

Background and Objectives

Achieving universal quality education is a common goal of paramount importance throughout the world. Japan has been promoting efforts through international organizations such as UNESCO and the occasions of G8 Summits and Tokyo International Conference on African Development (TICAD) in attempts to realize the goals of Education for All (EFA) by 2015. Since international cooperation in education is essential for realizing human security, in 2010, Japan launched its new education cooperation policy based on the guiding principles of “supporting self-help efforts and sustainable development,” “answering the needs of the marginalized populations” and “respecting cultural diversity and promoting mutual understanding”.

Today, the movement and interchange of people, finances, goods, services and information have been accelerated across borders. This globalization has transformed the environments of education and had great influence on education itself, skills and the state of jobs and nature of work. Increases in the number of international students and partnerships with overseas schools, particularly within institutions of higher education are such cases. In these arenas, Japan has made active efforts to promote and develop human resources on a global level. However, the impact of globalization on the expansion of education, particularly of good quality basic education in developing countries has not been well-discussed. Therefore, Japan’s abundant field-based experiences of school improvement are highly expected to contribute to the development of education in developing countries.

The 11th JEF will focus on education in developing countries in the context of globalization and with the theme of “Globalization, Education and International Cooperation”. Keynote speeches from a global perspective and a developing countries’ perspective will concentrate on how education in developing countries is influenced by globalization and what roles education plays in an increasingly globalized society. With prominent practitioners in educational development invited from international organizations as well as noted scholars specializing in educational cooperation, this year’s JEF will address how globalization influences education in developing countries, anticipating the post-2015 years. We will also discuss how Japan can contribute to international cooperation in education, while exploring models of education corresponding to the transformations that globalization brings about. We warmly welcome all participants to actively join the discussion.

The Japan Education Forum (JEF) is an annual international forum established in March 2004 through governmental 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.

[Opening Session]

Opening Remarks by **Kyoko Nishikawa**

Senior Vice-Minister of Education, Culture, Sports, Science and Technology, Japan

I would like to express my sincere gratitude to all of you for participating in today's Japan Education Forum XI (JEF XI). On behalf of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), one of the co-hosting organizations, I would like to extend a warm welcome to all of you.

This forum, jointly organized by the Ministry of Foreign Affairs (MOFA), Hiroshima University, the University of Tsukuba and MEXT, has been held annually since 2004. Its purpose is to provide an opportunity for open and frank exchanges of opinions and ideas by administrators in charge of educational development, representatives of cooperation agencies, NGOs and researchers on how international cooperation in education can support the self-reliant educational development and ownership of developing countries.

On the theme of "Globalization, Education and International Cooperation," this year's forum will discuss the impact of globalization on education in developing countries and the roles of education in the globalized society.

The international community is making concerted efforts to achieve Education for All (EFA), which aims to enable every child to have access to free and high-quality compulsory education and to improve the quality of education. To achieve this goal, the MEXT has provided the Funds-in-Trust to UNESCO and implemented projects to achieve EFA. The target year, 2015, is right around the corner. When considering how international cooperation in education should address the post-EFA agenda, we must fully recognize social changes. In this regard, it is important to understand the impact of globalization on education and its issues.

An example of the impact of globalization on education in developing countries is the increasing demand in emerging and developing countries for local human resources who are highly educated and versed in advanced technologies as private companies from developed countries are expanding business to these countries. The number of students from developing countries who are studying in developed countries is growing, and exchange programs and cooperation activities are expanding. Developing countries are also interested in international evaluations for academic achievements as they endeavour to make self-reliant efforts to develop high-level human resources. These are some examples of globalization in education.

Today the world faces various issues, including the environment, poverty, human rights, peace, and development. The international community must act as one to address them. Education for Sustainable Development (ESD) teaches learners to take these global issues as their own and consider what they can do to solve them. It also empowers learners to take action.

The United Nations General Assembly adopted a resolution to make 2005 to 2014 the U.N. Decade of ESD. As one of the proposers of this resolution, Japan has actively promoted ESD. As this is the last year of the Decade of ESD, Japan will host the "UNESCO World Conference on ESD" in November of this year in Nagoya, Aichi Prefecture, and in Okayama City. This will be an important conference to review the activities of the decade and to discuss the future activities of ESD after 2015. The MEXT will continue contributing to the improvement of the quality of education from the global viewpoint by promoting ESD.

Today we have invited two keynote speakers. Dr. Kilemi Mwiria, Kenya's former Assistant Minister of Education, has extensive knowledge of the educational issues in Africa. He will discuss globalization and education, based on the experiences of developing countries. The other keynote speaker is Professor Angela W. Little, Professor Emerita of the University of London's Institute of Education. She will discuss the relationship of globalization and education in Asia.

We have also invited experts from South America, Japan and Southwest Asia for our afternoon session. We expect a lively discussion among the experts, who will offer their views on the "Impacts and Challenges of Globalization concerning Education in Developing Countries" and "Japan's Education Cooperation in a Globalized/Global Society." I sincerely hope that sharing the knowledge of each country through today's lectures and discussions will produce fruitful results, which will contribute to improving the quality of education in every country.

In closing, I would like to thank all of those who gave their time and effort to organize this forum. I hope that it will be useful in your future endeavours. Thank you.

[Opening Session]

Opening Remarks by **Seiji Kihara**
Parliamentary Vice-Minister for Foreign Affairs, Japan

1. Opening

I would firstly like to express my deepest thanks to everyone in attendance today for participating in the Eleventh Japan Education Forum. I would now like to make a few remarks on behalf of the Japanese Ministry of Foreign Affairs, which is a co-host of this forum.

2. Towards the Achievement of MDGs

As the year prior to 2015, the deadline for achieving the Education for All (EFA) and Millennium Development Goals (MDGs), this year is an important year for initiative by the international community. According to the latest UNESCO report, issued at the end of last month, progress can be seen with regard to various education-related targets, such as the complete spread of primary education; however, this progress has been losing momentum in recent years and achieving the targets by 2015 is deemed to be difficult. Accordingly, the entire international community must make greater efforts.

Japan is focusing on education from the perspectives of human security and sustainable develop, and in the five years since 2011, educational centers overall have been steadily providing 3.5 billion US dollars to be used to support a total of 25 million children. In order to achieve the MDGs, we intend to continue to promote effective educational cooperation together with everyone in attendance here today and all others involved.

3. Measures Based on the Actions of the International Community for Post-2015

Furthermore, the debate over the form development should take from 2015 onwards is also growing lively. Prior to the inter-governmental negotiations regarding the post-2015 development agenda that are to begin at the 69th UN General Assembly in September this year, discussions forming the foundation for these negotiations are being advanced, with a high-level panel report was being issued in May of last year regarding the post-2015 development agenda and discussions by working groups on Sustainable Development Goals (SDGs) still continuing.

Japan regards human security that emphasizes protection of individuals and strengthening skills, focusing on each individual person, as the appropriate guiding principle for the post-2015 agenda. In addition, in considering various fields—including education—in the future, discussions based on the latest trends in the international community, such as rapidly progressing globalization, are necessary. This globalization is exerting a huge impact on the environment surrounding education. This impact is especially marked in higher education, with universities and other higher educational institutions in Japan and other developed countries cranking up their recruitment of international students from developing countries and training domestic human resources capable of contributing on the global stage. In addition, the impact of this globalization is spreading also to the field of basic education.

In undertaking education cooperation activities in developing countries as well as promoting discussion on the post-2015 development agenda, I believe that it would be extremely meaningful to discuss the impact of globalization on education in developing countries—an issue that has so far not been examined adequately.

4. Closing

For this forum, it was decided to select themes concerning education in developing countries amidst the advancement of globalization based on the actions of the international community.

With participants comprising people involved in educational cooperation both in Japan and overseas, this forum provides an extremely valuable opportunity. In closing, I would like to express my sincere hope that discussions today will be lively and that this forum will be truly fruitful in considering the future form of educational cooperation and the post-2015 development agenda.

Thank you very much for your attention.

Executive Summary of the Japan Education Forum XI (JEF-XI)

- Collaboration toward Self-Reliant Educational Development -

Outline of the Forum

The Japan Education Forum (JEF) is an annual international forum established in March 2004 through governmental 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 public officials in charge of international development, experts of aid organizations, NGOs, researchers and others on ways of promoting the 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 experience in educational development and its international cooperation activities. This year's theme was "Globalization, Education and International Cooperation," and various discussions took place on education in developing nations in the globalized world. 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. It is supported by the Japan International Cooperation Agency (JICA) and Kyushu University.

The 11th Japan Education Forum was held on February 19, 2014 at the Assembly Hall of the MEXT in Tokyo. In the morning, Kilemi Mwiria, Kenya's former Assistant Minister of Education, and Angela W. Little, professor emerita of the Institute of Education (IOE) at the University of London, delivered keynote speeches. During the question-and-answer session that followed, the audience discussed the issues freely with the keynote speakers. The afternoon featured a panel session, which presented multiple viewpoints on "impacts and challenges of globalization concerning education in developing countries" and "Japan's education cooperation in a globalized society." The event concluded with an open-floor discussion, to which all the speakers were invited, followed by concluding discussions with the keynote speakers and the panelists. In total, 198 people participated in the forum including many diplomats from different embassies, ministry officials, representatives of development cooperation agencies, university faculty members, NGOs and NPOs, and the general public.

Keynote Speech by Dr. Kilemi Mwiria, former Assistant Minister of Education, Kenya

In the keynote speech titled, "Is Sub-Saharan Africa Well Placed to Reap from Economic Opportunities Made Possible by Globalization: Global Jobs and African Education," Dr. Kilemi Mwiria emphasized that Africa can benefit from the global employment market as Africa has surplus labor, especially young people, who are fewer in number in developed countries. The people who have had experience in developed countries will be an asset to multinational companies in their operations in Africa as the market grows. People have a high spirit of entrepreneurship. Africa can also export human resources, particularly with regard to doctors, nurses, athletes, artists and musicians, as Africa enjoys a comparative advantage in these areas over the rest of the world. On the other hand, Africa has an acute shortage of highly educated human resources needed to gain global competitiveness for various reasons including poor governance; the low quality of basic, primary and higher education; geographic disparities; and brain drain.

In order to maintain global competitiveness, education reform is needed, mainly in three areas: governance, higher education and the international community. First, governance must be reformed by building a national consensus, investing in the IT revolution, allocating more money to research, involving the private sector, promoting local capacity for government consultancy projects, making basic education free and compulsory, and collaborating with universities in South Asia and East Asia. With regard to higher education, Dr. Mwiria said quality must come before quantity. He also indicated the need to identify alternative methods of expanding access and delivery such as distance learning, to explore the full potential of IT, to recruit and promote staff and students on merit considerations, and to help strengthen graduate education in the most needed areas. Dr.

Mwiria made various proposals regarding the international community, saying that it should put more money into science and technology education, target scholarship support to priority areas of development, open doors to African employees in the developed world, and invest in international students, internship and employment exchanges among Africa and Europe, North America and Asia. Dr. Mwiria concluded by stating that by implementing these reforms and building the capacity of Africa's increasing human resources through education, Africa can benefit from the global economy.

Keynote Speech by Angela W. Little, Professor Emerita, Institute of Education (IOE), University of London

In her keynote speech titled "Reciprocal Relations between Globalization and Education in Asia," Prof. Angela Little stressed that globalization and education are interrelated. Focusing on recent globalization starting from the late 1960s and the 1970s, she indicated that globalization was promoted by the monetarist neo-liberal policies of industrialized countries and outlined the changes in advice given by the international financial institutions to poorer countries. With this in mind, she gave a lecture on four themes.

The first theme was "What impact has globalization had on education?" Prof. Little gave the example of Sri Lanka and said that the story of globalization is one of growth and disparity. From the mid-1950s to the mid-1970s, Sri Lanka followed the "import substitution strategy" proposed by international organizations and nationalized agricultural and manufacturing productions to seek economic self-reliance. The government, however, collapsed due to youth unrest, very low economic growth and very high unemployment. The new government introduced open economy policies of "export-oriented liberalization" and promoted export industries. These were designed to promote Sri Lanka's participation in the globalizing economy. This brought about growth and disparity as well as new opportunities and widening divisions.

The second theme was "What are the educational conditions that help countries to globalize?" In order to learn from the educational strategies of Hong Kong, South Korea, Taiwan and Singapore, the so-called Asian Tigers, Prof. Little examined the common development and education features in these countries.

Third, she discussed "Why do some countries fail to globalize?" In this section, she studied the factors that held Sri Lanka back although the country had been far more advanced than other countries in the 1950s in both economic and social terms.

"What should our concept of successful globalization be?" was the fourth theme. Prof. Little referred to "economic growth with equitable outcomes" as a definition of successful globalization, which is mentioned in many research papers. As there was a civil war from the late 1970s in Sri Lanka, although the country had enjoyed growth and a degree of equity, she also introduced "peace" as an important element of successful globalization. She added that strategies for globalization should not be considered successful unless they are also sustainable into the long-term future. Therefore, building on the concept of "growth with equity and peace," Prof. Little developed a new definition of globalization as "sustainable growth with sustainable equity and sustainable peace."

A question-and-answer session followed the two keynote speeches. Questions were received from the participants from the Indonesian embassy, an international cooperation agency, a Japanese cabinet office, an educational institution, and a university. Topics included the situation in Southeast Asia, depoliticization, identities, post-MDGs, gender equality, educational assistance in conflict-affected countries, and globalization based on African values.

Panel Session

In the afternoon a panel session was held on the themes of "Impacts and Challenges of Globalization Concerning Education in Developing Countries" and "Japan's Education Cooperation in a Globalized Society."

Kazuo Kuroda, professor at Waseda University's Graduate School of Asia-Pacific Studies, served as a presenter as well as the moderator for this session. The three panelists—a researcher at the Center for Research in International Cooperation and Educational Development (CRICED) of the University of Tsukuba; an advisor on education from the Japan International Cooperation Agency and education policy advisor to the Ministry of Education and Sports of the Lao People's Democratic Republic; and the regional education director of the Intel Corporation—gave presentations on the topics of globalization, education and Japan's international cooperation, citing various examples.

First, Prof. Kazuo Kuroda, professor at Waseda University's Graduate School of Asia-Pacific Studies, gave a presentation titled "Globalization and Educational Issues of Developing Countries: Japan's International Cooperation" and discussed the topic mainly from the viewpoint of global governance. The international community is endeavoring to address issues related to globalization by identifying them, finding solutions and seeking new directions. Professor Kuroda discussed four types of global governance in education and said that while global governance contributed to the educational development of developing countries in advancing EFA and other areas, there are also problems. He made some proposals for necessary actions and considerations. With regard to Japan's policies in international cooperation in education, he referred to the basic principles of "human rights, development and peace" in "Japan's Education Cooperation Policy 2011-2015" and the model of "School for All." He concluded that Japan can contribute more in the field of international cooperation in education by communicating local needs to the international community.

The second presentation, titled "Impacts of Globalization on Higher Education," was given by Dr. Fernando Palacio, Researcher at the University of Tsukuba's Center for Research in International Cooperation and Education Development (CRICED). In relation to the impacts of globalization on higher education, he discussed the global society as a mosaic of culture, changes in the labor market that demand innovation and "ready-to-work" knowledge, the global skills race, and the mutual influence of globalization and higher education. Then he discussed the challenges brought by globalization, pointing out the job shortage for those who have received higher education, the waste of human resources, and the brain drain and brain circulation. In order to address these challenges, educational reform and international cooperation are needed. Dr. Palacio concluded that in international cooperation, efforts must be made to promote governance reform and educational reform, including lessons, and to promote the internationalization of higher education.

Dr. Keiko Mizuno, Education Policy Advisor to the Ministry of Education and Sports in Laos gave a presentation titled "Japan's International Cooperation in Education in the Globalized World: The Case of Lao PDR." Laos ranks 138th among 187 nations in the human development index. Dr. Mizuno said that the highest priority objectives of the development policies in Laos are universal access to basic education and improvement of the quality of education (MDGs) while there are diverse issues to be addressed in the education sector. Japan's cooperation in the basic education sector in Laos is focused on improving schools and lessons. The three major areas of JICA's cooperation in basic education are quality, management and access. Dr. Mizuno cited a JICA case of South-South cooperation in Indonesia as a successful example of technical cooperation focused on the priority issue of improving the quality of education. In this project, developing countries learn from other developing countries' experiences and lessons learned as they share common issues such as improving students' academic skills. Dr. Mizuno said that Japan's educational cooperation must use its expertise strategically through package projects that include hands-on practice, institutions and policies. She also introduced the example of effectively utilizing regional educational networks.

The final presentation, titled "Education for the Better World," was given by Mr. Anshul Sonak, Regional Education Director (Asia Pacific) of Intel Corporation's Corporate Affairs Group. The world is rapidly changing and becoming more complex and is faced with new problems and needs such as energy issues as well as newly emerging digital, demographic, and skill divides. The jobs that young people want to pursue in the future have

diversified. The needs in the global labor market as well as types of jobs are also changing. As a result, there is a mismatch between the globalized world and current education. Teachers must help students learn “21st century skills” so that they will be able to face the challenges of this century. For the so-called EPIC generation to learn these skills, education reform is needed to utilize ICT. New education systems must be sustainable and systematized. Mr. Sonak concluded that public-private partnership is necessary in promoting these actions.

After the panelists gave presentations, Prof. Kuroda moderated an open-floor question and answer session with the panelists. Questions were taken from the floor, including from the participants from international cooperation organizations, educational institutions, and universities. Topics addressed were regional support, ICT and divides, ICT and teachers’ roles, teachers’ status within a country, how to develop entrepreneurship, nationalism, self-efficacy, invitation of teachers from developing countries to Japanese classrooms to teach, and the relationship between the world vision and education.

At the end of the afternoon, Prof. Riho Sakurai, Associate Professor at Hiroshima University, moderated a concluding discussion with the keynote speakers, the panel session moderator and panelists to briefly summarize the day’s main points and to request the audience to reflect upon them. In conclusion, the importance of human relationships in addressing educational issues as the world becomes more globalized was emphasized. In this way, the 11th Japan Education Forum on collaboration toward self-reliant educational development provided a venue for thought-provoking discussions on what should be done to address the educational issues of developing countries in this age of globalization.

【Keynote Speech】

Global Jobs and African Education

Kilemi Mwiria

Former Assistant Minister of Education, Kenya

1. Implications of Globalization for African Education

Among other benefits for Africa, globalization presents the opportunity to export labour to the rest of the World and within Africa. It is hard to justify the export of African labour to the developed countries of the World, when this resource is critically needed in Africa. However, one should not lose sight of the fact that Africa has surplus labour, especially of the youth, something in short supply in developed countries. Second, as many African countries prepare to exploit the newly found wealth and accelerate economic growth, Africans who will have had experience in developed countries will come in handy. Third, many of the multinational companies to benefit from the Africa economic boom are located in developed countries; having a pool of Africans who understand their business culture will be an asset for their African operations.

For Africa, there is much potential with regard to the export of doctors, nurses, tourism and hospitality professionals, skilled and unskilled labour, sporting talent, entertainers and teachers of African culture/languages. Africa should also benefit from the youth bulge with almost 70% of the continent's population aged below 30. Forty percent of the World's youthful population resides in Africa. The continent's large deposits of natural resources, a growing continental market, a high spirit of entrepreneurship and rapid embracing of technology, and the fact that Africa is the last unexploited development frontier, also favour international exchanges in education and employment.

2. African Education not Good Enough for Global Competiveness

Although on average, Africa devotes 22% (Kenya and a few other countries over 30%) of the public budget on education, while the world average is 16%, a substantial number of African children do not enroll in school and many of those who do, drop out. As of 2010, compared to the rest of the World, Africa had the lowest gross enrollment and net enrollment ratios at all levels of the education system, the most dropouts and out of school youth, and the most illiterates. The situation is worse at the tertiary education level with Africa registering the lowest gross enrollment ratio of 7% compared to the World average of 29%. There are also major social, religious and geographical disparities in enrollment, completion and outcomes as well as with regard to areas of study all the way to the university. The explanation for this education crisis lies in poor governance, misplaced priorities, inadequate funding, conflicts and wars and some negative cultural and religious values, poor national infrastructure and poverty.

Even for those who are able to remain within the school system, there are major quality issues. At the primary and secondary school levels, Africa has the highest percentage of repeaters in the World. A large percentage of primary school pupils cannot read or write material meant for their respective grades. Quality and relevance are also an issue at the tertiary level as evidenced by; poor rankings of African universities compared to universities elsewhere, the fact that less than a quarter of the students are enrolled in science and technology fields, complaints by employers about graduates who do not seem to have mastered the basics, and the fact that African universities and research institutes' contribution to world knowledge is almost negligible.

As a result, compared to the rest of the World, a lot of Africa's talents are unlikely to develop, contribute to the development of the continent or benefit from global educational and employment opportunities. This is one reason, imports of scientific and other experts into Africa will continue. Donors' prioritization of basic education over tertiary education and their prescriptions that disadvantage the marginalized has not

made matters any better. Nor have rather stringent visa requirements for potential African students and those seeking work in developed countries helped.

It is estimated that Africa loses up to \$4billion to pay for over 140, 000 expatriates based in Africa. In a way, this is evidence that Africa benefits from the global employment market. Export of African experts comes with some benefits for Africa in the form of financial remittances (estimated at \$1billion for Kenya in 2012), linkages for further training overseas and opening up of new ground for other Africans. Unfortunately, these experts are not available to support development in Africa or to nurture future talent for a continent that has an acute shortage of high-level resources in the most critical fields of development.

3. Generating a Globally Competitive Labour Force

Governance. The African leadership has to lead the way in reforming African education to be globally competitive by:

- Building national consensus on what needs to be done and prioritise economic advancement while not tolerating negative distractions
- Eliminating conflicts and wars while promoting the rule of law, peace building initiatives, inclusiveness and equity in the sharing of national resources
- Promoting positive values of honesty, hard work, nationalism, meritocracy, transparency, fairness, etc.
- Strengthening regional economic and educational ties
- Investing in the IT revolution. Together with education, they are the greatest equalizers
- Raising the vote for research and innovation to at least 1% of GDP
- Involving the private sector in the provision of education at all levels
- Establishing/strengthening centres of excellence nationally and regionally to optimize on scarce resources and to train and upgrade the skills of practitioners
- Supporting graduate training for specializations where there is the greatest need and more so, with universities in South and East Asia from which Africa could learn more than from Europe and North America
- Promote local capacity (in collaboration with foreign experts where needed) for government consultancy projects
- Providing appropriate incentives to get renowned African experts to return home to share and prepare young talented Africans for global opportunities; the strategy of South Korea and Taiwan to bring back their best brains from the developed countries contributed to their economic miracles
- Promoting the export of youth possessing vocational skills given the declining youthful population in developed countries and those talented in sports, drama, art and music where Africa may enjoy a comparative advantage over the rest of the World
- Investing in widely accessible and high quality education from basic to tertiary and vocational/technical, and in non-core curriculum subjects (sports, drama, music, art)
- Making education delivery more cost-effective while managing the excesses of teacher unions
- Insisting on accountability by all teachers from primary to university
- Making a deliberate efforts to get education to be more inclusive of marginalized social, religious and regional groups by making basic education free and compulsory and through affirmative action interventions at all levels

Higher Education Reform. African higher education institutions have to espouse more dramatic reforms for effective global competition labour force by:

- Expanding higher education only if sure of the availability of commensurate resources to support the expansion; quality must come before quantity
- Identifying alternative methods of expanding access and delivery (day universities, distance learning)

- Diversifying funding sources; in addition to governments, student fees, research grants and consultancies and partnerships with industry, philanthropy, and more
- Doing more with less; available resources can accomplish more than is currently the case
- Ensuring that higher education institutions are truly national in outlook before they plan for a global role
- Reaching out to Asian countries (in addition to the traditional allies in the developed World) for research and graduate training
- Linking up with top sporting universities in the developed world and especially the USA to strengthen sports in the respective universities
- Digitizing content and exploiting the full potential of IT
- Paying greater attention to quality education through appropriate quality assurance mechanisms, the basing on recruitment and promotion of staff and students on none other than merit considerations and targeted graduate training
- Reorienting the curriculum to reflect global market needs informed by research findings
- Establish/strengthen programmes on student start-up companies as a way preparing them to benefit from global opportunities
- Identify niche areas for specialization instead of duplicating what is already in existence

The International Community. International partners and governments of developed countries could enhance Africans' exploitation of global employment opportunities by:

- Linking future support to countries to evidence of accountability in government and educational institutions
- Putting more money into science and technology education, IT and higher education.
- Targeting scholarship support to priority areas of development such as nuclear energy, mining, solar power, water and energy, IT, mathematics, the sciences, engineering and high quality vocational/technical education
- Supporting diversification of sports' and entertainment beyond the traditional (swimming, gymnastics, film making, baseball, cricket, American football, etc.) to expand the range of available opportunities
- Lobbying for a more open door policy for prospective African students and employees seeking opportunities in the developed World, as long as they are eligible
- Encouraging basic and high school students' and teacher exchanges between Africa, Europe, North America and Asia; early interaction is good investment for future international cooperation
- Opening up their consultancy and other donor jobs that are focused on Africa to more African experts
- Investing in international student, internship and employment exchanges between Africa, Europe, North America and Asia
- Investing in international student competitions (from primary to university) to expose African talent to professional sporting clubs in the developed countries
- Supporting research and graduate study for African scholars in areas where Africa has a competitive edge (mineral exploitation, tourism, African languages/culture, Sports, solar energy, and more)
- Encouraging multinational companies to invest in the education of Africans who would be their ambassadors in Africa; and, in internship and university/industry and business links in support of both scientific and business innovations and post school employment
- Supporting value addition educational programmes to widen opportunities for business with the rest of the World targeting agricultural and mineral products
- Promoting joint consultancy and research projects between African scholars/experts and their counterparts in from Europe, North America and Asia

Is Sub-Saharan Africa Well Placed to Reap from Economic Opportunities Made Possible by Globalization: Global Jobs and African Education

By

Kilemi Mwiria

Paper Presented at the 11th Japan
Education Forum

(Tokyo: February 19, 2014)

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Globalization & African Education

Globalization has important implications for African education and the opportunities that come with it:

- * Training across borders
- * International and regional academic linkages
- * Knowledge acquisition through the Wide World Web
- * International and regional education partnerships
- * The global job market

Globalization & African Education

Africa could benefit more from the global employment market:

- * Export of doctors, nurses, tourism and hospitality professionals, skilled and unskilled labour, sporting talent, teaching of African culture/languages, entertainment and the international civil service
- * The Africa youth bulge with almost 70% of the continent's population aged below 30
40% of the World's youthful population resides in Africa
- * Large deposits of natural resources
- * A growing continental market in the continent where the entrepreneurial spirit is very high

Globalization & African Education

- * Reverse brain drain
- * Africa is the last unexploited development frontier
- * Out of the twenty world's fastest growing economies more than ten are in Africa
- * Openness to new technology. Currently more than 650 million mobile phone users in Africa, up from 25 million in 2005 (more than 2000% growth). Africa has more mobile phone users than the USA

The Foundation: Basic & Secondary Education

On average, Africa devotes 22% (Kenya and a few other countries over 30%) of the public budget on education, while the world average is 16%.

YET:

As of 2010, compared to the rest of the World, Africa had the lowest gross enrollment ratio (GER) and net enrollment ratio (NER) at all levels of the education system, the most drop outs and out of school youth and the most illiterates (UNESCO, 2012).

