

Background and Objectives

Achieving universal quality education is a high priority goal throughout the world. Japan has promoted the goals of Education for All (EFA) by 2015 through bilateral cooperation as well as international organizations such as UNESCO and GPE and at multilateral fora such as the G8 Summits and the Tokyo International Conferences on African Development (TICAD). Since international cooperation in education is essential for the realization of human security, Japan in 2010 launched a new (international) 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”.

Fifteen years have now passed since The Dakar Framework Education for All was adopted in 2000. Some EFA goals, such as increased primary enrollment, have gradually been achieved. However, major challenges remain: there are still 57.8 million children who are not enrolled in primary school, and there is insufficient learning among those in school.

The 12th JEF, which takes place the deadline year 2015 of EFA, will focus on the extent to which the EFA goals have been achieved and on what is still needed to reach them from the viewpoints of developing countries, civil society, researchers, donors and international organizations. Discussion will also extend international education cooperation beyond 2015, in the light of recent trends and emerging challenges in international education cooperation.

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 Hideki Niwa State Minister of Education, Culture, Sports, Science and Technology, Japan

Good morning, ladies and gentlemen.

Thank you very much for coming to the 12th Japan Education Forum today. On behalf of the Ministry of Education, Culture, Sports, Science and Technology, I would like to make brief remarks to all the participants here.

This forum, jointly organized by the Ministry of Foreign Affairs (MOFA), Hiroshima University, University of Tsukuba and MEXT, has been held annually since 2004. Practitioners at the forefront of bilateral or multilateral cooperation in education as well as experts in this area are invited to exchange views on how international cooperation in education can support the self-reliant educational development and ownership of developing countries.

The theme of this year's forum is "Education for All (EFA): What have been achieved and future challenges beyond 2015." As you all know, 2015 is the target year for achieving the Dakar Framework for Action, which started in 2000. This year is also important for discussing and adopting the post-2015 agenda for international educational cooperation.

With regard to the Dakar Framework for Action, MEXT has promoted educational cooperation through UNESCO projects and dispatched elementary to high-school in-service teachers to achieve the EFA goals.

The international community including Japan has made united efforts to achieve EFA. Through these efforts, some of the targets such as enrolment and literacy rates are being reached. However, achieving all EFA goals remains a difficult task. There are still regions which are far from achieving EFA, and the quality of education is a major issue.

Currently, UNESCO is working with various entities including the governments of the member states, international organizations, NGOs and experts to review the past achievements for EFA and to study what should be done after 2015. At the World Education Forum held in Incheon in May of this year, the post-2015 education agenda will be adopted. This will determine the educational goals to be achieved by 2030.

We believe this forum will provide a good opportunity before the World Education Forum in May, to discuss post-2015 educational cooperation, inviting knowledgeable and experienced experts to review past achievements for EFA, clarify problems, and gain a shared understanding.

In November of last year, Japan and UNESCO co-organized the UNESCO World Conference on Education for Sustainable Development (ESD), in which the Aichi-Nagoya Declaration was adopted.

As ESD is an integral part of improving the quality of education and to determine the direction of education in the future, it should be included in the post-2015 education agenda. Japan will continue to promote ESD after 2015 along with the Global Action Programme on ESD (GAP), acknowledged by the United Nations General Assembly in December 2014, as follow-up to the UN Decade of ESD.

MEXT will further strengthen its activities for the promotion of a sustainable future. I hope that this forum will be a productive one and that sharing the knowledge of each country through today's lectures and discussions will contribute to improving the quality of education.

In closing, I would like to thank all of those who gave their time and effort to organize this forum. I hope today's forum will provide meaningful insights to your future endeavours.

[Opening Session]

Opening remarks by Kazuyuki Nakane Parliamentary Vice-Minister for Foreign Affairs, Japan

1. Introduction

Ladies and gentlemen, on behalf of the Ministry of Foreign Affairs (MOFA), one of the co-hosting organizations, it is my great pleasure to welcome you to the Japan Education Forum XII.

2. Cabinet decision on the Development Cooperation Charter, to mark the 60th anniversary of Japan's ODA

Last year was the 60th anniversary of the start of Japan's Official Development Assistance (ODA). Over the past 60 years, the situation surrounding ODA within Japan and abroad has drastically changed. Private funding, almost three times as much as ODA, is flowing into developing countries. At the same time, various entities including private companies, local governments and NGOs are now playing important roles in solving development issues and promoting sustainable development.

The Development Cooperation Charter being formulated is built on Japan's past efforts to pursue peace. During the last 60 years, Japan's ODA has avoided one-way assistance and placed the highest priority on collaboration with developing countries, working together as equal partners, to foster the ownership of the people to promote self-reliant development. Education is without a doubt an important part of these efforts conducted with developing countries.

When I went to Laos last month, I visited the Laos-Japan Human Resource Development Institute, established with Japan's ODA, and exchanged candid views with students at the institute. I was impressed by the students studying diligently with shining eyes, and I strongly felt the importance of international educational cooperation.

3. Target year of the EFA Dakar Framework for Action and the MDGs

As 2015 is the target year of the Dakar Framework for Action to advance Education for All (EFA) and of the Millennium Development Goals (MDGs), which the international community is endeavoring to achieve, this is an important year when the follow-up agenda will be decided for both EFA and the MDGs.

