum - Will be held in New Delhi - 2011



What is the 19-point Dhaka Declaration? Collective statement

Collectively affirm and commit in the context of Reaching the Un-reached to:

- 4.1 Enforce the right to education for all effectively, if needed through amendment or fresh legislation to make it justifiable;
- 4.2 Examine the main causes of exclusion and barriers to -education for the un- reached;
- 4.3 Identify the un-reached groups;
- 4.4 Prepare a disaggregated database;
- 4.5 Review/enact law for decentralization of formal and non formal education planning and management;



19-point Dhaka Declaration - Cont...

- 4.6 Review and reformulate education policies and practices to reach the un-reached;
- 4.7 Review/prepare necessary policies, strategies and practices for effective decentralization;
- 4.8 Strengthen institutional and organizational capacity for education planning and management;
- 4.9 Ensure participation of all stakeholders including community, media and civil society organizations in achieving EFA goals;
- 4.10 Establish effective monitoring, evaluation and feedback mechanisms for measuring the outcomes;
- 4.11 Establish network and collaboration with other sectors contributing to EFA;
- 4.12 Undertake a comprehensive assessment of resource requirement for achieving EFA with specific reference to reaching the un-reached;
- 4.13 Allocate at least 6 percent of the GDP to education;



19-point Dhaka Declaration - Cont...

- 4.14 Avail all opportunities for mobilizing internal collaborative fund;
- 4.15 Determine the gap between the required and internally available resources;
- 4.16 Mobilize resources through external funding;
- 4.17 Ensure better coordination and cooperation among the countries of South Asia for resource mobilization;
- 4.18 Determine the gap in the availability of human resource and create adequate infrastructure for its development;
- 4.19 Urge the Development Partners and corporate sector to increase/provide funding to ensure realization of EFA goals by 2015;



What should be our priority? Sri Lankan Context Eight Policy Recommendations

1. National ECCE policy encompasses children aged between 0 – 8 years
2. Establishment of policy framework for out of School Children in Compulsory Cycle (6 - 14 age)
3. Main streaming Inclusive approach based on the recognition of the rights of all children to receive quality education.
4. Ensure increased and rational allocation of financial resources for the un-reached groups and underserved on vertical equality basis.
5. Recommendation for enforcement of teacher deployment for quality education
6. Restructuring teacher development programs addressing inclusive education Concept
7. Strengthening the monitoring & evaluation capacity at all levels
8. Enhancing function literacy (MoE 2009)

What is in progress and what should continue?

Strategies to achieving the EFA – Sri Lanka

- a) Inclusive education approach has been accepted as a strategy to achieve EFA.
- b) Enforcement of compulsory education regulations.
- c) Improving the quality of learning with an emphasis on the development of essential learning competencies.
- d) Provision of a range of subsidies; free text books, school uniform materials, scholarships, spectacles, transport subsidies.
- e) Implementation of a school health and nutrition Program.
- f) Developing school libraries.
- g) Better schools in disadvantaged urban areas and rural areas; Novodya schools, Model Primary schools, Isuru schools.
- h) Promotion of ICT in education.
- i) Direct funds to schools. (MoE 2009)

Identified Un-reached Groups

- Plantation children,
- Children with disability,
- Working children,
- Children of migrant women workers,
- Street children, orphaned,
- Abandoned and destitute children within and outside children's homes,
- Children with remand homes,
- Detention centers and certified schools,
- Internally displaced children,
- Children in conflict affected areas and children in slums.





Policy Framework for Inclusive Education (PFIE)



Participatory process of consultation with all groups of stakeholders (PFIE)

- Ministry of Education (MoE)
- National Institute of Education (NIE)
- Ministry of Social Welfare
- Ministry of Human Rights
- Child Protection Authority
- Local ECCD Authorities
- Provincial Education Authorities
- UNESCO
- NNICFE
- GTZ
- International NGO's SCF.
- Local NGO's (Sarvodaya)
- University of Peradeniya
- Open University of Sri Lanka
- Teacher Training Colleges
- School teachers. etc



The Main Principal of PFIE

*'schools should accommodate **all children** regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups'*

The Salamanca Statement and Framework for Action, 1994, restated in the Education for All (EFA) Dakar Framework for Action 2000



PFIE Content in summary



- Provision of Education
- Teacher Development
- Education Delivery
- School Management and Leadership
- Children with special Educational Needs
- Non Formal and Emergency Education
- Systematic Support for Schools

Suggestions and Recommendations to Reach the 2015 Goal

As recommended by international declarations on EFA, the Government of Sri Lanka should pay more attention to raising awareness among the stakeholder groups and the general public regarding EFA.

Making the proposed Education Act with a PFIE component a law.

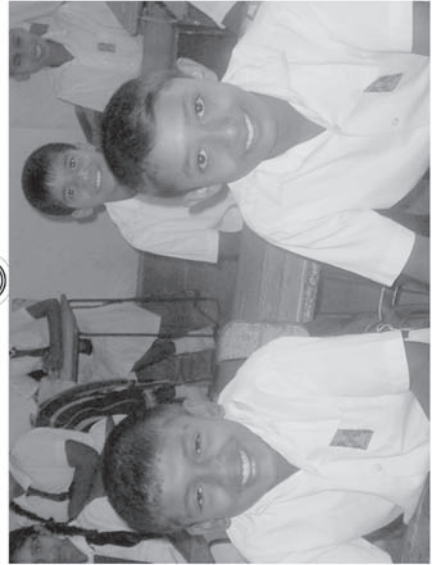
Working out a national level mechanism, which incorporates, in a more organized manner, existing activities with an EFA focus conducted by related institutions.

Working out a non-discriminatory admission policy for primary education.

Ensuring the proper implementation of the existing primary education curriculum, which has been designed in a child-centered manner.

Reducing the gap between Policy (curriculum) and Practice!

Thank you



Five years left until 2015: What should be our priority?

Charles Aheto-Tsegah
Director, Planning, Budgeting, Monitoring & Evaluation Division,
Ministry of Education, Ghana.



Abstract

Supporting developing countries to breakthrough the diverse and numerous challenges confronting them in making quality education accessible has been a development imperative with the coming into force of the Millennium Development Goals (MDG) and the Education for All (EFA) principles. Five years to the target date for accessing results and impact, it is evident that many countries would miss the targets set. While enormous efforts have been made since 2000, it is important that lessons learnt in the key areas of access and quality should become the new priority focus. In addition, a new paradigm that shifts emphasis to enhancing capacity to deliver identified interventions and the appropriate targeting of resources to produce results should be initiated in developing countries.

Introduction

In addressing the issue of what priorities should drive efforts in achieving results in the remaining year to 2015, it is important to ask a number of questions that would place the global education development frameworks in within their historical perspectives. My contribution will take this course as I highlight the priorities for the period.

1. Did we evaluate Jomtien?

I have posed this question instead of the more controversial one, *was there a need for the Millennium Development Goals and the Education for All?*, so as to avoid being misunderstood politically. Essentially I am seeking to ask what lessons we brought forward in developing the new frameworks. While the Millennium Development Goals (MDG) and the Education for All (EFA) principles raise important systemic concerns for education development, they continue in the old mode as they fail to mention what has lately been identified as the 'four gaps' which are key limitations in the delivery of education in many developing countries. These are: lack of planning and implementation capacity; lack of sound policies; absence and/or inadequacy of good quality data; and the inadequacy of domestic and external financing needed for investment and recurrent expenditures¹.

On hindsight, if these were known the content of the MDG and the EFA should have identified specific achievable actions to address these key areas rather than the huge assumptions that the principles would work anyway.

2. What are the lessons learnt in access?

The three most recent UNESCO EFA Global Monitoring Reports have highlighted progress made in improvements in the access. The Reports are very careful in noting that in spite of the progress there are still very glaring evidence of a large stock of out-of-school children, many in fragile states (thus raising another dimension to the access issue). The key lessons in access are that first, conflicts are a major disincentive for schooling; children not attending school at the right age; the equity challenge; and quality.

Access remains an important priority to pursue. Yet this must be done by carefully targeting new approaches to accessing basic education. I refer here to complementary models of providing education. If sub-Saharan African

¹ FTI Secretariat: *Fast Track Initiative: A global partnership to achieve Education for All*, 2008, Washington

countries would achieve UPE and MDG2 and 3, a new approach that emphasises complementary education must be adopted². In Ghana, this has proved very successful through the School for Life approach, which has encouraged the establishment of so-called Wing Schools in the northern parts of Ghana by CSO/NGOs in Education. Funding for this type of education must be included into the funding arrangements under the FTI.

Another key area in access that is currently gaining ground and requires more support is Early Childhood Education. In the 2006 UNESCO EFA Global Monitoring Report, this stage of education is described as ‘strong foundations’ yet it has eluded education systems in many developing countries. It took Ghana seven years to acknowledge this strong foundation and certain provinces in South Africa are currently working very hard to build a sustainable early childhood education. By strengthening this level of education many poor areas will gain access and continue schooling, while their parents are freed to engage in different forms of decent work to alleviate poverty. The challenge of children not attending school at the right age reduces with the growth of early childhood education.

3. The Quality Imperative

The lessons from pursuing quality in education systems reveal that there is a high correlation between direct support to teachers and improved performance. In many developing countries, efforts have been made to ensure compliance with the FTI benchmarks. Gambia’s support to teachers in rural deprived areas remains a touted best practice for the effect it had on both improving access and quality in rural schools.

Quality is an important factor in promoting access, as much as it is crucial in its own right. The quality focus is still very relevant but its link to finance continues to render it as a challenge. In the remaining period, the focus on quality has to be linked with improving the human capacity to manage implementation and to support the monitoring and evaluation processes. The teacher factor is important and clear indications demonstrated by the setting aside of funds to support teachers in poor and deprived communities should no longer be left to the decision-makers who would substitute the teacher for other competing quality concerns.

Pupil learning achievements has been overlooked in the current frameworks. Improvement in literacy and numeracy are necessary standards that encourage continued schooling and promote ability to learn. The concept of learning to read and reading to learn must be enforced and supported. The quality of pedagogy is essential here and every effort must be made to assist more teachers to acquire good methodologies in the teaching of literacy and numeracy.

4. Appropriate Targeting

The time has come to discriminate in the support provided to education system. There are two dimensions to this. First is the financing challenge and second is targeting more support to areas that are lagging behind in progress towards target achievement.

The financing challenge, also identified as one of the four gaps is crucial at this point. In view of limited resources, it is important to target resources to areas of real need. Deprived, poor and challenged communities require more financial support to improve on their education. This would require countries to properly assess their local performance and identify the areas of need. It is in this connection that targeting becomes very important. Here targeting can focus on using a means testing approach to determine needy pupils. This will ensure that interventions that require financing are provided for the beneficiaries who need it most. For example, in Ghana, infrastructure for Junior High School Education is targeted at areas where there are more than two primary schools to one Junior High School. This is expected to increase the number of children who transition from primary school to Junior high school as part of the efforts to achieve a 100% enrolment at the basic level. Targeting is also required in the provision of incentives for teachers. Areas

² Joseph Estefan et al.: *Reaching the Underserved: Complementary Models of Effective Schooling*, December 2007, USAID pg.8

where the teacher gaps are acute should be supported and teachers in these areas provided all the support to remain at post.

5. Ownership, Accountability and Transparency

The remaining five years must be spent on strengthening accountability, ownership and transparency system in education systems. To achieve this, countries must re-examine their country systems and revise their processes to provide more confidence in the education system. Adequate guidance is needed for improving management of basic schools (pre-school, primary and lower secondary schools), while communities are empowered to demand accountability in the delivery of education services.

6. Conclusion

This is the period of innovation, managing with what is available, such as building on the progress made so far and responding to the evident challenges that continue to undermine progress. It is time to pay attention to the ‘critical small things’: improve planning, sending the school to the out-of school children (moving schools, shepherd schools, wing school by making it impossible for this category of children to have an excuse to be out of school); targeting the needy children, teachers, and areas with more resources.

I propose that for the next five years education performance must measure amongst others the following indicators annually:

- no. of reduction in out-of-school children
- No. of schools with no. of children enrolled in early childhood institutions.
- No. of schools conducting school performance appraisal meeting

Session 1

“Five Years Left until 2015: What Should be Our Priority?”

Presented by

Charles Aheto-Tsegah
Director, PBME Div., Min. of Education, Ghana

JAPAN EDUCATION FORUM VII
-COLLABORATION TOWARD GREATER
AUTONOMY IN EDUCATIONAL
DEVELOPMENT-

Introduction

2

- Our priorities for the remaining years to 2015 should be inspired by lessons learnt over the past years

Presentation will focus on the following:

- What did we learn from Jomtien?

Remaining 5 years is for application of lessons learnt from the implementation in:

- Access
 - The quality imperative
 - Targeting resources
 - Promoting ownership, accountability and transparency
- Conclusion

Japan Education Forum VII - Feb. 3, 2010

What did we learn from Jomtien?

3

- Education for all: A driving principle of Jomtien.
- The ‘four gaps’ (low planning and implementation capacity; lack of sound policies; absence and/or inadequacy of good quality data; inadequacy of finance – domestic and external to carry out needed investment and recurrent expenditures) major limitations in the delivery of education.
- MDG and EFA do not highlight these to be addressed but float in the assumption that the principles espoused will work anyway.

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5 years More: Applying lessons learnt

4

1. **Access:** some of the key lessons are:

- Conflicts: a major disincentive for schooling
 - Children not attending school at the right age
 - Equity
 - Quality
- Priority should be placed on
- Promoting complementary education (Ghana Case: adoption of new Complementary basic education policy; School for life; Wing Schools) inadequate funding for these
 - More support to Early Childhood Education the ‘**strong foundation**’ (UNESCO, 2006 GMR), addresses problem of later age entry into school)

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2. The quality imperative

- Teachers: Agents of Change are central to achieving this. Positive correlation between direct support to Teachers and improved learning achievement. **A GOOD teacher makes a GOOD difference**
- Pupil learning achievement: Focus on improving literacy, numeracy and life skills built on improved pedagogy and support to pupil learning. **When pupils learn to read, they read to learn.**

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3. Appropriate Targeting

- 2 major considerations (financing; and identifying and reaching the needy)
- Financing : Targeting resources to areas of real need: deprived, poor and challenged communities)
- Identifying and reaching the needy: Adopting a means-testing approach to implementing interventions, give meaning to the interventions and produces better results

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4. Ownership, Accountability and Transparency

- Strengthening, accountability, ownership and transparency principles. Requires intensive empowerment programmes for communities to demand results; Support to school management to respond to demands from community and to ensure accountability.
- School report cards and school performance appraisal meetings can help achieve this, these have to be supported.

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Conclusion

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Time to pay attention to the **critical 'small things'**.

- The Teacher, the Teacher, the teacher: lets make them **count** and **accountable**
- Send education to people and places: Lets get it straight **not every child will enrol in formal schooling**. Time for formal funding of complementary education.
- Every child deserves a Head-start: A good foundation in early childhood education is necessary.
- Give support to those who **really** need it

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- New evidence of progress must measure and report on the following indicators:
 - Reduction in number of out-of-school children
 - No. of P1 children with early childhood education experience
 - No. of schools conducting performance appraisal meetings with school-community members
 - Number of teachers serving in deprived, poor and challenged communities

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Thank You for your attention.

Japan Education Forum VII - Feb. 3, 2010

JICA's Cooperation in Education ~Now and Future~

Hideo Eguchi
Deputy Director General

Human Development Department Japan International Cooperation Agency (JICA)



Education is a fundamental human right that should be equally available to all people. The World Conference on Education for All (1990) reached a consensus that achieving EFA was a common goal of international community, and that the efforts to ensure quality education for all are a responsibility for both of developing and developed countries.

Education is also considered the basis for development of all kinds. It is an important foundation in enabling each person to live with dignity, and to fully exploit the potentials to lead a quality life with more choices. Education also plays an important role in developing the human resources needed for socio-economic development of the society.

Furthermore, education is the foundation for peace and prosperity in the world. The acquisition of broad knowledge and diverse skills through education promotes mutual understanding among people of different cultures and values, and helps us aspire to peaceful and consolidated societies of respectful coexistence and a sustainable world.

The world has undergone great changes in recent years as a result of advancing globalization and remarkable progress in science and technology. At the same time, people face such emerging global threats as climate change, conflict, proliferation of drugs, and the spread of infectious diseases.

To deal with these issues requires skills to create knowledge, flexible thought for effective use of knowledge, ability to solve problems. Such abilities are developed through education, and thus enhancement of education in all countries is of growing importance.

Undeveloped educational systems lead to widening gaps both within a country and in the relations with developed nations. For developing nations to be able to actively cope with the changing world, including globalization and the shift to knowledge-based society, they need to have a broad range of human resource development. For this end, development of education at all levels, from primary education to higher education, is important from the long-term perspective.

International community is continuing efforts to achieve EFA and the MDGs by the target year of 2015. Support for countries that still face many difficulties in achieving universal primary education remains JICA's top priority in education sector. Some countries have succeeded in improving primary education to a certain level. In countries that have rising needs for secondary education based on educational and industrial policy, the need is growing for the enhancement of not only primary education but also secondary education.

For primary and secondary education, JICA is placing its focus on three issues: expanding educational opportunities, providing high quality education, and improving education management. In addressing these issues, we are emphasizing construction of schools, strengthening the capacity of teachers, supporting participatory school-based management, and capacity development of education officials. For teacher education/training, we put particular stress on mathematics and science. This is because strengthening mathematics and science education is the strong needs of developing countries and they expect that kind of support from Japan. It is perceived that the scientific and creative thinking acquired from mathematics and science education contributes both to the development of individual abilities and to socio-economic development. JICA is also working to make it possible for all children to receive a quality education, with consideration of the differing needs of various groups, such as girls, children with special needs and etc.

In TICAD IV, the Japanese government has committed to (1) construction of 1,000 schools (5,500 classrooms), (2)

training of 100,000 teachers through SMASE-WECSA¹, and (3) expanding the participatory school-based management program “School for All” to 10,000 schools. JICA is also making utmost efforts for the achievement of these goals.