Basic & Secondary Education

This is why Africa cannot compete:

- * Pre-primary GER: World 48%, North America & Western Europe 85%, East Asia & Pacific 57%, Arab states 22%, Africa 17%
- * Primary NER: World 91%, North America & Western Europe 97%, East Asia & Pacific 96%, Arab states 88%, Africa 77%
- * Secondary NER: World 63%, North America & Western Europe 91%, East Asia & Pacific 73%, South & West Asia 51%, Africa 29%
- * Primary school drop out rate: World 23%, North America and Western Europe 0%, East Asia & Pacific 9%, South & West Asia 33%, Africa 42%

Basic & Secondary Education

- * Out of school children: World 18%, North America and Western Europe 2%, East Asia & Pacific 10%, South & West Asia 30%, Africa 36%. Africa accounts for half of the World's out-of-school children (31 out of 61 million)
- * Adult literacy rate: World 84%, North America and Western Europe 99%, East Asia & Pacific 94%, South & West Asia 63%, Africa 62%

Why? Bad governance, misplaced priorities, inadequate funding, conflicts and wars, some negative cultural and religious values, poverty

Result. Compared to the rest of the World, a lot of Africa's talents are unlikely to develop, contribute to the development of the continent and to benefit from global educational and employment opportunities.

Basic & Secondary Education

Equity of provision/attainment. There are major social, religious and regional disparities in enrollment, completion and outcomes as well as with regard to areas of study all the way to university

As a Result in some countries, more than 30% of the population may not be able to contribute optimally to the continent's development or benefit from global educational opportunities and employment. In developed Europe, North America and emerging Asia, parity has virtually been achieved

Basic & Secondary Education

Quality & relevance equally of concern

- * Primary school repetition rate: Africa has the highest percentage of repeaters 35% (11.4 million), followed by South & West Asia (28%), Latin America and the Caribbean (17%), and the Arab states and East Asia and Pacific (9% each).

The South and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) assessment done in 2007 and the 2013 Global Monitoring Report conclude that:

- In more than two thirds of the countries assessed, almost half of the students cannot read or write material for their respective grades because they have not mastered the most basic skills.

Basic & Secondary Education

- * 96% of grade 2 to 4 pupils in Malawi, 94% in Mali, 91% in Zambia and 82% in Uganda could not decode a single word!

Why?

- * There are an average of 43 pupils to a teacher in Africa (there are cases of up to 100) compared to a world average 24, 14 in North America & Western Europe, and 18 in East Asia & Pacific and 39 for South & West Asia

Basic & Secondary Education

- * Recurrent school strikes, poor infrastructure, inadequate reading materials, a high percentage of untrained teachers, poor management, conflicts, and poverty
- * The 2012 GMR has shown how in many African countries, many teachers know no better than their pupils!

Effect: Without a solid basic foundation, Africa's children are disadvantaged relative to other children from the rest of the World from the word go. How then could they be expected to compete at the global scene?

Higher Education Equally Challenged

Between 2003 and 2008, enrollment in African universities increased from 2,342,358 to 4,139,797 (a 78% increase; World average is 53%). But there are major problems:

- * Africa's tertiary GER of 7% is the lowest in the World (World average is 29%) and compares badly with all other regions such as North America & Western Europe (76%), East Asia & Pacific (29%) and South & West Asia (17%).
- * Mauritius was the big exception; GER increased from 10 to 40% between 1999 and 2011.
- * Also dramatic: Ethiopia's student population (160,000 to 640,000), Ghana's (230,000 to 850,000)

Higher Education

- * African Universities rank poorly worldwide. Not a single African university has made it among the top 100 in the last ten years. Last year one of the ranking bodies placed the University of Cape Town (the highest ranked in Africa) at position 126.
- * Similarly, the Global Competitiveness Index (GCI) ranks the quality of African higher education lower than elsewhere in the World in most categories.
- * Numerous complaints by employers and professors in graduate school on the poor mastery of basic skills by university graduates

Higher Education

- On average less than 20% of African students are enrolled in science and technology related courses, compared to over 50% in emerging economies of Asia (China, South Korea, Singapore, Taiwan). For example, in Botswana, only 12% are enrolled in the sciences, the rest mainly in the social sciences and education.
- * African universities/research institutes contribution to world knowledge is almost negligible because lecturers have hardly any resources and time to conduct research.
Thus,
- * While the per capita scientific publications in the developed World stands at over 85 and at 16 in developing countries, it is a paltry 0.8 for Africa;

Higher Education

- * Per capita inventions for the developed World stand at 97 compared to 3 for developing countries, and negligible in Africa.
 - * In 2006, only 35 research and development (R&D) centres were operating in 53 African countries (most poorly resourced) compared to 861 in North America, 655 in East Asia and 1,576 in Europe.
 - * The situation is compounded by the loss of some of the best African scientists to developed economies.
- YET:** in the 1960s, many African universities (e.g. Fourah Bay in Sierra Leone, Makerere in Uganda, University of Ibadan in Nigeria, Legon in Ghana) were leading World institutions.

Higher Education

Why the crisis: Mainly financing Related

- * While between 1990 and 2004, the average World per student expenditure was \$4,600; it was \$2,000 for Africa. Yet, the per student expenditure as a proportion of the GDP averaged 2.93 compared to a World average of 1.24 and 0.28 for OECD countries; inefficiency is a major problem.
- * Rwanda's student population grew 14 times but the proportion of the higher education budget fell from 35 to 13%.

End Result. Africa cannot deal effectively in the global market or generate globally competitive human resources or for the Continent.

Brain Drain

Under the circumstances, imports of scientific and other experts into Africa is likely to continue

- * It is estimated that Africa loses up to \$4billion to pay for over 140, 000 expatriates based in Africa.
- * An estimated 250,000 highly qualified professional are working outside Africa due to instability at home, lack of recognition by their governments, poor remuneration and generally an unsupportive working environment.

Brain Drain

- * It is estimated that 3 of 10 Africans who go abroad to study do not return.
- * 13% of Kenya's tertiary education students (over 20,000) study in OECD countries.
- * 1 of 9 Africans born in Africa and have a university degree migrates to the OECD countries.
- * Between 1980 and 1991, Ethiopia lost 75% of its skilled workforce; there are more Ethiopian doctors in Chicago than in Ethiopia!

Brain Drain

Based on the above, one could conclude that Africa reaps from the global employment market as export of African experts results in:

- * Big financial remittances (estimated at \$1billion for Kenya in 2012)
- * Opportunities in commerce
- * linkages for further training overseas
- * Opening up of new ground for other Africans

BUT: these experts are not available to support development in Africa or to nurture future talent for a continent that has an acute shortage of high level resources in the most critical fields of development.

The International Community

Aware as many Africans are, that donor money is not Africa's, questions have still been raised regarding:

- * Over-emphasis on basic education (over tertiary)
- * Prescriptions that disadvantage the marginalized even more
- * The reality that Africans seeking education and employment abroad have to contend with very stringent visa requirements.

Result: Globalization of education and resultant employment opportunities less real for African youth compared with their counterparts from the rest of the World.

What Reforms are Needed?

Governance

African leaders of vision and commitment to their people's welfare should lead the way in reforming African education to be globally competitive by:

- * Building national consensus on what needs to be done/ should not tolerate any negative distractions.
- * Eliminating conflicts and wars while promoting the rule of law, peace building initiatives, inclusiveness and equity in the sharing of national resources
- * Promoting positive values of honesty, hard work, nationalism, meritocracy, transparency, fairness, etc.
- * Strengthening regional economic/educational ties
- * Investing in the IT revolution; along with education these two are the big equalizers

Governance Reforms

- * Raising the vote for research and innovation to at least 1% of GDP
- * Involving the private sector in the provision of education at all levels
- * Establishing/strengthening centres of excellence nationally and regionally to optimize on scarce resources and to train and upgrade the skills of practitioners
- * Supporting graduate training for specializations where there is the greatest need and more so with universities in South and East Asia (more to learn)

Governance Reforms

- * Promoting local capacity (in collaboration with foreign experts where needed) for government consultancy projects
- * Providing appropriate incentives to get renowned African experts to return home to share and prepare young talented Africans for global opportunities; I am told the strategy of South Korea and Taiwan to bring back their best brains from the developed countries propelled their economic miracles.
- * Promoting the export of youth possessing vocational skills given the declining youthful population in developed countries; and those talented in sports, drama, art and music where Africa may enjoy a comparative advantage over the rest of the World.

Governance Reforms

- * Investing in widely accessible and high quality education from basic to tertiary and vocational/technical and non-core curriculum subjects (sports, drama, music, art)
- * Making education delivery more cost-effective while managing the excesses of teacher unions
- * Insisting on accountability by all teachers from primary to university;
- * depoliticizing the teaching profession
- * Making a deliberate efforts to get education to be more inclusive of marginalized social, religious and regional groups (free and compulsory basic education) and affirmative action interventions

Higher Education Reform

Key reforms to focus on:

- * Expansion accompanied by commensurate resources to support expansion
- * Identifying alternative methods of expanding access and delivery (day universities, distance learning)
- * Get more than governments to support higher education (able students, research grants, consultancies and partnerships with industry, philanthropy)
- * Efficiency; available resources can accomplish more
- * Ensuring that higher education institutions are national in outlook before going global

Higher Education Reform

- * Digitizing content and exploiting the full potential of IT
- * Paying greater attention to quality education through appropriate quality assurance mechanisms, the basing on recruitment and promotion of staff and students on none other than merit considerations and targeted graduate training
- * Reaching out to Asian countries (in addition to the traditional allies in the developed World) for research and graduate training
- * Linking up with top sporting universities in the developed World and especially the USA to strengthen sports in universities

Higher Education Reform

- * Reorienting the curriculum to reflect global market needs informed by research findings
- * Establishing/strengthening programmes on student start up companies as a way preparing them to benefit from global opportunities
- * Identifying niche areas for specialization instead of duplicating what is already in existence

The International Community

Donors and other well-wishers need to consider:

- * Linking future support to evidence of accountability in government and educational institutions
- * Putting more money into science and technology education, IT and higher education
- * Targeting scholarship support to priority areas of development such as nuclear energy, mining, solar power, water and energy, IT, mathematics, the sciences, engineering and high quality vocational/technical education

International Community

- * Supporting diversification of sports' and entertainment beyond the traditional (swimming, gymnastics, film making, baseball, cricket, American football, etc.) to expand the range of available opportunities
- * Lobbying for a more open door policy for prospective African students and employees seeking opportunities in the developed World, as long as they are eligible
- * Encouraging basic and high school students' and teacher exchanges between Africa, Europe, North America and Asia; early interaction is good investment for future international cooperation
- * Opening up their consultancy and other donor jobs that are focused on Africa to more African experts

International Community

- * Investing in international student, internship and employment exchanges between Africa, Europe, North America and Asia
- * Investing in academic and non-academic international student competitions (from primary to university) to expose African talent to professional sporting clubs in the developed countries
- * Supporting research and graduate study for African scholars in areas where Africa has a competitive edge (mineral exploitation, tourism, African languages/culture, Sports, solar energy, and more

International Community

- * Encouraging multinational companies to invest in the education of Africans who would be their ambassadors in Africa; and, in internship and university/industry and business links in support of both scientific and business innovations and post school employment
- * Supporting value addition type programmes in agricultural and mineral products to widen global opportunities for business
- * Promoting joint consultancy and research projects between African scholars/experts and their counterparts in Europe, North America and Asia

Conclusion

- * *...Africa is now the new frontier, an important growth pole for the economic recovery and an attractive business destination for capital. The perception gap is closing, and there are serious investors who are seriously interested in Africa... (Ngozi Okonjo-Iweala, Finance Minister of Nigeria)*
- * It is estimated that by 2035 Africa's labour force will be larger than that of China or India. This resource needs harnessing within African countries, the regional Africa market and the global market.
- * This labour force will need training for the these different markets

Conclusion

It is hard to justify the export of African labour to developed countries of the World, when this resource is critically needed in Africa.

BUT, Africa:

- * Has surplus labour of the youth which is in short supply in developed countries.
- * As the developed world prepares to exploit Africa's potential, Africans with experience in developed countries will come in handy.
- * For multinationals out to invest in Africa having a pool of Africans who trained in their home countries and understand their business culture will be an asset for their African operations.

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Thank You

I am grateful for this privileged opportunity to address this team of eminent scholars

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【Keynote Speech】

Reciprocal Relations between Globalisation and Education in Asia

Angela W. Little

Professor Emerita, Institute of Education, University of London

Background

Since the end of the twentieth century it has been commonplace to speak of globalisation, its causes, manifestations, consequences, promises and its discontents. Globalisation may be described simply as *'the accelerated movement of goods, services, capital, people and ideas across national borders'*. The spread of markets, capital, peoples and ideas across borders also characterised the earlier eras of imperialism and colonialism but it is the most recent phase of globalisation, starting from the late 1960s and the 1970s, that forms the main focus of this lecture.

In thinking about globalisation it is important to distinguish its manifestations from its underlying drivers. The spread of markets, capital, peoples and ideas across border may be thought of as the manifestations of globalisation. Its drivers, I would suggest, are economic policies, supported, especially since the 1990s by the digital technological revolution that has accelerated the speed of communication exponentially.

The relationship between globalisation and education is reciprocal. One can address it in at least two directions: 'what is the impact of globalisation on education?' and 'what is the impact of education on globalisation?'

Globalisation of the 1970s was prompted by declining economic growth, oil shocks, rising inflation and pressures on public expenditures in many industrialised countries. Across the globe, monetarist neo-liberal policies designed to increase growth were introduced. Dubbed 'Thatcherism' and 'Reaganomics' these policies advocated deregulated finance sectors, privatisation of state-owned companies and reduced government spending, among other measures. International finance institutions which had, through the 1960s and early 1970s, advised poorer countries to substitute costly imports with home-grown food and goods – a strategy known as 'import substitution' - were now advising a shift away from this and towards economic and trade liberalisation. A new phase of global capitalism and a restructuring of the world economy had begun.

The four themes of the lecture

First, I ask the question 'what impact has globalisation had on education?' I take an example of a country with which Japan has extensive economic and cultural relations and which embarked on an economic globalisation strategy from the late 1970s. That country is Sri Lanka and the analysis that follows is based on a recently published book *Globalisation, employment and education in Sri Lanka: opportunity and division*, co-authored with Siri Hettige of the University of Colombo.

Second, I ask the reciprocal question. 'What are the education conditions that help countries to globalise?' Here I examine the experiences of the four Asian Tiger economies which eschewed the advice of the international finance institutions in the 1960s and 1970s and which integrated rapidly into the global economy.

Third, I return to the case of Sri Lanka and ask why, when Sri Lanka was ahead of most other Asian countries in 1950, her economy fell so far behind?

Finally, I question dominant concepts of globalisation – and ask whether the concept of sustainability needs to be more actively included in programmes for desirable development and what the educational implications might be.

Question 1: What impact did globalisation have on education in Sri Lanka? Politically independent in 1948, Sri Lanka followed the import substitution strategy from the mid 1950s to mid 1970s. She strove for economic self reliance, nationalised agricultural and manufacturing production. In education she unified a diverse array of schools into one state system, strengthened a national examination system and strove to delink subject syllabi and curriculum texts from the former colonial power, Britain. Formerly private and denominational schools were nationalised. Youth unrest, Very low economic growth and very high rates of unemployment among educated youth during the late 1960s led to widespread youth unrest and the downfall of the left leaning regime of the 1970s. A change of government to the right in 1977 led to the introduction of the open economy policies of Export Oriented Liberalisation with the relaxation of exchange controls, the lifting of import restrictions, promotion of foreign investment and the establishment of free trade zones to promote export-oriented industries. All were designed to promote Sri Lanka's participation in a rapidly globalising economy.

Overall, our story of globalisation, employment and education in Sri Lanka is one of growth *and* disparity, of new opportunities and continuing and widening divisions.

- Since liberalisation the growth of the economy has been unprecedented.
- Average household incomes have increased, *but* their distribution has worsened.
- Unemployment rates have declined *but* among women they remain high and twice that for men.
- Young people are more likely to be employed rather than unemployed. They are more likely to be employed in manufacturing and services rather than in agriculture, and employed in the private sector, *but* they are also more likely to have casual rather than regular employment.
- Access to qualifications, both foreign and domestic, has increased among all social groups but it is the better-off that have greater access to the foreign-controlled examinations perceived to bring greater labour market returns.
- Young people's educational and occupation expectation levels are much higher than earlier *but* for many those expectations remain unfulfilled.
- The relationship between educational and occupation expectation levels and social class remains strong. *But* it appears to have become stronger for occupational expectations, but not educational expectations. In other words, comparing the expectations of youth in the pre-liberalisation period and the post-liberalisation period, the gap between the middle and the lower classes has widened.
- Educational participation has increased at all levels for all social groups, *but* access to Science, IT and English, and to the private sector post-secondary opportunities that provide pathways to the new jobs in the liberalised economy, is concentrated in urban areas.
- Finally, performance in many academic school subjects appears to be increasing, *but* significant disparities remain between schools of different types, different language media, different locations and between boys and girls, with girls outperforming boys in most subjects.

Question 2: What are the educational conditions that help countries to globalise? Already by the 1960s and 1970s Hong Kong, Korea, Taiwan and Singapore had embarked on an economic strategy of the export of manufactured goods long before the international finance institutions were advocating this as a global panacea. What can we learn about the education strategies adopted by these successful globalisers? First we must examine their common development features and second their common education features.

Common Development Features

- Export orientation, focused on manufactured goods
- Adaptation to ever 'higher added value' activity
- Availability of foreign exchange
- High levels of investment and savings
- Absence of rural landowning class
- Increases in rural productivity
- Increases in income equality
- Adoption of and adaptation to the information paradigm

Common Education Features

- Availability of educated low paid, highly productive and disciplined labour
- High levels of basic education and literacy prior to economic growth
- Gender equitable access
- Equitable public education expenditures
- Open, competitive and largely meritocratic education
- Creation of strong sense of national solidarity and identity

Question 3 Why did Sri Lanka fall behind the Asian Tigers? At the turn of the 19th and 20th centuries Sri Lanka's economy – albeit a colonial economy was an export-led economy, integrated into world markets, *par excellence*. Based on the export of plantation crops – mainly tea and rubber – the economy was strong enough to give her 'a standard of living well ahead of that in the rest of South Asia and most of South-East Asia, with the possible exception of Singapore and parts of the Federated Malay states. And her performance on education indicators became very strong indeed. Sri Lankans often recall that when Lee Kwan Yew visited Sri Lanka shortly after her independence in 1948 he averred that Sri Lanka provided a development model for Singapore to emulate. Far from lagging behind the Asian Tigers, Sri Lanka had been well out in front in both economic and social terms in 1950. Among the factors that held Sri Lanka back from strengthening her pre-eminent position were:

- Import substitution policy, low growth, high unemployment among the educated
- Low foreign exchange, domestic savings and investment
- Inefficient public sector
- Pervasive politicisation of policy implementation
- Little development of higher, technical and vocational education
- Educational segregation strengthened ethnic and weakened national identities

Question 4 Much of the literature on globalisation positions economic growth as its underlying goal. Over time increasing attention was paid to the equity dimension. Successful globalisation came to be defined as economic growth with equitable outcomes across the members of society. In my own work on a notion of successful globalisation with colleagues I introduced a third dimension – peace. My concern stemmed mainly from my analysis of the globalisation process in Sri Lanka where growth and a degree of equity from the late 1970s were accompanied by a civil war that destroyed thousands of lives. How could we judge that a country had globalised 'successfully' when it was at war with itself?


However, the notion of *sustainable* growth adds a new dimension to our development aspirations. Strategies for globalisation should not be considered to be successful if they are not also sustainable into the long-term future. Strategies for globalisation should not be considered to be successful if they so deplete natural and environmental resources that the needs of future generations are compromised. Export-oriented growth strategies may not always conserve a country's natural resources for the production of food and water for domestic consumption, which must be considered the most basic resource of all for the survival of people both in the present and the future. What education strategies might accompany such a notion of development are matters for discussion.

Reciprocal Relations between Globalisation and Education in Asia

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Japan Education Forum February 19th
2014

- 
- Globalisation: *the accelerated movement of goods, services, capital, people and ideas across national borders*
 - Manifestations and Underlying Drivers
 - Reciprocal Relations

Background

- Imperialism, colonialism and contemporary globalisation
- Monetarist neo-liberal policies in industrialised countries
- International finance institutions advice to poor countries – *from* import substitution *to* economic and trade liberalisation



Questions

- What impact has globalisation had on education?
- What are the education conditions that help countries to globalise?
- Why do some countries fail to globalise successfully?
- What should be our concept of ‘successful globalisation’?

Growth

- Economy
- Household incomes
- Employment rate
- Educational participation
- Expectations: educational and occupational

Declines in

- Poverty

Division

- Worsening distribution of household incomes
- Proportion with regular employment decreases
- Female unemployment twice male
- Occupational expectations widen between social classes
- Access to IT and English concentrated in urban areas
- Academic performance differences by school type, medium of instruction, location and gender

Common Development Features of East Asian Tigers

- Export orientation, focused on manufactured goods
- Adaptation to ever 'higher added value' activity
- Availability of foreign exchange
- High levels of investment and savings
- Absence of rural landowning class
- Increases in rural productivity
- Increases in income equality
- Adoption of and adaptation to the information paradigm

Common Education Features in East Asian Tigers

- Availability of educated low paid, highly productive and disciplined labour
- High levels of basic education and literacy prior to economic growth
- Gender equitable access
- Equitable public education expenditures
- Open, competitive and largely meritocratic education
- Creation of strong sense of national solidarity and identity

Why did Sri Lanka fall behind the Tigers?

- Import substitution, low growth, high unemployment among the educated
- Low foreign exchange, domestic savings and investment
- Inefficient public sector
- Pervasive politicisation of policy implementation
- Little development of higher, technical and vocational education
- Educational segregation strengthened ethnic and weakened national identities

Defining Successful Globalisation

- *From* Growth *to* Growth with Equity
- *From* Growth with Equity *to* Growth with Equity and Peace
- *From* Growth with Equity and Peace *to* Sustainable Growth with Sustainable Equity and Sustainable Peace



Education and Sustainability

- What has been Japan's experience of ESD since the early 2000s?
- What might be education's role in contributing to sustainable growth, sustainable equity and sustainable peace in the future?

【Questions and Answers with Keynote Speakers】

Riho Sakurai (Associate Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)

Now we would like to begin the question-and-answer session. If you have questions, please raise your hand and ask a staff member on the floor to give you a microphone. As we would like to hear from as many people as possible, please make your questions concise—shorter than two minutes—and ask no more than two questions. When you get the microphone, please give your name and the name of your organization, if you are affiliated with one. The floor is now open.

Question 1

M. Iqbal Djawad (Embassy of Indonesia)

My question is for Prof. Little. I believe that you already know that next year, in 2015, Southeast Asia will be one community. The population of Southeast Asia is about 600 million, and 240 million of them are living in Indonesia. So, what is your opinion about globalization in Southeast Asia in the next 10 years? Thank you.

Question 2

Tetsuo Kondo (Director, UNDP Representation Office in Tokyo)

I have a question for Dr. Mwiria about your comment on investment in education. As opportunities increase, how do you think that education should be integrated into the post-MDG agenda? Also, you didn't mention much in your presentation about gender equality or women's empowerment. How do you think African development will be involved in giving opportunities to women?

Question 3

Kazu Oda (Study Group on Education Act)

I would like to ask Dr. Mwiria about your second slide on higher education reform. It says that recruitment and promotion of staff and students on none other than merit considerations. In Japan, personnel matters are sometimes decided by favoritism. How about in Africa? Do you have favoritism? I would also like to ask a question on governance reforms. On your slide, it says "depoliticizing the teaching profession." What do you mean by "depoliticizing"? In Japan, there is a growing tendency for ruling parties, or the government, to interfere in education. For example, the government tries to include its perspectives in authorized textbooks and insists on emphasizing patriotism in moral education textbooks. I would like to ask whether there is a similar situation in Africa or not. I would also like to ask the same questions of Prof. Little. You said the national identity is weakening. There is concern that if national identity becomes too strong, the nation may become too nationalistic and exclusive. So we must have a good balance. If patriotism becomes too strong, it leads to xenophobia, as we are seeing in Japan. Hate speech is one example. I'd like to ask these three questions. Thank you.

Riho Sakurai (Associate Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)

There are some questions for each of the keynote speakers. First, I'd like to ask Dr. Mwiria to answer the questions.

Kilemi Mwiria (Former Assistant Minister of Education, Kenya)

Thank you. Let me make some comments. Thank you for your questions on our presentations, and thank you for your interest. With regard to the first question on the post-MDGs, many countries will not be able to achieve the targets, even after the target year of 2015. The most important thing is to take basic actions so that we can come closer to achieving those targets. Investment in primary and secondary education must continue. There are also problems with regard to lack of ownership. We do not see clearly what the countries want to do. Donor organizations and bilateral organizations present package projects and tell these countries to follow the road maps, but it is difficult for them to do so. Governments in Africa must have more ownership of the program design and investment. It is no good if they are pressured by outsiders.

The second question was about gender equality. I explained it too quickly in my presentation. What I wanted to say is that gender issues actually coexist with the issues of educational opportunities and quality. The issues concerning gender, social groups, geographic locations, religion and other factors result in discrimination and inequality. I wanted to say that 30 to 40 percent of the people in Africa are not given opportunities because they are women, or because they live in rural areas or in areas where people have traditional values. We must do something to correct this. Otherwise, we won't be able to promote development in African nations and regions or enjoy global opportunities. The important thing is not just opening schools or assuring the quality of education. We must ensure that educational opportunities are given to everyone beyond differences in gender, economic situation, religion and geography.

I would now like to answer the question on favoritism. I understand this applies to Japan, too, but we see meritocracy versus tradition. Tradition can breed exclusiveness. While tradition encourages diligence, talent produces outcomes. We must incorporate both tradition and talent in the educational system, which should be based on meritocracy. Meritocracy in education is very important. As Prof. Little said, Sri Lanka used to be much more competitive than the Asian tigers. It used to emphasize meritocracy, so it developed. If appropriate measures are taken, competitiveness is fostered, but in some countries, people are at a disadvantage in receiving education just because they are from certain regions or because of religious reasons or because they are women. They cannot enjoy the fruits of education, either. Even if they graduate from school and have obtained a degree, they need connections. For example, if they want to become a university teacher or want a scholarship or want to get a pay raise, they need to be from a certain region or belong to a certain race or ethnic group. In this way, discrimination still exists. So, meritocracy is very important. We must remember that fair competition is impossible unless there is transparency. Unless we introduce meritocracy, many people will continue to be excluded. They cannot get a fair chance because they don't have connections or godfathers or godmothers, or because they practice a certain religion or for gender reasons. As Prof. Little said, where people enjoy equal opportunities, the society tends to be peaceful.

With regard to the last question on depoliticization, although we cannot completely exclude politics from education because of indigenous values, nationalism and patriotism, it is important for us to try to depoliticize education in order to secure transparency in education to promote meritocracy. If politics interferes too much in education, it will have a major impact on decision-making. People in power tend to use their political power to see that certain people go to the best schools or become ministry officials or UNESCO employees. In this way, those in a certain social class monopolize the benefits, and people cannot make professional decisions. There are cases in which teachers are bribed to keep quiet when they are about to go on strike. If education is too politicized, these things tend to happen. So it is important to depoliticize education. Otherwise, we cannot promote meritocracy or equal rights. We must create a fair environment based on meritocracy if we want to compete globally with young people from other countries.