With regard to EFA, UNESCO has published a report on the progress made every year. In this target year for the Dakar Framework for Action, a report is being made under the title "What did we achieve?" This report will sum up past endeavors to promote EFA. Today, we have invited Prof. Aaron Benavot, Director of the EFA Global Monitoring Report. He will discuss the actions made for EFA from a global viewpoint. There have been major improvements in different areas of education, including universal primary education. But there still remain various issues in Africa. We have also invited Director Eschetu Asfaw from the Plan and Resources Mobilization Directorates, Ministry of Education, Ethiopia. Director Asfaw will discuss the achievement and future challenges of EFA in his country.

Japan has placed a high priority on education. Education is an important aspect of human security and of sustainable development. Japan announced that it would provide 3.5 billion dollars in the education sector during the five years from 2011 till the end of this year to support a total of 25 million children. We would like to work with you and the relevant people to promote effective educational cooperation to achieve the policy targets.

4. Setting new goals

The new EFA agenda after Dakar will be identified at the World Education Forum 2015 to be held in May of this year in Incheon, South Korea.

With regard to the post-2015 development agenda, which will be a guidepost for the development areas after 2015, the Open Working Group proposal for Sustainable Development Goals (SDGs) was adopted in July of last year. Furthermore, at the end of last year, the Synthesis Report of the Secretary-General was announced to summarize past discussions. The government-level talks started last month on the post-2015 development agenda and other discussions are going on to adopt the follow-up agenda at the United Nations summit in September this year.

Japan believes that human security will be an important principle for the post-2015 development agenda. Human security focuses on individual people to protect them and to develop their capacities. Japan's Education Cooperation Policy 2011-2015 states: "Education is a human right that should be equally enjoyed by all. Education enables individuals to enhance their potential and capacities and to lead their lives with dignity. At the same time, it plays a critical role in countries' social and economic development." Based on this, Japan would like to continue contributing actively to the discussions to establish a follow-up agenda.

5. Conclusion

It is important to review past achievements and to discuss future challenges once again at this forum.

In this sense, this forum provides an important opportunity for experts in educational cooperation to gather from Japan and abroad. I hope that lively discussions will take place and that today's forum will be a productive one at which we give further thought to future educational cooperation, the EFA agenda after Dakar, and the post-2015 development agenda. Thank you.

Executive Summary 12th Japan Education Forum (JEF XII)

-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 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. This year's topic was "Education for All (EFA): What have been achieved and future challenges beyond 2015; reviewing educational development cooperation", and invited discussion post-2015 challenges in achieving EFA. 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. The event is also supported by the Japan International Cooperation Agency (JICA).

This year JEF XII was held in the Plaza Heisei, Tokyo International Exchange Center on February 5, 2015 in Tokyo. In accordance with the theme, the forum focused on achievements made, pressing issues and challenges to the EFA goals from the viewpoints of developing countries, civil society, researchers, donors and international organizations. In the morning, two featured keynote speakers addressed the assembly. The first keynote speaker, Eshetu Asfaw, Director of Plan and Resources Mobilization Directorate, Ministry of Education, Ethiopia was followed by a keynote speech from Aaron Benavot, Director of EFA Global Monitoring Report, UNESCO. A question and answer session followed in which the audience could discuss the issues freely with the keynote speakers. The afternoon featured a panel session which presented multiple viewpoints on "EFA experiences and future challenges post 2015" and "future prospects of international cooperation in education." The event concluded with an open floor discussion among all of the speakers followed by concluding discussions from the keynote speakers and panelists. In total, more than 90 people participated in the forum including diplomats from many foreign embassies, various ministry officials, development cooperation agency representatives, university faculty members and students, NGO/NPOs, and the general public.

Keynote Speech by Eshetu Asfaw (Director, Plan and Resources Mobilization Directorate, Ministry of Education, Ethiopia)

Mr. Eshetu had a keynote speech entitled "Education for All: what has been achieved and future challenges beyond 2015; experiences from Ethiopia" Ethiopia has made great progress in increasing access to primary education, with a gross enrolment ratio (GER) from 26% in 1994 to 97% in 2014, expanding facilities with a primary focus on rural areas. The number of schools has grown from 7,900 in 1985 to 35,380 in 2014, providing education for school-age children without delay, reaching a net enrolment ratio (NER) of 89 % in 2014, and promoting great gender equity in girls' access to schooling, with a gender parity index from 0.66 in 1991 to 0.94 in 2013. Mr. Eshetu argued that such progress represents great achievements, considering the civil war they experienced and that children's education cannot be achieved without parental awareness of the importance of education. He further pointed out four important factors that have pushed Ethiopia's progress, which are sustained government commitment in terms of both, policy and expenditure; promotion of decentralization for effective education services and reflecting local needs; promotion of strong community participation in education; and, acceleration of effective development cooperation through Education Sector Development Plans. Inasmuch as there are more than three million vulnerable out-of-school children, Mr. Eshetu concluded his speech by

emphasizing the necessity of tackling familiar concerns of access, equity and quality issues regarding education as Ethiopia's post-2015 challenges requiring new and improved working strategies in order to provide all children with equitable access to a quality education, identifying the significance of filling gender and regional gaps in enrolment, reducing dropouts and promoting community engagement in education.