JICA’s operating principles

• Enhancing Two – way dialogue between policy and schools

Education sector is one of the most advanced sectors in terms of donor coordination. As a member of international aid community, JICA continues to make its efforts to have better cooperation with development partners for aid effectiveness. A characteristic of JICA assistance is emphasis on improvement of learning environment in schools, through working closely with teachers, school principals, and community. JICA also works to support capacity development of central government for policy formulation and that of local governments for effective implementation and monitoring.

Technical cooperation normally starts with small-scale in pilot area, and tangible successes can be adopted as a model for policies to spread nationwide. Having findings from model development reflected in policy making contributes to building strong ownership. Under the education development framework of SWAps and FTI, in particular, promoting linkage between policy level and school level can contribute to aid effectiveness.

• Strategic use of schemes

JICA is a unique organization with three schemes: technical cooperation, grant and loan aid. Taking this advantage, we now explore strategic use of these schemes to make JICA’s assistance more efficient and effective: for example, using loan for more efficient and effective scale-up and spread-out of models developed by technical cooperation; in assistance for teacher education, more effective support by combining grant for construction of facilities and technical assistance for capacity development of teacher education institutions.

• Promotion regional and inter-regional education network

JICA is increasing its efforts to promote a network that facilitates the platform to share experience and findings of countries in the region for addressing common issues. One example is SMASE-WECSA for mathematics and science education in Africa, founded in 2001, with currently 35 participating countries and region. Annual workshop is organized by member countries. In 2009, technical meeting for mathematics and science trainers was held with participation not only from member countries but also with participation from Japanese university.

SEAMEO-RECSAM² and UP-NISMED,³ while workshop for administrators had participation from ADEA⁴. By promoting this type of networking, JICA contributes to fostering African experts who work for educational development in their respective nation and the region.

¹ Strengthening of Mathematics and Science Education in Western, Eastern, Central & South Africa (SMASE-WECSA)

² Southeast Asian Ministers of Education Organization Regional Centre for Education in Science & Mathematics

³ University of the Philippines National Institute for Science and Mathematics Education Development

⁴ Association for the Development of Education in Africa



JICA's Cooperation in Education ~ Now and Future ~

Japan Education Forum
3 February 2010

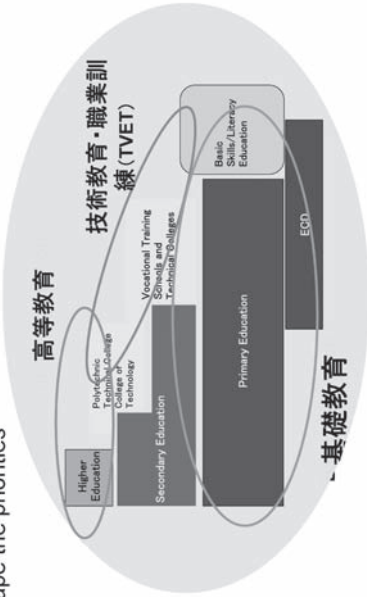
Hideo Eguchi
Human Development Department
Japan International Cooperation Agency

Why support education?

- ◆ **Education, as a fundamental human right**
 - ▶ enable individuals to fully exploit the potentials to lead a quality life with more choices
 - ◆ **For sustainable development of the society**
 - ▶ educated individuals contribute to promoting poverty reduction and sustained economic growth
 - ▶ skills to create knowledge, flexible thought for effective use of knowledge, ability to solve problems are required to cope with emerging issues in the rapidly changing world: globalization, knowledge economy, climate change, etc.
 - ◆ **Promoting mutual understanding for peace**
 - ▶ enhanced understanding of the world increases respect for diversity, leading to the peaceful and consolidated society.
- ◆ *Japan's experience of developing the country with high priority on education*
- ◆ *Commitments to EFA, MDGs*

Approach to Sub-sectors

- Based on situation analysis of each country, identify issues, and shape the priorities



Sub-sector Priorities

provides necessary knowledge and skills to lead a quality life
support for its expansion is JICA's priority

Priority areas:

- <levels>
 - ▶ Primary Education (countries where UPE remains top priority)
 - ▶ Secondary Education (countries that are close to achieving UPE)
 - ▶ NFE and ECD in cooperation with NGOs and international organizations
- <focus>
 - ▶ access to education
 - ▶ quality education
 - ▶ education management
- <strategy>
 - ▶ Inclusive
 - ▶ Comprehensive and integrated
- <TICAD IV>
 - ▶ School Construction (1000 Schools), teacher training (10,000 teachers), school based management (10,000 schools & communities)

Sub-sector Priorities

TVET

provides knowledge and skills that promote employment and socio-economic development
develop secure labor force with high productivity and competitiveness

Priority areas:

<focus>

- ① Human resource development for industry
- ② To increase the opportunity of employment and induce income generating activities in post-conflicts and fragile states

<strategy>

- ① {
 - Support for leading public TVET institutions
 - To meet changing needs of industry
- ② {
 - Timely and flexible support in partnership with NGOs and international agencies
 - To provide basic skills training for groups of people with greater needs (ex. **disarmed soldiers, domestic refugees**)

Sub-sector Priorities

Higher Education

creates, disseminates and applies knowledge and technology that a nation needs to survive in a knowledge-based society

Priority areas:

<focus>

- To improve educational capacity of HE institutions to develop high skilled professionals who lead the nation's socio-economic development
- To improve research capacity of HE institutions to produce solutions to global/regional issues

<strategy>

- To strengthen capacity of national/regional leading institutions (academic staff development, support for equipment, management, linkage with industry and community, etc.)
- To strengthen international inter-university academic network among Japan and partner countries

Operating Principles

1. Mid- and long- term cooperation allied to education sector development plan of respective countries

- position JICA's support in education development framework (ex. SWAp, FTI)
- promote synergy effects
- share JICA's vision with development partners

2. Enhancing two-way dialogue between policy and schools

- support for materialization of national policy on the ground
- reflection of field experience in policy making

3. Strategic use of different schemes

- New JICA as a unique organization with three schemes (grant, loan, and technical cooperation)
- ex
 - ★ model development by technical cooperation & scale-up and spread-out by loan
 - ★ facilities by grant or loan with technical cooperation
 - ★ policy dialogue facilitated by program loan & implementation of policy by technical cooperation

Operating Principles

4. Promoting regional and inter-regional education network

- Regional network on math and science Education (SMASE-WECSA in Africa)
- Regional inter-university academic network (AUN/SEED-Net in SE Asia)

5. Strengthening partnership

- Multi and bilateral aid agencies
- NGOs
- Private sector

6. Result-oriented program formulation and implementation

- Final goal is to enhance learners' abilities via quality education
- How to measure:
 - result and impact
 - cognitive and non-cognitive skills

Five years left until 2015: What should be our priority?

Divya Jindal-Snape

Senior Lecturer, School of Education, Social Work and Community Education

University of Dundee, Scotland



Education is every individual's right and is seen to be essential to alleviate poverty. The focus in this paper is on what we can do in terms of providing international educational assistance and cooperation to achieve the goals of 'Education For All' (EFA) and what might be our immediate priorities. In terms of international educational assistance, I will discuss two aspects. The first will be based on Knowledge Exchange amongst academics, teachers and other relevant practitioners, and educational policy makers, as I think it is an important way of moving towards our goals as well as learning from each other. The second will focus on the work that has been done by the UK Government, voluntary organisations and individuals to provide international educational assistance to help achieve the goals of EFA and also the 'Millennium Development Goal'. As an academic and practitioner, I will focus more on the former. Then I will focus briefly on my suggestions for our priorities.

International Educational Assistance in the form of Knowledge Exchange

In the UK, as in many developed countries, the issue is not about providing schools or making education available for all. The issue is of retention in schools and sustaining student motivation to achieve. (This perhaps is an issue for all the countries in the world.) As an example, I would like to discuss recent work I have been involved in with international collaborators. We have found that one of the key periods that has an impact on students' motivation, self-esteem and achievement, is the transition from one stage of education to another, e.g., starting primary school, moving from primary to secondary school and so on. It seems that despite the variation of educational systems, country or student's age, when they face these transitions the pedagogical, social and emotional challenges which students, parents and professionals undergo are quite similar (see for example Adeyemo, 2007; Akos, 2004; Dockett & Perry, 2001; Eccles, Wigfield, Midgley, Reuman, Mac Iver, & Feldlaufer, 1993; Jindal-Snape & Foggie, 2008). In other words, these various transitions in the students' learning path significantly impact on their every-day life. In this context various researchers from around the world have been making an attempt to understand the reasons behind the problems and ways to resolve them. For example, Jindal-Snape and Miller from Scotland have looked at the role of self-esteem and resilience. Adeyemo from Nigeria has looked at the impact of emotional intelligence intervention on secondary school pupils and higher education students' ability to have a successful transition. Research in the USA looked at what provision can be put in place, especially prior to formal schooling, to support families and communities (especially the ones in poverty), to provide a child with rich experiences that can support his/her learning and readiness to learn in a formal context (Mayer, Amendum, & Vernon-Feagans, 2010). In Japan, Yaeda (2010) has focussed on systematic, planned transition for people with disabilities starting three years prior to leaving secondary school and carrying on for another 3 years post-secondary. All these collaborators and others have brought together a wealth of knowledge into how to sustain motivation, self-esteem and achievement which will hopefully result in student retention and also lead to better practices and better participation of students across the world.

Still in the context of supporting transitions, several countries such as USA and Finland have aligned their educational system and curriculum to the individual's developmental stages and needs within the context (Vernon-Feagans, Odom, Panscofar, & Kainz, 2008). New Zealand has moved to competencies, giving an opportunity to celebrate and build on the diverse strengths of the learners. Similarly, e.g., in Scotland, there is an emphasis on

the involvement of parents in their child's education and the life of school through the Scottish Schools (Parental Involvement) Act 2006 (Scottish Government, 2006). It goes without saying that we can learn from each other's educational policies to see how they might be applicable to our own context.

Another example, which is pertinent to the goals of EFA, is related to readiness to start school. For a long time there has been a debate regarding the best age to start school. Research has been inconclusive about the appropriateness of age as a predictor for readiness to start school (Ford & Gledhill, 2002; Stipek, 2002). Elsewhere the focus seems to have moved to readiness to learn as well as social and emotional readiness. The overarching debate is whether it is about the child being ready or is it about the schools being ready to work with every child as an individual recognizing his/her unique differences and building on his/her strengths (see Hannah, Gorton, & Jindal-Snape, 2010). Mayer et al. (2010) suggest that readiness is at levels beyond the child, and includes the community, school, and family, and that readiness is the interaction and fit between the child and his/her family, and the readiness of the school to teach that child. Regardless of the country, researchers have emphasized that smooth transition depends on the quality of preschool experience. Therefore, it is important to ensure that all children get good quality preschool provision either through formal preschool systems or through a supportive family and community. Hannah et al. (2010) emphasize the importance of involving parents in the education of the child and the transition process. From the above examples, it is evident that in every country, irrespective of the stage of development, work is still required to get the educational system right for the children so that we can achieve the aim of education for all.

In another way collaboration can be seen in the form of educational assistance through capacity building, for example through educational programmes. In several countries entire generations have missed school education due to war. We have, for instance, collaborated on Continuous Professional Development (CPD) programmes in Eritrea where their highly experienced senior health care managers were able to get accredited qualifications. This was through a blended learning approach: distance learning, ICT based support (although this became minimal at times due to the lack of appropriate resources), and in-country visits. We as tutors learned a lot about health care in Eritrea and the dedication to work for the good of every member of the society. They learned research, reflection and management skills from us.

Therefore, I would like to assert that Knowledge Exchange through collaborative research, CPD, reciprocal visits, etc. plays an important role in international educational collaboration and assistance.

International Educational Assistance in the form of resources

In this section, I will briefly discuss examples of other forms of international assistance. At a national level, for example, in April 2006 the UK Government committed to spending £8.5 billion over 10 years to support education in developing countries (DFID, n.d.). The Department for International Development has also reiterated its commitment to providing international assistance to work towards the EFA targets and the Millennium Development Goal (MDG).

People have shown their commitment to Education For All through campaigns, where world leaders, celebrities and common people have come together to support it. An example is the recent launch of the football strand of the 'Class of 2015' campaign '1 Goal: Education For All', which saw sports personalities and other celebrities come together at the Wembley Stadium in England (<http://www.join1goal.org/en/about-us>).

Along with this, there are voluntary organisations who are working in different countries by providing books, furniture, blackboards, etc. or by sending volunteers to teach in schools in developing countries. For example, READ International, a charity organised by students at Nottingham University since 2004, has 20 book projects across the UK and has sent over half a million books to countries in east Africa along with sports kits, science equipment and stationery (<http://www.readinternational.org.uk/>).

As can be seen, it is not only the responsibility of the Government to meet these targets. Individuals from all walks

of life are working in their own way to assist with this. The important thing to remember is that these activities are of mutual benefit. One country might benefit in terms of obtaining resources but the other benefits through increased global awareness.

Priorities

Regardless of whether a country is seen as a developed or developing country, education for all is an important target. We are all committed to that. However, the reasons behind our commitment, especially in our own country, might be different. It is difficult to look at a universal priority for Education For All. The priorities might have to be decided at a regional level and there will be differences in these. In all of this, the most important pre-requisite for success is that all countries work together and learn from each other. The specific nature of the problem might be different but there might be similar solutions. For example, school retention might be a problem in a developed country due to lack of motivation and in a developing country due to the impact of poverty. However, the solution might be the same; for example by involving parents in the education of their child, or for example by creating a motivating learning environment to suit the needs of those children.

We know that we have a long way to go till we can achieve the targets. The priority for me has to be to make sure that we do not lose momentum once we get to 2015 or be disheartened about what we have not been able to achieve. Therefore, on-going international educational assistance has to be an important commitment and global priority in the bid to achieve Education For All, one that *cannot* and *should not* stop at 2015!

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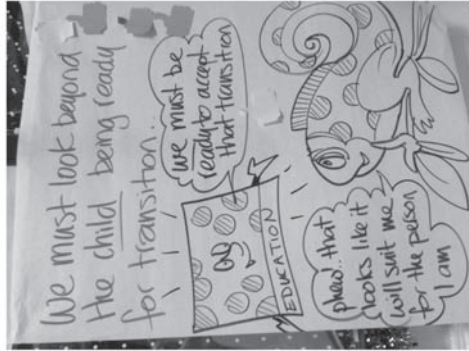
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Example of Knowledge Exchange Ready Children/Ready Educational Institutions



- Maturation v/s Interactionist Approach
- Vernon-Feagans and colleagues (2008) provide a way to conceptualize readiness which puts the definition of readiness, not within the child but at the "interaction and fit between the child and his/her family and the 'readiness' of the classroom/school to teach that child" (p. 63).

Example of Knowledge Exchange Continuous Professional Development (CPD) programmes



Example of International Educational Assistance in the form of resources

Free education for all boosted by \$4.5 billion pledge

25 September 2008

Government announces \$15 billion to deliver education for all

10 April 2006

UK and France deliver on promise to support education in Africa

07 February 2005

<http://www.dfid.gov.uk/Media-Room/Press-releases/?q=education+for+all>

Example of International Educational Assistance in the form of resources



<http://www.youtube.com/watch?v=aCs5vwrV5EM>

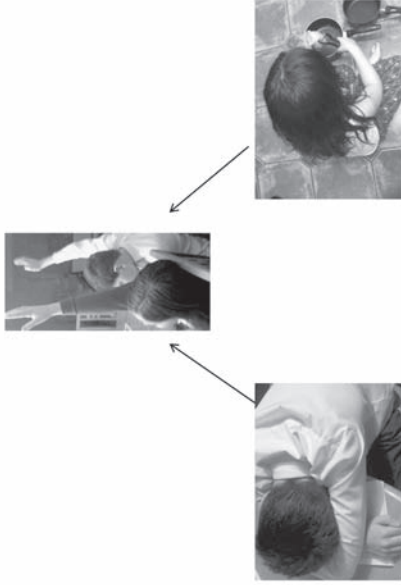
Example of International Educational Assistance in the form of resources



<http://www.readinternational.org.uk/>

Priorities

Different Reasons-Similar Problems?
Same Goals?



Priorities International Collaboration



Finally, we cannot slow down!! Gambarimashou!!



- consolidate what we have achieved
- to make sure that we do not lose momentum once we get to 2015 or be disheartened about what we have not been able to achieve
- on-going international educational assistance has to be an important commitment and global priority in the bid to achieve Education For All, one that cannot and should not stop at 2015!

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Towards Achieving EFA Goals by 2015: The Philippine Scenario

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INNOTECH)



The formal education system in the Philippines is a sequential progression of academic schooling in three levels: elementary or primary, secondary and tertiary or higher education. Basic education (primary and secondary) is centrally governed by the Department of Education (DepED). DepED administers, supervises and regulates the activities of both public and private primary and secondary schools.

The first level, elementary or primary education, consists of six compulsory grades (Grades 1-6) for public or state-run schools and in seven grades for some private schools. This level includes an optional preschool education that consists of kindergarten schooling and other preparatory courses. Children should enter Grade 1 at age 6. The second level, secondary education (for children aged 12-15), consists of four years of high school for those who have successfully completed primary education.

The Philippine EFA 2015 Plan

The Philippine EFA 2015 Plan is a vision and a holistic program of reforms of the country to achieve an improved quality of basic education for every Filipino by 2015. The central goal of the Philippine EFA 2015 Plan is **basic competencies for all** that will bring about **functional literacy for all**. Ensuring that every Filipino has the **basic competencies** is equivalent to providing all Filipinos with the basic learning needs or enabling all Filipinos to be **functionally literate** which means having the complete range of skills and competencies – cognitive, affective and behavioral which enables individuals to: live and work as human persons; develop their potentials; make critical and informed decisions; and function effectively in society within the context of their environment and that of the wider community (local, regional, national and global) in order to improve the quality of their lives and that of the society.

Where are we right now in so far as the overall EFA goals are concerned?