Angela W. Little (Professor Emerita, Institute of Education, University of London)

Thank you. I was asked about the prospects for the Southeast Asian community, which will be unified. I haven't studied this in detail, but I feel the creation of one community will greatly impact the future growth of the world economy. Potentially the Southeast Asian community will become a new economic development center, which I think will be incredibly important for its economic growth in the global economy. Even in relatively recent history, we had a divided world in the Cold War. As a result of unification, we have now autonomy with the combined power. I think the synthetic power, which transcends individual countries, will contribute to maintaining the political balance in the world and the survival of the world in the future. I also anticipate that with this creation of a unified community, educational transactions will increase enormously among the people, particularly in higher education.

If I may, I would like to comment a little on meritocracy and depoliticization as I didn't have time in my presentation to share with you the recent assessment of Sri Lanka's continuing inability to reap maximum benefits from globalization. This is an assessment done by a Sri Lankan researcher. He acknowledges that the civil war was one factor that has prevented Sri Lanka from enjoying the benefits of globalization, as the war consumed huge amounts of economic resources and held back the country's economic, social and human development. But he points out that the biggest factor was the poor government, which didn't understand the policies and institutional reforms required for globalization. He also points out the endemic corruption in the government and pervasive politicization, which had a demotivating effect on qualified officials in the public sector. They have gained their positions through merit but find themselves working in a system where their daily activities are influenced by nepotism or connections, or politics of one kind or another. They are frustrated and cannot find job satisfaction although they want to work hard and achieve development goals.

When I was much younger, I naïvely believed that politicians made policies and handed the policies over to professionals and technocrats to implement them and they would then be handed over to teachers. And although I respect my colleague, Dr. Mwiria, I discovered that politicians in some countries are not active in policy formulation but in policy implementation. I learned the lesson in Sri Lanka, and it took me a long time to learn it. I saw how politicians could influence the transfer of teachers. Often the Ministry of Education has some very good policies of appropriately assigning teachers across all schools in the country, but if you are posted to a remote, small school and are unhappy there, you may do whatever you can to get assigned to an urban school, using your connections. But in terms of the development of the education system as a whole, and the development of the country, this can have a very negative impact.

The final question was about identity. If there is an overemphasis on the creation of strong national identities, does this run the risk of creating feelings of nationalism? I agree that it does. For many decades, I have been studying and analyzing what has happened in the so-called East Asian tigers. This creation of national identity was very important. From what little I know about the Japanese education system, I think national identity was also very important at a particular point in the history of Japanese education. But today, as globalization of the economy and governance has advanced, we have to look at national identity very seriously. When we think about development, I believe it's good to consider multiple identities. Historically, when we have talked about identity and the contribution of education to the creation of identity, we have tended to focus on national identities or sub-national identities. But in the 21st century, one of the challenges of educational is how to bring up young people to become global citizens who are able to work and contribute in many different areas and at many different stages. We need curricula that will value and foster local identities, national identities, mutual identities, and global identities. I don't think it's beyond the wit and creativity of our many talented teachers and curriculum development experts to think of ways of doing this. I was cautious in the past when I heard some representatives of international agencies pushing the notion of global citizens. Of course this is very important, but it should not be pushed to the detriment of the creation of identities that revolve around young people, who

are members of their families, local communities and their countries. They need a balance between different levels of identity. Thank you.

Riho Sakurai (Associate Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)

Thank you very much. If there are further questions, please raise your hands.

Question 4

Taeko Takayanagi (The University of Sydney)

I have two questions. First, I'd like to ask Dr. Mwiria a question. In your presentation, you mentioned how African societies can become competitive in the globalized world. In African cultures, I see many good aspects of social coexistence such as cooperation, mutual understanding, sisterhood and solidarity. What kind of curricula can be introduced in order to benefit from these merits? What kind of education do you think is possible? I'd like to ask another question of Prof. Little. You mentioned "sustainable peace" in the conclusion of your presentation. When we think of post-MDGs and EFA, I think we should include various factors such as peace, gender and minority as cross-cutting issues. May I ask your opinion on this point?

Question 5

Seiko Toyama (International Peace Cooperation Headquarters in the Cabinet Office)

I have two questions. The first question is for both Dr. Mwiria and Prof. Little. The second question is for Dr. Mwiria. My first question is about educational assistance in countries experiencing conflict. As Prof. Little mentioned, there are many countries in conflict in Africa. Among the 15 peace-keeping operations implemented by the United Nations in the world, eight are conducted in Africa. So my question is what kind of educational assistance will be necessary, especially for these conflict or post-conflict countries? My second question is for Dr. Mwiria. You mentioned the importance of conducting research on non-core subjects such as sports, drama, music and arts. Is it possible to add such subjects as communication skills for conflict resolution, mediation and negotiation in school education? I believe that these skills may enforce peacebuilding in African countries both post conflict and non-conflict area, and I appreciate if I can hear your advice. Thank you.

Question 6

Masayuki Inoue (President, Japan Education Exchanges and Services)

I worked in Bangladesh from 2006 and 2009. At that time, I had opportunities to meet the ministers of development and of education, among other people. They told me a very interesting thing. In 1947, when Bangladesh became independent from India as East Pakistan, the per capita GNP was higher than that of Thailand, but now it's the other way around. They said political stability was extremely important. I'd like to ask Dr. Mwiria how strong people's determination is to pursue political stability and political leadership in Africa as the highest priorities in the national agenda. My question to Prof. Little is also related to political stability. In Southeast Asia and other regions, I believe Japan's direct investment has played a major role and that educational training and other activities have created a virtuous circle. My question may be related to development policies or investment policies rather than educational policies, but I'd like to ask Prof. Little's opinion on what kind of educational power corporations have.

Kilemi Mwiria (Former Assistant Minister of Education, Kenya)

Thank you. I think the questions addressed to me were on globalization and on increasing competitiveness in society, and in particular, on African values and curricula. Globalization and African values are not necessarily contradictory. It is possible to globalize our societies while respecting African values. Strengthening our identities and communicating and sharing our traditional knowledge, ideas and expertise in medicine and other fields are important in the process of globalization. I think at your universities, too, you can invite visiting professors and ask them to teach, for example, traditional African medicine and engineering, utilization of water resources, and conflict resolution. There are of course various problems that should be addressed in Africa, such as malaria and other diseases, irrigation, energy shortages and the lack of technologies to use solar energy. Japan is globalized, but Japan has maintained its traditional values. The same goes for China. China maintains its traditional values, but it is one of the countries that have benefited most from globalization. So, I think it is possible to use what is useful in Africa in other countries, too. We must recognize that we are also members of the global community and build our skills to address globalization. We must update our curricula to cope with the needs we face today. It will be possible for Kenyan people to go to Dubai and get jobs in the labor market, competing with Chinese people and Americans, using Kenyan knowledge. Someone mentioned the importance of communication skills. IT is also important. Everything that is needed to become a global citizen is important. It is often said that languages, particularly English, are also important, but do we have to immediately make English a compulsory subject? Germany is promoting teaching in English. China is trying to use a lot of English materials in classrooms. It is problematic if you put too much emphasis on maintaining tradition and fall behind in globalization, but you can promote globalization while having a good balance with tradition. What is most important is that we cannot be competitive unless we understand what is needed in the world.

With regard to the second question on conflict and education in conflict countries, it is true that 20 nations in Africa are the most fragile states, which means they are extremely unstable under armed conflict. UNICEF is conducting a project called "Peace Education" in 11 nations. This project is based on the concept that education can contribute to the stabilization of these nations, through learning from each other and fostering tolerance of others' cultures. It seems that conflicts occur when people have little tolerance for others or know little about others. There are also conflicts over resources. Conflicts can occur as a result of discrimination, too. Education is important in addressing such issues. Governance is also needed. We do not know when these 20 nations will become stable. The situations are particularly serious in Somalia, South Sudan, and Angola. What is most needed in these nations is not IT but building schools and providing equal opportunities to marginalized people. We must start with addressing these basic needs. It will be impossible for them to become competitive unless we address their basic needs. We must also invest in promoting peace. As Prof. Little said, education is impossible without peace. Governance is important as a major premise. As I emphasized in my presentation, governance is needed to teach appropriate values and to secure stability and coexistence, and to plan on clear visions of the country.

This is related to another question on what African nations are doing to support each other. They commit themselves to regional stability and peace, which are important for the future of their governments. For example, they send PKFs to each other. Kenya is faced with a serious problem related to Al-Shabaab in Somalia and dispatches PKFs to Somalia. PKFs are also dispatched to Sudan and other countries. This is because the African Union believes that governance is important. African nations have also been committed to educational development in Africa for the last twenty years or so. The decade from 1997 to 2006 was a decade of education and governance for Africa. From 2006 to 2015, Africa has put a high priority on development. Africa is not just trying to benefit from its natural resources. It is also endeavoring to develop human resources including top-level scientists, who are needed for the development of the African continent, as well as to secure peace for the better future.

The topic of politicization has been discussed already, but I'd like to make some comments, too. Politicians use their political power to influence where teachers are assigned and where new organizations are established. I think this goes

for every country, including Japan. People tend to speak ill of politicians in every country, but it is also true that we cannot do anything without politicians. It is therefore important for us to try to avoid too much politicization and to elect people in line with the visions we think desirable. Many people complain about politicization, but they do not do anything about politics themselves. Are we electing the right people? We must not just blame others. It is important that we elect people who are truly committed to peace as well as to globalization.

Angela W. Little (Professor Emerita, Institute of Education, University of London)

Since we are running out of time, I'd like to be brief. There were questions on minorities and post-MDGs. With regard to MDGs, I think the discourse is shifting to disparities, equitable opportunities for education and minorities. When we set the post-MDG targets, we must not leave out access as well as quality. There is a tendency to believe that while access to education has been emphasized, quality of education has not, but I think this is not true. At the World Conference on Education for All held in Jomtien, Thailand in 1990, the importance of the quality of education as well as access to education was discussed. But the discourse has developed and the programmes have focused on access. Now, discourse has shifted to the importance of quality education as if access to education had already been solved. Yet access question is not solved. There are still millions of people, including minorities and girls, who have no access to education. We must not forget about the importance of continuing efforts to expand basic access to education as well as to improve the quality of education when we consider the post-MDG agenda.

Finally, I'd like to answer the question on how to support conflict-affected countries, based on my experience in Sri Lanka. Last year, I had an opportunity to interview teachers who have experienced the civil war. They said that they had tremendous difficulties during the civil war. They ended up in refugee camps, where there were about 250,000 people. Although it was difficult, UNICEF and other organizations found ways to go to these camps. UNICEF officials were able to go to the refugee camps and ask the young people what they wanted. They asked them if they needed counseling. Young people 14 and 15 years old said they wanted textbooks. They said they wanted to take various examinations, including O-level and A-level examinations. They wanted access to basic education. They also said they wanted teachers so that they could continue studying. The teachers told me that there had been many teachers and education officials in the refugee camps, since they had also internally-displaced. The whole society had been dislocated. At first, communities had tried to take desks and chairs with them to set up schools wherever they were displaced. In this way, they tried to continue education during the civil war. When I met some of these teachers after they had returned to their village and restarted their school I asked them what they had needed in the camp besides basic supplies such as paper, pencils and textbooks. One teacher said she needed and asked for a sari. I asked her why. The reason was very simple. She had lost almost everything when she left home. The only things she had was a pair of rubber slippers, a coat and a pair of pajamas. She said if she had to teach in pajamas, she would not have any dignity as a teacher, but if she had just one sari, she could work as a teacher, keeping her dignity, being respected by the children. It is a fundamental point but not one that outsiders might have thought about. I understood that we must not forget various rituals and the importance of their identities as teachers when we consider education. In providing assistance to conflict-stricken nations, emergency assistance is first needed for refugees. And we must continue supporting them to help them rebuild schools and resume teaching when they go back to their communities.

Riho Sakurai (Associate Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)

I'm sure there is a lot more to discuss, but it's time to close the question-and-answer session. Dr. Mwiria and Prof. Little, thank you very much. They will join us again in the afternoon.

【Panel Session】

Globalization and Development of Global Governance in Education: Implications for Educational Development of Developing Countries and for Japan's International Cooperation

Kazuo Kuroda

Professor, Graduate School of Asia-Pacific Studies

Director, Center for the Study of International Cooperation in Education, Waseda University

Introduction

With socioeconomic globalization, many issues now cross national borders. It has become impossible for single nations to recognize the full picture of these cross-border issues, find solutions and seek appropriate directions by implementing their policies alone. In order to address these issues, various frameworks of global governance are being formulated by the international community, composed of various actors including international organizations, multilateral cooperation entities, markets and civil society, to identify issues, find solutions and seek appropriate directions. Education, which used to be discussed and conducted by individual states, is also a subject of global governance today.

In this presentation, I would like to first categorize the diversified activities of global governance into four types to show how they function in the field of education, using specific examples, and consider issues and directions. Based on these understanding, I would also like to discuss implications for the educational development of developing countries and for Japan's policies of international educational cooperation.

I. Types of global governance in education and the current situation

1. Global governance by formulating principles through international laws, conventions and charters (Traditional approach)

The earliest efforts of the international community to promote global governance in the field of education was to clarify the principles of education, in the Constitution of UNESCO and in the Universal Declaration of Human Rights, that education is a basic human right and that education contributes to achieving peace. The principle of education as a basic human right has been repeatedly confirmed by various legal frameworks, including the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities, and has had a significant impact on domestic laws and educational policies of many nations. Aside from these global agreements, there are regional agreements on education such as the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific.

2. Global governance by developing and proposing new internationally influential concepts (Traditional and contemporary approach)

There are also many cases in which international organizations and other actors have taken initiatives to propose new concepts and directions of education to the international community. Although these are not legally binding as international conventions, they have had a significant impact on educational policies and reforms of various countries by creating political trends. The "life-long education" and "recurrent education" proposed by UNESCO and OECD in the 1960s are good examples from earlier days.

The World Bank and other organizations conducted research on "rates of return to investment in education" from the 1980s to the 1990s. It showed that investment in primary education has high social returns. This greatly contributed to securing educational funds to promote Education for All (EFA). On the other hand, while much focus

was given to EFA, the policies on higher education in developing countries were criticized and lost their direction in the 1990's. To address this, a new direction was suggested in *Higher Education in Developing Countries*, published by the joint task force of the World Bank and UNESCO.

In the 2000s, the governments of developing countries and experts on development economics expressed concerns that quantitative expansion of education might not always contribute to economic growth. Eric Hanushek demonstrated that improvement in the quality of education, not quantity, promotes economic growth. His findings had a significant impact on the policy trend surrounding the MDGs and the discussions on the post-2015 framework. The specific policies to promote EFA and the educational MDGs were discussed and consolidated, mainly based on the UNESCO's *EFA Global Monitoring Reports* and various other reports on the research conducted by UNICEF and the World Bank.

The so-called "Delors Report," entitled *Learning: The Treasure Within*, published in 1996 by UNESCO, showed basic concepts for education in the 21st century. In 2009, "ATC21s," an international research project established at the University of Melbourne, proposed the concept of "21st-century skills." Both have come to provide the bases for discussion on formulating future visions of national educational policies in many countries.

3. Global governance by building consensus on the goals of international policies through policy dialogues at international conferences and multilateral fora and by formulating frameworks for policy and financial cooperation (Contemporary approach)

With regard to global governance in education, the most commonly used approach today is to build consensus on the international goals on education and to formulate frameworks for policy and financial cooperation. An earlier example is the International Conference on Education, a forum of education ministers, which was held in Geneva to bring about international cooperation in education with the purpose of maintaining and achieving peace between wars. The UNESCO's International Bureau of Education has continued to convene the conference once in every few years.

After WWII, in the early 1960s, when many former colonies became independent, UNESCO held regional conferences in Asia, Africa and Latin America and established action plans (Karachi Plan, Addis Ababa Plan and Santiago Plan), centering on promoting Universal Primary Education (UPE). The policies of UPE lost momentum in the 1970s and 1980s when the world was going through the Structural Adjustment, but in 1990, UPE was once again recognized by the international community, this time as EFA, when the World Conference on Education for All was jointly held by UNESCO, the World Bank, UNICEF and UNDP in Jomtien, Thailand. The Jomtien Declaration adopted at the conference provided a framework for international cooperation in education for developing countries. In 2000, the "Dakar Framework for Action" was adopted at the World Education Forum held in Dakar. In the same year, the Millennium Summit of the United Nations was held to formulate the Millennium Development Goals and succeeded in bringing together the international community to promote EFA. These became the most conspicuous action of global governance in education. In the 2000s, EFA was discussed at various G8 summit meetings, including the ones held in Genoa, Kananaskis, St. Petersburg, and L'Aquila. The declarations of the summit meetings showed the international community's commitment to pursue these goals. The Fast Track Initiative (later renamed the Global Partnership for Education) was launched as a mechanism to provide financial assistance to promote EFA and to achieve the MDGs of education. This showed a new potential approach for global governance in education.

In addition to EFA, there were other actions made by the international community. For example, in 1994, UNESCO hosted the World Conference on Special Needs Education, which adopted the Salamanca Statement and Framework for Action, proposing "inclusive education" as a principle for formulating educational policies. This

principle had a significant impact on the educational policies of many countries. It does not only apply for special needs education but also for other areas to promote inclusion of various diversities in our society.

In 2002, the Japanese government and civil society jointly proposed “Education for Sustainable Development (ESD)” at the Johannesburg Summit. UNESCO served as the lead agency for the Decade of ESD, through which various initiatives were taken in many countries by both the public and private sectors.

This type of approach based on international conferences includes not only global but also regional initiatives. There have been many regional actions, particularly in Europe with the development of the European Community. In Asia, the Southeast Asian Ministers of Education Organization (SEAMEO) and ASEAN have launched various frameworks for regional governance, which have grown significantly over the recent years. ASEAN University Network (AUN) (1995), AUN Quality Assurance Framework (1998), AUN/SEED-Net (2003), and ASEAN Socio-Cultural Community to be launched in 2015 are some examples. In the Asia-Pacific region as well, various initiatives have been taken, including the educational activities of Asia Pacific Economic Cooperation (1989), University Mobility in Asia and the Pacific (UMAP, 1991) and its Credit Transfer System (UCTS, 1999), and the Asia Pacific Quality Network (2003). In recent years, education has been included in the agenda of ASEAN+3 (1997-), the East Asia Summit (2005-), the Japan-China-South Korea Summit (2008-) and other fora, which have produced concrete outcomes such as the Higher Education Policy Dialogue (2009-) of ASEAN+3 and the CAMPUS Asia (2012-), which is a joint initiative of Japan, China and South Korea. In this way, many of the frameworks of regional governance in education in Asia are targeting higher education, including promoting educational exchanges in Asia; quality assurance of higher education in the region; and establishing a credit transfer system to promote academic mobility in the region.

4. Global governance by establishing international indicators and standards and conducting monitoring (Emerging approach)

In recent years, establishing international educational indicators and standards to be monitored has come to play a greater role in the global governance in education. Needless to say, UNESCO and other organizations have collected and published educational statistics over the years, and international statistics in education have always been important tools of global governance. Based on these statistics, new indicators have been created and used for policymaking of EFA and the MDGs, including the EFA Development Index, the MDGs Official Indicators and the Human Development Index. These tools have also played significant roles in global governance.

With the advent of TIMSS, PIRLS and then OECD’s PISA, international comparison of students’ performances has become possible, and their impact on the educational policies of each country has grown tremendously. PISA in particular has had much greater success than OECD had expected, as a tool of global governance in education. With the success, PISA has played a leading role in the discussions to formulate new educational policies, proposing PISA-type academic standards and policies to narrow the gaps in learning achievements among classes. OECD has also promoted developing quantitative monitoring tools such as PIAAC and AHELO, targeting adults and higher education. These have also played major roles in the international community. Similar actions are being taken at regional levels. In Africa, academic achievement tests such as SACMEQ and PASEC are expanding as the number of participating countries increases. The results of these tests are used by member states for formulating educational policies and for implementing educational reforms. In Southeast Asia, SEAMEO-INNOTECH and UNICEF are playing leading roles in the efforts to launch regional systems to monitor academic achievements.

This approach of global governance by establishing indicators and standards is now used not only for studying academic achievements but also for evaluating educational policies. Based on the policy research on the countries

which have achieved EFA, the FTI Indicative Framework was established to provide criteria for mobilizing FTI resources. This has been used to provide benchmarks for the educational financial administrations of developing countries. SABER, on which the World Bank is now working with various international partners, also aims to introduce standards to benchmark educational policies.

Furthermore, it is interesting that the world university rankings issued by the Times Higher Education Supplement, QS, Shanghai Jiao Tong University and others, based on their own calculations, have a major impact not only on determining directions at the university level but also on developing policies at the national level.

II. Issues of global governance in education and developing countries

1. Characteristics of global governance in education

This section discusses the characteristics of global governance in education, which has evolved in various ways as stated above.

First, the formulation of global governance in education affects globalization in two ways: one is to accelerate globalization and the other is to control globalization. Global governance accelerates unification and standardization, which is an intrinsic characteristic of globalization, but global governance can also function to narrow disparities and secure diversities by promoting EFA, MDGs and inclusive education and therefore can reduce the adverse effects of globalization.

Second, regional governance, which is progressing in parallel with the formulation of global governance, also works in two ways: one that complements global governance and the other that functions as a countermeasure against domination of global governance. Regional conferences held by UNESCO in preparation for world conferences are an example of the complementing function. On the other hand, regional cross-border issues, which can be overlooked in global arenas, may be addressed by establishing new regional frameworks, such as the frameworks for higher education established in Asia and in Europe.

Third, there are legitimate and illegitimate governance tools. In many cases of global governance in education, international organizations established jointly by sovereign countries take initiatives. Such global governance, which undergoes the formal processes of concluding conventions and establishing consensus at international conferences and other fora, impacts the educational policies of each country as well as educational cooperation. On the other hand, the “world university rankings” developed by private companies or individual universities and the “21st-century skills” proposed by a university research team supported by private companies have also come to have an enormous influence on global policymaking in education.

Fourth, indicators have become extremely important in global governance. EFA and the MDGs have become the most important frameworks for global governance in education. It is widely recognized in the international community that EFA and the MDGs have succeeded because they clarified the targets and indicators to be achieved. This recognition is having a great impact on the international discussion on post-2015 agenda. It is also recognized that the impact of PISA and that of university rankings have become bigger than initially expected because these also show quantitative indicators. With regard to global governance in education, in addition to the traditional approach of “Governance by Ideas” to formulate principles and trends, we must recognize the growing impact of “Governance by Numbers” to set target indicators and standards and to propose quantitative policy tools for monitoring in order to formulate frameworks for sustainable policymaking and financial cooperation. At the same time, there have also been deep-seated criticisms against the formulation of indicators and quantifications, saying that such a trend may distort policies and have an adverse impact on education because there are important educational aspects that cannot be quantified. When we face these concerns, we can point out the importance of taking the traditional approach of formulating principles and trends together with the new approach of global

governance in education, explaining the usefulness of categorized indicators such as SABER to evaluate policy processes. The education policymakers of each country, however, must recognize the limitations of the approaches taken by the international community, even though indicators are used to clarify the situation. Considering the division of roles, the policymakers of each country may choose to focus on their agenda, particularly the quality of education.

2. Suggestions for developing countries

What are the impacts and issues of global governance in education on the educational development of developing countries?

First, global governance in education has advanced EFA in developing countries by establishing the recognition that education is a basic human right and by positioning education as an important sector for socio-economic development. This is, without doubt, a positive achievement of global governance in education.

Questions, however, remain. Have the governments of developing countries, civil society and educators been able to participate in the process of formulating global governance in education? Have the educational needs and opinions of developing countries been reflected in the process of formulating global governance? Malawi, for example, accepted the global policy of promoting universal primary education by making it free just after the Jomtien Conference. As a result, with the rapid expansion of the enrolment in primary education, the quality of education dropped significantly. This case shows that global governance is not held accountable for its results.

In order to address these issues and questions, it is necessary to invite active participation of the governments of developing countries and civil society in the process of formulating global governance and to communicate the local educational needs and opinions to the international community. For this purpose, the international community must also make sure to devise appropriate processes. Regional governance must be actively promoted, too, as it is relatively easier for developing countries to participate in the formulation process. Regional governance can not only complement global governance but also function as a countermeasure against domination of global governance. Furthermore, developing countries must consider how to selectively use the approaches of global governance in determining and implementing their national policies.

III. Suggestions for Japan's international cooperation in education

In conclusion, I would like to discuss how Japan must promote international cooperation in education as we see the formulation of global governance and its growing impact.

First, Japan must actively participate in formulating the overall framework of global governance in education, particularly in the deliberations of the international community on the vision, targets and indicators. Japan's international cooperation is in general "field-oriented," which is good. But the educational policies, which determine the future of developing countries, are being formulated not only locally in developing countries but also at international organizations and conferences. Japan must recognize this and make efforts to communicate the local needs and opinions to be correctly reflected in the process of formulating global governance. In doing so, Japan must bring together its expertise in educational cooperation, conduct strategic research and disseminate the results in the international arena. In this process, it is also strategically important for Japan to pay attention to the significance of establishing indicators and standards to be used by the international community. In the early 2000s, the Japanese government and civil society proposed a new concept of ESD to the international community and have put significant efforts to follow up this direction. This was one of the major contributions of Japan to global governance in education. Japan, however, must conduct further research to provide appropriate indicators for ESD so that ESD will be fully integrated in global governance and effectively used in the discussion on the educational

targets beyond 2015.

Japan can also make contributions by committing itself to formulating regional governance in education to complement global governance. Japan has already played a leading role in establishing a working group on mathematics and science education in the Association for the Development of Education in Africa (ADEA) by implementing SMASSE and other projects. Japan has implemented the “School for All” projects widely in Africa. In the field of higher education, the AUN/SEED-Net (ASEAN University Network/Southeast Asia Engineering Education Development Network) in Southeast Asia has been highly regarded, and the government of Japan is taking the initiative to formulate a regional quality assurance system of higher education, an endeavor promoted by ASEAN+3. Japan’s educational cooperation can play its own role in globalization by having a clear vision of contributing in the formulation of such regional governance.

In order to make a greater contribution to the process of formulating global governance in education, Japan must make more efforts to communicate its policies of educational cooperation as well as JICA’s strategies in education to the international community. The government of Japan announced “Japan’s Education Cooperation Policy 2011-2015” in 2010 at the United Nations Summit on the MDGs. In this policy document, Japan positioned educational cooperation as an “integrated approach for ensuring human rights, achieving sustainable development and fostering world peace” and explains that Japan’s cooperation is based on such concepts as “promoting human security,” “supporting self-help efforts and sustainable development,” and “respecting diversity and mutual understanding.” It also introduces the concept of “School for All,” to show the ideal image of schools, proposing “quality education,” “safe learning environment,” “school-based management,” “openness to the community” and “inclusive education.” This policy statement was made to communicate Japan’s message to contribute to formulating global governance in education. Japan can make important contributions if such policy documents can effectively convey its message. Japan can also strategically conduct relevant empirical research on policies and communicate the findings.

The international community is now actively discussing post-2015 frameworks. How can Japan contribute to the process? Communicating Japan’s expertise and policy of educational cooperation is the key.

11th Japan Educational Forum: International Cooperation toward Self-Reliant Educational Development

At the Assembly Hall, MEXT, on February 19, 2014

Globalization and Educational Issues of Developing Countries —Japan's Educational Cooperation



Panel Session

1. Impact and Issues of Globalization in Education of Developing Countries
2. Japanese Educational Cooperation in the Global Society

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Globalization and Development of Global Governance in Education

- With socioeconomic globalization, many issues cross national borders. It has become impossible for single nations to fully recognize these cross-border issues, find solutions and seek appropriate directions by implementing their policies alone.
- “Global governance” is the joint efforts of the international community, composed of states, international organizations, markets, civil society and other actors, to address these cross-border issues by recognizing and solving them and finding new directions.