Keynote Speech by Aaron Benavot, Director, EFA Global Monitoring Report, UNESCO

Dr. Benavot offered an overview of the history of global EFA efforts, progress in achieving the six EFA goals, and international aid for EFA policies. Firstly, examining the Dakar EFA agenda and an assessment of its impact 15 years later, he argued that the Dakar EFA goals and education goals of the Millennium Development Goals (MDGs) agreed upon in 2000 came to be more narrowly defined to address learning goals. After having assessed progress and lessons learned, they are now combined under the umbrella of Education for Sustainable Development (ESD). This is because the evidence of EFA progress showed that while the number of out-of-school children and adolescents of primary and lower secondary school age decreased from 204 million in 1999 to 121 million in 2012, the progress has been uneven. The areas to be further emphasized require targeting disadvantaged children, completion of primary education, transferring post-primary students to secondary education, bringing about the opportunity to participate in the labor market, improving adult literacy, training teachers and improving learning outcomes for quality education, as well as improving domestic finance in education. Furthermore, in the trends in aid to education, basic education has attracted donors, with the majority of funding focused on primary education with its share of 92% in 2010-12, while basic life skills training for youth and adults and early childhood education decreased to, respectively, 3% and 2% in 2010-12, despite donors showing commitment to strong support for early childhood care and education. Dr. Benavot reminded the floor that the Dakar Framework called on donors to not just increase aid levels but also to improve aid effectiveness. There are some lessons learned for the post-2015 agenda: Firstly, merging education priorities with broad development priorities; that, aligning post-EFA goals with Sustainable Development Goals (SDGs) and targets. Secondly, embarking on open consultation to improve concept definition and clarification, which requires linking targets to clear and measurable indicators and therefore to improved data sources and coordination. Finally, the international community needs a universal agenda to increase political will, and policies should be meaningful, relevant, ambitious and transformative. After explaining formulation of SDG targets on education, Dr. Benavot concluded his speech by arguing that SDG education goal and targets place greater emphasis on access to all levels of education, outcomes like basic learning and skill acquisition, equity and links with wider sustainable development priorities, and also that the international community needs widespread consensus involving many more actors, over the needs to establish an independent monitoring and assessment mechanism to compile and analyze expanded data in education and to promote evidence based policy making.

At the conclusion of both keynote speeches, a question and answer session was held. Questions were received from audience participants of Japan and Bangladesh and those from NPOs. Topics included mainly how to improve quality education such as language issues in education, curriculum development, finance, partnerships and how to evaluate education outcomes.

Panel Session

A panel session was held in the afternoon under the themes of "EFA experiences and future challenges post 2015" and "future prospects of international cooperation in education". Kazuo Kuroda, Professor of Graduate School of Asia-Pacific Studies and Director of Center for the Study of International Cooperation in Education, Waseda University served as a moderator for this session. Four panelists provided the audience with first-hand reports of EFA experiences and future challenges from global perspectives to local efforts. Panelists represented Human Development Department, JICA, Kenyatta University, Kenya, Universidade Federal de Sao Carlos, Brazil

and Asian South Pacific Association for Basic and Adult Education (ASPBAE).

Shinichi Ishihara, Deputy Director General of the Human Development Department, JICA, began the session by pointing out universal primary education, gender parity and quality of education as the remaining challenges for EFA and MDG education goals. He emphasized the importance of targeting children in conflict-affected areas, girls from poor rural households and children with disabilities. Stress was also placed on the significance of improving quality of education, arguing that 30% of children who enter primary schools do not complete primary education in developing countries, and 250 million children out of the population of 650 million school-aged children do not have basic skills. JICA has contributed not only to improving access to primary education through constructing over 10,085 schools and 72,881 class rooms in 50 countries since 1990, but also to improving the quality of primary education through mathematics and science education, lesson study and improving school-based management, as well as assisting non-formal education and literacy education. Mr. Ishihara stressed that in order to improve quality of learning, JICA continues to take comprehensive approaches to strengthening links among curriculum and textbooks, lessons, learning and assessment, and combining improvement of human resources, policy, the learning environment and the education system. With regard to the post-2015 agenda, Mr. Ishihara further discussed the importance of inclusive and equitable quality education and life-long learning beyond basic education. He described an approach shift from a vertical relationship between developed and developing countries to horizontal relationship beyond borders and regions. Emphasizing the benefits of global mutual learning, such as regional cooperation and collaboration between scholars in academia and practitioners in field sites and policy makers across the globe, Mr. Ishihara concluded his presentation by discussing JICA's post-2015 perspective which promotes education projects aimed at maximizing outcomes with multiplier effects by collaborating with other sectors beyond education, since education contributes to improving other goals and sectors including health, environmental and industrial development.