Based on the latest education figures for SY 2008-2009, the main story for about 85.1% of school-age Filipinos (age 6-11 years old; estimated to be around 13 million) who get into the country's schools is along the following lines:

- For every typical 100 entrants (2,677,529 for SY 2008-2009) to Grade 1, only 60 would have some sort of organized early childhood education program. Only around 40 of them would be at the right age of 6. The other 60 would either be age 7 or older. With a Net Intake Ratio of 48.41% for 2008-2009, it appears that majority (52%) of the country's six years old population are not in Grade 1.
- Thirteen (13) of these 100 entrants will not finish Grade 1; a total of 24 would have left by the fourth grade; and while 75 will reach Grade 6, only 73 will finish the sixth grade, taking an average of 7.3 years to finish.
- The mean percentage score (MPS)¹ of these primary level graduates is only 65; with scores in English at 61.6 MPS, Mathematics at 63.9 and Science at 57.9.
- For every typical 100 entrants (1,979,337) to first year high school, 80 will reach the fourth year, but only 75 will complete high school, taking an average of 5.6 years to finish.

¹ Quality of education is reflected through the results of the National Achievement Test (NAT). Satisfactory achievement level translates to a mean percentage score (MPS) of 75.

- The mean percentage score of these secondary level passers is only 50% out of a passing score of 75. MPS in English is 53.5, Mathematics in 42.9 and 46.7 in Science.

The Critical Tasks at Hand:

The country's National EFA Committee (NEC) proposes nine tasks considered to be the most strategic among many other important possible actions to address the urgent task of at least coming close to achieving EFA by 2015. These nine main tasks may be categorized into two general classes. Successful execution of six "production tasks" will yield the desired educational outcomes and an adequate foundation and supportive environment created by the three "enabling tasks" will be necessary to sustain effective implementation of the production tasks.

The six production tasks are:

1. ***Better Schools: Make every school continuously perform better.*** Focus is on improving nationwide school-level performance on the reasonable assumption that improving performance of every school will improve aggregate performance of the whole system of schools. Needed action is the development, introduction, propagation and adoption of instruments for every school to assess its capabilities and performance in attaining EFA goals and to define cost effective quality assurance standards.
2. ***ECCD: Make expansion of ECCD coverage yield more EFA benefits.*** The Philippines has a steady increase of new entrants to Grade 1 who have attended some form of organized ECE Program from 2002 (54%) to 2007 (65%) but still fell short of its target of 67% in 2005 (65%) and far behind the 2010 target of 100. House Bill 5387 passed by the House of Representatives and Senate Bill 2542 ("An Act Institutionalizing the Preschool Education Into the Basic Education System and Appropriating Funds Thereof) are intended to institutionalize preschool and offer it for free for all which will enable all five year old children to begin early education.
3. ***Teachers: Get all teachers to continuously improve their teaching practices.*** This supports the premise that improving teachers' practice of teaching is an important component of improving basic education outcomes. Teacher proficiency and performance is a major determinant of student achievement in school as well as in any other learning setting. Action needed is the adoption of measures to enhance capacity for quality teaching practice among those eligible for admission into the teaching profession, as well as the development of better policies, standards and procedures for selecting, hiring, deploying and utilizing teachers who are more capable of continuously improving their teaching practice.
4. ***Longer Cycle: Adopt a 12-year cycle for formal basic education.*** Compared with other Asian countries, basic education in the Philippines only lasts 10 years as opposed to 12 years in other countries. Action needed is to add two or more years to the existing ten-year basic education schooling that every Filipino child should get. Such longer duration can be feasible in the Philippines considering that at present the average elementary school graduate already takes 7.3 years to finish and the average high school graduate takes 5.6 years to finish, or a total of 12.9 years for the average current graduate to finish the existing ten year cycle.
5. ***Curriculum Development: Continue enrichment of curriculum development in the context of pillars of new functional literacy.*** Curriculum and instruction will continue to require research and development as knowledge expands, social demands change, educational practices evolve, and people's goals and aspirations rise. Action needed is to expand scope of institutional participation in curriculum development for basic education to include private schools, non-government organizations, teacher training institutions, individual professional educators and education scientists, and other organizations such as media, advertising and cultural entities.
6. ***Alternative Learning Systems: Transform non-formal and informal interventions into an alternative learning***

system yielding more EFA benefits. Adult literacy programs might be delivered more effectively (i.e., reaches more of those with greatest needs for learning enhanced literacy skills and engages much more those learners actually reached), if such literacy programs were integrated in all existing socio-economic programs addressing adult concerns. Needed action is to define and propagate cost-effective alternative learning options for achieving adult functional literacy in regional languages, Filipino and English and for government to finance the integration of these alternative learning options for the effective acquisition of functional literacy.

The three enabling tasks are:

7. **Financing: Provide adequate public funding for country-wide attainment of EFA goals.** Action needed is for the national government to adopt a new public funding framework for basic education that coherently combines national and local government funding to support the most cost-effective local efforts to attain quality basic education outcomes in every locality across the whole country.
8. **Governance: Create network of community-based groups for local attainment of EFA goals.** Action needed is to form a nationwide network of multi-sectoral groups advocating, supporting and monitoring attainment of EFA goals in their respective localities. Organized community-based EFA groups can become influential champions supporting attainment of goals through various community institutions that include schools, media, local government, local business, local culture and sports, and other potential resources for quality education in the community.
9. **Monitoring: Monitor progress in effort towards attainment of EFA goals.** Efforts need to be informed by results. Reliable, scientific and objective measurements of educational outcomes and of instructional and learning effort are crucial to all stakeholders. Action needed is to ensure that ample supply of objective information about level of effort expended and extent of progress attained keeps the nation's (and each community's) attention focused on these results.

Collective Action by All to Achieve Education for All

The road towards the attainment of universal basic education for all in the Philippines is indeed paved with good intentions. But as we all know, these are not enough. All intentions to do better than the past must be borne by well meaning individuals who must take definite steps to bring us closer to our targeted goals. Such actions should include the following:

- National political leaders, in the executive and legislative, to harness their collective ability to take the tough decisions in public finance to effectively and equitably allocate limited public resources that can be efficiently used to adequately meet the needs of good quality basic education for all.
- Professional educators who manage and operate our schools to collectively facing up to the stark reality that the vast majority of our schools are failing to teach and as a result many students are failing to learn.
- The best educated and most articulate leaders in society, who are working in media, government, business, academe and civil society, to take consistent and unified attention to getting the whole society committed to breaking the back of growing mass incompetence of Filipinos through adequate basic education for all.
- The community leaders (government officials, business leaders, and professionals active in their localities) to demand support and action for the attainment of quality basic education for everyone in their communities, not just for their own children.
- The education reform advocates to maintain their constancy of purpose, to have clear vision and strategies, to strengthen, direct and drive the process to improve basic education for all.

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**“Five Years Left until 2015: What Should be Our Priority?”
Towards Achieving EFA Goals by 2015:
The Philippine Scenario**

CAROLYN S. RODRIGUEZ

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Regional Center for Educational Innovation and
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Structure of the entire education system

- ❖ Basic Education (Department of Education)
 - 6-7 years of elementary school (6-12 years old)
 - 4 years of secondary school (13-16 years old)
- ❖ Tertiary Education (Commission on Higher Education)
- ❖ Technical/Vocational Education (TESDA)



Basic Education Sector

- ❖ Public school system
 - National government runs 41,388 schools
 - ❑ 36,759 elementary
 - ❑ 4,629 secondary
 - Organized around 2,260 School Districts under 193 Divisions in 17 Regions
 - National teacher force of around 456,317 teachers (337,082 elementary; 119,235 secondary)
- ❖ Private School System
 - 4,529 elementary schools
 - 3,261 secondary schools

The Philippine EFA 2015 Plan

basic competencies for all . . .
 . . . functional literacy for all

Having a complete range of skills and competencies--
 cognitive, affective and behavioral

- ❖ Live and work as human persons
- ❖ Develop potentials
- ❖ Make critical and informed decisions
- ❖ Function effectively in society

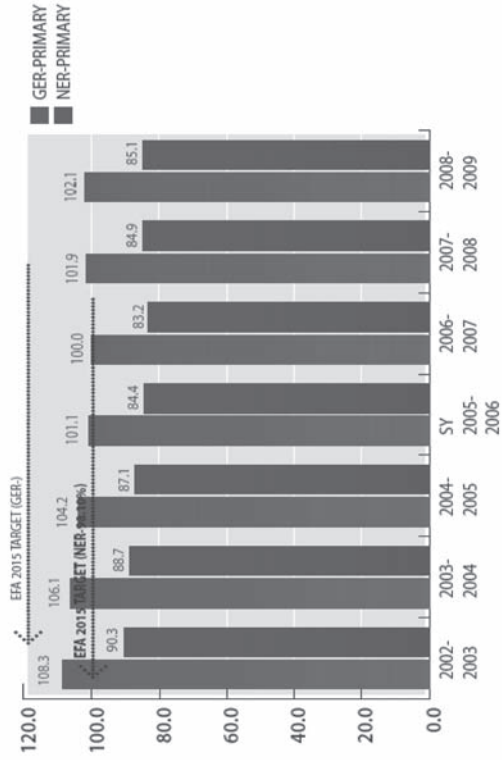
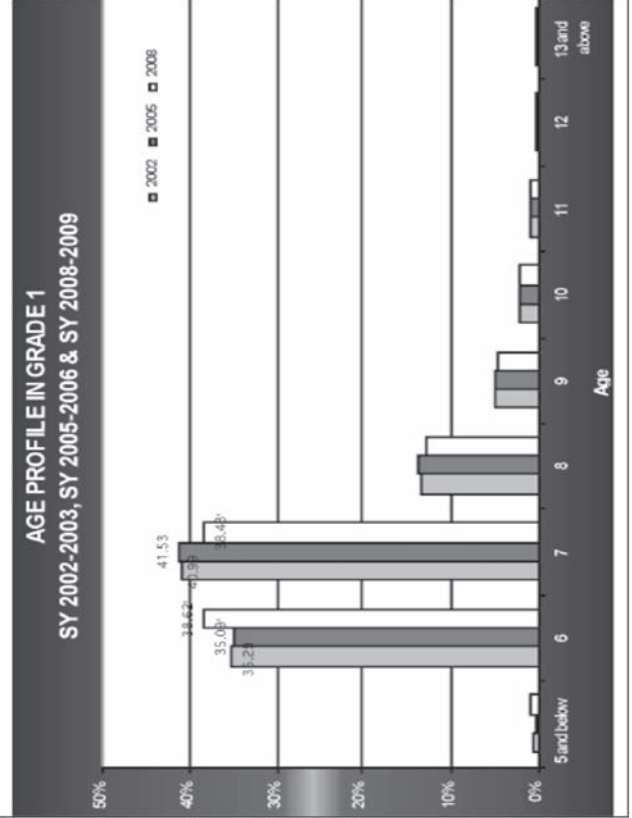
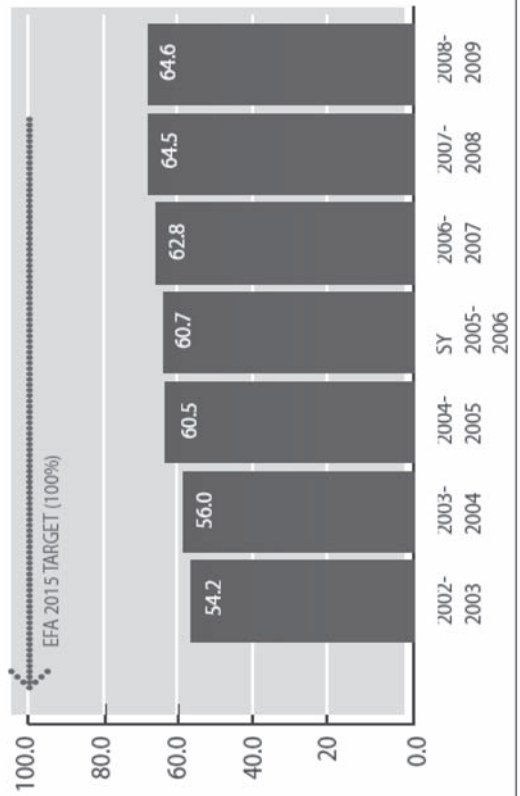
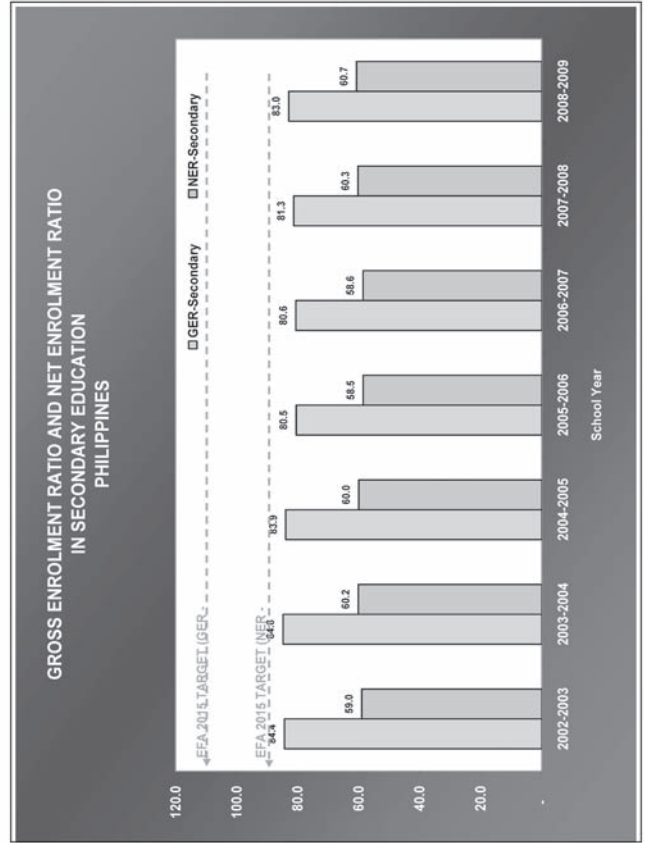
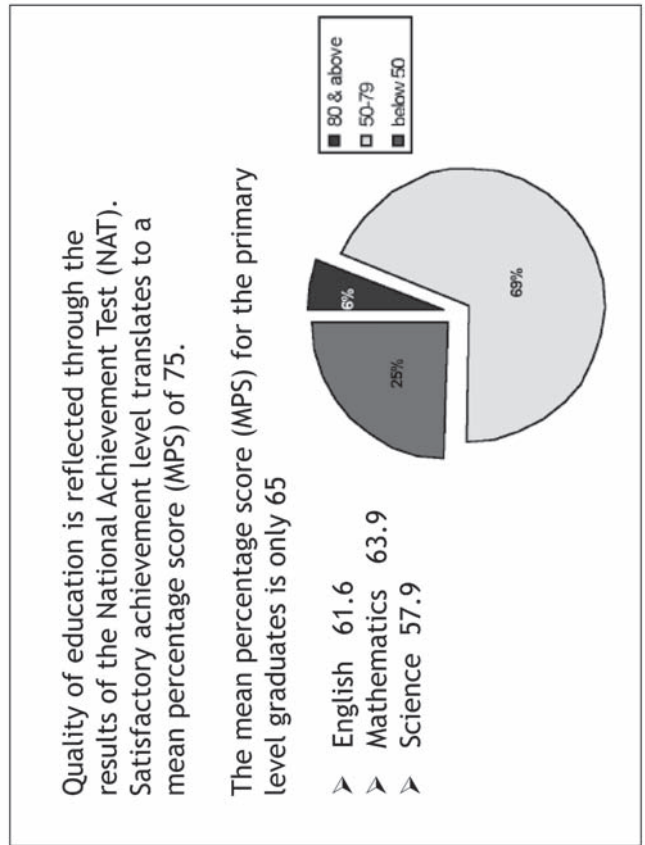
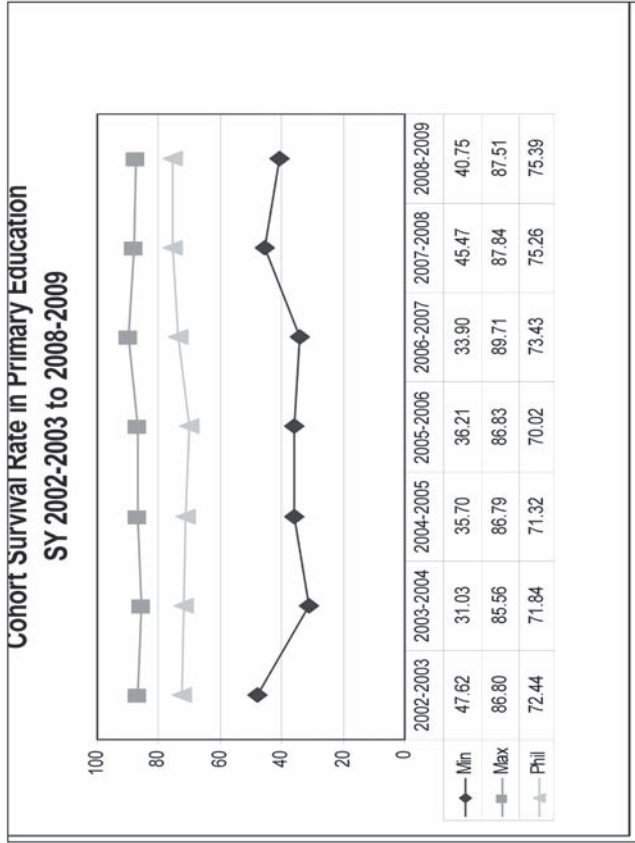
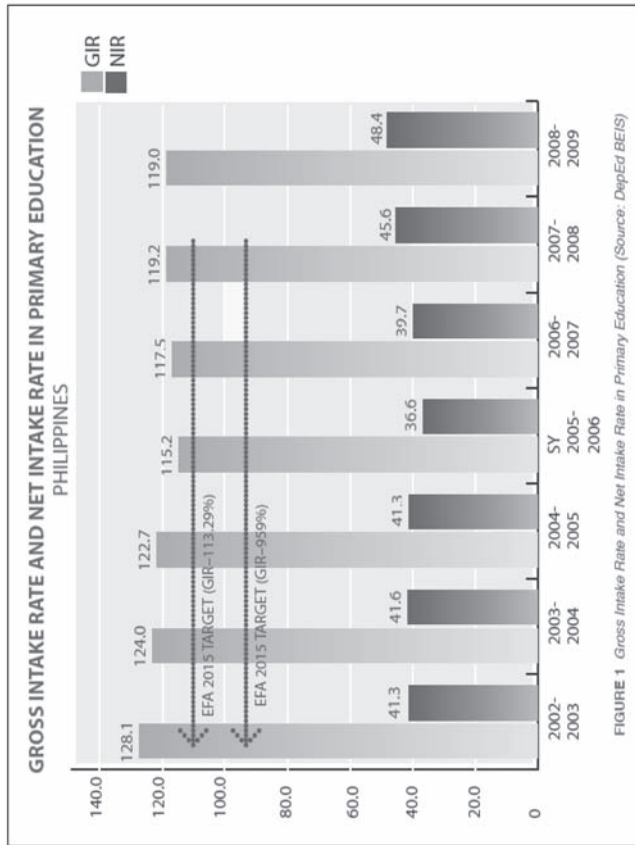
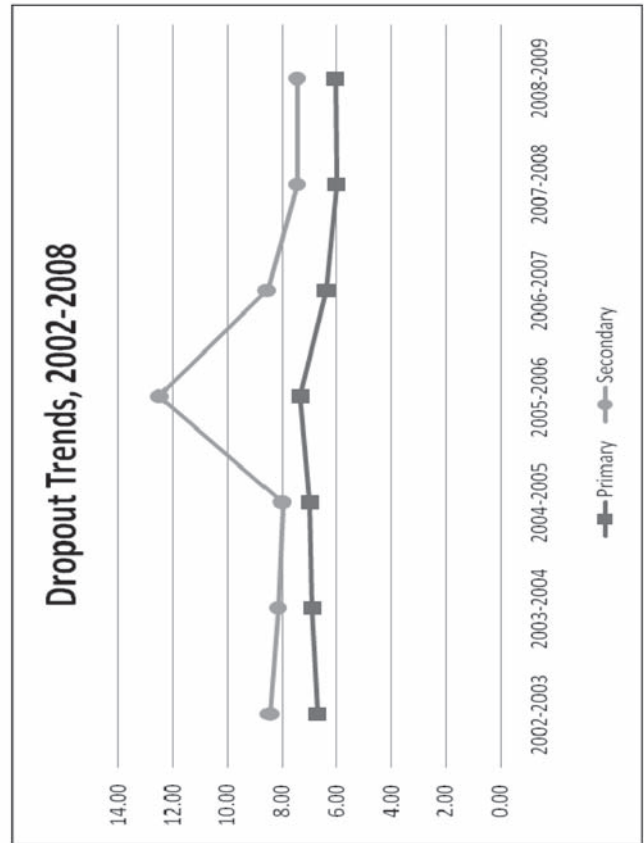
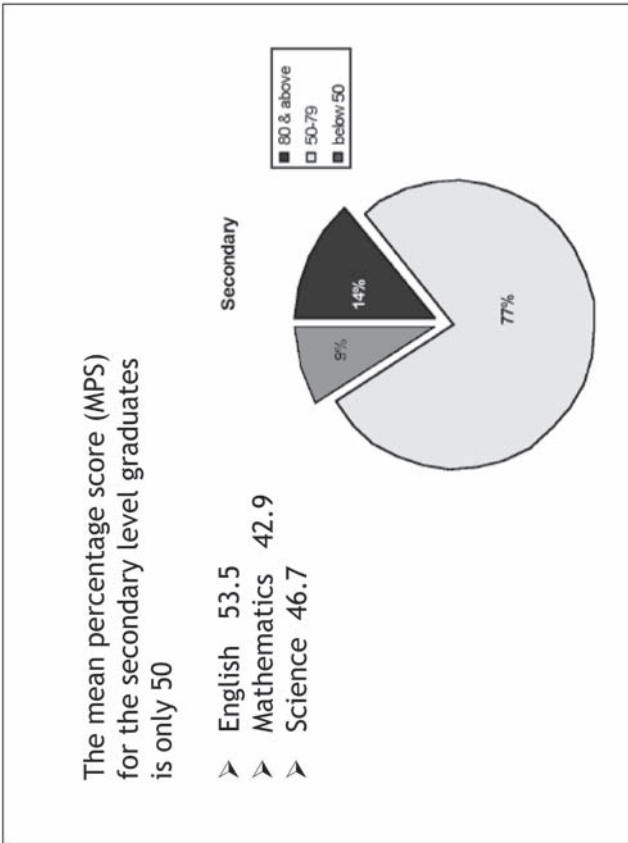
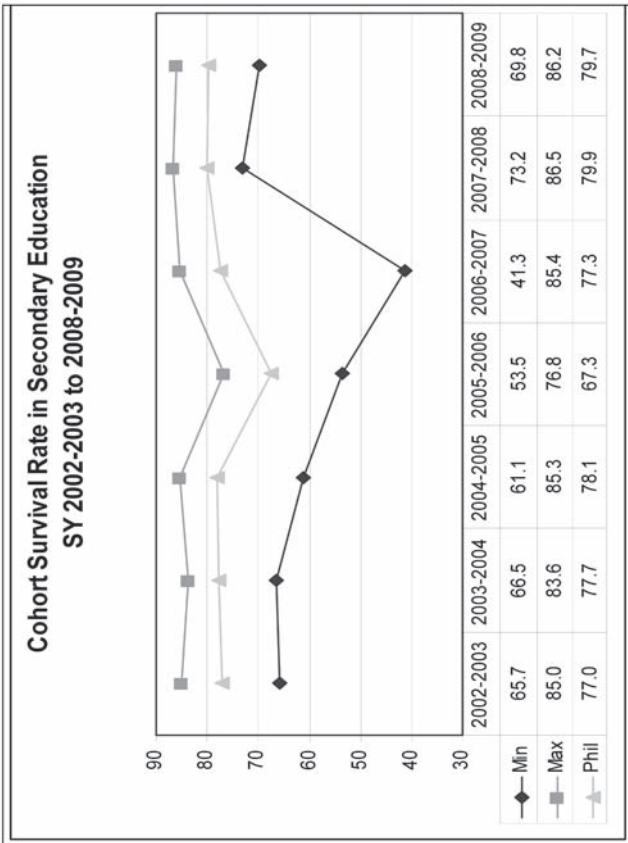