(Commission on Global Governance 1995, Weiss and Thakur 2010, Weiss 2011, Sinclair 2012, etc.)

- Education, which used to be discussed and conducted by individual states, is also a subject of global governance today.

→Today's presentation

Types of means of global governance in education

Global governance by:

1. Formulating principles through international laws, conventions and charters (Traditional approach)
2. Developing and proposing new internationally influential concepts (Traditional and contemporary approach)
3. Building consensus on the goals of international policies through policy dialogues at international conferences and multilateral fora and by formulating frameworks for policy and financial cooperation (Contemporary approach)
4. Establishing international indicators and standards and conducting monitoring (Emerging approach)

Formulating principles through international laws, conventions and charters: Traditional approach

Global

- ✪ Constitution of UNESCO (1945)
- ✪ Universal Declaration of Human Rights (1948)
- ✪ Convention on the Rights of the Child (1989)
- ✪ Convention on the Rights of Persons with Disabilities (2006), etc.

Regional

- ✪ Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (1983)

Developing and proposing new internationally influential concepts: Traditional and contemporary approach

Proposing the direction of education and forming policy trends

- ✪ UNESCO, Lengrand "Life-long education" (1965)
- ✪ OECD, "Recurrent education" (1973)
- ✪ World Bank, "Rates of returns to investment in education" (1980s-90s)
- ✪ UNESCO, Delors Report, *Learning: The Treasure Within* (1996)
- ✪ UNESCO and World Bank, *Higher Education in Developing Countries* (1999)
- ✪ Eric Hanushek, "The Role of Education Quality in Economic Growth" (2007)
- ✪ The University of Melbourne, ATC21S, "21st-century skills" (2010)
- ✪ UNESCO, *EFA Global Monitoring Report* (2002-2013)
- ✪ UNICEF, *The State of the World's Children*, etc. (1999, 2004), etc.

Building consensus on the goals of international policies through policy dialogues at international conferences and multilateral fora and by formulating frameworks for policy and financial cooperation (global): Contemporary approach

- ✪ International Conference on Education (1934-) and the activities of the International Bureau of Education
- ✪ UNESCO Regional Conferences, Karachi Plan, Addis Ababa Plan, Santiago Plan (early 1960s) —UPE
- ✪ World Conference on Education for All, Jomtien Declaration (1990) —EFA
- ✪ World Conference on Special Needs Education, Salamanca Statement (1994) —Inclusive education
- ✪ World Education Forum, Dakar Framework for Action (2000) —EFA
- ✪ United Nations Millennium Summit, Millennium Development Goals (2000) —MDGs
- ✪ Johannesburg Summit, “Decade of Education for Sustainable Development” (2002) —ESD
- ✪ G8 Summit (especially, Genoa, Kananaskis, St. Petersburg, L'Aquila)
- ✪ Fast Track Initiative →Global Partnership for Education

Building consensus on the goals of international policies through policy dialogues at international conferences and multilateral fora and by formulating frameworks for policy and financial cooperation (Asia Regional): Contemporary approach

- ⊕ Southeast Asian Ministers of Education Organization (SEAMEO) (1965)
 - ASEAN Education Ministers Meeting (2006)
 - ASEAN Socio-Cultural Community (Target Year 2015)
 - ASEAN University Network (AUN, 1995), AUN Quality Assurance (1998)
 - AUN/SEED-Net (2003) -AUN+3 (2012)
- ⊕ Asia Pacific Economic Cooperation (1989)
 - UMAP (1991) UMAP Credit Transfer System (UCTS) (1999)
 - Asia Pacific Quality Network (APQN) (2003)
- ⊕ ASEAN+3 (1997) →Higher Education Policy Dialogue (2009)
- ⊕ East Asia Summit (2005) →Kuala Lumpur Declaration
- ⊕ Japan-China-South Korea Summit (2008) →CAMPUS Asia (2012)
 - To promote educational exchanges, to seek quality assurance of higher education, to establish a credit transfer system, etc.

Establishing international indicators and standards and conducting monitoring: Emerging approach

Global

- ✦ EFA Development Index, MDGs Official Indicators, Human Development Index
- ✦ TIMMS and PIRLS
- ✦ FTI Indicative Framework
- ✦ OECD—PISA, PIAAC, AHELO
- ✦ World Bank, SABER
- ✦ University rankings (Times, QS, Shanghai Jiao Tong University, etc.)

Regional

- ✦ SACMEQ, PASEC
- ✦ In Southeast Asia, similar activities will be launched by SEAMEO-INNOTECH and others.

Discussion

- ✦ The formulation of global governance affects globalization in two ways: one is to **accelerate** globalization and the other is to **control** globalization. There are concerns on unification and standardization, but global governance can also function to narrow disparities and secure diversities.
- ✦ Regional governance that **complements** global governance vs. regional governance that functions as a **countermeasure** against global governance
 - Strengthening of regional frameworks, which can work in both ways
- ✦ **Legitimate** governance tools and **illegitimate** governance tools
 - Who determines the content?
 - University rankings ▪ 21st-century skills
 - PISA for non-OECD countries, etc.

Discussion

- ✪ EFA/MDGs succeeded because they clarified the goals and indicators.
 - In global governance, in addition to the traditional approach of “**Governance by Ideas**” to formulate principles and trends, we must recognize the growing impact of “**Governance by Numbers**” to set target indicators and standards and to propose quantitative policy tools for monitoring in order to formulate frameworks for sustainable and accountable policymaking and financial cooperation.
- ✪ With this, **formulating indicators is becoming politically more important.**
 - Discussion on indicators is getting heated toward post-2015.
 - What about the important educational aspects that cannot be quantified? This question has not been answered.

Suggestions for educational development of developing countries

- ✦ Global governance in education, such as promoting EFA, has obviously contributed to the overall educational development of developing countries, but...
 - ✦ Have the governments, civil society and educators of developing countries been able to participate in the process of formulating global governance in education?
 - ✦ Have the educational needs and opinions of developing countries been reflected in the formulation of global governance?
 - ✦ Is global governance responsible and accountable for the results?
 - Unexpected effects of changing global trends of thoughts
- Case: FPE in Malawi and the decline in the quality of education

Suggestions for educational development of developing countries

- ❁ Active participation of the governments of developing countries and civil society in the process of formulating global governance and efforts to communicate the local educational needs and opinions to global decision making are needed.
- ❁ Regional governance in which developing countries can more easily participate can function as a countermeasure against domination of global governance.
- ❁ How to “selectively use” the approaches of global governance must be considered in determining and implementing national policies.

Suggestions for Japan's international cooperation in education

Actively participate in formulating the framework of global governance in education.

—Participating in the deliberations of the international community on the vision, targets and indicators is particularly important.

- ✪ Play a role in conveying the local needs to global.
- ✪ Conduct strategic research and disseminate the results in the international arena.
- ✪ Make contributions by proposing useful indicators (e.g. ESD).
- ✪ Be committed to formulating regional governance.
- ✪ Make more efforts to communicate its policies of educational cooperation, etc.

Guiding principles of Japan's Educational Cooperation Policy 2011-2015

To bring about human security and education

— Integrated approach of human rights, development and peace

⊕ Support self-help efforts and sustainable development
(Development)

⊕ Answering the needs of marginalized populations (Human rights)

⊕ Respecting cultural diversity and promoting mutual understanding (Peace)

→ Proposing visions for global governance in education

Model of "School for All"

- ✦ Quality education
(Teacher training, lesson studies, provision of textbooks)
 - ✦ Safe learning environment
(School facilities, school health, providing access to safe water)
 - ✦ School-based management
(School management involving parents and community members)
 - ✦ Openness to the community
(Schools that respond to the educational needs of the community, including adult literacy education)
 - ✦ Inclusive education
(Schools that address the diverse needs of children disadvantaged due to poverty, conflicts, disability, etc.)
- The vision (goals) of school that global governance in education should target is proposed

Suggestions for Japan's international cooperation in education

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- ✦ Be committed to formulating regional governance
- ✦ Make more efforts to communicate its policies of educational cooperation, etc.

→International community is now actively discussing post-2015 frameworks. How can Japan contribute to the process? Communicating Japan's expertise in education cooperation is the key.



Thank you!

【Panel Session】

Globalization Trends and Impacts on Higher Education in Developing Countries

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Structure of the presentation

1. Impacts of globalization on Higher Education
2. Global forces
3. Challenges brought by globalization
4. Addressing challenges
5. Areas for potential international cooperation

1. Globalization impacts on Higher Education (HE)

Globalization is affecting the life of people in contemporary societies and its effects are both extending horizontally (to include more societies) and vertically (by making its effects deeper in everyday life).

Although impacts of this phenomenon are wide and far reaching some areas of social life are particularly affected, most clear examples are of course the integration of the markets and the consequent increased level of mobility of goods, services and peoples.

And the same can be said about politics or culture.

We often hear the world is smaller, yet what does that mean? Is it only that information technologies and communication technologies are bringing more and fresh information all the time from far away places?

Globalization has deeper and concrete effects on education, particularly in the area of higher education, hence this presentation will focus on how some of those impacts are lived among developing countries.

Global society as a mosaic of cultures

That new technologies and communication tools put people and societies in closer contact is not news; what is interesting about this phenomenon is the fact that even if we are becoming a more “unified world” in terms of accessibility, we remain as a mosaic of cultures, countries and local societies are both accepting the influences of other cultures but they are also reacting against them and protecting and fostering their own local cultures and customs. Further integration is happening, however fragmentation remains a determining factor both in terms of cooperation but also conflict.

Labor market: innovation & Ready-to-work-knowledge

A clear impact of globalization on most societies is the change in the ways the labor market works. In the past labor markets were *contained* by their local and national borders, however globalization has changed that into a market that is more fluid, interconnected, more complex, wider and with faster interactions. A major feature is that labor markets are demanding for innovation and knowledge that is ready to be used. This is affecting higher education systems all around the world and particularly among less developed and more traditional countries that are being called to “catch up” and face the challenges of having to compete at a global level however with fewer resources (financial, educational, human capital, Etc.)

Global skills race (reform and update)

Changes in labor market produce a cascade effect making societies race for access and leadership. As markets integrate the demand side of labor (E.g. companies) access a wider range of human resources, making local markets increasingly exposed to external pressures. This produces in turn a race among countries to develop human resources that are updated while seeking to improve quality of the education provided to widen accessibility to education to more students. In the case of developing countries this implies a challenge in terms of the disproportionate relations between resources available for education and research, increasing demand from people to access education programs and the need to ensure quality education.

Even if the global skill race brings along positive aspects in terms of innovation and production of more and better human resources, it increases the risks related to a growing gap between developed and developing countries. Access to technologies and other educational resources is costly and developing countries may have to bear heavier costs given their lower prices and cheaper currencies.

Globalization and HE mutual influence (driven and drivers)

Higher Education Institutions (HEIs) function as medium and incubators of global agents. While globalization affects the ways in which they function in terms of what they teach and how they teach it, the research they do, and the ways they are administered; HEIs are becoming aware of the fact that they too produce human resources that will enhance globalization. Students and researchers have a vision of their careers that go far beyond local settings, not only they have access to worldwide information and knowledge, but they produce knowledge and interact with a scenario that is also receptive of their production hence further enhancing that interaction. In the case of developing countries this brings challenges and benefits, like increase access to opportunities for cooperation and development, but at the same time increased competition.

2. Global forces

Globalization works as a set of forces that drive stakeholders into acting and reacting in a certain way, and it also gives a framework to those interactions for example by setting generally accepted rules or giving authority to certain institutions. Within this context higher education too is influenced and affected by globalization. And that influence is typically perceived differently depending on where one stands.

Knowledge Society (complementation)

As economies become knowledge based, so have societies as a whole, this brings new pressures onto the HEIs in regards to kind and amount of research they produce. There is an evident shift among researchers towards more practical and development oriented research as compared to basic research in the past. This in turn produces a new international scenario where research becomes an arena for competition and cooperation. While HEIs (and their countries) compete for leadership and financial resources, research institutions and people are opening the doors to more cooperative research. This has meant a positive change in less developed countries as HEIs and researchers there find new ways to access more resources, knowledge and networks that allow them to stay updated and to produce more knowledge based cooperative endeavors. International cooperation is taking place in different forms and multi-directionally.

Knowledge-based-economies: HE = development engine

knowledge-based-economies implies that what drives national economies is not only their capacity to produce goods but also to know how to manage them. Knowledge and skills have become the master piece of national economies development policies, which affects the role HEIs have at the social level. In the past universities were conceived as houses of knowledge that were “closed and elitist clusters”, nowadays that vision is outdated and considered as counterproductive for the economies of the countries. Now more than ever in the human history the development of the social tissue and the economies imbedded there are based on what

graduate students produce and how they manage society as a whole. It is increasingly evident that formal HE is required to access areas of labor market that are more promising and other areas such as politics and public services.

Influence of the market

As explained market forces are the strongest drivers of globalization, the relations between demand and supply extends to all areas of life. In the case of higher education market mechanisms are affecting the way HE works. There is growing demand from companies for updated and quality human resources, which implies growing pressures on families to send their children to institutions that provide better education, which implies pressures on both government and HEIs to improve and expand the quality and quantity of the programs they provide.

For less developed countries this creates challenges in terms of access to education and then to jobs. However globalization and integration of the markets are changing this as for example now more international companies are seeking to fulfill their demand for quality human resources from graduates in developing countries, because they can provide high quality services and at lower costs than in other developed countries.

Economies that are Export (X) – Import (M) oriented: Call for human resources that account with technical quality and are global in nature.

Globalization impacts on the way countries conceive their economic relations to the world. Commerce has expanded to a worldwide scope implying that national economies are now driven by the motivation of exporting goods and services they have comparative and competitive advantages while importing those where their own production falls comparatively behind. This affects the way education is structured and imparted. Modern economies require human resources that account with technical capabilities of high quality that are global in nature, that is that are extensible or usable in and by other economies.

Companies have more sourcing options → Challenges

As markets become more global, companies have wider access to more labor sources. Less developed countries have been investing to uplift their educational systems and this creates a new trend where global companies decide to set themselves in less developed economies where there find necessary supply of human resources in terms of quantity and quality at much cheaper costs.

3. Challenges brought by globalization

Paradox: skilled labor → Demand for HE ← But fewer jobs

Globalization has created a paradox in which more countries are investing in producing more and better human resources through education systems, this comes as a response from the increasing demand from society in terms of access to higher education, however in many cases there is no a proper correlation to access to jobs upon graduation. This relates to brain drain and human resource wastes.

High quality of labor skills in low-cost countries

Due to the efforts some less developed countries are doing to develop and enhance their educational systems international companies are establishing branches and production plants in those countries as this allows them to reduce costs while still obtaining high quality human resources. This appears as an important challenge to more developed countries in terms of the sustainability of their own work markets, regardless of the quality of human resources their universities may be able to produce.

Brain drain or brain circulation → Human resources waste

Among the effects globalization has on higher education there is the issue of what happens with students once they graduate. In less developed countries it is common that graduates seek profitable job options outside their countries. This raises questions in regards

to the investments those countries do to produce these resources only to lose them after graduation. Recent studies contest this asserting that what happens in fact is a phenomenon of *brain circulation*, meaning that talents tend to move around and eventually return to their home countries as opposed to simply migrating elsewhere. In both cases an important challenge less developed countries face is the waste of qualified human resources that cannot make their way through to productive and profitable options in their own countries or abroad.

International knowledge networks

Due to the influence of communication technologies and facilities for mobility, the HE scenario is increasingly integrated. This has resulted in a growing number of networks both at the national and international level that promote the move and production of new knowledge as the result of cooperative efforts happening at all levels; which implies a great opportunity for potential cooperation and development in the future.

Continues reforms

Among the main challenges that globalization has brought about in higher education is the fact that innovation keeps pushing for newer and better developments in education, hence the reform process at all levels has become a never ending process.

Massification: investment / privatization

In the search for expansion of higher education both governments and HEIs have strived to widen the services they provide to include and accommodate wider number of students, moving from traditionally elitist systems to systems that are more open and democratic. However this clearly brings along the problem of ensuring quality of the education provided and ensuring completion of the programs by the students.

Transparency and standards (financial, academic)

A clear tendency among higher education systems in modern societies is the efforts authorities are doing at all levels in order to make both systems and education programs more transparent in the sense of making counterparts understand what the systems are about and how they work; while at the same time pushing for similar standards in quality of education.

Homogenization of HE

Among the main challenges that globalization is posing to higher education as a whole is the risk of homogenization, meaning that both systems and programs are tending to work similarly (which facilitates integration but fades away diversity), while the contents of educational programs are growing increasingly similar in terms of contents and formats. This represents an important challenge in terms of how HEIs can maintain what makes them and their programs unique while sharing increasing numbers of features with other similar ones.

4. Address challenges

(1) Educational Reforms

Workers for knowledge based economies

HEIs need to produce human resources that are capable of interacting at a global level; this varies from field to field, among careers and personal goals, however as a whole, HE systems are under pressures to produce human resources that are suitable for knowledge based economies. The question here, remains in terms of how to do it. How do universities prepare their students to be members of this global wave?

Non-material skills

Knowledge based economies demand human resources that account with technical skills in their fields and they require people to be ready, to be innovative and to be critical. HEIs are called to rethink their programs in terms of how to make students account with skills that go beyond their technical capacities and that include: 1) critical thinking people with problem solving minds; 2) people that are assertive and sensitive communicators; and 3) people respect and promote democratic values and are environmentally friendly.

Lifelong learning

HEIs face new scenarios in terms of the demography of their students. Demands from society to universities grow and change over time. This implies that HEIs need to be ready to produce and impart new knowledge at all times. In the past their student populations were usually on the age range of 17 to 25 years old, however this is rapidly changing as society is demanding more updated knowledge and growing number of people are motivated to take part in the process of lifelong learning.

Produce global leaders with cultural intelligence

To produce global leaders universities need to consider how to create cultural and emotional intelligences among the students. This relates to exposing them to international scenarios. Recent years show changes in terms of the expansion of multilateral students exchange programs that temporarily move them from country to country in a way to make them sensitive to cultural differences and ways of learning and using knowledge.

(2) International cooperation

Now, how do higher education systems move from those new goals to address a global context into concrete action? The most common strategy has been: internationalization of HE and governance reforms.

Governance reforms

- Within HEIs: universities reform in terms of how they are structured, centralized, how they finance themselves, the resources they account with, etc.
- By governments: governments strive to make their educational systems more effective through policies like decentralization, deregulation and quality assurance mechanisms
- Both HEIs and governments are influenced by international organizations.
-

Internationalization

- Internationalization at home → by injecting international elements into their countries or HEIs, E.g. through scholarships for incoming students or researchers; by allowing international HE providers to settle in the country.
- Abroad → by projecting HEIs and HE systems to the world for example by dispatching academicians or students abroad or by supporting HEIs opening branches in different countries.

5. Areas for Internationalization Cooperation

The HE scenario is proving to be one of the most permeable areas where international cooperation can happen. Countries and institutions are rapidly opening up to it due to the rich implications this brings in terms of further development for both institutions and economic systems as a whole.

International cooperation happens mostly in two broad areas: A) Educational reforms by HEIs and governments and B) Through the process of internationalization of HE.

In terms of educational reforms new channels are opening for universities in developing countries to cooperate more with their partners in the developing world as well as with institutions in developed countries. Great potential for cooperation emerges here in regards to for example learning from each other's experiences in how universities are governed. Concrete examples of these include mechanisms aiming to increase transparency and comparability of their programs and administration; or the growing number of joint ventures in the form of investment from governments to HE or privatization of the sector.

HE in itself offers an ample area of cooperation based on the very role of the university: teaching, research, outreach and management.

While in terms of internationalization of HE we are observing that countries and universities are opening up and they are connecting. The complete educational systems are becoming more permeable and integrated, especially at the regional level. Regionalization of higher education is happening in most regions of the world, examples of this are clear in Europe, Southeast and East Asia as well as in Latin America.

This process is the result of the efforts being made in order to des-penalize mobility while ensuring quality in education through agreed standards, the acceptance of cross border provision and accreditation of educational programs and certificates. Very clearly this is also the outcome from efforts at the government level in terms of promoting international cooperation both within HEIs and Countries.

Impacts of Globalization on Higher Education

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Structure of the presentation

1. Impacts of globalization on Higher Education
2. Global forces
3. Challenges brought by globalization
4. Addressing challenges
5. Areas for potential international cooperation



1. Globalization impacts on Higher Education (HE)

- Global society as a mosaic of cultures
- Labor market: innovation & *ready-to-work-knowledge*
- Global skills race (reform and update)
- Globalization and HE mutual influence (driven and drivers)

2. Global forces

- Knowledge society (complementation)
 - Influence of the market
 - Knowledge-based economies: HE = development engine
 - Export/Import oriented economies
- Demand for Human Resources with technical quality and global in nature
- Companies have more sourcing options → challenges

3. Challenges brought by globalization

- Paradox: skilled labor → Demand for HE ← BUT fewer jobs
- High-value work in low-cost countries
- Brain drain or circulation → Human Resources Waste
- International knowledge networks
- Continues reforms
- Massification: investment / privatization
- Transparency and standards (financial, academic)
- Homogenization

4. Addressing challenges

1. Educational reforms

- Workers for knowledge based economies
- Non-material skills
- Lifelong learning
- Produce global leaders “cultural intelligence”

2. International Cooperation

- A) Governance reforms
 - HEIs, Governments, Int’l Orgs
- B) Internationalization
 - At home & abroad

4. Areas for International cooperation

A) Educational reforms (HEIs, Governments)

- Governance reforms (from outside HEIs)
 - Transparency & comparability
 - National investment and Privatization
- Teaching
 - Modular programs, work accreditation, etc
 - multi & interdisciplinary
- RESEARCHING
 - Open and cooperative research
 - Industry-Academic cooperation
- OUTREACH
 - Cooperation outside campus
- MANAGEMENT
 - Open university and Decentralization
 - Competitiveness; finance and equity

B) Internationalization of HE

- Regionalization
- Des-penalization of mobility
- Quality Assurance
- Cross border provision of HE
- State promotion of internationalization
- Cross-border accreditation and co-operation.



Thank you very much

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【Panel Session】

Japan's International Cooperation in Education in the Globalized World: The Case of the Lao PDR

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1. Issues in the basic education sector in the Lao PDR and Japan's cooperation

The Lao People's Democratic Republic (Laos) is located in the center of Indochina. It is the only landlocked country among the ASEAN countries, bordered by China, Cambodia, Vietnam, Myanmar and Thailand. The land area is about the same as that of Honshu Island. The population is 6.7 million. It is a multiethnic nation, composed of 49 ethnic groups. Among them, the lowland ethnic groups called "Lao Loum," who speak Lao, account for more than 60%. The remaining 30% is composed of minority groups who speak their own languages. The main industry is agriculture. About 70% of the people are engaged in agriculture. The GDP growth rate has been above 7% since 2005. The economy of the country has been steadily growing, benefiting from its rich natural resources such as water and minerals. Its human development index, however, is 138th among 187 nations, and about 30% of the people live on less than one dollar a day. Therefore, balanced and sustainable economic development is needed.

The highest priority goals of Laos are to rise above least developed country (LDC) status by 2020 and to achieve the MDGs by 2015. The Seventh Five-year National Social Economic Development Plan (NSEDP) aims to ensure poverty reduction and sustainable economic growth; to maintain political stability, peace and an orderly society; and to promote autonomous and sustainable development to prepare for regional economic integration. Education is considered a key sector as it plays an important role in developing human resources, which form the foundation for national development through promoting poverty eradication, modernization and industrialization. Universal access to basic education and improvement of the quality of education are the highest priority objectives to achieve the MDGs by 2015.

In order to achieve the goals set by the Seventh NSEDP, the Seventh Education Sector Development Plan (ESDP) was established and launched in 2011. Its midterm review was conducted in 2013 and confirmed the progress in major educational targets. The main indices of primary education include the net enrolment rate and the retention rate through the fifth grade. Net enrolment reached 96.8% in 2013. This shows a steady expansion of primary education, and it is expected that the target will be achieved by 2015. The retention rate of the final grade, however, has remained around 70%. In this situation, it is impossible to achieve the target of 95% by 2015. The high dropout rate and repetition rate are issues affecting the retention rate. They are particularly high among first graders (dropout rate: 11.37%, repetition rate: 22.8%). The Assessment of Student Learning Outcomes (ASLO) has also been conducted three times, supported by the World Bank, to assess the effect of school education. The ASLO II was conducted in 122 districts nationwide, targeting 6,181 students in the fifth grade at 432 schools. This study showed that about 72.8% of the fifth graders were "pre-functional" in math. "Pre-functional" means that they have not acquired the minimum level of skills to function as members of the society. It was also found that ability in the Lao language greatly affects the academic achievements of the students in math and other subjects. The language used for teaching and the teachers' knowledge in the subjects are major factors that affect students' achievement levels.

These issues of basic education, such as the high dropout rate and repetition rate among lower-grade students and the students' low academic achievement levels, are caused by various cultural, social and economic factors, and are related to diverse issues including physical, policy, institutional and organizational issues.

For example, the factors hampering the expansion of primary education and improvement of quality are closely related to the geographic, social and cultural background of the country, such as the mountainous terrain, multiethnic groups and the language issues faced by minority students who do not speak Lao used at school, and gender issues. Furthermore, due to these reasons, there are shortages of schools (incomplete schools) and teachers in remote areas. The weak management ability across the educational sector hinders the appropriate planning and implementation of the allocation of teachers and of teacher training schemes. Various other issues are also factors behind the insufficient teaching skills, including the gap between the needs in the classrooms and the pre-service teacher training; the lack of adequate professional development provided by the in-service teacher training; and the insufficient system to evaluate teachers and to provide remuneration and incentives accordingly. Issues concerning irrelevant curricula and low-quality textbooks were also pointed out.

Therefore, in order to address these issues, efforts must be made to comprehensively analyze the factors and the background behind the issues in order to formulate policies and institutions based on the actual achievements at the school level and to implement specific actions. In order to improve the quality of education, it is important to analyze the issues, focusing on the actual situation faced by principals, teachers and students at schools and to fully incorporate past achievements and lessons learned into improving and formulating policies and institutions. To sustainably put these policies and institutions into specific actions at the school level, it is also necessary to draw up feasible plans backed by a sufficient budget and to secure human resources who are capable of implementing them. The government's firm commitment is imperative in order to continue these activities, and capacity-building is needed for appropriate planning and implementation of necessary actions. In order to advance these processes effectively, it is necessary to mobilize the wisdom of development partners and resources in a comprehensive and organic manner under the ownership and leadership of the government. A great deal of coordination and collaboration is required on the side of the development partners to make this possible.

Japan's educational cooperation in Laos emphasizes the importance of promoting active collaboration and coordination across the sector. Technical cooperation, in particular, has been focused on 1) improving schools by enhancing educational management through promoting participatory school management of the community and through strengthening the capacities of the educational administration to support these efforts, and 2) enhancing school-based training to improve lessons. In the latter case, in order to improve lessons, JICA supported strengthening teachers' skills by drawing up teaching plans and using them as well as developing key human resources who can give appropriate advice to schools from professional viewpoints. In this way, JICA tried to build a foundation for developing "professional development networks" to support schools. These networks will be further strengthened and functionalized. The technical cooperation project ended in October 2013, but JICA will continue to support improving lessons by introducing school-based training and lesson study to promote peer-to-peer collaborations among teachers and by supporting teachers' own initiatives to continue developing their professional skills. In this way, JICA's field-oriented cooperation has brought about concrete changes and results in the classrooms. One of the major issues of many developing countries is to link improved enrolment to actual improvement in students' knowledge and academic skills. The same applies to Laos. The evidence of the outcomes and achievements at the school level must be steadily reflected in the upstream discussions to improve policies and institutions. Through this process, JICA would like to create collaborations with other programs and development partners and to promote multilevel cooperation so that individual project outcomes can produce a development effect in the whole sector.