Fatuma Chege, Dean of the School of Education at Kenyatta University in Kenya, was the second presenter, and her address focused on gender equality and equity in primary and secondary education in the Eastern and Southern Africa Region (ESAR). Addressing the multiple overlapping of various inequalities, such as ethnicity, class, poverty, regions and disability, Prof. Chege indicated the prerequisites for gender equality action in education. These essential conditions include awareness, knowledge, skill and relevant attitudes, strategic planning, gender policies and budgeting, content rationalization, monitoring and evaluation, and transparency and accountability. Since every community has a different history, we need to appreciate the complexity and gender dynamics involved in such a task. An overview of education in the ESAR shows that GER is relatively well (boys:113%, girls:107%) and many ESAR countries steadily narrowed the gender gap from 2000 to 2010. However, looking at gender inequality in details, there are many serious issues. For example, there are cases in which boys have different challenges within and outside school, such as engaging in work including motorbike transport industry in rural and urban settings and rice paddies to assist their parents in Kenya. To the contrary, in Africa, adolescent girls continue to "fall through the cracks" due to persistent challenges, such as cultural rites of passage, early marriage and pregnancy, sexual and other forms of gender-based violence and devaluation of female schooling. Prof. Chege emphasized the need to localize the issues so that we can tackle them. She also noted that persistent poverty is a challenge to education in ESAR, as well as effects of war and civil strife on education. In conclusion, Prof. Chege addressed what needs to be done in the post-2015 era. She stressed the importance of governments' support in multi-sectoral synergizing of educational programming. She emphasized the need for a gender focus and life cycle approach for education, health and protection of girls and boys, as well as implementation of monitoring in local and country gender policies and legislations together with the African Charter on the Rights and Welfare of Children.

Yukiko Yamamoto Baldin, Professor of Universidade Federal de Sao Carlos, Brazil, continued the discussion by focusing on the professional development of teachers for quality education in Brazil. In Brazil,

while 92% of basic education aged children are enrolled, the students' achievement of the competencies in content knowledge is below the National Plan of Education goals. Students scored poorly on the Programme for International Student Assessment (PISA), ranking 57th among 64 participating countries. Reflecting on the curriculum of traditional teacher education courses, Prof. Baldin argued the importance of focusing on linking discipline mathematics to classroom practices, integrating ICT in teaching techniques, shifting the paradigm from teacher-centered to participative learning, and diversifying topics of contemporary mathematics for the enrichment of cultural knowledge. Considering the recent demand for professional development courses to support teachers, she further suggested that workshops consisting of training procedures and theoretical seminars are not sufficient. Teachers need to be continuously educated and that didactical materials must be developed for teachers to learn new approaches and modern mathematical ideas to enhance their lesson plans. In addition, teachers should reinterpret their knowledge of mathematics in the school curriculum with the language, and evaluate the advantages and limitations of technology, and need to bridge the gap between existing classroom practices and the specific needs of modern time. Introducing her field experiences of lesson study practices to the audience, Prof. Baldin concluded that the mission of teacher educators and researchers of mathematics education is to provide all children with the opportunity to achieve basic mathematics ability through problem solving. She also emphasized that countries with different historical, social and cultural backgrounds can collaborate to learn from each other to overcome the complex problems of mathematics education of teachers.

The final presentation of the session, "Financing Education: Trend and Challenges in the Asia-Pacific Region", was made by Rene Raya, Lead Policy Analyst of Asian South Pacific Association for Basic and Adult Education (ASPBAE). Mr. Raya discussed that the fast growing economic region faces serious challenges in education in terms of access, literacy, equity, gender parity and financing. The Asia-Pacific region comprises the largest number of adult illiterates - 64% of the global total. There are 17.8 million out-of-school children, and over 100 million youth, from 15 to 24 years old who have not completed primary education. Two thirds of adult illiterates are women, and more girls are out of school than boys. Financing is one of the key factors in these challenges, considering that the Asia-Pacific region spends less on education than the other regions, and their expenditures do not meet UNESCO's recommended benchmark of 6% of the GNP. This has a significant impact on poor and vulnerable groups, thus, widening the existing inequality and creating social tensions. Furthermore, Mr. Raya pointed out that the scale of ODA for education has decreased, stating that Japan, one of the largest aid providers is one of the lowest relative to its GNI. Issues of quality of ODA include large portions for scholarship and imputed costs and excessive focus on formal education, while de-emphasizing non-formal education, adult learning and literacy. He went on to discuss the recent movements towards privatization, such as the rise of low fee private schools, expansion of public-private partnership initiatives and private tutoring, and the emerging corporate chain schools. Mr. Raya concluded his presentation by making an appeal for supporting a strong commitment for encouraging post-2015 education agenda at the World Education Forum in May 2015 in Korea. He stressed the importance of including the area of concrete financing targets, donors' increasing support for the Global Partnership for Education, and innovative financing that ensures equity, promotes the right to education and strengthens the public education system.

After the panel session, Prof. Kazuo Kuroda moderated an open floor discussions and question and answer session with the panelists. Questions were taken from participants representing various NGOs/NPOs in Japan, as well as a student and scholars. Topics addressed were education and legislation, unemployment issues, financing and public-private partnership.

At the end of the afternoon, Prof. Kuroda again moderated a concluding discussion with the panelists and keynote speakers to summarize the day's main points and to challenge the audience to reflect upon them sincerely. In conclusion, Prof. Riho Sakurai, Hiroshima University stressed the importance of promoting the self-reliant educational development with not a vertical, but a horizontal approach, to tackle post-2015 agenda. In this way,

the 12th Japan Education Forum on collaboration toward self-reliant educational development provided a venue for thought provoking discussion on what should be done in the future to enhance quality education for all as an international community.