FIGURE 2 .Gross Enrolment Ratio and Net Enrolment Ratio in Primary Education (SY 2002-2003 to 2008-2009)

PERCENT OF NEW ENTRANTS TO PRIMARY GRADE 1
 WHO HAVE ATTENDED SOME FORM OF ORGANISED ECE PROGRAM
 PHILIPPINES







- ### Critical tasks at hand
- ❖ 6 Production Tasks: yield the desired educational outcomes
 - Better Schools
 - Expand ECCD
 - Improve teaching practices
 - Adopt longer cycle
 - Curriculum enrichment
 - Alternative learning systems

Critical tasks at hand

- ❖ **3 Enabling Tasks:** create an adequate and supporting environment necessary to sustain effective implementation of the production tasks
 - Provide adequate public funding
 - Create network of community-based groups
 - Monitor progress in effort towards attainment of EFA Goals

Collective Action by All to Achieve Education for All

- National political leaders to make tough decisions in public finance
- Professional educators to better manage and operate schools
- Leaders in government, business, academe, civil society and media to provide consistent and unified attention toward adequate basic EFA
- Community leaders to demand support and action for the attainment of EFA
- Education reform advocates to drive the process to improve basic EFA

Thank you!

【Dialogue between Speakers and Participants: Session 1】

Moderator: Prasad Sethunga (University of Peradeniya, Sri Lanka)

Thank you, Carolyn. Now we conclude all the presentations. And we will give the time for the audience for your questions. I think we didn't get questions. Regarding Mr. Eguchi's presentation from Japanese JICA side, he pointed out what is the policy of JICA side and Divya from the other international cooperation, and basically views from UK. Finally Carolyn pointed out Philippine's situation and what are the priorities of the South Asian countries. Please, we have five minutes.

Questions

Moto Young nee Isah Francisca Chube (Ministry of Women's Empowerment and the Family, Cameroon)

I am Francisca from Cameroon, a participant in JICA program for promotion of education for girls and women. You talked about enforcing laws on compulsory education. I would like to know how it is possible, because sometimes parents don't have money to send their children to school. And sometimes children don't want to go to school. So, are parents refusing or unable to send will be punished?

Jarr Ould Inalla (Mauritanian Embassy)

According to your presentation, there is one point which is very interesting for me, and I would like to know what you can advise yourself or other panelist about that. Which is in your presentation, you mentioned that in some schools, school is there, students are there, but teachers are not there. I think this is the worst thing faced in my country. The government is spending a lot of money to train teachers. But these teachers just give up; we are suffering from brain drain mainly in education system. So what can you advice us to deal with this situation.

Hameed Rathore Saadat (JICA Trainee, Pakistan)

I have gone through different presentations, but at one point, you told about the conditions of the teachers. You have focused that the conditions of teachers could be improved. It's a really good point, everyone talked about primary education, means of improving education, and enrollment rates, but no one talked about the conditions of teachers. You know if you improve the conditions of teachers, definitely the education will be improved. But you must have some incentive for the teachers as well. You must have some sort of mean you provide good facilities to the teachers so that you can hire the good qualified teachers or make professional choice as you said. It's a really good point, but do you have any suggestion how you can achieve this goal in your country or how we can achieve the goal?

Ahlijah Peter (Hiroshima University, Japan)

Thank you very much. My name is Ahlijah, Hiroshima University student. My question goes to Eguchi Sensei. He was talking about the fact that Japan would want to extend supports to the NGOs. I think that is rather good idea. The question I want to ask is that this support which is going to the NGOs. First what I know is that JICA is a governmental institution and it supports governments of other countries. Now that you want to support NGO. How is the structure going to be? Is there any NGO that is interested in education? Or that NGO that are affiliated to the governments of very specific countries as far as education is concerned? How would that be done? Thank you very much.

Mekonnen Geberew (Hiroshima University, Japan)

Thank you very much. I am a Fellow from Hiroshima University. I am a student. My question is actually general. I

am not referring for a particular presenter. I start with the topic of the presentation that is “Five Years Left Until 2015 - What Should be Our Priority?” And when I say this, should our priority be only to achieve MDG, or to address the real situation we have in our country? Because I feel the priority we see for achieving MDG could sometimes be different from the priority we have in our country. Right? So I really want to know where our effort is. Are we really interested in only to achieve MDG to 2015? What about after 2015? And what should be done for sustainability of what were achieved so far again? This is my question, and this is general. Thank you.

Gomez Felicia (Ministry of Women’s Empowerment and the Family, Cameroon)

Thank you for this opportunity. I am Gomez Felicia from Cameroon for JICA project for promoting women’s and girls’ education. My question is directed to Dr. Divya of Scotland. Yes, your presentation actually impressed me in one element, because when I followed all the other presentations of what have to be achieved in 5 years, all in the course of supply element, that’s difficult element. I am impressed by your touching that aspect of self-esteem. It really impressed me because I am working on that as a researcher for my PhD. I am really interested and I really want to know. We forget that self-esteem touches not only on many elements, it touches on dropout issues, and it touches on performance issue. So I don’t know if, as you are working on this, do you have some strategies in this, or do you have some proposal on how self-esteem can be improved in children? Thank you.

Response

Prasad Sethunga (University of Peradeniya, Sri Lanka)

In Sri Lankan context, they would like to go to school. Their cultural thing will enforce schooling. They are willing to come to the schools. We are not into enforcing, but motivation is the main thing we are into enforcing, not pressure for them.

Charles Aheto-Tsegah (Ministry of Education, Ghana)

I guess every country has its system to prepare its teachers. And most importantly, we are looking for qualified teachers. This entails a lot of teacher preparation and teacher development. So to ensure that the teacher has the specific competency to deliver, there should be a lot of training and skills to impart for the teachers to deliver. The other part is the terms and conditions of service. This is very specific to countries. The countries where the teachers are given good condition of service, education is improving. And in countries where teachers are paid anything, education is also anything.

But the other challenge is about supporting deprived districts, the communities where most teachers don’t want to go to because if they do, they are likely to compromise their desire to continue their education. There is a need to prepare a package of incentive for those teachers that are very willing to go into those areas and also to create motivation for more teachers to go into these underserved areas. In fact, it is important to drive down the gap between deprived areas and so called endowed areas, in order that we make any progress in terms of our effort to improve education in our respective countries.

In addition there’s the need to put in place some properly structured teacher professional development program that would enable teachers to continue to learn while they are on the job.

Hideo Eguchi (JICA, Japan)

Thank you very much for your question. Collaboration with NGOs is still a challenge for JICA, to be honest with you. But as I said in my presentation, especially for non-formal education and early childhood development, NGOs and

other international organizations have their comparative advantage. So when we are approaching these areas, we are looking for possibilities for collaboration with NGOs.

Moderator: Prasad Sethunga (University of Peradeniya, Sri Lanka)

Thank you very much. Little bit difficult to give a real answer, but I think after the next session, they are going to touch on that perspective. Actually our presenters also all the time discussed on this, not rushing the targets, but how to go towards these targets based on our real situations. That's our stance. Let me give some feedback at the final session with all the chairpersons like the previous ministry of education will think about that situation after the next session. Any other question? The final one, yes please.

Divya Jindai-Snape (University of Dundee, Scotland)

Sorry, there isn't a really short answer for this, so maybe we can talk about it later on. But when we talk about self-esteem, my colleague Miller and I are talking about 2 dimensional self-esteem. We are looking at the 2 dimensions, self-competence and self-worth. Self-competence is "I can do this", and self-worth is more about "I am valued and respected". So when we are looking at self-esteem, we are looking at giving the child or the student chances to succeed, but also being very aware that they should not be too easy. The child should feel that they've been challenged and then they are succeeding. But also they need to have a feeling of being valued by the teacher, by the peers, by the family and the community. So it's multiple strategies about how to carefully increase the feelings of self-competence and self-worth. I can discuss this with you further later on. Thank you.

Moderator: Prasad Sethunga (University of Peradeniya, Sri Lanka)

Thank you. Time is running. I would like to conclude this session with this five concluding remarks, considering your feedback and other presentations. One: not only the excess, quality is what we have to think about with child centered curriculum. Two: please don't rush for the mainstreaming, time for formal funding of complementary education. Three: education or advance programs for parents. Four: teacher is the key. Good teacher makes a big (good) difference. As Rodriguez pointed out, quality teaching practice. Five, final: enhancing 2 way dialogues between policy and schools with funding. Thank you, and special thanks for the presenters. Sorry about controlling your time.

[Panel Session 2]

“Educational Challenges of the Post 2015 – What does a Vision for the Near Future Tell Us?”



Moderator:

Akira Ninomiya, Director, Hiroshima Study Center, the Open University of Japan

Panelists:

Carol Mutch, Senior Advisor to the Chief Education Officer, Government of New Zealand

Sylvia Schmelkes, Head, Institute for Research on Development of Education, Universidad Iberoamericana, Mexico

Abdul Rashid Mohamed, Dean, School of Educational Studies, Universiti Sains Malaysia, Malaysia

Pierre Kouraogo, Associate Professor, Department of Anglophone Studies and Department of Translation and Interpretation l'UFR/LAC – University of Ouagadougou, Burkina Faso

Moderator and Panelists for Session 2

Akira Ninomiya is Director of the Hiroshima Study Center of the Open University of Japan, and former Executive Vice-president of Hiroshima University (2005-2009). He is also chairman of a working group of the Central Council for Education-University Subdivision for the study of university globalization and a member of the administrative committee of the National Institution for Academic Degrees and University Evaluation; the policy planning committee of the Japan Student Services Organization (JASSO); and the program committee of the Project for Establishing Core Universities for Internationalization. He has been a key member of the OECD/CERI Project on Schooling for Tomorrow for the past 10 years and organized the first meeting of the Project in 1997 in Hiroshima, the results of which were reported in *Innovating Schools*, issued by CERI in 1999. He has received many awards including the Exemplary Research in the Social Studies Award of the National Council for the Social Studies (1999) and the International Cooperation Award of the Japanese Association for the Study of Educational Administration (2004). He was also honored by the Pacific Circle Consortium for his distinctive service (2009).

Carol Mutch is the Senior Adviser to the Chief Review Officer in the New Zealand Education Review Office which is the government department, separate from the Ministry of Education, responsible for school review. Prior to this position, she was a professor at the University of Canterbury and Christchurch College of Education with responsibilities in teacher education and educational research. She has written several books on educational research and has published many journal articles and book chapters on educational policy, curriculum development, education for the future and citizenship education. She has lived and worked in several countries, including a time as a Visiting Scholar at Nagoya University. She has been recognized with several awards for her teaching and scholarship. She sits on many national and international panels and executive committees and currently edits two journals: 'Pacific-Asian Education' and 'Curriculum Matters'.

Sylvia Schmelkes is Head of the Institute for Research on the Development of Education in Universidad Iberoamericana, Mexico City. She has been a researcher for 34 years in the fields of quality of education, adult education, values education and intercultural education. She founded and headed the General Coordination of Bilingual and Intercultural Education in the Ministry of Education during the 2001-2006 administration. She has published almost 200 pieces of research and essays in the form of book chapters or scientific articles in specialized journal, as well as some 20 book. She chaired the governing board of the Centre for Educational Research and Innovation of OECD between 2002 and 2004. She has just been awarded the Comenius Medal by UNESCO and the Ministry of National Education, Youth and Sport of the Czech Republic in November, 2008.

Abdul Rashid Mohamed is Professor of Education, Dean of the School of Educational Studies, Universiti Sains Malaysia and Chairman of the Malaysian Education Deans Council. He has taught at the primary, secondary, teacher training college and university levels. He is a regular writer on educational issues in Malaysian main stream newspapers. He has conducted numerous researches and his current research interest is developing READS (Reading Evaluation And Diagnostic System) for the Malaysian second language learners. He is currently using READS to benchmark English language reading abilities among Malaysian secondary school students. He has written numerous proceedings, articles and books on education. His latest chapter in a book is written with Sharifah Norhaidah Syed Idros (2009) on "Sustainability Greening the Teacher Education Program at Universiti Sains Malaysia" in *Sustainability at Universities - Opportunities, Challenges and Trends* (2009) Walter Leal Filho (Ed.). Peter Lang Publishing : Hamburg, Germany. Among the recent keynotes addresses he has delivered were in Perth, Qatar and Indonesia.