2. Learning from other developing countries to address the common issues

JICA has been engaged in educational cooperation in many developing countries in the field of basic education,

focusing on the improvement of quality, access and educational management.

The commitment made by governments and development partners on the MDGs has brought about a major outcome of steadily expanding the access to primary education. Now one of the common issues shared by developing countries is to ensure that each student who is enrolled in school learn basic academic skills. As I explained earlier, in order to improve basic academic skills, it is necessary to address many issues and factors related to schools, lessons, children's environment, textbooks and curricula and teachers' qualifications to give lessons as well as policy, institutional and technical support. JICA has conducted various technical cooperation and empirical research for cooperation to improve quality and educational management since the late 1990s. Although JICA has had different experiences in different countries, it has learned various lessons and expertise that are applicable in every country. Among them, the approach of lesson study, which has been practiced in Japan for many years to promote teachers' continuous professional development, has been adopted not only in developed countries such as the United States but also in many developing countries in JICA's projects to improve the quality of education. Based on our experiences, lessons and outcomes, we have learned that the following are necessary in order to effectively use the method of lesson study to improve the quality of learning:

- Position lesson study appropriately in school management and education management. (Support from the educational administration and the commitment of principals are imperative.)
- Focus on lessons and schools.
- Improve teachers' knowledge of subjects. (Involve teacher training universities and obtain support from the professional viewpoint.)
- Steadily support the activities at schools and disseminate the method.
- Collaborate with those in charge of policymaking and institutionalization related to schools and teachers.

When introducing lesson study in developing countries, which are quite different from Japan in terms of teachers' background and students' academic levels, a lot can be learned from the experiences and lessons learned in other developing countries that have already introduced lesson study through Japan's technical cooperation because there are similarities and resemblance among these countries in the educational issues and background and their progress in educational development.

Let me take up the case of Indonesia here. In Indonesia, too, improvement in the quality of education and that of teachers, who play a key role in improving the quality of education, has been a major challenge for many years. To address this, Indonesia started comprehensive teacher reform in the early 2000s. Since the decentralization law took effect in 2001, Indonesia has promoted decentralization of education to better address the needs of local communities and schools, but in order to effectively implement the decentralization, it is necessary to promote capacity-building at local governments and schools so that they will be able to analyze issues and address them properly.

Based on this need, since 1999 JICA has supported the efforts to build a community and school-based school management model in order to support educational decentralization indirectly. For this purpose, JICA has supported the capacity-building of the educational administration and development of the institutions and systems to support the local initiatives. In addition to the cooperation in the field of educational management, JICA has been involved in improving the quality of education. In 1998, JICA started a project to expand math and science teacher education at the undergraduate level of three universities (Indonesia University of Education, the State University of Malang and the Yogyakarta State University). This cooperation project targeting pre-service teacher training has grown step by step over 15 years and expanded into multiple levels, starting from the school level (improvement of lessons at

pilot schools through effective collaboration between the universities and schools, active implementation of in-service teacher training by subject and strengthening of school-based training) and to the activities involving the policy and institutional levels (implementation of induction training programs, nationwide in-service teacher training programs). Together with the cooperation on educational management, which was explained earlier, this has developed into comprehensive cooperation to support the improvement of the quality of the lower secondary education in Indonesia and now serves as a good example of school-based efforts to improve lessons as well as the roles played by the educational administration and teacher training universities to support them.

The technical cooperation project on basic education in Indonesia ended in early 2013, but, since the project was ongoing, Indonesia has shared the process of the JICA project, the outcomes and the lessons learned with the other countries in Asia and Africa which face similar issues, through South-South cooperation, and has contributed to strengthening and implementing educational policies of various countries. Specifically, Indonesia has accepted project-type third-country training and implemented training supplemental to the training held in Japan. When the supplementary training of the region-focused training to improve the quality of lessons was held in Indonesia last year, supported by Hiroshima University, there were participants from Laos, too, as observers. The officials from the Department of Teacher Training of the Lao PDR Ministry of Education and Sports and the heads of the teacher training colleges had a good opportunity to learn the outcomes, issues and lessons learned from the key leaders who have introduced and disseminated lesson study in Indonesia, including the teaching staff of the teacher training colleges and the participants from the Ministry of National Education and from local governments in Indonesia. The participants from Laos also visited schools to see how lesson study was actually conducted. They are now considering the introduction of lesson study in the school-based training and in the activities of school clusters, building on the outcomes of Japan's technical cooperation. Discussions are being conducted at the policymaking level and at the school level to promote understanding of lesson study among the relevant people and to decide how to introduce lesson study. The officials of the Department of Teacher Training were highly inspired by the training conducted by those who had actually experienced the method in Indonesia, facing the same challenge of improving the quality of teachers. The Indonesian case serves as an important reference to promote discussion in Laos. From the viewpoint of the regional integration of the ASEAN countries as well as the strategic utilization of JICA's past experiences, JICA would like to actively provide opportunities to learn from the experiences of those at the management level within the region in order to promote educational development to prepare for the regional integration.

3. Japan's international cooperation in the globalized world

International educational cooperation has a major role to play in developing human resources who can contribute actively in this age of globalization. In order to expand human resources who will lead sustainable economic development, basic academic skills must be guaranteed through basic education. In this respect, Japan's educational cooperation must also support the improvement of the quality of basic education more comprehensively, investigating new approaches to promote improving lessons so that the activities based on lesson study can actually lead to enhancing students' basic academic skills.

Japan's international cooperation has been focused on basic education and higher education. Now that many of the projects for primary education have advanced from the pilot phase to the institutionalization and dissemination phases, in the process of identifying educational cooperation toward the post MDGs, Japan must once again study how the cooperation for primary education should be. It must be noted that improving the quality of primary education will remain as a major challenge.

Cooperation in basic education has produced certain achievements, but further efforts must be made to improve

basic academic skills, which is still a common objective shared by developing countries. South-South cooperation, as shown in the Indonesian case, can be a viable approach to advance that goal.

To sum up the cooperation on basic education, particularly on primary education, and to promote South-South cooperation, which can grow sustainably into the future, it is imperative to empower the countries and bases to become centers to share with other countries, through hands-on sessions, not only identified outcomes, lessons learned and issues but also effective approaches and processes to address the issues at the policy, institution and school levels. It is also important to explore the strategic utilization of accumulated expertise.

Although JICA has conducted various activities such as technical cooperation exchange projects and South-South cooperation through the supplementary training conducted in the third countries, the main approach of JICA's educational cooperation is basically the technical cooperation conducted in the target countries. As explained earlier, the networking and triangular cooperation with the countries that can demonstrate examples of JICA's basic educational cooperation should also be clearly and strategically positioned in Japan's educational cooperation plans and technical cooperation projects. In this process, we would like to find new directions for sustainable South-South cooperation to improve the quality of basic education. The projects to support math and science education and the improvement of school management in Africa have already exemplified such a new direction.

In Laos, as I have explained, preparations are being made for the regional integration of the ASEAN countries in 2015. As education is also to be integrated, educational cooperation should make further efforts to establish more effective networking. Furthermore, it is essential to facilitate the effective and strategic integration of triangular cooperation and networking into technical cooperation so that these approaches can be strategically used in the program projects as well.

Finally, further collaboration with the regional centers established by the Southeast Asian Ministers of Education Organization (SEAMEO) should be promoted as a model to utilize regional educational networks effectively. Already collaboration with the Regional Centre for Education in Science and Mathematics (RECSAM) has been promoted through the third-country training. Strategic collaboration should be sought so that these regional centers will play more active roles and serve as centers of knowledge and information on practical approaches and lessons learned to address the common issues shared by developing countries. JICA must investigate more specific activities, such as giving feedback on JICA's practical approach, the lessons learned and the accumulated knowledge to jointly develop training contents, to enhance collaboration with these regional specialized organizations.

Impacts of Globalization concerning Education in Developing Countries: Japan's Educational Cooperation

Japan's International Cooperation in Education in the Globalized World: The Case of the Lao PDR

Keiko Mizuno

Education Policy Advisor to Ministry of Education
and Sports, Lao PDR

Senior Advisor
Japan International Cooperation Agency (JICA)

Contents

Japan's international cooperation in education in the globalized world will be discussed, considering the case of the education sector in Laos

1. Issues in the basic education sector in Laos and Japan's cooperation

2. Learning from other developing countries to address common challenges

- Triangular Cooperation (North-South-South)

3. Human resource development to correspond to the globalization

- Japan's international cooperation

Basic Information on Lao PDR



Area: approx. 240,000 km² (equiv. to Japan's Honshu Island)

Population: 6.695 million (estimation as of July 2013)

Landlocked country, bordered by Myanmar, China, Vietnam, Cambodia and Thailand

Rural population: 65% (Agricultural population: 71%)

Poverty rate: 27.6%

Ethnic groups: 49 (classified into 4 ethno-linguistic families)

Adult literacy rate: 81.3%

GNP per capita: US\$1,217 (2012)

Major industries: agriculture, mining, hydroelectric power generation

Major trading partners: Thailand, China, Vietnam

Human Development Index: 138th (among 187 countries)

Human Development Report (UNDP 2013)

World Fact Book (US Gov't 2013)

Statistical Data for MDGs and EFA (MOES, 2013)

ODA Data Book 2012 (Ministry of Foreign Affairs)

Development policies in Laos

1. Highest priority goals

Rise above its LDC status by 2020

Achieve the MDGs by 2015

2. The Seventh Five-year National Social Economic Development Plan (NSED-2015)

- Ensure **poverty reduction** and **sustainable economic growth**
- Maintain political stability, peace and an orderly society
- Promote autonomous and sustainable development to be integrated in the regional economy (Prepare for integration into the ASEAN Economic Community in 2015)

3. The Seventh Five-year Education Sector Development Plan (ESDP-2015)

Education is a key sector in developing human resources, which form the foundation for **national development** through promoting **poverty eradication, modernization and industrialization**

Universal access to basic education and improvement of the quality of education are the highest priority objectives to achieve the MDGs.

Challenges in the Educational Sector

From Midterm Review of the Education Sector Development Plan (ESDP) 2011-15

ESDP Midterm Review (2013)

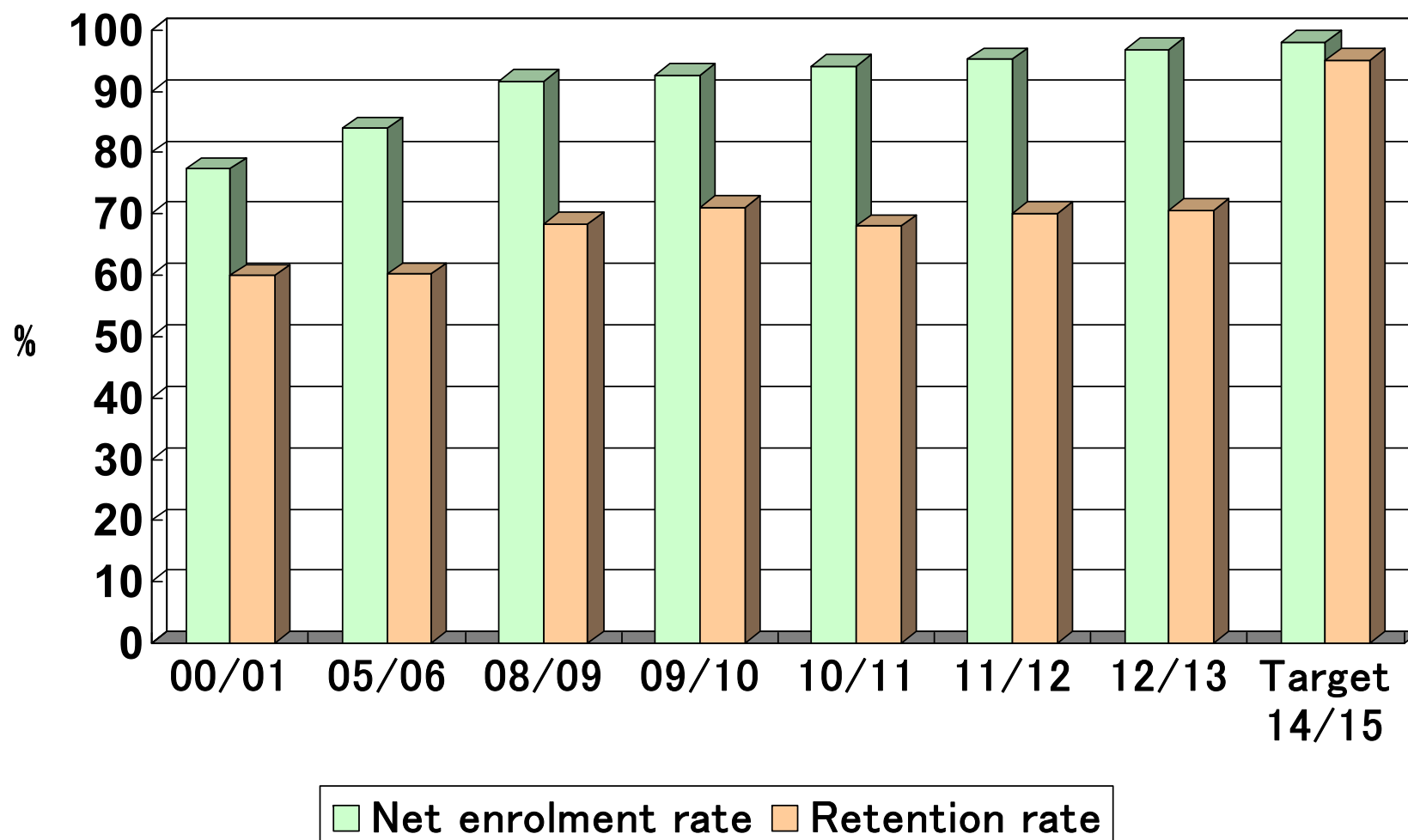
- **The primary education enrolment rate has steadily improved: 96.8%** (2012-13)
- The rate of retention through the 5th grade has not improved as expected: **70%** (2012-13)
- The **high dropout rate and repetition rate** are the issues. The first-grade dropout rate (11.37%) and repetition rate (22.8%) are particularly high.
- Students' academic level is extremely low (Assessment of Student Learning Outcomes: ASLO)

Among 5th graders, 72.8% are pre-functional in math.

Students' academic level and teachers' knowledge of the subject are correlated.

Further efforts are needed to improve students' learning
(particularly in math and the Lao language)

Changes in educational indicators (primary education)



Challenges in Education Sector

Disparity in teachers' allocation
Shortage of teachers in difficult areas
Excess of teachers in urban areas

Geographically disadvantaged remote mountainous areas

Multiethnic/multilingual, gender and poverty issues

Inadequate teacher evaluation, insufficient remuneration and incentives

Inadequate teacher training without reflecting local needs

Shortage in schools
Incomplete schools
Issues of multigrade classes

Quality and relevance of curricula and textbooks

**Relevant policy/system design and planning (with sufficient budget)
Commitment (resources) and capacity-building (skills) for promoting sustainable implementation**

Inadequate support system for schools, principals, teachers and students (financial resources, management and technology)

Inadequate school management (incapable principals)

Shortage of teaching materials and tools

Local people's low awareness of school education

Inadequate teaching skills
Student assessment, lesson structure, implementation ability, insufficient knowledge of subjects, low quality/unqualified teachers

Inadequate incentives for children in poverty to go to school

Japan's educational cooperation for the basic education sector in Laos

Political level: From project outcome to bring about development effect in the sector

Use outcomes and achievements in the classroom to promote discussion on improving policies and systems. Through this process, build cooperative relationship with relevant departments and development partners.

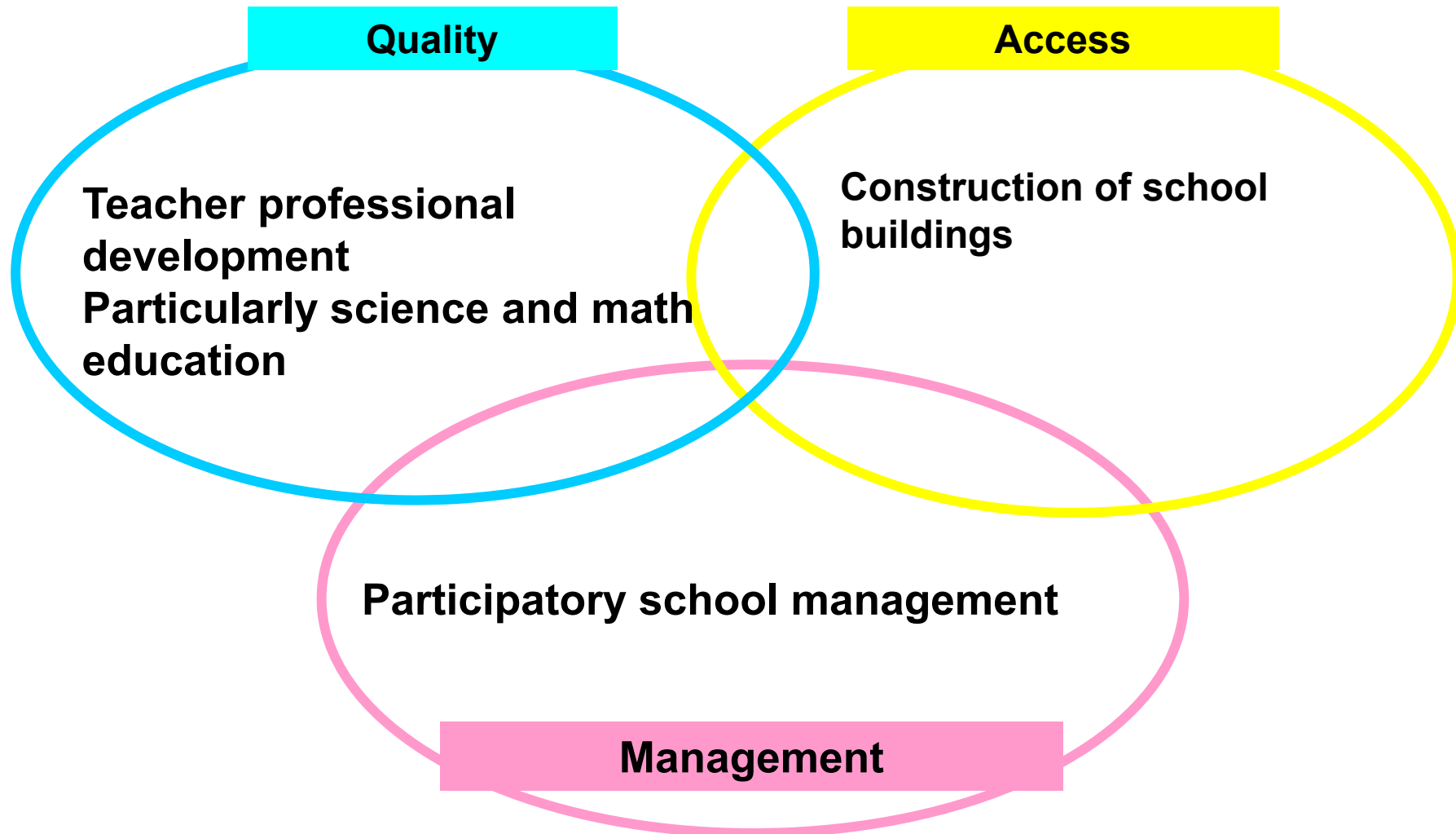
- **Strengthening educational management focused on the improvement of schools** (Community Initiative for Educational Development II – CIED II)

School planning and implementation and strengthening the system to support schools to facilitate solving challenges faced by schools, based on the community participatory problem analysis

- **Enhancing school-based training to improve lessons (science and math)**
(Improving In-service Teacher Training for Science and Mathematics Education-ITSME)
(Support for drawing up and using teaching plans to introduce student-centered approach)

Implementation of school-based training, using lesson study and strengthening and enhancing functions of the professional development networks to support efforts to improve lessons

Three pillars of JICA's support on basic education



Common challenge in the world: Improvement of students' academic achievements

A challenge shared by many developing countries

Link enrolment to actual improvement in students' basic academic skills

Improve the quality of learning → Improve lessons → Change teachers

Continuous professional development of teachers: lesson study

- Appropriately position it in school/education management.
- Focus on lessons and schools.
- Improve teachers' knowledge of subjects. (Involve teacher training universities.)
- Steadily support the activities at schools and disseminate the method.
- Collaborate with those in charge of policymaking and institutionalization related to schools and teachers.

Learn from the experience and lessons from another developing country (Indonesia), which has been working on common issues

Priority on improving the quality of education—the key is to improve the quality of teachers

Launched **comprehensive teacher reform** in the early 2000s

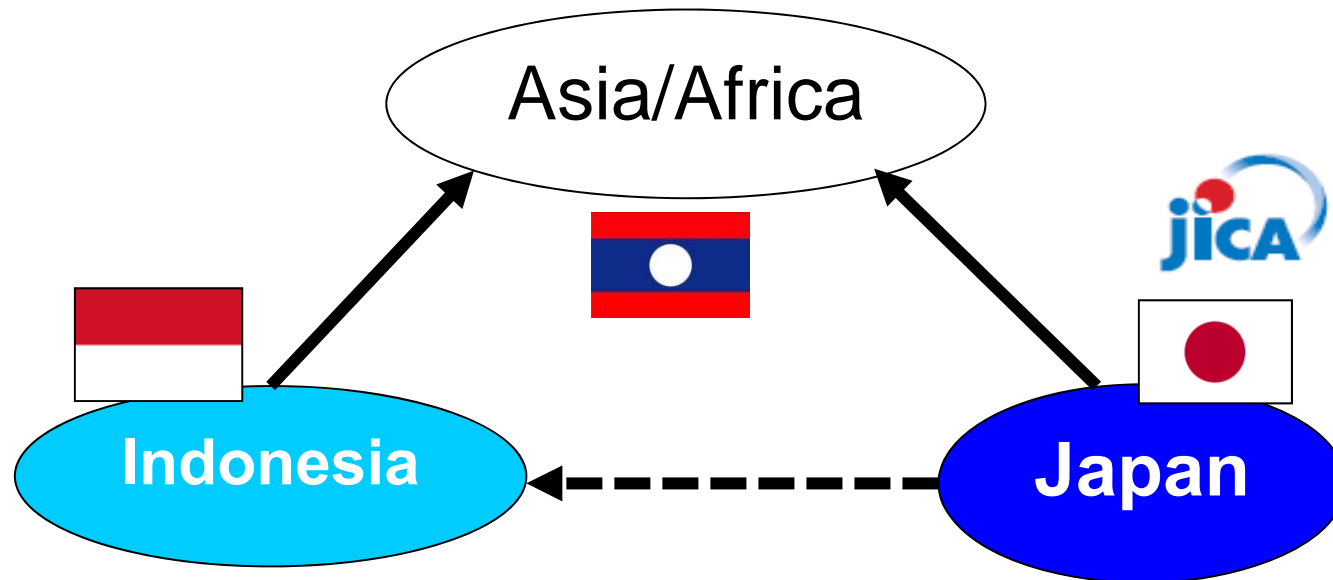
- Teacher Law (2005)
 - Established a requirement for teacher qualification, definition of standards and qualification-linked remuneration
 - Need to strengthen in-service teachers' skills (targeting about 2.7 million teachers)

Decentralization but lack of capacity (budget, management, implementation)

JICA's technical cooperation (1998-2013)

- Introduced and disseminated participatory school management and lesson study and supported improvement of quality education at school, in the institution and in policymaking
- Offering cooperation focused on “**schools and communities**” and on “**lessons.**”

Learning from the Indonesian experience (Lesson study/teacher education)



The Indonesia University of Education

- From supporting the university to building the mechanism to support school-based training provided jointly by the administration and educational institutions
- Restructuring of in-service teacher training, using lesson study
- Currently, the university also conducts **overseas training to supplement the training in Japan** on the theme of improving the lessons and accepts **third-country training offered by JICA's project.**

Capacity development to respond to globalization

Expand the human resources to support sustainable economic development

Basic education: Essential knowledge base to shift toward post-MDGs

Outcome of improving lessons to be linked to the improvement of basic academic skills

- **New approach to improve lessons must be investigated.**
- **A more comprehensive perspective is needed to support efforts to improve the quality of education.**

Educational assistance will shift its focus to secondary education and higher education to respond to globalization and the knowledge-based society.

Many projects for primary education shift from the pilot phase to the institutionalization and dissemination phase.

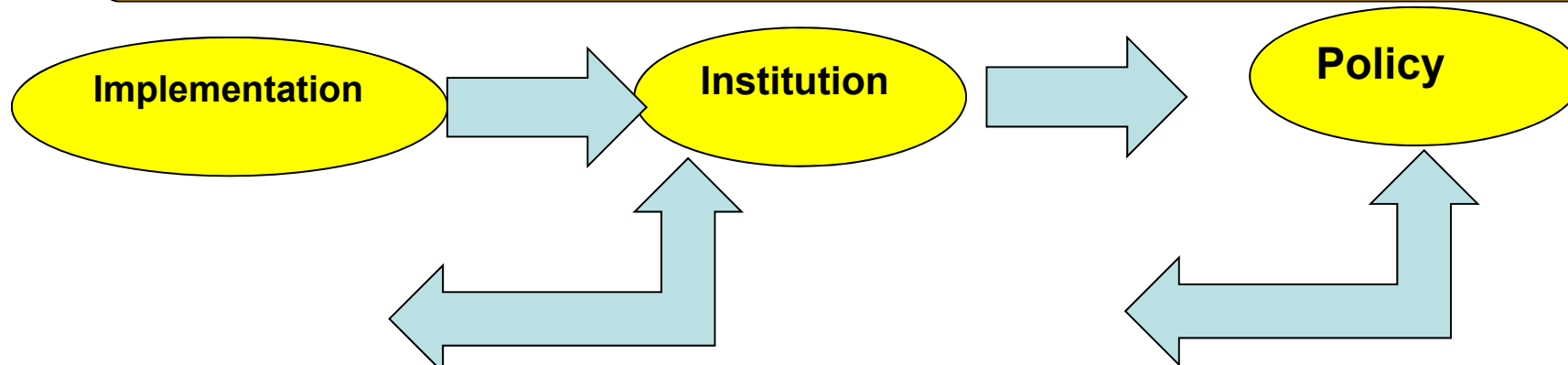
At the same time, the agenda of improving of the quality of primary education remain.

Japan's educational cooperation

Common issues of developing countries: Need to improve basic academic skills and learning achievements

- As a result of the cooperation, JICA strengthens the countries and bases to share and convey effective actions and processes to solve issues through implementation and to investigate how to use them strategically (the showcase countries of JICA's cooperation in basic education)
- JICA strategically integrates networking- and triangular-type cooperation to provide a foundation for future South-South cooperation.

Regional cooperation, networking



Case of effective use of regional educational network

Southeast Asian Ministers of Education Organization (SEAMEO)

Established in 1965 among governments of Southeast Asian countries to promote regional cooperation in education, science, technology and culture in Southeast Asia.