[Keynote Speech]

Education for All: what has been achieved and challenges beyond 2015? -Experiences from Ethiopia-

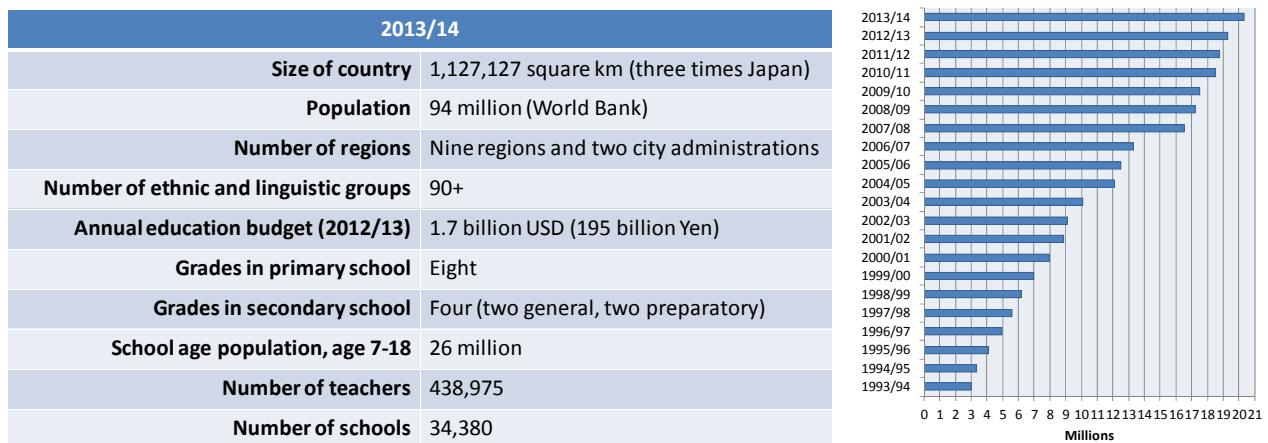
Eshetu Asfaw

Director, Plan and Resources Mobilization Directorate, Ministry of Education, Ethiopia

1. Ethiopia in context

Ethiopia is a large and diverse country with a population approaching 100 million, distributed amongst over ninety ethnic and linguistic groups. The school age population this year is twenty-six million. General primary education lasts for eight years and general secondary for two years.

Figure 1: a snapshot of key statistics & enrolment growth in primary and secondary schooling in past twenty years



In 1997, on the basis of early 1990s data – a time when gross enrolment rates were around 20%, the following prediction was made: “*in spite of recent enrolment increases, with no other changes to admission rates or to progression rates within the system, by 2008/09 almost two-thirds of the school-aged population will still remain out of primary school, and the gender gap will worsen*”. Ethiopia has, however, delivered a remarkable increase in enrolment – and a great step towards education for all – over the twenty years from 1993/4 to 2013/14.

2. What has been achieved?

In striving to achieve education for all, Ethiopia has moved away from an education system that provided for a small elite and has expanded enrolments in every region of the country. In particular, Ethiopia has achieved:

- **Increased access:** primary (grades 1-8) Gross Enrolment Ratio up from 26% in 1994 to 97% in 2014
- **Huge expansion of facilities:** schools up from 7,900 in 1985 to 35,380 in 2014; primarily rural areas

- **Educated at the correct age:** improved structure of primary school enrolment with Net Enrolment Ratio up to 89% in 2014
- **Greater gender equity:** emphasis on access for girls lifting gender parity index from 0.66 in 1991 to 0.94 in 2013

In achieving this progress, four important factors can be identified:

- **Sustained government commitment**
 - A genuine commitment to transform a traditionally elitist system to one that provides education for all. All government activities are guided by the strong Education and Training Policy, 1994, which emphasises equality and accommodates the country's diversity. This policy has been – and continues to be – implemented through a clear set of medium-term Education Sector Development Plans (ESDPs). The government is now preparing its fifth consecutive ESDP for 2015-20. The government supports policy and strategy objectives with public commitments involving significant increases in financial resources (26% of government expenditure in 2010, 25% in 2013)
- **Increased decentralisation**
 - The government has achieved a structural transformation of service delivery through sincere decentralisation of resources and decision-making authority to progressively lower administrative levels. Decentralisation is supported by block grants from federal government to regions and on to districts. It allows for more effective responses to local needs and stronger citizen voice; with service providers strictly accountable to local governments for producing results and local authorities held accountable by regional and federal governments.
- **Strong community participation**
 - Thousands of schools constructed by communities, to bring service provision closer to settlements. A special support program is in place for hard-to-reach communities. School planning and management is then led by parent and teacher associations – with budget responsibility. This mechanism ensures local ownership and broad-based decision making as well as raising awareness amongst communities of the importance and value of education for individual and national development.
- **Effective development cooperation**
 - Ethiopia has experienced a rapid increase in donor cooperation since 2001. Government leadership has mobilised large donor commitments to education sector reforms. Donor partners are engaged in preparation of Education Sector Development Plans and support pooled funds (such as the General Education Quality Improvement Program) which are better capable of targeting donor finance and improving capacity for service delivery. In the past five years, international cooperation and development finance accounts for between 15% and 20% of education expenditure.

3. Challenges beyond 2015?

To make the final steps towards education for all, familiar challenges require new or improved strategies to provide all children with equitable access to a quality education. These challenges relate primarily to (a) access and equity; and (b) quality.