Pierre Kouraogo is Associate Professor of Applied Linguistics at the Research and Training Unit in Arts letters and communication and former Vice Dean in charge of research and cooperation at the University of Ouagadougou. He is a former director of DGCRIF, a centre in charge of research, educational innovation and training. He did his Ph.D at the University of London Institute of Education. His current research interests include curriculum processes, languages in education and improving the quality of education at school level. His recent work include academic articles on Education in Burkina Faso at Horizon 2025, and Exploring educational quality through classroom practices - A study in selected primary school classes in Burkina Faso. He was a visiting professor at CICE, Hiroshima University for four months in 2008. He is an active member of the Africa-Asia University Dialogue for Educational Development network.

Educational Challenges of the Post 2015 – What does a Vision for the Near Future Tell Us?

A conceptual framework to explore a vision for the near future

Carol Mutch

Senior Advisor to the Chief Education Officer

Government of New Zealand



Introduction

What happens in education today profoundly influences the lives of individuals and the health of whole communities for decades to come. Yet, educational decision-making is mostly about dealing with pressing and immediate issues or seeking more efficient ways of maintaining established practice, rather than thinking about the long term (OECD, 2006, p.11).

With this quote, we (Professor Ninomiya and myself) opened the editorial to a recent issue of the *Journal of International Cooperation in Education* (Vol. 11, No.1). In this editorial we aimed to provide a conceptual framework for thinking about education in and for the future, in particular, in developing countries. We were very familiar with the OECD scenarios for schooling for tomorrow. In 1996, the Ministers of Education in member countries of the OECD raised questions about how education might look in the coming century. OECD/CERI was commissioned to gather examples of good practice, including visions of the school of tomorrow. From this evolved five years of intensive consultation and, in 2001, the report *What schools for the future?* (OECD, 2001) was released. Six scenarios were created within three overall trends. The first trend saw the continuation of the status quo by either maintaining the robust bureaucratic organisation of schooling or by extending the market approach to education. The second trend re-visited schools as either core social centres or focused learning organisations. The third trend shifted the focus away from schools as we know them and offered de-schooling scenarios that were caused either by a meltdown of confidence in the system and teacher exodus or by the move to a networked society.

While the report excited the interest of many educational policymakers and scholars, there were limitations. Firstly, it only explored the ideas of OECD countries and mainly those in the Western world. Secondly, it was based on the assumption that the schooling systems of the member countries had long-standing bureaucratic machineries, detailed curricula and trained teaching forces. The scenarios did not cover alternative perspectives from countries not within the OECD or whose starting point might not be from a strong and stable national educational system. Whereas the countries who participated in the original scenario development face issues such as national testing, international benchmarking and school review, developing countries are more likely to be faced with trying to establish universal primary education, adequate facilities, a competent teaching workforce and to be removing discriminatory practices.

In the issue of the *Journal of International Cooperation in Education* (JICE) cited above, scholars from six countries (Burkina Faso, South Africa, Uganda, Indonesia, Viet Nam and Mexico) provided insightful discussions of the problems they were facing and how they might solve these. In order to allow dialogue between countries such as ours (Japan and New Zealand) and countries such as those in the special issue of JICE, we needed a framework that included countries at various stages of development.

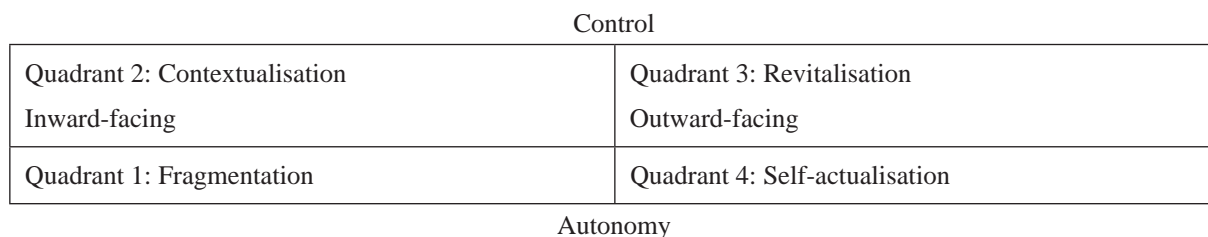
A conceptual framework to explore alternative future scenarios

We were struck by two different sets of tensions that face educational policymakers. Firstly, there is the tension that Tom Bentley of the London-based Demos think-tank describes – between inward and outward-facing processes (OECD,

2006). In inward-facing processes, policymakers focus the range of internal contextual factors, such as changing demographics that influence policy directions and their possible success. In outward-facing processes, a wider range of stakeholders and participants are engaged in order to tap into creative and innovative solutions. These concepts resonate with the problems facing educational policymakers in developing countries. In order to move from a fragmented, inequitable, often chaotic situation, a country needs to take stock of its current situation in order to move to a stable, coherent and more inclusive education system. From an inwards-facing perspective it can assess current strengths and weaknesses and determine priorities. As it moves forward, it needs to involve more participants in the process, from within its own system and from the experiences and confident in the knowledge that it has assessed and analysed its current situation, yet willing to seek new ideas and perspectives in order to solve current problems and seek innovative solutions.

Initially, we saw this conceptualisation moving along a single linear continuum but after further discussion and an analysis of the experiences of the countries represented in the case studies in the JICE special issue we tried to reconcile the inward-outward continuum with the tension how much centralised control there should be versus how much local autonomy. In order to express both sets of ideas we developed the conceptual framework below. At this stage, it is still very much a working hypothesis but we see it as a valuable explanatory tool for in-depth discussion and debate.

Figure 1. Conceptualising Schooling for Tomorrow



The conceptual model has four key elements. The first is a horizontal axis from inward-facing on the left to outward-facing on the right, with the possibility that countries could be located along the continuum depending on their focus at the time. It is not meant to imply that one end of the continuum is better than the other but that a decision is made according to the needs of a country at any one time, and that this could change according to circumstances.

The second element is the vertical axis which goes from control at the top to autonomy at the bottom. Again, it is seen as a continuum, and again, countries might move along this as is relevant to their situation. By plotting a point from both the x and y axes, at any point in time, countries could be located on the grid in relation to each other.

This leads to the third element of the diagram. The lines divide the model into four quadrants, beginning with Quadrant 1 in the bottom left and moving around in a clockwise decision.

We have named Quadrant 1: Fragmentation. This quadrant reflects the scenario where, possibly after war, civil unrest, colonisation or newly-gained independence the schooling system might have fallen into disarray. It is characterised by fragmented pockets of schooling, organised by the remnants of the prior systems, funded by aid agencies with their own agendas or cobbled together by local communities. While it is highly autonomous and localised, it is not equitable or universal. In order to move to a more inclusive system, the country needs to conduct a highly inwards-facing needs analysis to determine priorities and chart future directions. In all probability the next step is to move to Quadrant 2.

Quadrant 2: Contextualisation has a more centralised schooling system, focusing on the needs of the country, perhaps with a strong identity building agenda. A school curriculum will be developed that builds on local values and knowledge. Many developed and/or Western countries have moved through this quadrant as they “modernised” or developed post-colonial systems and curricula. A centralised, bureaucratised system will have played a useful role in strengthening schooling systems but, as signalled by the OECD scenarios, there are other possibilities, especially if countries wish to prepare children and young people for a future that bureaucrats can barely imagine.

The third quadrant, Quadrant 3: Revitalisation, takes up this challenge. It is characterised by education systems that are undergoing review leading to possible reform or restructuring. The impact of international trends and comparisons is more evident. Curricula and pedagogy undergo review in line with international theories and research.

Quadrant 4: Self-actualisation has systems that are at both the high end of outward-facing processes and of autonomy. This implies a “high-trust” decentralised model of schooling where community involvement, local-school-based decision making and a light hand of government are the norm. In order to gain and maintain public confidence there might be a highly professional teaching force, quality school leadership and rigorous self-accountability, for example, through self review or a mixture of self review and light touch external review.

The fourth element of this conceptual diagram can be envisaged as an invisible open circle that moves in a clockwork direction from Quadrant 1 to Quadrant 4 as countries move from the inward-facing autonomous ends of the axes through inward-facing centralised control and outward-facing control to outward-facing autonomy. We considered that our own countries fitted well with this model with Japan in Quadrant 3 (moving to less centralised control and more outward-facing processes) and New Zealand in Quadrant 4 (keeping an outward-facing process while increasing school-based autonomy). The case study countries in the JICE special issue could also be located on the grid (probably Quadrants 1 or 2) according to their current situations.

Conclusion

In conclusion, this conceptual model offers a starting place for considering the current state and future direction of a country’s schooling system. While it is yet to be fully tested empirically, it does resonate with the experiences of its two authors and the countries in the JICE special issue. It reminds us that educational systems need to make decisions about the appropriate levels of autonomy and control to suit their circumstances. It encourages educational policymakers to look both inwards and outwards for ideas and solutions.

This framework is useful to students or scholars, for example, when undertaking comparative studies as it provides a reference point for beginning a discussion of where various education systems might be located in relation to these concepts. Further analysis of individual countries or grouping of countries can follow.

This framework can also be of use to policymakers as it charts the typical progression of countries through a series of stages. Knowing more about where a country might be located on this conceptual grid can ensure that the activities that are best suited to that stage are undertaken and that reforms are not pushed too quickly, for example, from inward-facing autonomy to outward-facing autonomy without going through periods of centralised system building and stability.

We offer this conceptual framework as a tool for considering the very important work to be done by schooling systems in determining and meeting their long-term goals.

Kimihia te kahurangi;
ki te piko tōu mātenga,
ki te maunga teitei.

Seek above all that which is of highest value;
if you bow, let it be to the highest mountain. [Maori proverb, N.Z.]

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Japan Education Forum VII

Greater Autonomy in Educational Development

A conceptual framework to explore a vision for the near future

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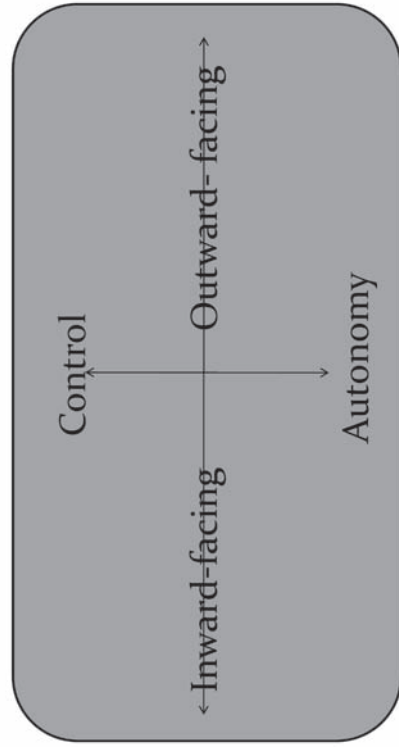
1

This presentation

- Aims to provide a conceptual framework for thinking about where education systems are currently located in terms of their development, where they have come from and where they might go to
- It is based on the work of Professor Akira NINOMIYA and Dr Carol MUTCH who have worked on *Schooling for Tomorrow* projects for over a decade
- The framework is based around two important tensions that face education policy-makers: the balance between *autonomy and control*; and how much to look *inwards* and how much to look *outwards* for solutions

2

The conceptual framework



3

Inward-facing processes

- At one extreme end of the educational developmental continuum, schooling is characterised as being chaotic, inequitable and fragmented
- At the other end it is stable, inclusive and coherent
- In order to move along this continuum, it is important to seek solutions from both internal and external sources
- In order to facilitate the moving process, policymakers first look *inwards* – for example, at the political, economic, social, cultural or religious context; at historical events and future trends; at the knowledge and strength already within the system; at visions, goals and aspirations; and at available resources and personnel in order to assess needs, determine priorities and plan for short, medium and long term action

4

Outward-facing processes

- Once internal sources have been scrutinised and short term stability has been achieved, there is much to be gained from looking outwards. This includes:
 - Engaging a wider range of stakeholders at community and national levels;
 - Forming partnerships and building networks;
 - Investigating overseas/international ideas and trends;
 - Conducting research and evaluation
 - Disseminating findings of research and good practice
 - Participating in international comparative studies
 - Fostering innovation and creativity

5

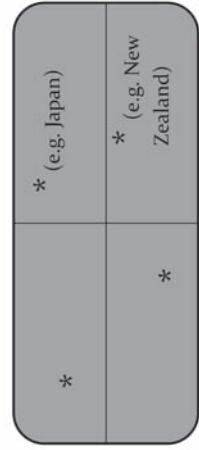
Autonomy and control

- Another tension faced by policymakers is what is the best balance between centralised control and school-based autonomy
- Localised autonomy can happen when schooling is in a precarious situation (for example, during wartime, following a natural disaster or in a time of break down of law and order) or when an education system is extremely stable and has wide popular support as in a self-managing model
- Centralised control over education policy and delivery is often important when establishing (or re-establishing) a national identity or a nation-wide schooling system with a shared vision and set of expectations and can continue as systems maintain their status as “world-class”

6

Plotting a country’s position

- If the two lines of tension (inward/outward and autonomy/control) intersect at right angles it is possible to plot a country’s system on a graph according to perceived levels of inward/outward facing processes or autonomy versus control



7

Four quadrants

- Four quadrants are also created
- Each quadrant represents a different general scenario



8

Four scenarios

- Scenario 1: Higher *autonomy* with more focus on *inward*-facing processes
- Scenario 2 Higher *control* with more focus on *inward*-facing processes
- Scenario 3: Higher control with more focus on *outward*-facing processes
- Scenario 4: Higher *autonomy* with more focus on *outward*-facing processes

9

Scenario 1: Fragmentation (Autonomy/inward-facing)

- This scenario reflects a situation where after war, disaster, civil unrest, colonization or newly gained independence the schooling system has fallen into disarray
- It is characterized by fragmented pockets of schooling, organised by the remnants of prior systems, funded by aid agencies or cobbled together by local communities
- In this scenario there are often high levels of local autonomy but at the expense of coherent strategy and equitable delivery
- Much energy is expended in just surviving but there is a focus on moving forward by looking inwards to assess needs and priorities

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Scenario 2: Contextualization (Control/Inward-facing)

- In scenario 2 there is a strongly centralized schooling system focusing inwards on the needs of the country, often with a strong identity-building agenda
- In situations where a national vision is being established this is usually supported by high levels of centralised control over policy and expectations (for example, curriculum and assessment)
- A centralized bureaucracy helps strengthen the system and the delivery of more equitable resources
- Schooling reasserts itself as a key aspect of the country's economic and social development

11

Scenario 3: Revitalization (Control/Outward-facing)

- Over time a schooling system becomes more stable
- This can be seen by some as a period of inertia
- At this stage, there could be calls for review and reform
- Policymakers look further afield for ideas
- A wider range of stakeholders is encouraged to contribute their thoughts on the direction of change
- The impact of international trends and comparison becomes more evident
- Curricula and pedagogy are changed in line with current theory and research

12

Scenario 4: Self-actualization (Autonomy/Outward-facing)

- At the high end of both autonomy and outward-facing processes, a schooling system has a high level of popular support from the public and confidence from the government
- It is more decentralized, as in the self-managing school model, with community involvement and school-based decision-making
- Teachers are professionalized and the curriculum is developed locally at the school level
- It requires a high-trust environment with in-built systems of accountability (e.g., school self review)

13

What can we learn from this framework?

- Educational systems make decisions about the appropriate levels of *autonomy* and *control* given their circumstances
- Educational policymakers look both *inwards* and *outwards* for ideas and solutions as their needs dictate
- Currently education systems can be mapped as to their position in relation to these issues on the *conceptual map*
- Based on the current state of education in a country its system can be located in one of the frameworks *four quadrants* or *scenarios*
- Many systems appear to go through (or aspire to go through) the four scenarios in a *clockwork direction* on their educational development journeys
- An understanding of the *typical pathways* can assist educational policymakers and planners to make sound choices

14

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Educational Challenges for post 2015

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EFA goals, as well as MDGs, deal with quantitative averages and do not discuss the content of education. I will therefore address two main issues that have to do with different ways of thinking about education goals: Equity and educational content.

a) The equity issue is defined as the distribution of quality education. We now have to look at the distribution of learning outcomes; the way to face difficult challenges such as reaching rural, indigenous, migrant populations, and persons with special needs; the imperative of financing the achievement of equity objectives; the challenge of providing relevant education in a multicultural world; and at the classroom level, the importance of discovering and dealing with diversity.

b) The content issue is approached by rethinking the balance between knowledge, skills, and values. The point is made that values education – citizenship, intercultural education, environmental awareness, among others -- must be prioritized. Artistic education has to be given a greater importance than up to now, as well as the development of higher order thinking skills, including the ability to access and discriminate information and to learn and discover knowledge.

BEYOND 2015 – WHAT NEEDS TO CHANGE?

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February 2010

WILL WE MEET THE GOALS?

- The case of universalizing primary education in Mexico
 - Not learning, but coverage.
 - MDG 6-11. No problem meeting the goal.
- In 2006, net enrollment rate is 101%
 - 96.4% school attendance
 - 109.8% gross enrollment rate
 - 91.8% efficiency
 - Four states don't reach 96% - Chiapas, Guerrero, Oaxaca y Michoacán. The first three are the poorest
 - Several states do not reach the goal of 88% efficiency

Dakar = of good quality. Problem meeting the goal.

WILL WE MEET THE GOALS?

THIS DOES NOT MEAN THAT WE HAVE UNIVERSAL PRIMARY EDUCATION

- There are 1,617,710 children between 6 and 14 years of age out of school, who did not begin or did not finish their primary education (11.4% of enrollment)
- Population 12-14 en primary school represents 6.49% of total enrollment.
- 14.5% of population 12-14 does not go to school.
- Children aged 12, 13 y 14 are the ones who go to school the least. They have greater probabilities of dropping out.

CUADRO 1

POBLACIÓN POR EDADES DESPLEGADAS QUE NO ASISTE A LA ESCUELA

EDAD	POBLACIÓN TOTAL	NO ASISTE A LA ESCUELA	PORCENTAJE
6 años	2,235,729	218,455	9.77
7 años	2,235,275	110,667	4.95
8 años	2,270,639	93,402	4.11
9 años	2,222,794	82,670	3.72
10 años	2,266,244	92,704	4.11
11 años	2,087,237	89,790	4.30
12 años	2,185,691	181,069	8.28
13 años	2,104,224	291,598	13.86
14 años	2,102,500	457,365	21.75
TOTAL	19,700,930	1,617,710	8.21

Fuente: INEGI, 2006. II Censo Nacional de Población y Vivienda 2005. México: INEGI

WILL WE MEET THE GOALS?