Regional centers have been established with the financial support of the host countries to conduct trainings, research, development of teaching materials, etc. to address common issues

Examples:

Quality Improvement of Teachers and Education Personnel (QITEP)
(Indonesia)

Regional Centre for Education in Science and Mathematics (RECSAM)
(Malaysia)

Expected to be utilized as knowledge and information centers on practical approaches and lessons learned to address the common issues of developing countries. They collaborate to give feedback on training content, jointly develop training content, etc.

Thank you

[Panel Session]

Education For The Better World

Anshul Sonak

Regional Education Director (Asia Pacific), Corporate Affairs Group, Intel Corporation

New information age and human capital development

The transition from the agricultural or industrial age to information age is happening around the world in the societies we live in. However the world is also seeing new emerging issues putting new pressure on societies. Some of the most pressing problems of our times like persistent poverty & unemployment, HIV/AIDS, food security, energy shortage, global warming, environmental degradation, rising cost of healthcare etc. are now becoming key priorities for the societies. The younger generation which are global citizens of tomorrow have to be better prepared for handling these issues of today & tomorrow, otherwise they will be left with an increasingly complex world with problems created by us for pursuing developmental needs of today but compromising the needs of the future.

Similarly the world is facing new divides more than ever. Be it digital divide, demographic divide or skill divide, the impact on the society is immense and nation's ability to respond to it and create long term strategic advantages is more critical than ever, given the world is seeing shift towards globalized knowledge driven economy from natural resources driven economy.

And in that context, human capital development is one of the top strategic priorities most nations are seeking. Governments, policy makers, civil societies, businesses, academia and society in large look at arriving newer & better ways of preparing younger generation as learning generation who can learn, unlearn & relearn faster to address their own long term socio economic developmental needs. More so in developing nations, this is the opportunity to leapfrog and accelerate development with right structures & policies as they have higher demographic dividends and bigger, deeper canvas to innovate for its own developmental needs. Also with advents of technology and globalization in 21st century information age that provides level playing field to all, the opportunity to change is here & now for developing countries.

The mismatch between 21st century globalized world & current education

However the fact remains that though the way we live, work & play has changed so much in last a few years, but the way we learn has not. Every aspect of 21st century society is being transformed by Information & Communication Technologies (ICT): the economy, the workplace, the home, commerce, government, the health sector but the education sector still operate based on the needs of the industrial society. This misalignment between schools and society takes the form of discrepancy between what and how we teach students in schools and how schools are organized and operated. Be it new age aspirations or 21st century career readiness, current education system is often not adequately equipped to provide the skills necessary to fulfill these goals. Similarly the world requires very diverse workforce now compared to industrial age due to emerging shifts in the way big problems are getting solved with the advent of technology. As an example, with world population poised to touch 9 billion in a few years from now, smart living needs are becoming critical and though many countries have huge unemployment, construction sector worldwide (which is often a big economic driver in any nation) is struggling to attract talent to meet the need of diverse professionals for smart home sales, insurance planners, designers, architects, energy experts, construction engineers, etc. Thus the gap in employment needs of the world against the available employability ecosystem (education system of schools, colleges etc.) is widening, thus hurting socio economic development agendas of the nations. This coupled with demographic shifts in developing countries with younger population base, is making job creation and job readiness as the biggest socio political agendas everywhere. Conversely, in nations that are seeing demographic decline, increasing job productivity through innovation

is the key, and making education system ready for that is critical. In both the cases, education system reform is critical for their human capital growth needs due to change in the skill equation & its impact on socio economic growth of the nations.

With advent of ICT in the information age, this problem is taking an entirely new dimension. First, jobs of the future are not even created yet. With rapid pace of technology & globalization, in the contemporary workplace, people work in teams across the boundaries of time and space and use a variety of social, digital and physical resources to solve complex problems and create new ideas, products and services. They use ICT to collaborate and share resources, ideas and products with colleagues, customers, or a larger audience or markets to make use of the knowledge they create in meaningful ways. Today's fast jobs that are growing didn't even exist five to ten years ago. App developer, Social media manager or Sustainability manager are a few examples of new high in-demand jobs that were not existing earlier. And that trend will continue in the future as well. Mckinsey Global institute estimates that by 2020, there will be a global shortfall of 85 million high and middle skilled workers worldwide as this paradigm of new job sector continues to accelerate due to new technologies, new applications that touches everyone's lives.

Second and at more fundamental level, the demands for skills desired in today's workforce are changing. A study conducted by Levy and Murnane concluded that in US economy, jobs requiring routine manual and cognitive skills as well as non-routine manual skills actually declined over the period of last five decades and only the jobs that require non routine analytical skills have shown consistent growth. Now that poses a big question to existing education systems and a dilemma to schools. The skills that are the easiest to teach and test are also ones that are easiest to digitize, automate and outsource and hence the decline in the jobs requiring those skills. So what role schools of information age should play, how they teach skills that are essential for success in new knowledge era, what are these skills, how do we measure these skills etc., these are some of the new questions being asked and discussed at every level of society given globalization and ICT will continue to accelerate this dilemma. The most education systems around the world still engage in traditional practices that require students to work individually, as they recall facts or perform simple procedures in response to pre-formulated problems, without the aid of books, computers, social networks, or other resources. So in order to prepare students for 21st century challenges and opportunities, significant reform is needed in education systems and innovation has to be brought in every aspect of schooling : who goes to school & how, what is learned and how it is learned, how learning is assessed, and how schools are organized. It is no more question of just conventional access and conventional teaching learning quality improvement or pedagogy improvement but a whole new way of incorporating new skills and innovation agenda in education reforms worldwide to address challenges posed by globalization and advent of technologies in information & knowledge era ahead of us.

Business, academia and researcher community broadly call these essential skills which workforce of today & tomorrow needs as 21st century skills. The skills that are essential for success of young generation in globalized world moving towards knowledge economy consist of skills like communication skills, problem solving skills, collaboration & team working skills, critical thinking or analytical skills, Information literacy skills. These skills though in itself are not new but carry in a meaning in ICT driven information age as it helps learners to be better prepared to handle the current & future challenges in front of us. It provides foundation to think & act differently by making more sense of information available, create new knowledge collaboratively and apply for real world use and prepare them to be productive in workforce as they simulate real work like environments in classrooms. Also students learn much more in informal learning settings than in formal classroom given the time they spend outside classrooms in their waking hours every day and given the new learning platforms they experience through games, TV, other media etc. outside of formal learning settings. And this is becoming true for developing countries as well as advanced countries. Hence it becomes critical to provide lifelong anytime anywhere anyplace seamless 21st century skills learning environment for learners of new generation. This generation, which is growing up in a technology abundant world, is called as EPIC generation by Futurist Dr. Leonard Sweet because they are Experiential, Participatory, Image Rich and Connected. They demand new modern

learning paradigm, a new learner centered education system where each individual student is treated as a student with special need – a system of education which accommodates instruction for all, not enforcing one size fits all. This system of modern learning paradigm makes every student a social learner who is self-directed and who is always inquiry driven (ready to move from known side of knowledge acquisition to unknown side of knowledge exploration & creation). The current conventional classroom design doesn't often provide this new paradigm and hence we need to shift our mindset for instruction & assessment to learner centered instruction & learner centered assessment. The educators need to ask themselves: what are the new methods of instructions and assessment in learner centered education, what does learner centered education look like in the information age, and what should we do to incorporate essential 21st century skills in teaching learning processes.

These major changes in instruction and assessment require a substantial change in roles of students, teachers and parents in learning process. In the heart of 21st century learning that is enquiry driven & always engaged, is self-directed and active students. Starting from planning to completion of learning projects, they are the owners of the learning process. Aligned with this role, teachers are involved in providing necessary support that each individual student needs. Teachers role become more critical than ever as they provide not just academic support but also emotional & psychosocial support. Parents provide additional guidance to their children and teachers seek opportunities to involve parents in supporting learning process to provide more guidance to learners and build closer relationship. This student centered learning require changes in current education system structures. And given the universal need of this, given globalization & information age we living in, developing such system should be topmost human capital development strategy priority for the nations.

Technology led education transformations can give global competitiveness

For creating a new education learning paradigm and enabling human capital development, ICT can be a great enabler as well as catalyst for transformation or change agent. When we look at building new education systems for individual learners to help choose their learning outcomes, select media & strategies to use as vehicles to attain those outcomes at their own pace, it is impossible for teachers to enable such environment with differentiated instructions and assessments without effective integration of technology to cater the needs of students, teachers, administrators etc. Also technology alone can't fix bad education model, that's why we must always think about how technology can be used to transform learning. 21st century skills education in every teaching learning process using technology offers that opportunity as it helps teacher's implements new methods of instructions and assessment aligned to needs of the society. New models of technology based transformations like gamification, blending of formal & informal learning, shifts to virtual or hybrid models, personalization of learning & assessment, collaborative classroom management are some emerging examples that are based on new technology trends like mobility, cloud services, consumerisation etc. Developing countries can use some of these models to leapfrog from older challenges of education of industrial era to cater to needs of knowledge society building. Now is the time for every developing nation to take advantage of technology based education transformations to be a Learning Nation, possible through innovations in education and with help of ubiquitous cost effective technologies. By providing 21st century skills to its citizens, the nation can reap multiple benefits that can provide global competitiveness like enhanced talent pool, stronger economies, innovation driven efficiencies and technical leadership worldwide.

Intel and 21st century education transformation

Intel believes it has a large role to play in preparing students for success. Intel Education's mission is to advance excellence in education worldwide. And Intel vision is to create and extend computing technology to enrich the lives of every student on earth this decade. Intel believes its aspirational vision is achievable based on its longstanding commitment to education. Intel has worked with educators and governments to transform education in 100 plus countries. That work includes more than 150M students who have used Intel architecture solutions for learning and helping more than 10M teachers with professional development that helps them integrate technology effectively in their classrooms and develop 21st skills in

their students. Around the world more than 7M students participate in Intel International Science & Engineering Fair (Intel ISEF) affiliated local fairs annually. And Intel employees also get involved supporting education. They have volunteered more than 4M hours in local schools. Intel has invested \$1B in the last decade for education improvements worldwide with \$100M annual investment. The quality of education impacts everyone: students, employers, communities, and societies. So when Intel prepares students to accomplish more, Intel also inspire them to tackle local and global challenges. That contributes to a better workforce, expands innovation, creates opportunities for growth, and builds stronger communities. Intel knows that a comprehensive approach is necessary to transform education. Through its long-standing dedication to education, Intel is delivering fresh insights, unique programs, and holistic solutions to help educators, government officials, IT professionals, and other leaders inspire excellence in students worldwide.

One of the biggest investment Intel has done is in area of teacher professional development. We all know that quality of education can't exceed quality of its educators. Intel empowers educators to integrate technology that engages students in learning and prepare them with critical 21st century skills for success in the global economy. Its flagship program, Intel@Teach program provides flexibility through delivery options (face-to-face, online, or hybrid courses) and a range of course content levels (beginning through advanced experience). All courses enable teachers to introduce, expand, and support 21st century learning in any subject using their existing curricula. It has vast IP in multiple languages worldwide for teachers to learn more and more on how to effectively integrate & use technologies for their student success in their teaching learning process. Intel has trained more than 10 million teachers, student teachers and teacher educators worldwide using this program and it's scaled in developed as developing countries in collaboration with local government or partner. It has resulted in changing countless students' lives who have been benefitted with more educated teachers who knows how to integrate 21st century skills in education. Intel also works with governments and partners for helping them build holistic solution as per their key priorities. Intel understands that education technology requires more than great technology devices and it brings together whole ecosystem of product, software, local content and implementation support services together as per local needs to drive classroom transformation. Intel proactively also shares its knowledge of what works & doesn't work, and various system reform models through various policy networking forums & channels so that education system designers are in best position to learn from each other while addressing their 21st century education needs.

Key issues and key learnings with respect to globalization of education

There are growing research backed evidences that technology can be key enabler for transforming teaching learning towards modern student centered 21st century skills integrated education system aligned to global needs. This change requires strong leadership support as well as role model or champion for any initiative to start, scale, sustain & eventually systemize. Some key aspects to incorporate in this journey of transformation (i) Stakeholder and change management is very critical as age old teaching practices don't change overnight. Sustained professional development is the key (ii) No one size fits all – every education system requires its unique approach for start – scale-sustain – systemize (iii) Given increased globalization, policy makers have to pay attention to new emerging issues like education data governance, innovation policy, responsible & safe ICT usage (iv) PPP partnership models need to be continuously redefined to take advantage of all the global knowledge & competencies available from all stakeholders. These are also some of the areas worth exploring for more future prospects of international cooperation.

It's time that nations collaborate with each other in new ways, form new partnerships, build new approaches for education transformation to enrich the lives of students around the world. And Intel remains committed as a trusted partner, with its education transformation efforts worldwide, to help countries achieve their own human capital development goal for success of their citizens in this complex 21st century world.



Education For The Better World

Japan Education Forum XI
Impact & Challenges of Globalization
concerning Education in Developing Countries

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Corporate Affairs Group, Intel Corporation

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World Is Becoming Increasingly Complex...

Big Global Challenges Ahead of us



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World Seeing New Divides...

Example of Digital Divide



- + Demographic divide
- + Innovation demand – supply divide

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New Aspirations In The World..

Fullfilling dreams and building diverse careers

A young boy in Singapore wants to become Nursing Assitant. He is passionate about helping old aged people in his community as he has seen sufferings



Young girls of India having aspirations of using robotics for solving world food chain inefficiencies and building smart agriculture practices



New age aspirations & career readiness – are our schools and colleges ready for that?

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Diverse Workforce Needs Of The World

Emerging employability agenda for socio economic growth

Dubai (UAE) wants to position itself as Tourism hub of the world given geographical center. And working to attract, prepare > 1million people to be employed directly or indirectly in whole tourism sector



With population poised to be 9 billion & having smart living needs, construction sector struggling to attract talent to meet the need of diverse professionals of, sales, insurance, planners, designers, architects, energy expert, construction engineers, labors etc



Job creation & preparedness is the biggest socio political agenda : Is current education and employability ecosystem ready for that?

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The Jobs Of The Future Have Not Been Created

FAST JOBS GROWING THAT DIDN'T EXIST 10 YEARS AGO:



McKinsey Global Institute estimates that by 2020 there will be a global shortfall of 85 million high- and middle-skilled workers.

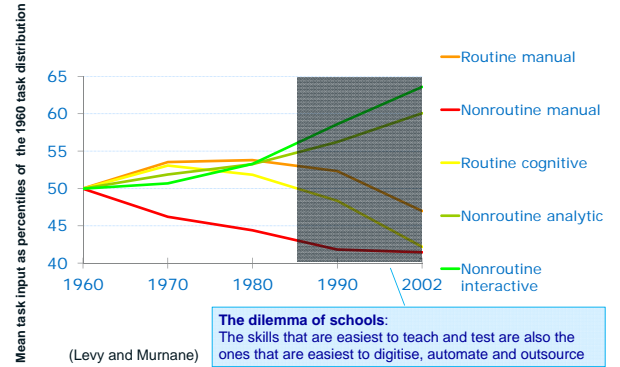
Source: Education to Employment, McKinsey 2012

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How The Demand For Skills Has Changed

Economy-wide measures of routine and non-routine task input (US)



The dilemma of schools:
The skills that are easiest to teach and test are also the ones that are easiest to digitise, automate and outsource

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Is Current Education Ready As Engine Of Innovation?



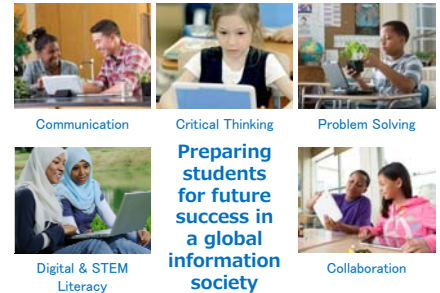
It is not just about access and quality any more..

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Skills: New Currency For Success In New World

21st Century Skills
These are the students will need be prepared for future and tackle grand challenges are before us.



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Where Do Students Learn Today..

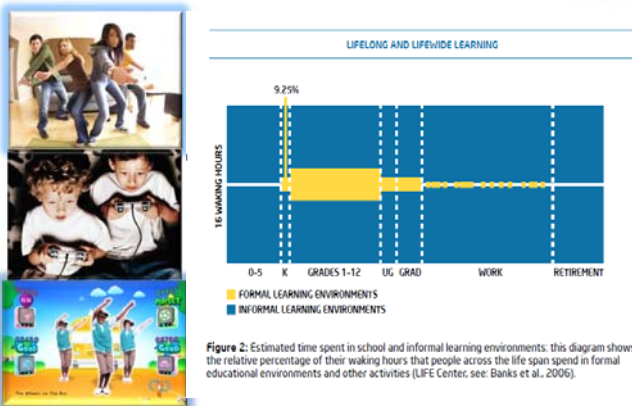


Figure 2: Estimated time spent in school and informal learning environments; this diagram shows the relative percentage of their waking hours that people across the life span spend in formal educational environments and other activities (LIFE Center, see: Banks et al., 2006).

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21st Century Learners – EPIC Generation

Futurist Dr. Leonard Sweet describes learners grown up in a technology abundant world as "EPIC" generation

- E – Experiential: I want more than a lecture. I want an experience that provokes and incentivizes me
- P – Participatory: I want to participate in the outcomes of the program. I want to upload my thoughts
- I – Image Rich: I want a picture to engage me, help me explore new perspectives and retain ideas
- C – Connected: I want to interact with others socially on the issues in person & through technology

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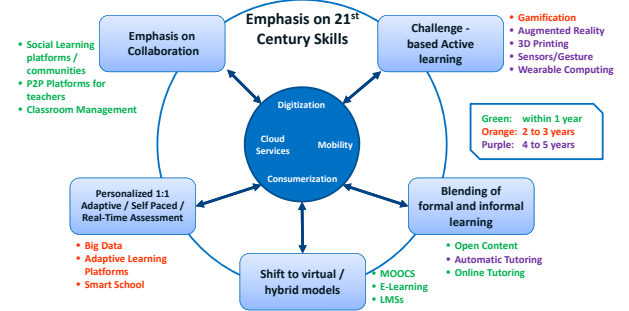
The Shifts In The Modern Learning Paradigm....



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Technology In Education – Tipping Point For Change

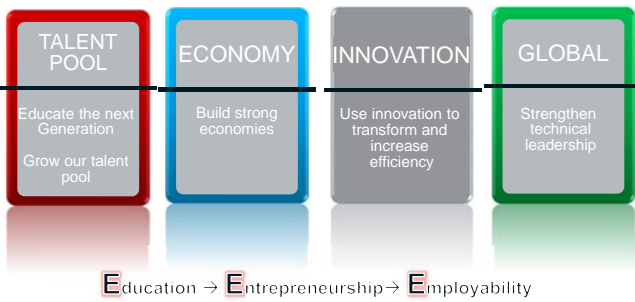
Some key trends already visible in education systems



Source: K12 Higher Ed Horizon report, Education Market Map, FutureSource
Updated: 08/01/2012 Competitive update. Edupage

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Every Nation Can Be A Learning Nation In 21st Century Through Innovations in Education & with help of ubiquitous technologies



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So What Is Intel Doing?

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Vision: This decade we will create and extend computing technology to connect and enrich the lives of every student on earth.

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Intel's Commitment To Education



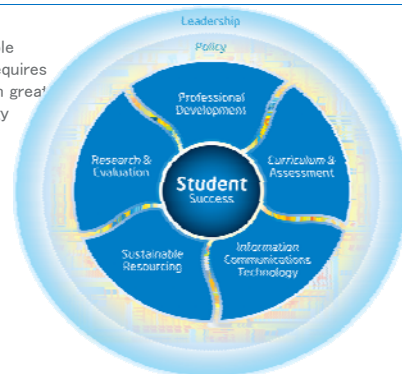
- 150M students have used Intel solutions for learning
- Transforming education in 100 countries
- Professional development for 12M teachers
- 300 + Education Programs worldwide
- 7M students in Intel Intl. Science & Engineering Fair affiliated fairs
- 4M employee volunteer hours for education
- \$1B invested in the last decade



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Transforming Education For Student Success

Sustainable change requires more than great technology



Intel's approach to helping governments and educators is comprehensive and focused on student success

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The Best Teachers Never Stop Learning

Intel Teacher
Professional
Development
Offerings

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- Transforming Learning
- Intel Teachers Engage Community
- 21st Century Teaching Resources



Intel empowers educators to integrate technology that engages students in learning and prepare them with critical skills for success in the global economy.

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Assessment in 21 st Century Classrooms	Collaboration in the Digital Classroom	Designing Blended Learning	Inquiry in the Science Classroom	Project-Based Approaches	Thinking Critically with Data	Leadership in the 21 st Century
Teachers learn to develop student-centered assessment for improved learning.	Helps Teachers prepare students for the globally connect world.	Teachers transition to blended learning experiences.	Teachers explore ways to develop students' scientific thinking and practices.	Teachers improve their application of PBA to engage students.	Teachers teach students to think critically about information around them.	Educators explore school leadership in students' technological world.

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Skills for Success	Getting Started	Essentials Course	Advanced Online	Thinking with Technology	Leadership Forum
ICT Teachers train to use student curriculum that develops digital literacy, problem solving, critical thinking, and collaboration skills.	K-12 teachers are introduced to classroom software, productivity tools and student-centered approaches to learning.	In-service and Pre-service teachers develop units that integrate technology into existing classroom curricula to promote student-centered learning. Face-to-face or hybrid face-to-face and online.	K-12 teachers build communities to advance their integration of technology and 21st century learning.	K-12 teachers develop project-based units using free online thinking tools to enhance students' higher-order thinking skills.	Education Leaders focus on supporting and implementing effective technology integration in school.

+ Intel Engage Community and Free Educator Resources

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By Helping Governments & Partners Build Holistic Solutions Education Technology Requires More than Great Devices



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Globalization & International Cooperation - Some Key Learnings



- Technology is revolutionary while educators are evolutionary
- No "One size fit all" for education system change:
 - Accessible, Affordable, Attractive and Applicable – no one single magical formula
 - Impact measurement moving towards Learning Gains and Outcomes
- Reinventing new learning spaces need new policy conversations –
 - Education data standards, innovation policy
 - Responsible & safe usage of ICT
- Partnership models (PPP) need to be continuously redefined
 - Academia, Civil Society, Business, Governments as conventional stakeholders
 - Parents and students as emerging critical stakeholders

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Together we can enrich the lives of students
around the world



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【Open Floor Discussions and Question and Answer with Speakers】

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies/Director, Center for the Study of International Cooperation in Education, Waseda University)

Prof. Angela Little and Dr. Kilemi Mwiria are also on the stage, but for the first 45 minutes we would like to take questions and comments for the panelists. As a moderator, I usually have two policies. First, when we get questions and comments from participants, it is of course fine if they are addressed to certain people, but anyone on the stage is welcome to answer to any questions. I would also like the participants on the floor to feel free to comment. Please don't feel that you can only ask questions. Many experts have gathered here. Please do not hesitate to share your opinions with us. We welcome your active inputs. Now the floor is open. If you have questions or comments, please raise your hands.

Question 1

Takako Suzuki (Kyushu University)

Thank you very much for your fascinating and productive presentations. My question is mainly addressed to the final speaker, Mr. Anshul Sonak. You said that educational needs and demands are changing as the world is changing in many ways, including digitalization, and that Intel is supporting education to meet the new needs that call for ICT and digital skills. In the morning session, Prof. Angela Little said in her presentation that access to ICT is significantly expanding among children in urban areas and that for this reason the disparity between urban and rural areas is widening. When I consider the two presentations, I wonder if education to address the recent needs may widen such disparities.

I'd like to ask another question regarding ICT. Kyushu University conducted a survey last month on e-learning and ICT as our university is also promoting ICT. Many of our students replied that they didn't prefer digitalization. I would like to ask you how much ICT is needed and what side effects there are, if any, as well as positive effects. Since you said ICT is not a "panacea," I wonder what you think of the negative effects.

Question 2

Atsushi Matachi (Japan International Cooperation Agency)

Thank you for your very interesting presentations. I have two questions; one is for Prof. Kuroda and the other is for Mr. Sonak. I'd like to make a request of Prof. Kuroda rather than ask a question. In your presentation, you said that regions will play bigger roles and that education is important in that sense, as well. I quite agree with you. JICA has had many opportunities to work in Asia and Africa. I have had opportunities to work particularly in Africa, where JICA is supporting regional organizations. Japanese government has schemes to provide grants-in-aid and make contributions to international organizations. JICA has also schemes to offer bilateral assistance to support individual countries. But Japanese government has few schemes to support regional organizations, so it is rather difficult for us to promote regional activities. There is a limit to what we can do. I think that Japan must explore how it can support regional initiatives. If you know from your experience how we can promote regional initiatives more easily or what direction Japan is moving in, please advise me.

I'd like to ask Mr. Sonak another question. You showed us a graph on "How the Demand for Skills has Changed" and said that cognitive skills and analytic skills will be more important and that these skills are the most difficult to teach at school. I agree. But then, can ICT strengthen these skills through interactive or people-to-people, children-to-children communication? I think teachers need to teach students these skills in classrooms by promoting mutual communications among students. This, however, is quite difficult because teachers must be highly capable. When I think about it, I wonder if it is really easier to use ICT. So, I have two conflicting ideas. I'd like to ask Mr. Sonak if ICT can be an alternative solution or if it will be used to complement human interaction factors. These are the two questions I'd like to ask. Thank you.

Question 3

Wataru Iwamoto (Ministry of Education, Culture, Sports, Science and Technology)

I'd like to ask Prof. Kuroda a question. You have clearly explained governance issues from the viewpoint of global and regional governance, but that doesn't negate the importance of national or local governance. Can 21st century skills be taught by school teachers alone? Shouldn't indigenous knowledge in our communities or in our local societies also be taught? When we consider education for sustainable development, there are many stakeholders involved in teaching in addition to teachers. Isn't it important for us to consider how we respond to the demands of national and local governance and of regional and global governance? This is a question rather than a comment.

I'd also like to comment on Dr. Mizuno's presentation. From her presentation about the case in Laos, I understand that pre-service teacher training and the issues concerning teachers are extremely important. The recent EFA Global Monitoring Report also discusses teachers' remuneration and how to get good teachers. In this situation, I think national governance concerning teachers' status within a country or society will be important. This is also a question rather than a comment. Thank you.

Question 4

Yokuo Murata (Kyoto Women's University)

This is a question to Dr. Mizuno. I was very interested in your presentation, in which you said that Japan's international cooperation with Laos should promote South-South assistance, and you said that Indonesia is one example. I have also studied South-South cooperation. I have visited Laos myself and have seen many cooperation activities with Thailand and Vietnam. Although the scale is small, Thailand has been providing a training program for primary and junior high school teachers in Laos, and JICA has been involved in the planning. In this program, teachers receive training for about three weeks, and it has been effective. This was a kind of triangular cooperation. I also learned that the private sector is providing training to senior high school teachers in Laos. Vietnam is also conducting various programs, including accepting students from Laos, providing scholarships, building student dormitories and building a medical college. JICA is working with the governments of Thailand and Laos, but it's not really successful. But in the cases of Laos and Vietnam, I hear the projects are very successful. When promoting international cooperation in education, I think we have to pay attention to differences in different levels, for example, differences in governments and in social systems as well as those between the public and private sectors. I would like to ask your opinion about this, or ask you if you have already considered these points in your activities. This is a comment rather than a question.

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies/ Director, Center for the Study of International Cooperation in Education, Waseda University)

Thank you. I would like to give the microphone back to the panelists. Mr. Anshul Sonak, could you first answer the questions?