- **Access and equity:** Ethiopia's size and diversity supplies a constant challenge to providing educational opportunities for all. Three million children remain out of general education - many of whom are chronically poor; have special educational needs; and are the most vulnerable. Significant gender and regional gaps in enrolment remain. Improved strategies are needed to reach all children in all areas and from all backgrounds.
- **Quality:** high-quality education is fundamental to Ethiopia's goal of achieving long lasting and equitable economic growth. Poor outcomes in national learning assessments need to be improved – students are not acquiring the expected knowledge, abilities and skills. The task is not small, with hundreds of thousands of teachers in tens of thousands of schools; but improved quality will also increase efficiency by reducing dropout, reducing repetition and increasing completion and achievement.



**Federal Democratic
Republic of Ethiopia**



**Ministry of
Education**

Education for All

What has been achieved and future challenges beyond 2015

Experiences from Ethiopia

This presentation



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- 1. Ethiopia in context: a snapshot**
- 2. Ethiopia in context: enrolment growth**
- 3. What has been achieved**
 - Major steps towards EFA
 - Sustained government commitment
 - Increased decentralisation
 - Community participation
 - Effective development cooperation
- 4. Challenges beyond 2015**
 - Access
 - Equity
 - Quality

Ethiopia in context: a snapshot



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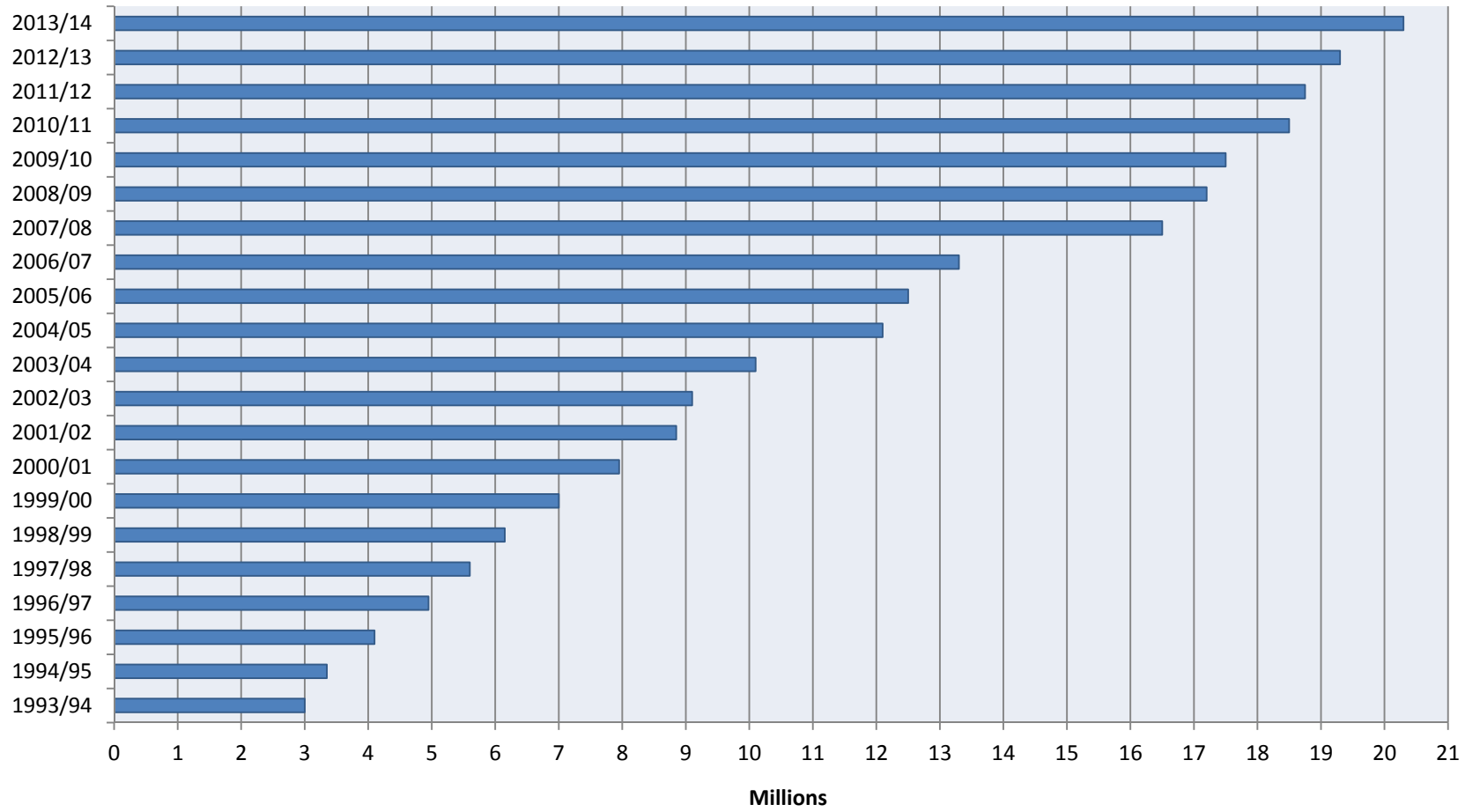
2013/14	
Size of country	1,127,127 square km (three times Japan)
Population	94 million (World Bank)
Number of regions	Nine regions and two city administrations
Number of ethnic and linguistic groups	90+
Annual education budget (2012/13)	1.7 billion USD (195 billion Yen)
Grades in primary school	Eight
Grades in secondary school	Four (two general, two preparatory)
School age population, age 7-18	26 million
Number of teachers	438,975
Number of schools	34,380

Ethiopia in context: enrolment growth



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Figure 1: Enrolment growth in primary and secondary schooling in past twenty years





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“ In spite of recent enrolment increases, with no other changes to admission rates or to progression rates within the system, by 2008/09 almost two-thirds of the school-aged population will still remain out of primary school, and the gender gap will worsen ”

A prediction made in 1997, on the basis of data from the early 1990s, when the gross enrolment ratio was in the 20% range



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What has been achieved?