- The probability of a child who enrolled in first grade of primary school of finishing sixth grade in 2005 was 0.74, 0.71 for boys, 0.77 for girls, 0.54 for indigenous population.
- Only 59% of 6 to 11 year-old students in school are enrolled in the grade that corresponds to their age.
- In lower secondary school, which is compulsory, the corresponding percentage for 12 to 14 year-olds is 46%.

WILL WE MEET THE GOALS?



We know well who is not in school:

- Those who drop out.
- Internal migrant workers. 350,000 children, only 6% of which receive education, 60% of which are in first and second grades.
- Children living in small an disperse communities. There are 138,000 communities with less than 100 inhabitants. CONAFE attends 11,000.
- Indigenous population in rural communities. Lack of pertinence.

WILL WE MEET THE GOALS?



Dakar = of good quality.
Impossible to reach this goal.

- 80% of primary and secondary school students achieve at levels equivalent to I and II in PISA in reading and math.
- In sixth grade, 68.8% and 69.7% achieve at basic or below basic levels in reading and math respectively. Among the indigenous population, these percentages are 92 and 93.3 respectively.

SO WE WILL REACH THE MDG GOAL, BUT WITHOUT UNIVERSALIZING PRIMARY EDUCATION AND WITHOUT GOOD QUALITY

WHAT HAS TO CHANGE?



A VISION OF EQUITY IN EDUCATION

- Equity does not mean the same for everyone. It means to each what each needs to reach goals that are the same and goals that are different.
- Those who are at a disadvantage need greater attention, often more resources.

IN MEXICO WE DO NOT FINANCE EQUITY.

Those who are culturally different or who live in different context need diversified education
THE HOMOGENIZING MODEL, WHICH HAS PREVAILED IN HISTORY, ACTS AGAINST MINORITIES ATTAINING EDUCATIONAL ACHIEVEMENT.

WHAT HAS TO CHANGE?

- ❑ In order to achieve equity:
 - We have to ensure that all children start from receiving the same resources:
 - ❖ Human – Trained and specialized teachers
 - ❖ Financial – The cost per child multiplied by enrollment
 - ❖ Operational – Meeting minimal functioning requirements such as teachers attending school.
 - ❖ Managerial – Ensuring well-managed schools for all
 - We also have to ensure that schools and children in difficult situations have greater attention and resources
 - ❖ Positive discrimination based on poverty, different language, different culture, different capacities.

WHAT HAS TO CHANGE?

- ❑ IN ORDER TO DISTRIBUTE QUALITY (quality is also a question of equity)
 - A complex vision of quality that allows for the attention of educational needs in different contexts and cultures – educational objectives that are the same, but also educational objectives that are different.
 - At the policy level and at the classroom level.
 - An emphasis on learning of all children considering each child's condition and potential (inclusive education)
 - A greater power of decision-making on the part of principals and teachers.
 - Prioritization of basic and higher order skills and citizenship values as well as values for living together, over prescribed content matter.
 - In all cases, a school and classroom climate that welcomes and accepts each child, builds an ambience of respect and security, regulates social interaction, and constructs each child's self esteem.

WHAT HAS TO CHANGE?

- IF THERE ARE TO BE GLOBAL GOALS:
- ❑ Equity goals must be clear
 - ❑ Goals must be stated in terms of learning and not enrollment.
 - ❑ Goals have to place the teacher and the school at the center of reforms.

EDUCATIONAL CHALLENGES OF THE POST 2015 WHAT DOES A VISION FOR THE NEAR FUTURE TELLS US THE CASE OF MALAYSIA



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Universiti Sains Malaysia, Malaysia

INTRODUCTION

20 years ago, global governments, education professionals and stakeholders saw a Disruptive, but Innovative, Wild Card taking shape around them. This Wild card's name was Internet. These shapers of education, who were at the heart of education systems around the world, looked at the Internet and neither could not nor would not take that step to look at it with a critical, scientific mind and with necessary foresight, to see how it would forever transform the world and how it would revolutionize educational systems, educators and learners and educational delivery and research systems.

Today, the exact same thing is happening, and the same cohort of players still refuse to acknowledge that the Internet is again transforming learner's demands and how the very concept of what constitutes knowledge is changing, and what the new definition of curriculum should be.

The standard demands on a student from two decades ago were to be TAUGHT and to have knowledge, and this evolved in the classroom starting with low order Knowledge to eventually reaching somewhat higher order Knowledge. In today's world however, this so called higher order knowledge is no longer sufficient to create Innovation through calculated risk taking, arising from Disruptive thinking.

So, what should classroom learning and instruction encompass? I would be assuming too much at this juncture if I were to start talking about a global education system, so allow me to focus on a case study encompassing Malaysia only. What are the issues at stake? A broad and deep overview might cover the following:

- 1) What is the definition of the new Curriculum of the future?
- 2) What is the new classroom of the future?
- 3) Who are the new Learner and new Educator of the future – what are their attributes?
- 4) What will sustain Malaysian classrooms to evolve naturally to meet the demands of new market places, new careers and new global communities of the future?

What are the key issues surrounding these questions, that have to be answered so that Malaysia is ready to face 2015 and beyond, where it is expected that a sudden surge in innovations and the convergence of NBIC - Nano, Bio, Info and Cogno Technologies - will create rapid transformations and place new pressures on education systems both at the schooling and higher education levels?

KEY ISSUES

In considering the following, it is crucial to consider the importance and relevance of each of them and think about the solutions. Problems cannot and must not be solved with the same, tired ways of thinking. Disruptive thinking is needed to create innovations and take calculated risks, possibly resulting in mistakes, but it will be mistakes made early, quickly and cheaply. The underlying considerations are what the Global Education scene is like currently and then, what it ought to be, to meet global and future relevance; and finally, how Malaysian education needs to transform to meet these requirements. I would like to briefly cover the following topics:

1. Professional Will to spur Political Will

2. Future National Curriculum & Nationhood
3. New Roles for New Educators and New Learners
4. Future Learning Spaces in Future Classrooms
5. Technology and Education
6. Evaluations and Standards for Self, School & Nation: Developing Learners and Educators to meet new market places
7. Structures and Timelines for future Learning
8. Convergence of new teachers and its implications for new subject areas

1. Professional Will to spur Political Will

Contemporary politics is often about political expediency and convenience. Politicians normally lack the political will to do what is right for the long term needs of communities and nations.

Governments in developing countries tend to propagate popular policies when they know these policies are not beneficial to the nation, but still do so to stay in power. It is now left to the educationist to advance the necessary professional will that will advocate the right thing to do, and to ensure that politicians will now stand accountable for their actions.

Professionals possess a large body of specialized knowledge and skills and they normally engage in professional development and use and give independent judgment when providing services to the public. These professionals represent organizations with established standards and ethical guidelines for them to carry out their duties and responsibilities. Integrity is a central and defining element of professionalism. Any decisions affecting their field of specialized knowledge and skills should be referred to them and to them only. The professionals in turn, need to be inclusive, collaborative and conduct ourselves with humility, by involving all stakeholders, to keep the curriculum fluid and dynamic and always ready to respond to change and new demands of future market places.

The educationist themselves must have impeccable records. We must bear in mind that policies cost money and time. One wrongly placed advice, though with the best of intentions, taken by the authorities will result in wasted resources and tax payers monies that will take inordinate amounts of time to rectify.

2. National Curriculum & Nationhood

A national curriculum is normally defined as a school curriculum scheme which is mandated by the government of a sovereign state for schools within its jurisdiction. A formal curriculum is the set of courses, and their content, offered at a school or university. It is prescriptive in nature and specifies what topics must be understood and what levels of achievements must be achieved at a particular grade or standard.

Developing nations with multi racial, multi ethnic and multi religious populations are at higher risk to badly developed policies for educational systems and reforms as political will usually stamp out professional will in the fight to sustain power bases by political factions championing education systems on ethnic grounds. This causes the development of fragile racial tolerances, as opposed to a complete acceptance of diversity and the celebration of it. Ruling elites use this as a flimsy excuse to develop different school systems for different races, a strategy of ruling by dividing and conquering made famous by Julius Caesar. This of course, takes no account of what would constitute the best in education systems, rather, it only considers how best to maintain power.

A national curriculum should be a national curriculum – meaning it should be in a single school system where children of all races come together to learn and discover the world of knowledge. Children must be and grow together in one type of school, doing the same thing together and not have to grow up to use that terrible word called tolerance,

which implies dislike, but not being able to do anything due to external forces.

3. New Roles for New Educators and New Learners

Gone were the days where the teachers were the 'walking knowledge giver'. In the Changing World of Education, the teacher of the future will need to be, not only a highly trained professional, but must also possess skills in counseling and mediation, and have a strong understanding of the social supports available to families and young people. Educators of the future too will be a learning broker, a knowledge systems expert and a learning strategist. This means a range of skills and competencies that may seem daunting to most current teachers. Therefore it is important to find ways to help teachers effectively navigate their individual paths in the reinvention of their role.

Teachers should know that a great deal of their students' learning takes place without their intervention, or sometimes even despite it! What special contribution they make to learning, and to what extent it might be replicated or even surpassed by current or future technology, will correlate directly to the educator's belief in the new, emancipatory roles of learners. This new learning is based on independent decision making processes and the ability to take control of personal learning.

4. Future Learning Spaces in Future Classrooms

Believe it or not, our classroom physical design has been intact for more than 100 years. We have rows of pupils' desk facing one teacher's desk and that is also how interaction takes place in the class. Each classroom is an entity by itself. So Teachers must design classrooms that are conducive to new teaching styles. Designing an effective classroom allows students the maximum opportunity to learn. In designing a classroom, a teacher must consider the most important factor, the students. A successfully designed classroom will make the teacher more efficient.

This is because space, whether physical or virtual, can have a significant impact on learning. Learning Spaces focuses on how learner expectations influence such spaces, the principles and activities that facilitate learning, and the role of technology from the perspective of those who create learning environments. Information technology has brought unique changes to learning spaces. The world is moving away from teacher and lecturer centered classrooms to student centered learning spaces. The term classroom will in effect be changed to learning space and students will have a choice in the way of learning (multiple intelligences) they most prefer and will immerse themselves into their preferred style of learning to develop skills in enquiry and research.

This is the age of personalised learning for every learner in a learner centered space, and classrooms designs must change completely to accommodate this new space and concept for learning spaces.

5. Technology and Education

All knowledge is everywhere and every time – with mobile technology becoming cheaper and more accessible every day. Just-in-time delivery will no longer apply to the manufacturing industry alone. Just-in-time knowledge and learning will be the standard for retooling individuals for just-in-time expertise. Employers will hire primarily based on talents and relevant skills, not expertise based on areas of knowledge. Schooling systems will have to prepare students for these new career requirements and adapt curriculums accordingly.

Learning Technology or Educational Technology is the practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. It involves and covers systems and processes of developing human capability. It often includes software, hardware, as well as Internet applications and activities.

Technology is already revolutionizing learning in communities all around the world. We need to unleash the

power of technological innovation to create an education system worthy of our children's capacity and imaginations. If we were to continue without regards of the current world trends we will limit learning. We need to ask; "How far technology can go to advance our children's achievement? Technology should guide us to new ways of learning and could individualize learning itself. It will make it harder for adult to block the reforms that are right for our children. If used rightly it could reverse the decades of failures in education.

6. Evaluations and Standards for Self, School & Nation: Developing Learners and Educators to meet new market places

The present assessment system of pupils is a burden on many teachers who are already overworked and an added, zero-benefit pressure for children and their parents. Due to the growing need for more personalised learning that provides meaning and purpose in the lives of learners, pupil assessment must change. Effective assessment should raise educational achievement which in turn, improves learners' motivations to learn.

For example e-Assessments makes it easier for teachers and schools to carry out targeted pupil testing right through the learning process and the ensuing data can assist to shape future planning to ensure lessons meet the needs of every child. It would reduce workloads and saves time for teachers as scores are instantly available for analysis. This helps ensure the most suitable learning goals are put in place rapidly to encourage greater achievement.

Knowledge is growing exponentially, and has reached singularity – where the knowledge you have today will no longer be the most current tomorrow. This makes memorizing knowledge and exams meaningless as they will only test current levels of learning, which might be obsolete even after just one day. Assessments and evaluations must be geared towards checking skills levels and abilities of learners to adapt to problems and ask the right questions in the real world.

With the advent of personalized learning and simulations, new "real world testing" must be set-up to test actual learning and expertise achieved in various fields. These testing processes will act as a facilitating mechanism to match talent and resource. Graduation degrees will not count for much; instead performances in real-world testing will determine hiring patterns and more importantly, provide new meaning and purpose to the need for evaluations, and in turn, providing inspiration and motivation to learners.

7. Structures and Timelines for future Learning

Advancements in technology and the Neurosciences will build curriculums based on Neuroeducation and these will be capable of empirically calculating the effectiveness of teaching/learning/testing models and the environments of learning space. This will cause many traditional learning models to be abandoned and new personalized methodologies will replace them. Online feedback software and testing will determine the best way to present learning modules and these will be evaluated and used by independent learners making choices and decisions to retool for on-time time expertise, careers and needs.

Formal schooling (primary/secondary) no longer serves the function of gathering knowledge; it should be focused on developing enquiry and research skills. it no longer needs to cover a span of time as in traditional schooling systems. Students will finish formal schooling at 15 with necessary skills in enquiry based learning, skills and research driven learning spaces with foresight and futures methodologies, soft skills and communications expertise. Critical self-reflection of present levels of expertise will form the motivation for further involvement in life-long learning.

With education becoming accessible from any point of the world to all other points with students never needing to leave their homes, accelerated developments of virtual worlds will occur, which will be the new learning spaces of the future. Social networks will also evolve to become collaborative networks where learners will evaluate and choose their preferred facilitators of learning in their preferred learning spaces, in the real or virtual words. Social networks will also

form the foundations of learning groups and collaborations that no longer encompass professional lecturers and teachers only.

Home schooling and online courses, even in formal schooling, will grow exponentially on this foundation. Parents and learners will gain confidence through these networks to “stay at home and be home schooled” so this movement will grow stronger over time. This phenomena is clearly seen in developed countries where home schooling support structures are very well developed and easily accessible.

Based on the premise that learning occurs fastest from making and overcoming mistakes, virtual worlds will provide learners avenues to make every mistake they can and create new scenarios through experimentation in every way possible. Future chemists, biologists, physicists, educationists, psychologist, engineers and doctors in school will have access to all equipment and all environments through virtual worlds. Schools will no longer be limited by budgets and expertise in using lab equipment. Instant online feedback and confirmation or correction of thoughts and knowledge will shape new knowledge, learning and skills.

Only one question remains – how should timelines for formal schooling change to accommodate these new systems of learning?

8. Convergence of new teachers and its implications for new subject areas

Collective consciousness databases will evolve out of current collective intelligences such as internet search engines and collaborative databases. CC databases will have access to all knowledge like regular search engines but will also be intuitive and provide feedback to users as to whether correct questions are being asked and provide different points of perspectives for consideration. This in effect will provide instant feedback to mistakes and will enable “evaluating” to be built into research and enquiry skills development.

Learners will evolve to become knowledge generators rather than knowledge consumers. Scientific skills will create points of reference and a collective intelligence to provide new truths, where traditionally religion, culture and family environments have provided old truths. With everyone thinking to be experts with all knowledge at their fingertips, official institutions of learning will find it impossible to deliver in-time knowledge and must so reinvent curriculums, pedagogies and andragogies to provide skills to access and understand this knowledge.

These convergences and many more, will necessitate the development of entirely new subject areas and skills, starting with preschool levels. The important question we should all be asking ourselves is – what should these new subjects be?

CONCLUSION

In conclusion, the only remaining issue we need to confront, and confront with all our professional will and alacrity is, “Are we ready to transform!?” We should also remember always that in the transformation process, we cannot forsake values and moral considerations.

The world will only function optimally and peacefully with no threats of war, terrorism, poverty and hunger. The gap between countries with access to education and countries with no access is widening, and this will have serious consequences on global peace and advancements. In order to coexist and gain a multicultural and ethical perspective on global communities, and to take ownership, responsibility and accountability for global problems, learners will have to learn in an environment that has built in values, ethics and moral systems.

KONNICHIIWA

EDUCATIONAL CHALLENGES OF THE POST 2015 – WHAT DOES A VISION FOR THE NEAR FUTURE TELLS US – THE CASE OF MALAYSIA

Prof. Abdul Rashid Mohamed
Dean, School Of Educational Studies
Universiti Sains Malaysia
MALAYSIA

JAPAN EDUCATION FORUM VII COLLABORATION TOWARDS GREATER AUTONOMY IN EDUCATIONAL DEVELOPMENT

INTRODUCTION

- 20 years ago, global governments, education professionals and stakeholders saw a disruptive, but innovative, wild card taking shape around them. This Wild card's name is Internet.
- These shapers of education, who were at the heart of education systems around the world, looked at the Internet and neither could nor would not take that step to look at it with a critical, scientific mind and with necessary foresight.
- Some fail to see how it would forever transform the world and how it would revolutionize educational systems, educators and learners and educational delivery and research systems.
- As such we need to relook at:

Definition of the new Curriculum of the future?

NEW classroom of the future?

New Learner and New Educator of the future

Classrooms to meet new market demands

KEY ISSUES BEYOND 2015

- What are the key issues surrounding these questions, that have to be answered so that Malaysia and nations like her are ready to face 2015 and beyond.
- It is expected that a sudden surge in innovations and the convergence of NBIC - nano, bio, info and cogno technologies - will create rapid transformations.
- This will place new pressures on education systems at:

PRE-SCHOOL

PRIMARY

SECONDARY

HIGHER EDUCATION

CHALLENGES WE FACE...