Anshul Sonak (Regional Education Director (Asia Pacific), Intel Corporation)

The first question was about access to ICT, whether ICT has expanded the divide, if only rich people or those who belong to a particular class in the society get all the resources and skills and the poor don't. If the digital divide is being accelerated, what position can responsible companies like my company, Intel Corporation, take? I think that's a very good question. You need to think about this whole issue of ICT access from different perspectives, including what the cost of access is, what the financing models are, and how we can make it affordable for everyone, including those in rural areas so that they can use it in their daily lives. Industry has to work on it, but industry cannot solve all the problems for itself. Industry needs to work with government and academia. We must create models to make ICT affordable for everyone. And again, as with any technology, costs come down over time.

We also have to consider value, which is more critical. My post-graduate degree was in rural management. Why do I think that rural communities, which are struggling with fundamental issues, need to have ICT or digital skills? This is a question that definitely bothers all of us including policymakers. I think worldwide research shows that it's not a question of why ICT is needed but what and how ICT has improved. There are enough benefits of ICT, which have greatly improved processes and outcomes. Researchers can answer these questions, but from the application side, the civil society, academia, government and business have a responsibility to show practical examples of how ICT will change our lives. Let me share with you a story to answer this question. Just last week I was in the U.S., and I saw a 16-year old boy from Africa, whose hand had been blown off by a land mine in a conflict area. It is difficult in that part of Africa to get access to highly trained doctors. Even if he could have, his hand was gone, so what could he have done? So he accessed the Intel conference. He shared his story with Intel, and a local NGO in Africa got in touch with a 3D printer organization in New York. This organization saw how the hand was lost and how big his hand was and duplicated his hand including his fingers, palm and everything, using the 3D printer technology. Now he can eat with his hands and is leading a normal life. This is the value of technology.

It's not just a matter of basic access. We must consider what technology can do. This is what the government, policymakers, and civil society must consider. If they understand what potential technology can bring and how it can change their lives, they will start sharing such examples, which will soon be widely known. People will be surprised to know that the boy lost his hand but was able to get his hand back and that he can lead a normal life now. There are many other examples. I would like to say that ICT has great value and meaning. We all have an equal responsibility to answer this big question. The business and research communities and governments have important roles to play, but advocacy organizations and civil society have bigger roles to play. They should tell people what is possible and how it can be done. For people suffering in conflict areas, we can conduct a lot more collaboration with new technologies and new inventions using ICT. ICT in itself is only a tool, but how we use it can make a big difference in people's lives. If you don't know the value of ICT and its benefits, and if you don't know what ICT is used for, then it is meaningless. In Africa, for example, everyone has a mobile phone. They can communicate with the rest of the world. They have their aspirations in Africa. If I cannot show them good examples of how ICT is used, they will not be able to learn the value of ICT, which brings about transformation. It is our responsibility to show people the value of ICT. So this is my reply to the first question.

With regard to the second question, cognitive and analytic skills are very difficult to teach. No one doubts this. So teachers' empowerment is particularly needed in this area. Teachers in local communities must be trained and empowered to use ICT so that they can improve their teaching skills. My goal is to ensure that teachers know how to use technology and that technology contributes to improving teachers' teaching skills. Teachers are also role models for students. Robots cannot change students' behavior. Teachers can. So it is our responsibility to invest in teacher development so that they can be students' role models in using ICT. The pedagogy of problem-solving skills, creative thinking and project-based approaches may be new to teachers, but using new technologies can help them use new methods that are not didactic but student-centered, engaging all students. You can of course simulate real life in the classroom. This can be done in daily life. What students learn outside school can be fed back into the classroom. Then, they can use what they learn at school in real life. Children teach what they learn at school to their parents at home. Teachers can bring in what students hear from their families. Students are mutually motivated, learn from each other, take what they learn back to their families, and bring what they actually see into classrooms. Teachers must consider introducing this kind of teaching strategy.

The third point was about 21st century skills. Are these skills only for teachers? How about people in the community? I believe everyone must learn these skills. Business, government, academia and researchers must come together and establish, for example, a model of public-private partnership based on mutual trust to create learning communities, learning cities and learning villages. UNESCO has issued a declaration on building learning cities. It was primarily focused on how we create a community in which not only stakeholders in education, such as teachers, policymakers and educators but also the entire community are involved in promoting learning activities and implementing them. This is why ICT must be available to everyone. Thank you.

Keiko Mizuno (Senior Advisor (Education), JICA/Education Policy Advisor to Ministry of Education and Sports, LAO PDR)

Thank you for your comments and questions. Let me first answer the last question on South-South cooperation for Laos. Vietnam has the largest number of Lao students studying abroad. In that sense, there are active exchanges and South-South cooperation at the higher education level. In Laos, people speak Lao, which can be a barrier to promoting collaboration with other countries. But this barrier is comparatively low between Thailand and Laos. For teachers, teaching resources are mainly textbooks and teaching guides, particularly for primary school, and the resources up until then had been limited to those from Thailand due to language barrier.

Then, why Indonesia? While universal access to primary education has gradually been achieved, quality of basic education still remains to be a challenge. Japan's future international cooperation is required to facilitate horizontal cooperation across the countries as an exit strategy, in addition to conventional bilateral cooperation, in order to ensure the quality of basic education. I cannot go into detail here, but Indonesia is a country in which a comprehensive picture of different dimensions, including schools, institutions and policies, can be presented in a package. In its assistance in basic education, JICA has been providing advice for quality education inclusively for 13 years in Indonesia not only on exchanges among those at the classroom level and policymakers but also on what impact those involved in policies and institutions have in classrooms. We should share and utilize the example of Indonesia in a strategic manner to improve the quality of basic education in the region by promoting various exchanges through South-South cooperation.

With regard to teacher training in the national and local contexts, particularly in the local context, we focus on teachers because teachers are on the frontline in classrooms and they have direct contact with students and offer them learning experiences. As teachers have the closest contact with students, unless teachers change, the quality of education cannot be improved. In addition to the issues of teachers, we cannot improve the quality of education if textbooks are not always available and the content of the textbooks is inadequate, and if the teachers' training does not meet the needs of the local level in classrooms. When we consider these issues, we need a comprehensive approach in our cooperation to encompass teachers' training, lessons in classrooms and textbooks. All of these have to be improved to improve the quality of education. We'd like to make our cooperation more comprehensive, getting college teachers involved in school-level and cluster-level training to make teacher training more responsive to classroom needs. This is what we are planning to do in our cooperation in Laos.

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies/Director, Center for the Study of International Cooperation in Education, Waseda University)

Thank you. As Dr. Palacio does not have any comment now, let me make some comments. Mr. Matachi, Mr. Iwamoto, thank you for your questions. With regard to the question on regional cooperation, you have the impression that it is difficult for Japan to provide regional cooperation as JICA is a bilateral cooperation organization. Particularly when we consider loans, it is rather difficult, as in order to provide loans to regions, the regulations must be revised. But when it comes to technical cooperation, JICA has a lot of experience. For example, both the SMASSE, which targets all of Africa and in which Mr. Matachi was involved, and the COGES, a school management program that started in Niger, promote regional cooperation. There are also programs on regional governance. JICA has launched a working group on science and math education at the education ministers' forum under the ADEA. In this way, JICA has already implemented regional activities. Another pioneering activity is the UNESCO trust fund. Although the amount is rather modest, Japan has contributed to this fund over a long time, and the trust fund has made a significant contribution to creating frameworks in the Asia and Pacific regions. In this way, Japan is a leading country in regional educational cooperation. For example, I mentioned Japan's Education Cooperation Policy, which was announced in 2010. In this document, too, it said that Japan was committed to creating regional networks. Thus, JICA's question paper issued in 2010 also said JICA was committed to creating regional networks. The reality is that Japan's ODA is shrinking. When we consider how we can improve the impact of our ODA programs, of course infrastructure programs will continue to be necessary, but I believe

framework-building should be a priority for Japanese cooperation based on Japan's experience in educational cooperation. Of course many activities have been carried out in Latin America and Africa, but we have been paying particular attention to Asia because we are part of Asia. ASEAN is Southeast Asia, but ASEAN Plus Three cooperation is also becoming quite active. ASEAN has taken various actions for quality assurance in higher education, and China and South Korea participate in the third phase of these activities in the framework of ASEAN Plus Three even though Japan has some political tension with China and South Korea. So framework-building is an area in which Japan should continue to offer its experience and knowledge as well as funding.

With regard to local governance issues, I agree with Mr. Iwamoto. When we talk about non-cognitive skills, 21st century skills and ESD, I agree that local and school-level partnership is very important. Decentralization is another very clear trend that has been apparent for quite a long time. Of course the governance at the national level is still important. While regional and global governance is becoming a major issue, there is a growing trend to decentralize decision-making to local governments, and school-based management is becoming very important in developing countries. I think this trend is a byproduct of global governance. Private-public partnership (PPP) is also a byproduct of global governance. In this sense, the trend in governance in education will continue to advance, focusing on local governance and promoting further partnership with the private sector.

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies/Director, Center for the Study of International Cooperation in Education, Waseda University)

Now let's begin the second round of questions and answers. Please make comments and ask questions addressed to the four presenters. After that, I would like to invite comments and questions for all speakers including Prof. Little and Dr. Mwiria. Please do not hesitate to make comments or ask questions.

Question 5

Taro Miyakoshi

I have a question for Mr. Sonak. I was intrigued by your presentation. I would like to ask you a question on entrepreneurship. I think it is very difficult to foster entrepreneurship in the educational system today. What aptitudes or conditions do you think are needed to foster entrepreneurship? What can families, communities, the private sector and other actors as well as schools or formal education do?

Question 6

Kazu Oda (Study Group on Education Act)

I asked some questions in the morning. It is said that Japanese children have low self-esteem or self-affirmation. This may not be directly related to the topic of development education, but I think it is related to some extent. When we make an international comparison, Japanese children have very low self-esteem. How can we improve it? I don't know to whom I should address this question. I'd appreciate it if Prof. Kuroda or Dr. Mizuno or Japanese experts or experts from abroad or anyone could suggest what we can do to improve children's self-esteem. I believe it is important to acknowledge students in the classroom. Not only teachers but also parents must patiently make efforts. If I may offer my opinion, some Japanese politicians say that if we teach only the positive aspects of Japan's history, children will have higher self-esteem. I disagree. I believe we must properly teach our history, including the negative history of invasion. What is your view?

Question 7

Taiji Wake (Hirosaki University)

I would like to ask a question of Prof. Kuroda or Dr. Mizuno. Toward the end of the presentation, Prof. Kuroda said that Japan must actively participate in formulating the framework for global governance and that Japan's cooperation can play a role in

communicating local needs. Listening to Dr. Mizuno's presentation, in which she introduced an example of Indonesia and JICA's cooperation in Laos, I believe we can connect what the two speakers said. JICA's cooperation could contribute to the formulation of the framework. From my experience in Indonesia, I feel neither Japan's cooperation nor JICA's is clear, and feel that it is rather difficult to contribute to formulating frameworks with clear indicators. Do you have any good advice as to how Japan can contribute more in that field? Are there any key factors or good ideas to help Japan contribute more in that field?

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies/Director, Center for the Study of International Cooperation in Education, Waseda University)

Thank you. Are there any other questions? If not, I'd like to ask Mr. Sonak and Dr. Palacio one question. Dr. Mizuno and I have made proposals for Japanese educational cooperation in our presentations. As this is the theme of this forum as well as its goal, I would like to ask you to offer suggestions for Japan's educational cooperation. Mr. Sonak, could you answer first?

Anshul Sonak (Regional Education Director (Asia Pacific), Intel Corporation)

Yes. May I answer the first question first? That was a very good question. With regard to the question on entrepreneurship, there have been a lot of discussions, particularly on the necessary conditions to foster entrepreneurship. I'd like to give some successful examples of entrepreneurship and then the factors behind the success. I'd like to introduce a case study of Silicon Valley as I think this is the best example. I lived in Silicon Valley a long time ago. I recommend you go there and see it with your own eyes. When we look back at the history of Silicon Valley, 50 or 60 years ago, the faculties of two universities, Stanford and UC Berkeley, played important roles. They were actively involved in solving business issues. As a result, some great companies were born. My company, Intel, is one of them. HP, IBM, Yahoo, too, and I can go on and on. It is not too much to say that these companies were started by the faculties of these two universities, Berkeley and Stanford. Silicon Valley is located in the area stretching for 50 to 60 kilometers between San Francisco and Santa Clara. So what is the magic that enables this particular area to produce such great companies, which are changing the technology of the world? What have they done differently, from the standpoint of entrepreneurship? When you look at Silicon Valley, you can get good insight. There is a lot of literature on the subject, too.

What were the successful factors? Faculty members have interacted with businesses, not only at the theoretical level but also in solving business problems. What can government do to encourage this? University faculty members by nature are happy in their universities, teaching in the classroom, but we need to encourage them to speak out and interact with businesses so that they recognize the problems businesses face and come up with innovative solutions. Business people must trust faculty members, and faculty members must trust business people. So governance is important. Berkeley and Stanford built trust with business people 50 or 60 years ago, and now we see the result in Silicon Valley. It takes time for company ecosystems to grow. Berkeley and Stanford are conducting education to foster faculty entrepreneurship. How can we encourage faculty members to go out and address the real-life problems? We are government officials, researchers, and those involved in education. Do we encourage faculty members to understand organizational issues and to go out and help solve them? This is the first critical component of Education – Employability – Entrepreneurship framework

Secondly, with regard to intellectual property (IP), as a faculty member myself, I always value my IP, my knowledge and my creation. Some faculty members are not willing to share their knowledge because they are afraid that companies may use their knowledge and that their copyrights may be infringed. Now there is a lot of discussion on the value of IP. How can we promote joint collaborations between universities and business to develop industry? Joint collaboration does not mean 90 percent industry and 10 percent faculty, but 60 percent faculty and 40 percent industry. The best balance for IP is six to four. How do we really evaluate the right balance in the value of IP? This is the second critical component of the framework, and we must pay attention to this and encourage faculty to understand the value of having joint IP. Only then will the ecosystem start.

Every student, regardless of gender or the economic situation of the student's country, has great ideas. There is no doubt about it. Everyone has 20 billion cells in the brain, so everyone will have brilliant ideas. Now as faculty members or institutions, how can we help them put out their ideas? We need a good platform to teach innovative thinking, design thinking, creative thinking. For example, we can work with local institutions and government research laboratories to incubate ideas. Then ideas grow and help industry grow. Once ideas start emerging and mentorship is established, capital can be raised. In Singapore, incubation is not just for venture capitals. What if you are a faculty member looking for a small amount of funds, say \$100,000 or \$200,000, to make your idea into a concrete product? In my country, India, it is very difficult for a faculty member to ask for that much money. I'm sure many countries in Africa have the same problem. But countries like Singapore have really changed the situation. In Singapore, people invest a proper amount of money in good ideas. In the United States, venture capitals and the ecosystem are very vibrant. They take risks, thinking that even if nine out of ten ideas fail, one may succeed. This is the mentality of venture capitalists. From the government standpoint, this may be too risky. But still you need to have some kind of incubation process to turn ideas into products. "I will give you time and a small amount of capital, provide you incubation support and protect your IP, so produce some ideas. Do something new. Do something wonderful." It is important to give people opportunities in this way. Then students become confident and work with faculty members to bring their ideas into concrete products.

If you are teaching students in a doctoral course, you recognize that many of them have great ideas. You can challenge them to convert their academic projects into tangible business ideas. The role of mentors is important in helping students make their ideas into reality. In higher education, we need to develop such an environment. To me, this is the process we need to develop in higher education in order to foster entrepreneurship. When they are 30 or 40 years old, it will be more difficult. It's important to start this when they are 20 or 25, encouraged by faculty members. They finish high school at the age of 18, go on to higher education and learn many things. They go from undergraduate to graduate school, conduct research and come up with ideas. This age is really crucial for nurturing entrepreneurship. From an organization standpoint, we believe global competition, the process of incubating global ideas and mentorship are very important. Berkeley and Stanford are doing a lot of entrepreneurship education for their faculty members as faculty development workshops. When faculty members conduct entrepreneurship education, they can freely choose the content of their curriculum. If you want to develop entrepreneurship seriously, you need to develop this ecosystem. I think historically Japan has had a strong ecosystem based on electronic manufacturing. After 30 to 40 years, I think Japanese technology is at a point of transition. I think this is a very interesting trajectory and inflection point. How can we arouse interest among new students so that they will come up with new ideas ahead of companies out there? Japan has pretty much established most of the technologies and processes. But the world is changing. Your faculty members and students may have a far different understanding of what's changing. How can we encourage these students and faculty members to come up with good ideas? If they come up with good ideas, you can give them incubation support so that new organizations and enterprises can be started based on these ideas. It's OK to fail. What is important is that universities and governments encourage such activities. As long as something tangible emerges, it's OK to fail. Even if you commercialize your ideas and fail, it's no problem. Governments and universities must provide such an environment. I hope I have answered your question although it was a long answer. Was it useful? Thank you.

Next I'd like to answer Prof. Kuroda's question on what Japan can do to improve its educational cooperation. I think this question brings us back to the previous discussion on Japan's nationalism and where Japan stands now. I think it is interesting for students studying business to consider what opportunities and what careers they will have. The United States, South Korea and Singapore have taken different routes. Japan has taken a different route, too. Japan has some of the biggest companies in the world, such as Sharp, Sony and Panasonic, which have developed excellent IPs. When it comes to commercialization, they are developing ubiquitous technologies. If I were in the senior management of Panasonic or Sony, I would go to Hiroshima University and the University of Tokyo every day and try to find out what the students are studying, what they are thinking about, what these faculties are developing, what kind of research projects are being conducted, and what we can do to really help them. As far as I know, I don't think this is done very much. The good news is that Japan is so well respected. I am an Indian citizen, and

I live in Kuala Lumpur. In Southeast Asia and South Asia, people look up to Japan as a role model. I think improvement of the technology ecosystem definitely has played a critical role in Japan's gaining that position. Sometimes I read about such macro indicators as what percent of GDP is spent on education or on technology. I would pay serious attention to where Japan is among other countries, not from the standpoint of investment in education and in education technology but from the standpoint of human capital development. For example, let us look at the example of Hiroshima University, which is our good partner here. If Hiroshima University and Sony, Sharp, Panasonic come together and go to rural areas in Malaysia and India, it will be very difficult for local leadership to say no to collaborative partnership. What is important is not money but ideas and cooperation. Mutual trust is of course important. This is the core of the public-private partnership. At the elementary school level, we still face major issues such as access, equity, quality of education and learning outcomes in the world. I hope Japan will conduct more research into these issues. Somebody mentioned PISA (Programme for International Student Assessment). Assessment of students' achievement is very important. The new measurement introduced by PISA includes not just reading, math and science but how these skills are applied in real life. Is Japan contributing to building these new assessment platforms? Japan has all the strength in education and has produced wonderful achievements. Japan has abundant human resources who have good academic research background. How about providing Japanese potential to Laos, Vietnam, India, Malaysia and other countries? I myself would like to hear more about what Hiroshima University is doing and take back what I learn to my country. Thank you.

Keiko Mizuno (Senior Advisor (Education), JICA/Education Policy Advisor to Ministry of Education and Sports, LAO PDR)

Thank you for your comment. Let me talk about how we can enhance self-esteem. This is not an example from Japan, but more than ten years ago I was engaged in cooperation of promoting for girls' education in Guatemala. I was actually studying how to improve the environment for girls of minority groups to come to school. When they study at school, they are influenced by the viewpoints and attitude of female teachers. When I interviewed female teachers there, they themselves said that girls don't have to come to school and that girls have lower academic ability than boys. The finding of my research was that when teachers who should be role models don't trust potentials of girls or expect much for their futures, girls' self-confidence become lower. Before girls enter school, parents' attitudes at home are very important. After they enter school, teachers play very important roles. If textbooks show pictures in which girls are always playing marginalized roles, the students see them and, without realizing it, they come to believe that they have these roles. So it is very important to make sure that gender viewpoint is considered in teaching materials and that teachers give this careful consideration in order to promote gender equality. This is what I experienced in Guatemala. So I think in Japan, as you said, it is very important to have good dialogues and interaction between teachers and students.

The second comment was that Japan has a role in communicating local individual needs to provide feedback on its activities and achievements for the formulation of national policies and frameworks. I agree. In the case of Laos, from the formulation of the pilot project in a target area, we consider how to reflect the good outcomes of the project throughout the policy and system. For example, in the cooperation for educational management, we are analyzing problems at school involving the community and trying to reflect the solutions in the school's development plan to promote for school improvement. In this process, we tried to clearly explain the targets set by the Education Sector Plan to the community and the school and how it is important to achieve them. In our cooperation, we wanted everyone to think about what he or she could do to achieve these targets. We had good results at the local level, so we are trying to convey them to the national level to be introduced into the policy system so that the good results can be used widely and embedded in the country. In this way, we are trying to implement sector-level cooperation in which people at the local level understand the goals set by the national government so that everyone can work together to achieve them. People say the Japanese cooperation is difficult to understand. This might be due to the fact that when we see outcomes in the field and when people in the targeted field thank us for the positive changes, we tend to be satisfied with ourselves. We must do our best to convey effectively what is happening at the local level to policymakers at the national level to strengthen

institutional capacity development. In order to do that, indicators used at the national level should be clearly shown to local people in the pilot area, explaining the achievement and changes through their actions. Then national policy and systems should be planned and formulated in order to produce the same achievement. I believe we must conduct this kind of two-tier cooperation for the mid- to long terms. In various places people are recognizing the need to promote such views and activities. We would like to make further efforts so that needs and situation at the local level can be reflected effectively in the formulation of the national and global frameworks.

Fernando Palacio (Researcher, Center for Research in International Cooperation and Educational Development (CRICED), University of Tsukuba)

Thank you. I'd like to answer your question and add a few points, regarding for example, how self-esteem and efficacy in learning can be fostered among students, and how this is linked to the way teachers think and develop their careers when they are in contact with projects functioning on the bases of academic international cooperation, policies on internationalization of higher education and mobility of students, so I'll try to combine these ideas to answer the quest.

First, from the viewpoint of policies, one possible answer to how we can help students' develop and strengthen their self-esteem and learning experiences in this era of globalization relates to creating and consolidating strategies and mechanism that facilitate mobility, for instance through financial support and effective credit transfer.

I have been studying international mobility of students in Asia for the last three years. Students' ways of thinking change when they study in different countries and experience different cultural and academic settings. When students go abroad, the *obvious* becomes *relative*, manners, customs, ideas and the way they interact with other people change; and this happens both in their host countries as well as in their home countries when they return.

This is a simple example. I am from Argentina, and in Argentina we protect whales, they are cherished and valued as part of our natural treasures. So when I first came to Japan, I had a hard time in understanding why Japanese people did not respect the whales and killed them instead. The whole "*scientific purposes*" of whaling in my view was a mascaera for commercial benefits.

However while I was here, I was able to hear what Japanese people think about it and I tried to understand their opinions. I am still against whaling, however now I have a better understanding about it now. Clearly, this responds to the fact that I was exposed to Japanese culture and in touch with its history and traditions; by being an exchange student I came to understand a situation that now had two sides: the views of Argentina and those of Japan.

After I went back to Argentina, I was able to explain that it is not right to think Japanese people are cruel because they eat whales. This has been a part of Japanese culture, which is rooted in its history. Although still controversial, some people around me in Argentina too can understand the Japanese position better. By being exposed to others I got to understand myself better, I could see flaws of my ideas, then I could revise them, and improve them. This gave me a deeper and more mature critical way of thinking that is applicable to pretty much anything far beyond whaling.

Promoting international mobility of students is an effective strategy to have students exposed to otherness, which in turn promotes self-esteem and mutual understanding.

In my view, academic international cooperation in Japan is going well, both government and educational institutions are making important efforts in this field; however promoting the internationalization of education within Japan still remains a main challenge. It is clear for instance that Japan really needs to promote more out-bound mobility of its students and it also needs to boost strategies to internationalize at home.

As far as I can see, many foreign students come to Japan, but not many Japanese students are going to study abroad, especially in neighboring countries in Asia; and even if some Japanese universities offer great opportunities for international exposure at home, for the most part, Japanese students still remain in the safe waters of the Japanese culture and language. For example, I see many students from Laos, Cambodia or Myanmar studying at the University of Tsukuba. But when I visited universities in those countries, remarkably few, if any, Japanese students were there, even if for temporary exchanges. You do see

Japanese nationals working for JICA or other international cooperation agencies in these countries, but not students. In my view, if Japan aims at maintaining a key role in the region it needs to have a better balance between its in and out-bound students at the university level. Boosting international exposure of Japanese students will increase their understanding of ASEAN countries and how they relate to Japan.

From the policy point of view, I also believe that in order to improve international cooperation, we have to accept other people's knowledge *as it is* and accept it as *valid*. We all tend to believe that what we know and what we do is the best way of doing things, we all tend to take for granted that our ways are the best; however, by looking at what happens through international mobility of students, a clear example of this is that universities are generally very much concerned about *what* students should learn, and *how* they should do it when they go study in universities overseas. Professors in most universities typically care a lot about how much students *should learn*, and how much of what they learn is useful for their careers when they come back. (And this is what makes academic transfer and recognition such a thorny issue!).

In my view universities need to change traditional ways of thinking and egocentric academic approaches. Other people may think differently, may do things in different ways, may read different books and do different research, however that doesn't mean that their views and ways are not valid or legitimate. Understanding and accepting that different knowledge is valuable for that very reason: because it is different, is an enriching attitude that should be fostered. It is this kind of approach that should be promoted through international cooperation. One example is people's different viewpoints on whaling, which I explained.

Again, I think Japan is doing well in promoting international educational cooperation and in quality assurance. This has to do with promoting transparency and accessibility. I mean, in quality assurance, we make decisions on what is good or what is not good. We define standards. However, we need to have a flexible and inclusive approaches to these standards.

For quality assurance, we need not only internal quality mechanisms at the institutional level within universities and at the national level, but we also need mutual understanding at the international level. In other words, we need to have open and democratic dialogues when we discuss quality assurance, especially when we do it externally. And again, it is important to accept others' knowledge as valid and not say, "I know this and this is what it should be."

International cooperation in education helps us to understand this, and to be flexible and accepting. In the case of transferring credits for example, universities tend to be narrow-minded in what they accept as credits and what they do not, in terms of what students study and learn when in universities abroad. We need to have a more flexible approach at the country level, at the institution level and at the university level.

This clearly relates to international mobility of students too. Universities have only limited control over what their students are doing when they are studying abroad in temporary exchange programs. When students go abroad and come back, their credits are not always recognized as they are deemed "not good enough". This is penalizing the students. This happened to me when I came to Japan for the first time. I came and I studied for a year in Sophia University. I was a keen student, I took eight subjects very seriously. However when I went back to Argentina, my home university did not recognize any of the credits from these subjects because they were not in the curriculum of my home institution. This is something that universities and governments need to consider in order to make globalization possible from the human perspective and taking place in the educational field, at least at the higher education level. They should not just focus on how much expertise students have acquired but on what different things they have learned from students and professors in other places.

I would also like to touch upon the need to promote cultural intelligence among students. Promoting programs that help develop cultural intelligence is particularly important in international cooperation in higher education. But, what is cultural intelligence? As I explained in my presentation, cultural intelligence refers to accounting with the sensitivity to connect to other people in whatever fields and in regardless of the cultural environment the situation is imbedded in. When you work in a multicultural setting, you need to be aware that people who are in different circumstances may do things differently and think differently. I like the Japanese word *bimyo*, which means something like "gray zone, undetermined." What you value may not be

valued by others. This has something to do with cultural intelligence. What you think is valuable may not be valuable at all to other people. Hence the need to consider your own standpoint always from a *bimyo* perspective.