Major steps towards EFA



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- **Increased access:** primary (grades 1-8) Gross Enrolment Ratio up from 26% in 1994 to 97% in 2014
- **Huge expansion of facilities:** school numbers up from 7,900 in 1985 to 35,380 in 2014; primarily in rural areas
- **Educated at the correct age:** improved structure of primary school enrolment with Net Enrolment Ratio up to 89% in 2014
- **Greater gender equity:** emphasis on access for girls lifting gender parity index from 0.66 in 1991 to 0.94 in 2013

“ He could learn as there is a school nearby and everyone is going. I saw my friends sending their children to school and I followed suit “

A parent in Bilballa, Ethiopia



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**Four important factors have
influenced Ethiopia's progress**

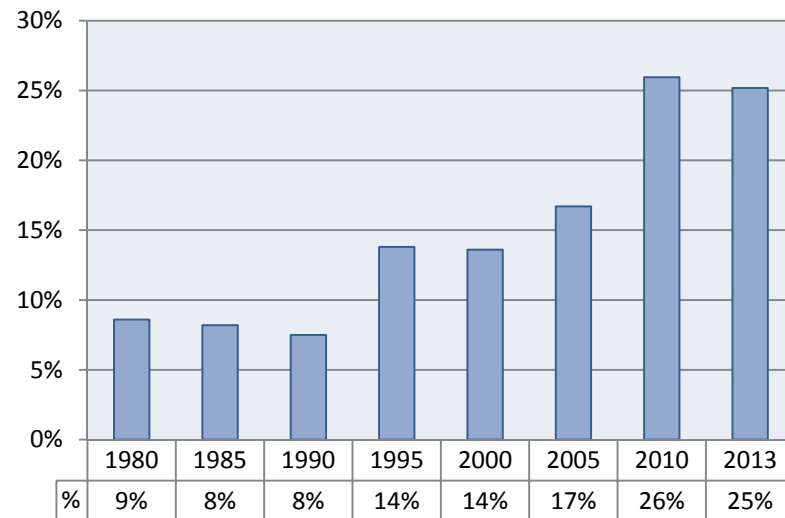
1. Sustained government commitment



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- A genuine commitment to transform a traditionally elitist system to one that provides education for all
- A strong guiding document (Education and Training Policy, 1994) which emphasises equality and accommodates the country's diversity
- A clear set of medium-term Education Sector Development Plans (ESDPs) to lead implementation. The government is now preparing its fifth consecutive ESDP for 2015-20.
- Public commitments have been supported by sustained implementation, involving significant increases in expenditure

Figure 2: Education's share of government expenditure



2. Increased decentralisation



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- Structural transformation of service delivery: sincere decentralisation of resources and decision-making authority to progressively lower administrative levels
- Decentralisation supported by block grants from federal government to regions and on to districts
- Decentralisation allows for more effective responses to local needs and stronger citizen voice
- Service providers are strictly accountable to local governments for producing results
- Local authorities are held accountable by regional and federal governments
- Services are provided more efficiently than by a highly centralised government

3. Strong community participation



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- Parent and teacher associations lead school planning and management, with budget responsibility
- Thousands of schools constructed by communities, to bring service provision closer to settlements
- Local ownership and broad-based decision making
- Special support programmes for hard to reach communities
- Greater awareness amongst communities of the importance and value of education for individual and national development

4. Effective development cooperation



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- Rapid increase in donor cooperation since 2001
- Government mobilised large donor commitments to education sector reforms
- International cooperation and development finance accounts for between 15% and 20% of education expenditure in past five years
- Large, government led projects with consortiums of donor groups (including General Education Quality Improvement Program; and Promotion of Basic Services) target donor finance and improve capacity for service delivery
- Donor partners engaged in preparation of Education Sector Development Plans – a consultative process



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Challenges beyond 2015?

Familiar concerns that require new or improved strategies to provide all children with equitable access to a quality education

Access and equity



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- Ethiopia's size and diversity supplies a constant challenge to providing educational opportunities for all
- More than four million children remain out of general education - many of whom are chronically poor; have special educational needs; and are the most vulnerable
- Significant gender and regional gaps in enrolment remain
- Improved strategies are needed to reach all children in all areas and from all backgrounds
- Remarkable expansion of primary schooling demands efforts to ensure expansion of secondary schooling can keep pace

Quality



**Ministry of
Education**

- High-quality education is fundamental to Ethiopia’s goal of achieving long lasting and equitable economic growth
- Extraordinary achievement in expanding enrolment, but that increases the challenge to provide quality education
- Poor outcomes in national learning assessments – students not acquiring the expected knowledge abilities and skills
- Hundreds of thousands of teachers in tens of thousands of schools – major teacher and facilities’ upgrading exercise
- Improved quality will also increase efficiency by reducing dropout, reducing repetition and increasing completion