- Problems cannot and must not be solved with the same, tired ways of thinking.
- Disruptive thinking is needed to create innovations and take calculated risks, possibly resulting in mistakes, but it will be mistakes made early, quickly and cheaply.
- The underlying considerations are what the Global Education scene is like currently and then, what it ought to be, to meet global and future relevance;
- and finally, how Malaysian education needs to transform to meet these requirements. :

Professional Will to spur Political Will

Future National Curriculum & Nationhood

New Roles for New Educators and New Learners

Future Learning Spaces in Future Classrooms

Technology and Education

Evaluations and Standards

Structures and Timelines for future Learning

Convergence of new teachers and new subject areas

CONCLUSION

- In conclusion, the only remaining issue we need to confront, and confront with all our professional will and with much eagerness and enthusiasm is, "Are we ready to transform!?"
- However, we must also remember that in the transformation process, we cannot forsake values and moral considerations.
- It is important that we do this right because:

The world need to function optimally and peacefully

The gap in access to education between nations

Coexisting and gain in multicultural and ethical perspectives

Nations need to take ownership, responsibility and accountability

Learners learning in new environment

Built in values, ethics and moral systems

THANK YOU
SO MUCH
FOR THE CHANCE
TO VIEW MY OPINION
ARIGATOU QOZAIMASU

Educational Challenges of the Post 2015 – What does a Vision for the Near Future Tell Us about EFA in Sub-Saharan African countries?

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Associate Professor

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INTRODUCTION

Most regional and international forums for the past few decades have identified education as a key factor of a country's development and a fundamental right for every individual. Yet, despite repeated declarations and commitments (e.g. Addis Ababa 1961, Jomtien 1990, Dakar 2000) many countries in Sub-Saharan Africa (SSA) will not reach the four most quantifiable EFA goals by 2015.

As we try to make informed guesses of what education will or should be like after 2015 in our part of the world we can argue that while a tiny group of SSA countries can hope to join developed countries in the third or fourth quadrant of the Ninomiya & Mutch (2008) model, many others will still need the renewed support of the international community, for another decade at least, to consolidate access and participation, improve the quality and above all the relevance of their educational systems. We shall however mention a few achievements of one of the low achievers in terms of EFA (Burkina Faso) to show that despite the remaining challenges there is room for mild optimism.

SSA countries and the 2015 EFA target: statistics and stark field realities

According to the 2008 EFA Monitoring Report

- Only 51 out of 129 countries surveyed have achieved or are about to achieve the 4 most quantifiable EFA goals (universal primary education, adult literacy, gender parity and education quality),
- 53 countries have reached an intermediate level,
- 25 countries, mostly in SSA, are far from achieving EFA goals as a whole.
- Some of the statistics need to be carefully weighed against the realities of EFA implementation on the field
- Some SSA countries such as Burkina Faso, Niger, Eritrea, the CAR and Liberia clearly deserve their rankings as low achiever because of their current Primary school NER
- One may be however skeptical about the classification of countries like Zambia and Madagascar as high performers (over 90% net primary school enrolment ratios)
- Can we accept uncritically that a country is close to achieving UPE when a sizable proportion of its children are taught in disused peasant's houses without doors or windows by untrained teachers who are not always very fluent users of the language their pupils will be tested in at national exams?
- The Dakar framework of action states clearly that EFA means quality education for all

What can a vision of the near future tell us?

Most SSA countries will still face the following challenges, among others:

- How to reduce disparities and inequities in the provision of education in increasingly inequitable societies
- How can education prepare children to cope with an uncertain future (poverty, rising cost of living and food insecurity, unfair trade, natural and man-made disasters, political instability, social unrest, wars, insecurity,

pandemics such as HIV-AIDS and Malaria, youth unemployment, etc.)

- The need to look inward to find endogenous solutions to local problems (Improving indigenous skills and creating better ties between education and local development initiatives) while looking outwards to try to keep abreast with the skills required for survival in the global village (ICT, service economy)

LOOKING BEYOND 2015

Improving equitable access to education

Beyond 2015 equitable access and participation will remain a key challenge for many SSA countries. There is a need to

- consolidate the infrastructures by building more schools and replacing gradually the temporary or run-down infrastructures with JICA type of schools, built to serve several generations of pupils
- erase disparities to give equal access to every child
- recruit massively and train new teachers
- retrain and motivate contractual, volunteer or community teachers
- abandon the elitist approach to education particularly in francophone Africa

Improving the quality and relevance of education

Most SSA countries will need to

1. provide the basic inputs known to promote quality: school meals for rural and disadvantaged urban pupils, textbooks, water, sanitation and latrines to encourage girls' retention in schools,
2. upgrade teachers' competences and skills by a good combination of pre- and in-service teacher education and development
3. renew the curricula to stress the knowledge and skills likely to empower the learners to cope with an uncertain and rather bleak future
4. move away from the current pedagogical approaches, based on memorization and restitution, towards learner-centred approaches focusing on discovery procedures, critical thinking, initiative, creativity and autonomy
5. establish stronger links between schools and the local realities and needs (local curricula, bringing local knowledge and expertise into the classroom and opening the school to the community)
6. take bolder initiatives to reduce adult illiteracy and improve the basic skills of the youth (some improved forms of mass literacy campaigns)
7. improve the financial and administrative management capacities to take the best advantage of local and external funds
8. adopt a markedly different approach to educational innovations and reforms to involve all stakeholders in a bottom-up participatory process

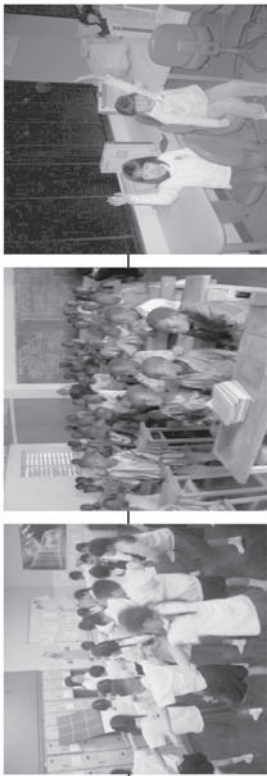
Some reasons for mild optimism: the case of Burkina Faso

A few facts and figures from Burkina Faso can be used to illustrate a statement made by the 2008 EFA global monitoring report that "national political will combined with international support can make a difference":

- Significant progress since the inception of PDDEB, the ten-year development plan: steep rise of the primary school GER
- Legal framework for enforcing EFA (The 2007 Education Orientation Law)
- Efforts to erase regional disparities (20 priority provinces)

- Incentives to promote gender equity
- Special fund for literacy and non-formal education (FONAENF)
- Creation of a Ministry of Youth and Employment
- Second phase of PDDEB and a general educational reform aiming at improving the quality and relevance of the whole educational system





Educational Challenges of the Post 2015 - What does a vision for the near future tell us about EFA in Sub-Saharan African countries?

A contribution to Session 2 of the Japan Education Forum 2010

By

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OUTLINE

I. SSA COUNTRIES AND THE 2015 EFA TARGET

- I.1 Statistics and stark field realities
- I.2 Reasons for mild optimism
- I.3 What can a vision of the near future tell us?

II. LOOKING BEYOND 2015

- II.1 Improving equitable access to education
- II.2 Improving the quality and relevance of education
- II.3 Some reasons for mild optimism:
 the case of Burkina Faso

INTRODUCTION

- Education is a key factor of a country's development and a fundamental right for every individual.
- Yet, despite repeated declarations and commitments made at international forums many countries in Sub-Saharan Africa (SSA) will not reach the four most quantifiable EFA goals by 2015.
- Predicting the future of education in SSA beyond 2015 is a difficult and highly speculative exercise

I. SSA COUNTRIES AND THE 2015 EFA TARGET

I.1 Statistics and stark field realities

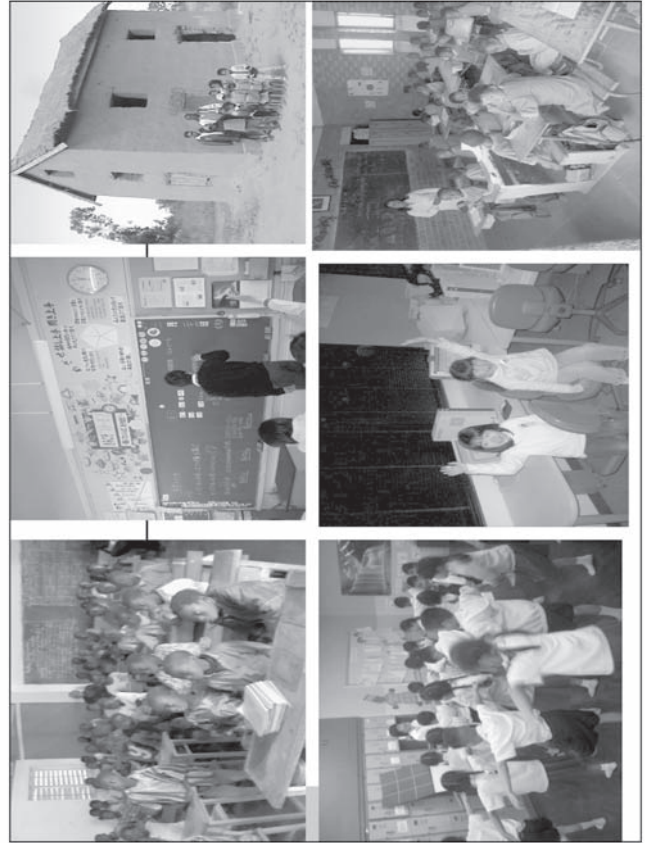
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- Some of the statistics need to be carefully weighed against the realities of EFA implementation on the field
- Some SSA countries such as Burkina Faso, Niger, Eritrea, the CAR and Liberia clearly deserve their rankings as low achiever because of their current Primary school NER

I. SSA COUNTRIES AND THE 2015 EFA TARGET

I.1 Statistics and stark field realities

- One may be skeptical about the classification of some countries as high performers (over 90% net primary school enrolment ratios)
- Some of these countries may achieve mass education but not quality EFA by the target year with run-down infrastructures and poorly qualified teachers
- Yet the Dakar framework of action states clearly that EFA means quality education for all



REASONS FOR MILD OPTIMISM THE CASE OF BURKINA FASO

- Significant progress since the inception of PDDEB
- Steep rise of primary school Gross Enrollment ratios
- Efforts to erase regional disparities (20 priority provinces)
- Incentives to promote gender equity
- Special fund for literacy and non-formal education
- Legal framework for enforcing EFA (The 2007 Education Orientation Law)
- Second phase of PDDEB and general educational reform aiming at improving quality and relevance of the whole educational system

REASONS FOR MILD OPTIMISM THE CASE OF BURKINA FASO

- The 2007 Education Orientation law makes basic education free and compulsory for all children from 6 to 16.
- Article 2 of the law defines education as “the set of activities aiming at developing a human being’s physical, intellectual, moral, spiritual, psychological and social potentials in order to ensure their socialization, his autonomy, their welfare and their participation in the economic, social and cultural development of their country.”
- Article 3 states that Education is a national priority and that “Any person living in Burkina Faso has a right to education without any form of discrimination based on sex, social origin, race, religion, political opinions, nationality or health condition.”

REASONS FOR MILD OPTIMISM THE CASE OF BURKINA FASO

- The key words of article 13 which spells out the aims and objectives of education include among others: responsible citizen, productive, creative, enterprising, integral and harmonious development of the individual, democracy, national unity, social justice, solidarity, integrity, equity, loyalty, tolerance and peace, gender equity, universal values, etc.
- The aspirations are noble just like most statements in African constitutions and laws and the achievements within the last 10 years are quite encouraging as the following facts and the statistics below show.

REASONS FOR MILD OPTIMISM THE CASE OF BURKINA FASO

- This may incite one to draw a highly positive scenario for an ideal 21st century school that could take us through short-cuts into the knowledge society (know-what, know-why, know-how, know-who) in a democratic and equitable society more likely to promote sustainable development.
- Basically these low performing SSA countries aspire to move from the first quadrant to the fourth quadrant of the the Ninomiya & Mutch (2008) model and if possible jump from 1 to 4.

SSA COUNTRIES AND THE 2015 EFA TARGET I.2 What can a vision of the near future tell us?

- The educational systems of these countries will however still face the following challenges, among others
- ▶ How to reduce disparities and inequities in increasingly inequitable societies
 - ▶ How to prepare children to cope with an uncertain future
 - ▶ The need to look inward to find endogenous solutions to local problems
 - ▶ The need to look outwards to try to keep abreast with the skills required for survival in the global village

II. LOOKING BEYOND 2015

II.1 Improving equitable access to education

- Beyond 2015 equitable access and participation will remain a key challenge for many SSA countries.
- There is a need to
 - consolidate the infrastructures by building more schools and replacing temporary or run-down infrastructures
 - erase disparities to give equal access to every child
 - recruit massively and train new teachers
 - retrain and motivate contractual, volunteer or community school teachers
 - abandon the elitist approach to education particularly in francophone Africa

II. LOOKING BEYOND 2015

II.2 Improving the quality and relevance of education

Most SSA countries will need to

1. provide the basic inputs known to promote quality
2. upgrade the competences and skills of teachers and principals by a good combination of pre- and in-service teacher education and development
3. renew the curricula to stress the knowledge and skills likely to empower the learners to fight against poverty

II. LOOKING BEYOND 2015

II.2 Improving the quality and relevance of education

4. move away from the pedagogical approaches, based on memorization and restitution, towards learner-centred approaches
5. establish stronger links between schools and the local realities and needs
6. take bolder initiatives to reduce adult illiteracy and improve the basic skills of the youth
7. improve the financial and administrative management capacities to take the best advantage of local and external funds

BASIC FACTS ABOUT BURKINA FASO

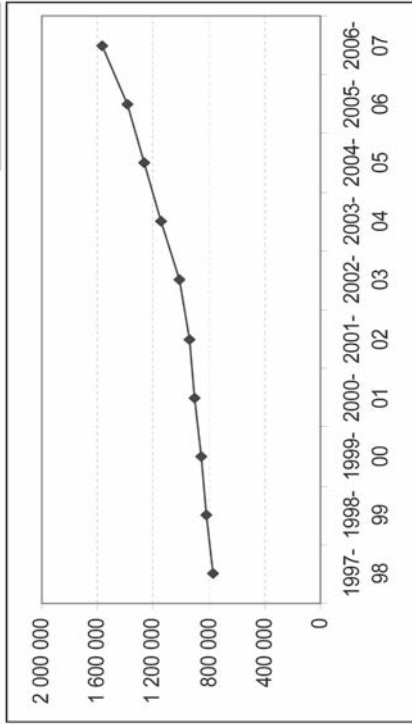
Surface area of the country	274 000 sq km
Population	14 800 000
Literacy rate	28% (2005)
Gross primary school enrolment ratio	(2008): National (72.5%) Boulkiemde Prov. (100.7%) Kadiogo Prov. (84.8 %) Oudalan Prov. (37.9)
Gender parity	0.85
Primary school completion rate	(2009): National (57.9%) Kadiogo Prov.(66.3%) Seno Prov. (32.3%)
Number of teachers (2006/2007)	28 886 (28.5% women)
Medium of instruction	French NL (Exp. Biling. Ed.)

Evolution of school-age population from 1997 to 2008

Year	1997	1998	1999	2000	2001	2002
Total	1 800 757	1 852 802	1 906 475	1 961 809	2 018 834	2 077 667
Boys	900 028	926 258	953 298	981 175	1 009 896	1 039 510
Girls	900 729	926 544	953 177	980 634	1 008 938	1 038 157

Year	2003	2004	2005	2006	2007	2008
Total	2 138 317	2 200 865	2 265 369	2 331 896	2 426 835	2 631 415
Boys	1 070 033	1 101 508	1 133 953	1 164 491	1 217 506	1 332 100
Girls	1 068 284	1 099 357	1 131 416	1 167 405	1 209 329	1 299 315

Evolution of the number of primary school pupils from 1998 to 2007



Evolution the number of teachers in class from 2000/01 to 2007/08

Type of School	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Public	15,091	15,779	17,053	18,760	20,636	22,374	24,277	26,565
Private	2,203	2,397	2,687	3,124	3,714	4,184	4,609	4,955
Total	17,294	18,176	19,740	21,884	24,350	26,558	28,886	31,520

PDDEB RESULTS

EVOLUTION OF THE PRIMARY SCHOOL GER FROM 1997/98 TO 2008/2009

Year	1997/8	1998/9	1999/0	2000/1	2001/2	2002/3
B&G	43.2	44.1	44.7	45.9	46.5	48.7
Boys	51.9	52.5	52.9	53.9	54.1	56.3
Girls	34.5	35.6	36.5	37.9	38.9	41.1

Year	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
B&G	53.3	57.7	61.4	67.0	71.8	72.4
Boys	60.5	64.9	68.4	73.8	77.9	77.1
Girls	46.1	50.5	54.3	60.1	65.7	67.7

PDDEB RESULTS

EVOLUTION OF THE PRIMARY SCHOOL NER FROM 1997/98 TO 2008/2009

Year	1997/8	1998/9	1999/0	2000/1	2001/2	2002/3
B&G	34.9	35.3	36.1	36.9	36.3	38.2
Boys	42.0	42.2	42.8	43.4	42.3	44.2
Girls	27.8	28.4	29.3	30.3	30.2	32.1

Year	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
B&G	40.7	45.3	48.2	53.5	58.8	57.9
Boys	46.5	51.1	53.8	59.1	63.8	61.3
Girls	34.9	39.5	42.6	47.9	53.7	54.5

PDDEB RESULTS

EVOLUTION OF THE PRIMARY SCHOOL COMPLETION RATES
FROM 1997/98 TO 2008/2009

Year	1997/8	1998/9	1999/0	2000/1	2001/2	2002/3
B&G	24.6	24.2	26.2	27.4	28.0	29.5
Boys	30.3	29.3	31.6	33.3	33.5	34.7
Girls	19.0	19.3	20.9	21.5	22.6	24.5

Year	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
B&G	31.0	32.2	33.3	35.4	38.9	41.7
Boys	36.1	37.4	38.2	40.6	44.3	45.6
Girls	25.9	27.1	28.5	30.2	33.5	37.8

[Dialogue between Speakers and Participants: Session 2]

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

We have heard three different scenarios and if I may, I would like to make a few comments before we open the floor for questions. First the scenario of Mexico given by Dr. Sylvia Schmelkes, I think, is what we call the personalized education scenario so that in her case, the future schooling can be categorized as personalized learning. And then Dr. Abdul Rashid Mohamed of Malaysia taught us the importance of responding to changes in society. What he said seems to be very familiar to Japanese people as we have observed there are trends in society, and education must respond to those changes. We also know there will be many changes in the coming days so education must be prepared for them. And now we can see that in Malaysia they are having discussions on whether we should reform or transform, and in that way they are creating future scenarios. And although this may be different for African countries, Dr. Pierre Kouraogo outlined the challenges that face his country, Burkina Faso, as they contemplate 2015 and beyond. I would like to thank each of the presenters, and before I ask the audience to give us your own scenarios or visions of future schooling, I would like to take just a minute to ask Dr. Carol Mutch two questions. First, what impression do you have of these three scenarios that we just heard? And as for the final scenario, do you think it is possible for a country to jump from the 1st to the 4th quadrant?