The last thing I would like to refer to is promoting international cooperation. One of the things I think Japan is doing very well is providing venues just like this forum, and I am glad that I could be a part of it. I was working with my mobile phone and running electronic errands all day today, and unfortunately I was not able to really pay much attention to all the presentations; you may wonder what kept me so busy. As a matter of fact, in University of Tsukuba, we will hold a similar symposium on Friday and Saturday this week; and yes, I was busy contacting people in preparation for that. What I mean to say is that this kind of forum is not only a valid way of learning and exchanging ideas, but that these forums bring us together and allow us to be exposed, to confront, to discover new things from each other and about ourselves. In my view, this is what educational international cooperation is for.

International cooperation in general, but particularly in education is not so much about how much governments need to pay. Of course how much we invest is a key matter but, cooperation is more about creating spaces for synergy. I believe that in this kind of forum we have presentations to plant seeds, and we expect something good to come out from it. If you ask me one more thing about how to promote international cooperation in education, I'd say we should continue and promote these kinds of conferences and venues for mutual exchange and understanding. I look forward to the JEF 12. Thank you.

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies/Director, Center for the Study of International Cooperation in Education, Waseda University)

This is related to self-esteem, but I have been studying inclusive education recently. "Inclusive education" is an idea that came up in the World Conference on Special Needs Education organized by UNESCO in Salamanca in 1994. Before this conference, there had already been discussions on integrated education and mainstreaming of children with disabilities in regular classes. But in these cases, children with special needs had to adapt to the mainstream children. This was called "inclusive education," and there were misunderstandings, too. But the idea of inclusive education is that diversity must be positively accepted. With changes in society, education should accept diversity. I believe global governance can come in here. For example, the UN Convention on the Rights of Persons with Disabilities is one important convention which recognizes the importance of fostering an attitude of respecting diversity in the education system. This convention has had a major impact on countries in policymaking. The international community should work together to promote such diversity, and I believe such actions contribute to enhancing self-esteem.

I'd like to make some comments on Prof. Wake's question as well. JICA and Japanese educational cooperation have tried to convey their messages to the international community. As Dr. Mizuno mentioned, JICA has also tried to convey positive results in classrooms to be reflected in the discussions across the educational sector in the target countries. This kind of approach, which Japan is good at, should be further promoted. There was a question about which areas Japan is good in. Ambassador Teiichi Sato, former permanent delegate of Japan to UNESCO, made an interesting comment, so let me share it with you. There are many interesting discussions on 21st century skills. Many people talk about critical thinking, communication skills and problem-solving skills. Ambassador Sato said "harmony" could be added from the viewpoint of Asia and that Japan could propose such ideas. I thought this was a very interesting point. We could include Japanese or Asian skills in the 21st century skills. I think the ESD is one example. This concept proposed by Japan has been introduced to the international community. As for problem-solving skills, they have been measured with PISA among the OECD countries. As a matter of fact, students in East Asia scored high. So I think East Asian countries can share how they develop problem-solving skills with the international community. In 2015, the OECD is promoting collaborative problem solving skills. I think this is closely linked to peace. How can we measure it? The OECD is trying to measure skills which are not cognitive skills such as mathematics or literacy. Japanese or Asian values can contribute in that area. I think this is another way Japan can contribute to the international community. On the other hand, it is hard for Japan to tackle some indicators. Japan may not have been good in this area. I believe the ESD is a very important concept that Japan

proposed, but Japan hasn't successfully established indicators. This is one of the reasons the concept of the ESD has not been fully reflected in the discussion of the post-2015 development agenda. Whether it is good or not, Japan must make further efforts to identify useful indicators.

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies/Director, Center for the Study of International Cooperation in Education, Waseda University)

Prof. Little and Dr. Mwiria are here on the stage, but four of us have exhausted all the time allocated for this session. In the concluding discussions following this session, I'll hand the microphone to Ms. Sakurai. In the concluding session, we won't have time for Q & A. We are able to take about five more minutes now, so if you have any questions addressed to Prof. Little or Dr. Mwiria, including about their presentations in the morning, please raise your hands.

Question 8

Kenji Tanaka (JICA Bangladesh Office)

Thank you very much for your valuable discussion. I am involved in the education program in Bangladesh. I understand the theme of today's forum is what Japan can do to contribute to addressing the challenges of globalization concerning education in developing countries. So I'd like to ask the experts some questions. One of the tasks for Japan is to develop human resources who can fulfill their potential in this globalized world. I don't think Japan can contribute to developing countries in this area by conducting such cooperation projects as JICA has been promoting. Honestly, as a staff member of JICA myself, I don't know if Japan has expertise in that area. Japanese people also find it difficult to address the challenges of developing human resources in this age of globalization. I don't think Japan can give any technical assistance to developing countries in this area. I think Japan must consider how we can provide an environment in Japan so that Japanese people can develop their skills in this globalized age while making efforts to contribute to developing countries. In this sense, I think JICA must also consider changing the paradigm of their activities to play somewhat different roles from those it has been playing. Most of the projects JICA has been engaged in are technical cooperation projects. For example, in agriculture, JICA's projects are to teach how to plant rice, and how to improve the variety; and in addressing water issues, there are projects to dig wells. In these cases, within a relatively short period, such as three to five years, the projects can aim at producing some outcomes. But in the case of educational cooperation, there are activities to improve teachers' skills to teach in classrooms. This has to do with improving teachers' skills, philosophy and human power, which cannot be improved in a short time by conductive intensive training. So in my view, we must change the concept of JICA, which has been promoting projects within limited time spans. I said that "global human resources development" is also a challenge for Japan. If we are going to address this with a win-win approach, how about inviting more teachers from developing countries to Japan, not just to observe classrooms but to teach at schools as teachers? Then through such on-the-job experience, they will experience the good aspects of Japanese schools and take them back to their countries, and at the same time, Japanese students can learn about various different cultures and become more internationalized. This may be a big idea, but I think we have to think about such activities in the near future.

Question 9

Michel Lebana (First Counsellor, Embassy of Democratic Republic of the Congo)

Thank you. My question is for Prof. Little and also for Mr. Sonak. The title of Mr. Sonak's presentation was "Education for the Better World." I think a world vision is needed if we'd like to promote the assessment of the society and peace in the world. I'd like to ask what kind of relation you think there is between education and the world vision. Is education impacting the world vision or is world vision impacting education?

I'd like to ask another question. What do you think about the Program promoted by the World Bank to address the issues of poverty in African countries. Many Organizations are involved in this Program, but the results are not so impressive for many people. Do you think result is due to education of people or the World Bank vision? Thank you.

Angela W. Little (Professor Emerita, Institute of Education, University of London)

OK, very briefly. The idea of our colleague to invite skilled persons, particularly teachers from countries in Africa and Asia to come and work as co-teachers or partners in classrooms is excellent. I think that people do learn a lot from observing and participating and being active, much more than from being told what to do in a lecture or by experts. This would also give opportunities to Japanese children and young people to be in direct teaching-learning relationship with persons from other cultures. So this is also a very powerful experience for both sides. I like Mr. Tanaka's suggestion indeed. I recognize learning is a two-way process. I don't know a lot about what you described about the Japanese traditional way of international cooperation, but I imagine it is one-way transmission of skills and technologies. Certainly we should think about the philosophy of learning. We know that learning is a two-way process. Teachers also have to learn from students so that teachers can teach better. So I think your idea should be presented perhaps later in such an event as this and should be explored.

The second question was about the importance of peace as well as the impact of education on the world vision and the impact of the world vision on education. I am sure there is evidence showing that they impact each other. I think education is incredibly powerful in creating the future, but sometimes we overplay the impact of education, thinking that education can bring about big structural changes in the economy, international relations and conflict resolution. We have to think simultaneously about the world vision, the national vision and educational strategies in a comprehensive manner. But education is a very slow process. So when a country draws up a 10-year vision in the national development plan, the education strategies may have some impact 20 years later. It takes a long time before children graduate from school and enter the labor market after they start pre-school education. So unless you have a vision of what the world might look like in the middle of the 21st century or at the end of the 21st century, it is very difficult to connect the world vision with education. We are already in 2014. If we could imagine what the desired or preferred world would look like in 2050, then we could be thinking simultaneously about changing education strategies. It takes three years to get the education strategies into place, so the strategies we draw up today will target children who start education or pre-school in 2017 or in 2018. It will take at least 20 years for them to enter the labor market, and probably 30 years for them to become managers. Then it will already be 2044. What I want to say is that we have to have a long-term vision for education. From the viewpoint of educational philosophy, education is to help students learn how to learn and how to learn for an uncertain and unknown future. This is very powerful, but we don't know what the world is going to look like to the young children who have not been enrolled yet but will be affected by massive educational reform. This was a long answer to a nice short question.

Kilemi Mwiria, Former Assistant Minister of Education, Kenya

I would like to make a few comments. Prof. Little also talked about inviting teachers who are struggling to visit Japan so that they can learn from Japan. I would like to go further and say that Japanese teachers should also visit countries in Africa, Asia and Europe so that they can learn from these countries. I talked about an example this morning of giving young children in primary and secondary schools opportunities to visit other countries and homestay with local families. When young people from Africa go to Britain and America and are hosted by families and go to school in the neighborhood, they begin to interact with people in these countries. Even if you don't go, you can use the Internet to study the same materials. So children in primary and secondary schools can share the same materials on mathematics, languages, social sciences, physics, chemistry and so on. Then children in the U.S., Japan, Kenya, Nigeria, South Korea and other countries can be tested and compared. This will enrich children's experience.

The other question was whether education can influence the national vision or vice versa. As is clear from the example of the Asian Tigers discussed this morning, we want to begin with the national vision. Singapore and other countries came up with "2020 educational visions." Kenya has a vision and Taiwan has a vision. It is important that education supports these visions by, for example, conducting training to improve literacy and to train engineers. But this is not easy if the country is unstable, in conflicts or in war. Such unstable situations must be resolved first, and good leadership is necessary. If we have good visions and good leadership, we will find a way. In order to move on, we have to start with leaders' education and ask questions about how education can fit into the visions.

Anshul Sonak (Regional Education Director (Asia Pacific), Intel Corporation)

I think both speakers gave you insightful answers. I agree. I'd like to give you a somewhat personal answer from a different perspective.

The first question was how education impacts the world vision and how the world vision impacts education. I was reading UNESCO's Global Monitoring Report on the analysis of the poorest girls in the world. It was about how much time it will take for these girls to reach elementary education. Eighty-six years. I wondered what I myself could do. Can we wait that long for the vision of the government? I am not interested in such a vision. Whatever happens economically, politically and structurally, I think it's our collective responsibility. We need to invest in this issue and do whatever we can do at the individual level as well as at the community level. The engagement of the community is absolutely critical. We cannot wait 86 years for the poorest girls in Africa, India and other regions to get an elementary education. We must address this issue immediately. This is my answer to the first question. And I think education and the world vision affect each other. There is also a big debate on educational competitiveness and global competitiveness. Finland dropped from 4th place to 9th or 10th. With regard to global competitiveness, Finland was in 1st place for many years. Finland had Nokia as a shining example. Today Nokia is just one small part of Microsoft, but Nokia was driving Finland's education. We can talk a lot about educational competitiveness leading to global competitiveness and vice versa. There are research results showing that investing in education results in economic gain over the long run. This will exceed the tax benefit. Collective responsibility with a spirit of collaboration to take action for the benefit of the community, society and the world is important.

To the second question, I would like to give a more personal answer. I want to share an experience related to my daughter who is 3 and a half years old. She really likes Doraemon and spends an hour and a half every day watching Doraemon. I am sure many of you watched Doraemon when you were children. Until about four or five years ago, Doraemon was not well known, but today in any part of the world, kids of that age watch Doraemon. Doraemon has won children's hearts and is teaching them Japanese culture. My daughter has learned so many things about Japan and Japanese history. Do I have to worry? Or is that a good thing? When we think about our traditions, it may be something to worry about because my daughter is not learning Indian culture, but every day she is spending an hour and a half watching Doraemon and learning about Japanese culture. She probably knows much more about Japanese festivals than I ever will, by watching animation on TV. This is Japan's ecosystem. Japan promoted Doraemon all over the world in every language, so it succeeded. Let me get back to your question. We live in a very interesting diverse world. My daughter is acquiring new knowledge of Japan's culture, which I didn't intend. I must ensure that she learns about Indian culture as well. People of different generations must learn from each other. They have different ways of acquiring knowledge. If I had to learn about Japanese culture, I would probably spend hours reading books and novels and watching Japanese TV programs. But my daughter, who is 3 and a half years old, already knows so much about Japanese culture. Now this is a change, and change leads to different ways of thinking. This is my personal answer to the second question.

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies /Director, Center for the Study of International Cooperation in Education, Waseda University)

I'd like to thank all of you for your active participation in the question-and-answer session and for your comments. Thanks to your contribution, we had a very good session. Thank you.

【Closing Discussions】

Riho Sakurai (Associate Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)

I would like to thank the keynote speakers, panelists and all the participants who have gathered here. Thank you very much. Since we have little time, we would like to move on to the closing discussions. Although this session is called “closing discussions,” we welcome a free and open exchange of opinions. It is not our aim to reach a conclusion. I would like to ask each of the keynote speakers and the panelists, who are all on stage, to offer their impressions and opinions of today’s forum in 2 or 3 minutes, which I realize is a rather challenging request. When the student on the floor raises a card saying “1 minute,” please wind up your comments in 1 minute. I would also like to ask you to talk about what you have learned from today’s forum and what you think was important. I’m sure you have different views. May I first ask Prof. Kuroda on the far right to begin?

Kazuo Kuroda (Professor, Graduate School of Asia-Pacific Studies/Director, Center for the Study of International Cooperation in Education, Waseda University)

Thank you. The international community is now engaged in very lively discussions, or debate, on formulating the post-2015 frameworks. I have been participating in such discussions since about two years ago with the UNESCO Asia and Pacific Regional Bureau for Education. In these discussions, access to education and the quality of education are often mentioned. Particularly, the importance of the quality of education is being highlighted. This was discussed today, too. We must also recognize the importance of the unfinished agenda of access, as Prof. Little said. From today’s sessions, I also strongly felt that educational content is an important agenda item, which has also been widely discussed. Considering 21st-century skills—the skills needed in globalization and in promoting the relationship between nations and in conflicts within a state—we must clarify what academic skills are needed in order to formulate the post-2015 framework and to set educational targets. Not only developed but also developing countries should be engaged in these discussions. This is one point that I felt strongly about today.

There is another thing I would like to mention. “Human security” is one of the key concepts of “Japan’s Education Cooperation Policy 2011-2015,” which I have already described to you. As the subtitle of this report says, this policy promotes an integrated approach encompassing “human rights, development, and peace.” I am proud that peace is included here. The discussions on EFA have mainly focused on the two concepts: development and human rights. But looking back at the 2000s, we see that the concept of peace was left out of the discussions on EFA. We must keep in mind the element of peace in international cooperation in education. Today, the two keynote speakers and many participants referred to it. Prof. Angela Little also said that we must not only pay attention to the access issue but also promote sustainability and peace from a global perspective. So today, we were able to confirm once again that we must contribute to peace through educational cooperation. These are the two points I want to mention at this closing session.

Fernando Palacio (Researcher, Center for Research in International Cooperation and Educational Development (CRICED), University of Tsukuba)

As I explained earlier, expanding educational projects in international cooperation is a key approach if we expect to succeed in facing some of the challenges that globalization is posing. We live in a much more expanded and yet more integrated world than in the past; this brings new threats, for instance in how to ensure quality in higher education in front of the current massification it is going through. International cooperation offers instances and tools through which we can enhance our assets as we synergize with different partners; and so do the effects that can be achieved by working together.

Through my experience in SEAMEO, and now in the AIMS Programme, it is increasingly clear to me that creating and consolidating key partnerships in the academic world, and being ready to listen to others with an open mind and accepting that differences can enrich us is the best way to address this new scenario.

It is through international cooperation in education that we will be able not only to find our way forward and to develop cultural intelligence among future generations, but it is also from here that we can create an educational landscape that is more open and accessible to all, that is more democratic and transparent. Finding in your partners what you lack is a starting point.

The world is moving towards a more integrated space, where regions are gaining in legitimacy; for instance as ASEAN continues to grow closer, international cooperation in education is already creating bridges that colligate people, institutions and countries, fostering mutual understanding and good will; without any doubts this will lead to more prosperous future for all. Thank you.

Keiko Mizuno (Senior Advisor (Education), JICA/Education Policy Advisor to Ministry of Education and Sports, LAO PDR)

Thank you. I'll be brief, too. Today, I was able to listen to many stakeholders involved in education in different sector in different countries. They spoke from the viewpoints of their own fields of expertise about how education should address globalization. It was good to learn that there are various endeavors to promote education from different perspectives, pursuing the same goal. It is important for us to collaborate with others, amid globalization, in order to produce synergetic effects. In this regard, it was very interesting for me to listen to the different viewpoints today. I was listening from the perspective of how the private sector has been promoting education and whether or not these activities can be effectively introduced in Laos. I realized it is important for us to move forward, collaborating with others, making use of everyone's comparative advantages, toward a shared goal. Thank you.

Anshul Sonak (Regional Education Director (Asia Pacific), Intel Corporation)

Today was a good opportunity for me to listen to various people's viewpoints and questions and understand what Japan is aiming at and what Japan wants to change. This was a very fruitful forum. I'm sure you can have similar discussions with your students when you go back to your schools. I want you to create venues where people can discuss various matters. We must think about what new approaches and what educational visions are needed to reform education after 2015. When we try to identify the next step, we must fully discuss the matter, considering specific examples of what went well and what failed, what we can do with public-private partnerships, how we can promote PPP, and what government actions have succeeded. I hope that we will have another education cooperation forum like this next year, too.

Kilemi Mwiria (Former Assistant Minister of Education, Kenya)

It was a wonderful forum. It is rather difficult to give a brief summary of our discussion, but as you said, we must utilize the ICT revolution. As many of you said, with ICT, we can provide equal educational opportunities. ICT provides opportunities to people in disadvantaged countries. They can learn at the same speed as those in Japan or in the United States. I myself am from Africa, and I would like to promote democratization of ICT. The government is establishing digital centers to establish networks of schools in villages as well. ICT makes it possible to digitalize teaching materials, which we can provide to all students at less cost. ICT also makes it possible to connect our schools and organizations to different parts of the world. Students can make the best use of these experiences.

We also have mobile technology. Everything is changing in Kenya now, and mobile technology is used for business, for communication and even for banking. I believe we must make use of this technology in Africa as in other countries. Governments must invest in these areas. "Governments" means all of us. Governments must secure resources and make sure the resources reach remote areas, too. We also need support from scientists who work in the field of ICT. It is also important for our communities and parents to be interested in such technology. The children in Japan and in the United States are very good at using ICT because their parents invest in ICT and support their children. Not only governments and institutions as schools but also parents must make investments.

Universities must change, too. Universities must use the ICT revolution and learn from the examples of Silicon Valley and others. Small investments, even less than 100,000 dollars, will do. If we support startups and gifted students and promote venture businesses, then the international community will become their partners and support their initiatives. Finally, what do we do next? We discussed a lot today, but how can we convey this to a wider audience? I would like to believe that we will see the fruits of this forum in the years to come.

Angela W. Little (Professor Emerita, Institute of Education, University of London)

Thank you. This may sound unfair, but I am given a little more than two minutes. Please do not think I spend too much time. I am told that I have about 10 minutes, so I'll speak a little longer than others, but I won't speak for 10 minutes.

It was a wonderful day. The speakers and the panelists used the time so effectively to share their ideas. I would like to express my sincere appreciation to those who have organized this forum. I'd like to thank you for generously providing me enough time to speak. We have had very productive discussions today.

I would like to make one suggestion. I think the participants on the floor did not have enough time to discuss in pairs or in small groups and share their ideas. I was a teacher, so I wanted you to participate actively in discussions. For example, we could have so-called buzz sessions after the lectures to discuss various things and share what you thought about the lectures. Then, I think the forum would have been more interesting. This is a pedagogical advice. I hope the Japan Education Forum will introduce this method next year.

Today some speakers talked about how globalization and technologies will affect children and the world. Many participants also discussed various issues of globalization related to the education system, families and parents. It was also mentioned that when there is too rapid growth, disparities widen. This is not surprising. When new technologies are introduced, the schools and organizations that can respond actively to introduce the technologies go ahead, and others are left behind. This results in widening gaps between, for example, urban and rural areas, and schools with good teachers and those without good teachers. This may be inevitable, but we should keep this in mind. We often hear the term CSR, corporate social responsibility. It is important for us to make sure that the most disadvantaged people be given opportunities to catch up. It is important, for example, to offer them compensatory policies so that they can catch up. Ms. Suzuki asked what ICT should be like and how to bridge the gaps between urban and rural areas. This is a very pertinent question. There may be several answers to her question, but I think it would be effective to consider the cost of new technologies. The cost goes down eventually, but I am a little concerned about private companies promoting ICT and the relevant technologies. Maybe I'm too conservative. I think it is very good that private companies are interested in ICT and improve the value of ICT in education. The participants' comments were very convincing. They are all excellent pedagogues. I was impressed at how good they were at teaching and interacting with the audience. I think they were better than professional pedagogues. But I think we must keep in mind that big companies are interested in these activities because they want to make a profit. When people talk a lot about the concept of CSR or philanthropy, I think we must ask serious questions, too. For example, what about the outcomes? What outcomes are they seeking when they reduce the cost of technologies so that ordinary people can access the technologies? We must ask these tough questions, too.

Things will not suddenly change between 2015 and 2016. Even after 2015, those who are engaged in education must patiently continue doing what they have been doing. Education is not fashion. It doesn't change so often. We have an "unfinished agenda" of basic education, such as securing access and improving quality. These must be constantly pursued. In addition to this, educational cooperation for higher education and vocational training is also becoming a major agenda item in the international community. But we must keep in mind that the international agenda is not everything. It is true that the international agenda is very powerful, and it determines how international organizations allocate their resources, but we must not forget that the international agenda may be lopsided. Every country has different policies on technical and vocational training and higher education. What was good about Education for All was that it was partly in recognition that countries were too keen on post-secondary education and higher education. These areas need a lot of resources, but we need to distribute resources equitably to promote EFA. At the same time, it is not good if we only focus on basic education. When we consider the educational agenda, particularly securing resources for education, we must not just see the international community but consider different perspectives.

With regard to the question about the 21st century skills, there was a slide on the recent study made by Levy and Murnane. This was a very convincing and influential study, showing that non-routine analytic skills and non-routine interactive skills are in greater demand than routine and non-routine manual skills. This study was conducted on the U.S. economy and society. In fact, I have seen the same graph in many places. I saw it in one of the documents issued by the World Bank, focusing on a certain country. It is really interesting, but I wonder if research and a forecast made in the United States can really be applied to every country in the world. There are more than 200 countries in the world. Does that particular graph show everything needed in Kenya, for example, for the next twenty years? Does that graph really show what will be absolutely important in Laos for the next 20 years? Laos is still an agricultural country. There are many messages like this, but we must be a little careful. We must remember that a certain message is derived from a particular context. When you introduce a certain abstract message from a particular context into a new context, you have to be careful. We would like to see the results of the same study conducted many times in different contexts of different countries. JICA has also conducted various studies on international cooperation and international relationships and produced interesting results, but there are various situations in the world. Not just one. This is a very important point. There are many dissertations in this area, too, so I'd like to continue reviewing them. I also recognized that at least two people mentioned that human resources are being wasted. On one hand, there is a lack of human resources, particularly those who have certain skills, but on the other hand, many human resources and talents are wasted.

When I listened to the panelists in the afternoon session, I recognized another thing. I thought we must look more into reversal of teachers and learners. This was what the panelist from JICA said. She proposed inviting teachers from other countries to Japan to teach. She also proposed sending Japanese teachers, for example, to Kenya to teach at local schools with the teachers there. Her proposal was

really inspiring. I think we can once again ask who teaches what to whom, and what we learn from whom. I think Mr. Sonak gave a good example of his three-and-a-half-year-old daughter learning a lot about Japanese culture from “Doraemon.” When we think about teaching and learning, I think older people must learn more from younger people. We’re not learning much from young people. This is one good example of wasting young people’s talent. Many countries are facing the issue of an aging society. Japan is one of the countries in which the aging society is becoming a serious issue. Technologies are advancing, and elderly people cannot keep up with the new technologies. This means that older people can learn various things from younger people, including ICT and, for example, robots. Robots will be increasingly important in supporting elderly people’s lives. Robots may be able to do more to help the elderly who need care. But when I’m 85, I will have to ask young people to come over and teach me how to use robots and how to turn them off. This will be a completely new type of learning and teaching, and a new challenge. The reversal of teaching and learning will also include situations in which students teach, for example, ICT and other skills, to teachers who are not very good at these technologies. It is important for children to have such opportunities to teach.

Finally, I would like to comment on education for sustainable development (ESD). Before coming to Japan, I did not know that ESD was considered so important in the efforts to promote international education. Nor did I know that ESD was so important in the educational development promoted by Japan. I’d like to ask how much evaluation is conducted in Japan on the impact of ESD programs. I am particularly interested in how useful ESD will be in teaching and learning practices in the future in the long run. I am a pedagogue, so I know that teaching methods influence children’s way of thinking more than the content we teach. I have seen educational programs on conflict resolution, peace education and education for democracy introduced in classrooms. I have seen that democracy is taught by authoritarian teachers. I cannot help wondering what children can learn in that situation. So when we think about ESD and the content of teaching conflict resolution, we must critically ask how the teachers are teaching such subjects. There is a saying that values are caught not taught. We must ask ourselves if education for sustainable development can actually be taught and learned at school and in classrooms and if the schools that conducts ESD can teach other schools about it. Thank you.

Riho Sakurai (Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)

Prof. Little, thank you very much for summarizing today’s forum very comprehensively. As Prof. Little summarized important points of today’s discussions, I would like to add only one thing about what I felt in this forum as moderator. The word “globalization,” addressed in this forum, originally referred to global structural changes, particularly in the area of the economy, including people, money and goods, with the development of communication technology via the Internet. On the other hand, in his famous book, *Imagined Communities*, Benedict Anderson, a political scientist, said that the economy is not almighty. When he gave a lecture at a private Japanese university in 2005, he said that language is more important than trade in this age of globalization. He said that the current globalism is centered on the relationship between money and goods but that human relationships are more important. By this, he meant that we must be sensitive to different cultures and try to understand others through learning languages. In other words, he said that people-to-people relationships are important in this globalized age. Next year is 2015. There have been many discussions on what educational cooperation should be like in the future. As we can meet people in various ways and via the Internet, we may have to keep in mind the perspectives given by Anderson.

As I said at the beginning, it is not our aim to reach a conclusion at this forum. As an organizer, I will be pleased if the forum has given each participant some thought-provoking ideas. It is now time to close the forum. Let us give another warm round of applause to Dr. Mwiria, Prof. Little, Prof. Kuroda, Dr. Palacio, Dr. Mizuno and Mr. Sonak. Thank you very much.

With this, all the programs of the 11th Japan Educational Forum are concluded. On behalf of the organizers, I would like to express my sincere appreciation to the keynote speakers, panelists and all the participants here today, who have participated in the discussions throughout the programs. I would also like to thank the Japan International Cooperation Agency and Kyushu University, which supported the forum, the interpreters for the wonderful job they have done, and finally, the staff members of the secretariat, who have worked hard for several months to prepare for the forum, and the interns and students. Thank you very much.