Carol Mutch (Government of New Zealand)

I'll answer the 2nd question on whether it is possible for a country to jump from the 1st to the 4th quadrant. My feeling would be if you wanted to go from fragmentation to where you are designing your own curriculum, the questions that would need to be answered are: 1) Do you have the infrastructure?; 2) Do you have the leadership?; and 3) Are your teachers well enough prepared to make the necessary decisions on inclusive education from a wide range of possibilities? If you have teachers who haven't had intensive teacher training programs, how do they prepare themselves to jump from quadrant 1 to 4 without going through the identity-building process or having a national commitment to common goals? It is a very risky undertaking. We need to get some countries to slow down and see that they need to move through the phases and not to jump too quickly because the training isn't available, and the personnel don't have the skills of our model.

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

Can I ask the participants your own ideas? This is not the matter for asking questions. This is just for asking your own visions. You don't make any critical comments on that. But you do give us your ideas on how you view the schooling for tomorrow especially in developing countries. If we can have three scenarios on the table, then the policy people here or JICA people can make a choice so that they can design how they can make an input into the educational policy development process. For example, the design in school space or buildings as suggested by Dr. Mohamed's scenario. If you chose a different scenario for 2015 or 2020, what might it be? So you are really free to share with us your own scenarios whatever they may be.

Question 1

Thomas Henry Meglasson III (Chiba Prefectural Government, Japan)

I work as a coordinator for International Relations and I don't know if this is a scenario not just for developing countries but even for America and Japan. Parental involvement is a problem in America and Japan, and by that I mean especially in regards to expectations. Everybody has different expectations on what is the teacher's responsibility and

what are the parents' responsibilities for almost everything. What morals are the teachers supposed to teach? What belongs in the classroom? What belongs at home? And the newer trend and I don't think it is a trend in policy but you see more and more parents who leave everything to the school with an attitude of "my kids are your problem." Then you have "monster parents" in Japan who really push their kids but put a lot of pressure on the school if their children fail, and then it is the teacher's fault. It seems you need to address this in community-building in which the parents are involved and everyone has the same responsibilities.

Response from the panelists

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

Thank you for a very nice scenario. The relationship between the family and school or how this relates to the community is very important. If we have the scenario that parents will express their own ideas, and parents' involvement is more and more likely to occur, the policy leaders, while maintaining their own future scenarios as a base of their activities, must also be aware of this trend.

Carol Mutch (Government of New Zealand)

Can I comment on that as well? That is an issue we faced in New Zealand. Because exactly with every right there is a responsibility, so with the devolution of power in New Zealand, each school now has its own governing board made up of parents, and external evaluation organization reports go to the governing board. So the responsibility for decision-making is a joint responsibility between the educational staff and the parents who make up the governing board, and they indeed make a lot of resource decisions.

Dr. Abdul Rashid Mohamed (Universiti Sains Malaysia, Malaysia)

I think that was a very good observation. In the case of Malaysia if a student gets excellent results in public exams, it is the student who is smart. And if the student fails, it is her teacher's fault. School students' academic performance is normally based on and measured by performance in public exams. Exams have become the central issue of schooling. Students are trained to perform well in public exams. This is because they are the main yardstick used for university entrance and job opportunities. We are supposed to evaluate intelligence, but we seem to forget that intelligence is multiple in nature and that the power of memory is just one. Most of our exams measure memory work or recollection of what has been taught or parroted in class. We should also be appraising competency, capability, ability, aptitude, proficiency, skills and experience. We should be thinking how we could do this accurately as this is definitely a better measure and a fairer reflection of a student's true ability.

Question 2

Kengo Takahashi (University Student, Japan)

I am a student studying psychology. I don't know if this is a scenario or not, but earlier there was a question on how pedagogy can change with the times. But I believe that although some aspects of education may change over time, there are aspects that must never change. Of course, in any time or age you need to look at the circumstances. You also need to listen to people and monitor statistics. I don't know how I should put this, but regardless of the time or age there should be one solid consistent pillar. If you have that pillar, you can implement good quality education. What do you think are the aspects that must never change with the changing times?

Response from the moderator

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

There are several scenarios in OECD future schooling. Yours can be described as the “status quo” scenario. The system or the way of teaching and learning may remain as it is. Let me remind the audience that this forum will issue a report so your scenario will be distributed to the readers in the world. Please let us hear some more from the floor.

Question 3

Yuko Kato (Sophia University, Japan)

I'm a freshman majoring in Education Science. Your presentations made me think about my own scenario, and that is to focus on teachers and why they are important. At home, parents support their children's growth, but outside the home, teachers are the only adults who support children's growth. So they should not be just teaching professionals. They must be able to focus on children's growth. To nurture such high-quality teachers, I think that teachers must be trained to see individual children so that they can teach them in the optimum manner.

Response from the moderator

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

Who is the teacher of the teacher? Anyone in the audience care to answer?

Prasad Sethunga (University of Peradeniya, Sri Lanka)

So this is a real comment. I also think about teacher education and what kind of teacher will be needed for a certain child's development all the time. We are talking about child-centered education, but according to your opinion it is so complex that we have to think of not only the child but also the subject content and also the other skills taught in the teacher training. That is why I presented a policy document that asks how we can become reflective teachers through teacher training. We had three ten-week teaching practice opportunities for our teachers whom we gathered from all four universities in Sri Lanka and tried not a top-down approach but development of best practices by the teachers. From the schools, senior teachers shared extra curricular activities, and using this mentoring system, we are trying to develop our teacher training. It is very difficult, but we put the name “reflective teacher” as a frame for a teacher like this.

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

Indeed her proposal is about how she defines the role of teachers in the future and what responsibility teachers should be given by the school system. We have about five more minutes, which is plenty of time to hear from a few more of you.

Question 4

Masafumi Nagao (International Christian University, Japan)

I would like to ask Prof. Ninomiya and the panelists about the theme of this forum: Collaboration toward Greater Autonomy in Educational Development. This theme hasn't changed for the last seven years with the basic assumption behind that being that educational development should be thought of first in national terms from the viewpoint of national policy. However, what I heard today from the keynote speakers gives me some apprehension that national systems will not be adequate for many states or even developed countries. In an evaluation conducted in secondary schools in Hiroshima this year, there were so many problems that wouldn't fit any of the stable scenarios found elsewhere. So my apprehension is that the framework given by Dr. Mutch is still in national terms. I wonder if any

of you would comment on collaboration among states or different parts of the states or systems in different countries, which may shed some light as to where we are in the disparities found in education and other social activities.

Response from the panelists

Carol Mutch (Government of New Zealand)

I think as long as countries' political systems have a national focus that gives us a unit that is of a size we can work with. I don't think we're ready to operate in a world of permeable boundaries until we're more stable. Support for minority language and ethnic groups won't be lost by operating through national systems. If we go too quickly to a global world, there will be groups that won't have a strong enough voice to remain viable. So I think the national unit is the one we need to deal with at the moment. In the long term I think you may be right that we are moving towards more collaboration among systems. And if I may make a second comment, collaboration is also an inward-looking process. That is collaboration that looks internally within schools, states, districts, and international cooperation plays a huge role in that. Education for all, if I can use that phrase, ensures that we all have the same chance at life.

Sylvia Schmelkes (Universidad Iberoamericana, Mexico)

The world is very heterogeneous. Education is called upon to build up into what Dr. Fay King Chung was saying this morning. We need to ask what kind of development we want for the African states and realize that it is not the same as what I may want for Mexico. But there is still a need to comply with the development goals. Since countries are very different, there are many different pathways towards development. To understand how to make education comply with development, I believe, when we think about the future, intersectoral policies that bridge agricultural development, educational development and social development are called for to respond to these needs. It is within a heterogeneous world that they will be enriched.

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

Thank you very much, and with that let us end the session.

Concluding Discussions



Forum Moderator

Kazuhiro Yoshida, Professor, Center for the Study of International Cooperation in Education, Hiroshima University

Keynote Speaker

Fay King Chung, Former Minister of Education, Sports and Culture of Zimbabwe

Moderator of Session 1

Prasad Sethunga, Head, Department of Education, University of Peradeniya, Sri Lanka

Moderator of Session 2

Akira Ninomiya, Director, Hiroshima Study Center, the Open University of Japan

Kazuhiro Yoshida (Hiroshima University, Japan)

Thank you to all the speakers who have participated in today's forum. We would now like to conclude with a special interactive dialogue session among the participants. We have heard from a special speaker and keynote speaker this morning and had two panel sessions in the afternoon. I would like to ask at this time for the moderators from both panel discussions, Dr. Sethunga from Sri Lanka and Prof. Ninomiya as well as this morning's keynote speaker Dr. Fay King Chung to all come forward so we can share our opinions together. Although we don't have much time as we would like to conclude by 5 o'clock, let us make the most of this opportunity to summarize the day's event and look to the future.

There are no rules in conducting this concluding discussion but we will look back at the discussion of today. In the morning we heard about EFA from Dr. Matsuura and the remaining challenges we face. This is not only from the impact of the financial crisis but he also expanded on what new challenges have emerged. Then we heard from Dr. Fay King Chung, in the keynote address, and she said the challenges change depending on the role of development and the scale of the impact. The basic theme of the forum is to look at our priorities up until 2015 and then beyond to post 2015 and examine these two periods as to how we can separate them to meet the unique challenges each period brings. So then looking back at our panel discussions we find one interesting situation. Schooling for tomorrow, whether within the current developing countries or developed countries, still needs to take into consideration the problems that these countries face today when we face the future.

So to expand on this point, I would like to first ask Prof. Ninomiya to summarize the second panel session and having done that we will talk about schooling for tomorrow. Perhaps we can identify what is missing in regards to EFA so for that I would like to call upon the moderator of the first panel session to briefly summarize that discussion and perhaps Prof. Ninomiya may want to respond to that. So this interaction will take place and then we would like to ask Dr. Fay King Chung and the audience to respond to our interaction. Then we will open the floor for general discussion.

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

In Session 2 what we found was the scenario model for the future does not apply to the developing countries in the same way as for the developed countries. In the case of Mexico, the flexible schooling provided can be called personalized education and in Malaysia the Internet has created sharp changes in society to which education has responded. Emerging issues in the future, post 2015, probably include the need for training of teachers and in the case of Burkina Faso, Africa, the major point was whether the national government will be responsible for the development of education. Then Dr. Mutch commented on autonomy and in particular questioned if school based autonomy is maintained, at the same time, does this improve the quality of education?

By inviting the participation of the majority this is possible and yet she didn't say if it was or wasn't successful to do so. Then I don't know whether this has succeeded or not either but these approaches deserve attention. The second point was that when we make these simple assumptions hopefully this will lead us to being able to see these possibilities and our thinking will be revised not to look at things as inputting our own values but perhaps to use a different methodology. Possibly, with the probability likely high or low based on that, we should discuss which phase education should go.

Prasad Sethunga (University of Peradeniya, Sri Lanka)

What should a school education be? There were some proposals on school education based on different situations in different countries and in my situation in session one the presentations on practice showed how the current situation is and how it should be focused on in the future. Then I tried to answer questions from the floor based on access as not just

access to education but access to quality education which is what we are attempting in Sri Lanka. Often access has been achieved but in reality access is there for some but there are also some groups who are neglected. Even though access has been achieved some conclude however that the quality is still very poor and the teacher training is still lacking.

Other presentations emphasized the same point. I talked about mainstreaming but Mr. Charles Aheto-Tsegah from Ghana emphasized that teacher training should not be the only focus but rather complementary and non-formal education needs more input and resources and this is often not included in the mainstream data. This has a very significant role and it applies to Sri Lanka and many supported this.

The third speaker talked about parents and how do you train or educate the parents as well and in this regard JICA has emphasized teachers are the key. It is also this area of teaching practice that should be changed as was mentioned by Ms. Carolyn Rodriguez and we do this in Sri Lanka and we have done this so teachers can teach inclusively.

And if I may quote Mr. Charles Aheto-Tsegah, a good teacher makes a good difference. Then there were two speakers who supported a two-way dialogue between schools and policy makers. The JICA representative said it may not be as popular but policy makers and schools must be connected and both supported equally when we develop policy. It is very difficult when we go to schools to make visits but if we want them to make policies with maximum input from the schools this two-way input is very important.

Akira Ninomiya (Hiroshima Study Center, the Open University of Japan)

Thank you very much for your question. Collaboration with NGOs is still a challenge for JICA, to be honest with you. But as I said in my presentation, especially for non-formal education and early childhood development, NGOs and other international organizations have their comparative advantage. So when we are approaching these areas, we are looking for possibilities for collaboration with NGOs.

Fay King Chung (Former Minister of Education, Sports and Culture of Zimbabwe)

One thing which has come out from this discussion is that we have different demands. The demands on professionalism of teachers and education, the demands of nation and national development, and the demands of the community, all these need to be considered and linked up to the global and international community. With different demands being made on the schools and teachers, the teacher is the link between the school and community. And we also have the needs of the child and the parent in the midst of all this.

Another complication is that countries are at different stages and different professional levels even within the same country. Teachers who are part of the community, teachers at the university level with an international background and are at the same economic level with people in this room, people who come from countries and receive a \$360 annum where others receive \$36,000 and one is one hundred times more than the other. What does that mean for education? Many of those with more education are those with more income and they have flowed to the countries where they can make \$36,000 so is that a good thing or a bad thing? Is it positive aspects that from Zimbabwe 3million people have left out of a population of 13 million? Even up to a quarter of some nations' populations have left and this may be true of many African countries. There are more Nigerian doctors in NY than in Nigeria. This is a phenomenon that we see partly based on the economic and political realities of the world. Obviously our education systems for the privileged may be as good in Lagos as they are in NY but for the underprivileged, there are big differences so we have these different economic levels of development.

Someone asked me a difficult question about Islamic fundamentalism and obviously the issue of people having different values even within the same country, then we must think how this affects education systems. To complicate this we have societies that are changing so what happened in the U.S. twenty years ago is not the same as what is

happening today and this is the same with Burkina Faso and Zimbabwe. Our societies are changing quite rapidly and we need to be aware of what are the dominant values within the society because you might find that there are different values in the same nation.

How our values influence education is that they are an anchor for the nation and the people as a whole. Are there values that remain even after a lot of change? That brings us to non-formal and complementary education. In a changing society whatever education I received 20 or 40 years ago I need to complement it today. This may be philosophically or maybe technologically but things have moved on. I think 20 years ago I was not able to use the Internet and email and obviously I had to keep up with this technology. What about the philosophical values, are they the same as before? If I have retained the same values I am a dinosaur or the same as people who have become stuck in a way of thinking without adapting to these changes. We have to look at the education curriculum and can we say that mathematics and science have some core knowledge and skills irrespective of the country and culture? Can we also say that the values of certain religions may be shared? Maybe one can go back to the 10 commandments. Can we say that community values may actually be similar? I tried to say communities are all trying to overcome poverty and maybe that is a common value. Communities want to improve health and education, these are common community values. We can look at this from a global perspective. If you are a nuclear scientist you may find a community of nuclear scientists in many different countries. Similarly, if you are a plumber there is a community of plumbers. And innovations that cross all countries have been helped through the development of the Internet which speeds up our finding similar communities. I can speak with someone in Africa or the United States or Japan within seconds so there is no barrier and one can see the Internet as an enrichment of communication.

Finally we need to look at an important issue and that is the positive and negative donor intervention into education and development. Donor inputs might be negative and this could include in education. Some donor inputs could be very positive. How do we distinguish between the two, and would we share the same evaluation? We might find that Prof. Yoshida and I, looking at the same evidence, might have different evaluations of what has been achieved. When I was Director of Curriculum Development we developed equipment for agriculture based on the use of oxen drawn ploughs and people were horrified. How can a secondary education teach about oxen drawn ploughs? Why did the government not use tractors? And yet 75% of the population still has to use oxen drawn ploughs and not tractors. This opens up a lot of questions for us as to the stage of development and how we react as educationalists.

Kazuhiro Yoshida (Hiroshima University, Japan)

According to the program we must conclude now and I hope, having listened to the conversations between the moderators of the first and second panel as well as our keynote speaker, you now understand the connections or objections to what has been stated. Unfortunately our time is very limited but we do have time for just one or two comments from the floor.

As it appears there are no comments from the floor at this time I would like to close this summary discussion and by doing so there is no need for me to wrap up the session anymore. The feelings expressed reflect the goals for EFA and 2015 priorities and how we should handle those challenges. That having been discussed we realize it differs from country to country and schooling for tomorrow requires a long term view. Schooling and schools are different and it was also pointed out that there are different forms of education and schooling possible. This applies to the roles that are to be played by teachers as well in the development of teaching methods and means. Going back to today's agenda we looked at what is the role to be played by the community, parents and the policy makers. And when we meet the challenges, what is the role of global partners beyond the countries? Can we look at them from future perspectives? When we put together all these ideas what is the implication when we think about the current practices together with all of you and

develop our ideas further? If that can be done, then that is the success of today's symposium. It is very difficult to think ahead but I believe we are well on our way and thus I would like to conclude this interactive discussion by thanking all of the participants including the attendees of today's forum for your input.

With this I would like to conclude the JEF-VII Forum and thank the four organizations which hosted this event. I would like to express my gratitude to Dr. Matsuura and Dr. Fay King Chung and all the members of the panels who came all the way from your respective countries to Japan and all the participants on the floor for your participation. I would like to sincerely thank the United Nations University and JICA for their support. And last but not least I'd like to express my gratitude to the simultaneous interpreters. So with this I would like to conclude the program and ask that you fill out the evaluation sheet in the package and return your feedback to the receptionist which is very valuable for us in planning this event in the future.



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