**Federal Democratic
Republic of Ethiopia**



**Ministry of
Education**

Thank you

【Keynote speaker】

Education for All 2000-2015: Global Perspectives on past achievements and future challenges

Aaron Benavot
Director, EFA Global Monitoring Report, UNESCO

Summary

This presentation provides a short overview on the history of global Education for All (EFA) efforts, progress in achieving the six EFA goals, and international aid for EFA policies. It shows that, despite modest movement in achieving the EFA goals, some of it due to explicit policies and actions undertaken by governments, international agencies, donors and NGOs since Dakar, the progress has been uneven. Much of the broad EFA agenda remains unfinished, as none of the goals was reached.

The EFA movement set forth an ambitious international agenda to improve the provision of equitable quality education for all. Overall EFA progress can be assessed based on the most recent evidence (UNESCO 2015):

- In 2012, 121 million children and adolescents of primary and lower secondary school age, or 12% of this age group globally, were not in school, down from 204 million, or 19%, in 1999.
- While in developing countries as few as one in twenty children may have never attended school in 2015, as many as one in six children will not have completed primary school, and as many as one in three adolescents will not have completed lower secondary school.
- By 2015, it is projected that gender parity will not have been achieved in as many as three in ten countries at the primary level and five in ten countries at the secondary level.
- The adult illiteracy rate will have only fallen by 25% since 2000, instead of the targeted 50%, and most of the fall is due to the transition into adulthood of larger cohorts of better-educated children. At least 750 million adults, nearly two-thirds of whom are women, will not even have rudimentary literacy skills in 2015.

Progress for some of these education indicators has accelerated since 2000 with more children entering school and completing their education than if the pre-2000 rate of progress had been maintained. For example, by 2015 it is anticipated that 20 million more children will have completed primary school in low and middle income countries. However, access to education continues to be unequal. Disadvantaged children still lag behind their peers. For instance, the probability that children from the poorest quintile of households in low and middle income countries were out of school in 2010 was five times higher than the corresponding probability of children from the richest quintile – a gap that has increased compared to 2000.

In relation to international aid since Dakar, basic education¹ has attracted the most donor support because it is directly related to poverty reduction and was linked with the second Millennium Development Goal. Between 2002 and 2012, aid to basic education grew, on average, 6% a year, although there are significant regional variations (OECD-DAC, 2014). Despite this growth in aid for basic education, the share of total aid disbursed for education remained relatively static, not exceeding 10%. Since 2010, however, total aid for education has been in decline, falling 10% between 2010 and 2012, while aid to basic education has fallen 15% (OECD-DAC, 2014).

Within basic education, primary education has received the vast majority of international development assistance. Its share increased, on average, from 87% in 2002-04 to 92% in 2010-12. On the other hand, the share of total aid disbursements to basic life skills training for youth and adults and early childhood education have decreased, on average, from 10% and 3% respectively in 2002–2004 to 6% and 2% in 2010–2012 (OECD-DAC, 2014). Donor rhetoric suggesting strong support for early childhood care and education has not translated into increased shares of aid.

Donor support for secondary education has also been limited. A review of donor strategies showed that only Germany, Japan and the Asian Development Bank treated upper secondary as a priority subsector in their aid

¹ Aid to ‘basic education’ relies on the OECD-DAC definition, which covers primary education, basic life skills for youth and adults, and early childhood education. This contrasts with a broad international understanding of ‘basic education’ to include primary and lower secondary education.

programmes (Mercer, 2014). Donor strategies have also focused little on other key EFA areas, including adult education, distance learning, non-formal education, and education for children with special needs (Mercer, 2014).

The Dakar Framework called on donors to not just increase aid levels but also to improve the effectiveness of aid. The 2005 Paris Declaration on Aid Effectiveness marked an unprecedented shift regarding the delivery of aid by promoting national ownership, alignment of donor priorities with national plans, coordination of donor efforts, and a focus on results and shared accountability for outcomes between donors and recipients (UNESCO, 2011). As an indication of how difficult it is to change donor institutional behaviour, however, only one of the thirteen aid effectiveness targets had been achieved by 2011: aligning and coordinating technical assistance (OECD, 2011).

Conclusion

Since the World Education Forum adopted the Dakar Framework for Action: Education for All in 2000, there has been a major global effort to ensure that every child gains access to and completes a good quality education. The achievements of the EFA movement should not be underestimated. While the comprehensive education vision established at Dakar has not been achieved, there is evidence the world has progressed at a faster rate than it would have done if the trends of the 1990s had continued. However, the extent of progress is less than anticipated in 2000 and has definitely been insufficient to match the scale of the ambition. The most disadvantaged children continue to be the last to benefit from education, tens of millions of children are not reaching minimum learning standards in reading and mathematics, and the acquisition of sustainable literacy skills among adults remains a low priority for governments and donors alike. The educational challenges in much of sub-Saharan Africa and South and West Asia are acute, indicating a plethora of missed opportunities. The world has yet to devise a concrete strategy to support the realization of good quality education for all.

Throughout the post-Dakar period, the evidence suggests that at the global level, the pledges made in the Framework were only partially fulfilled. It is possible that the requirements to fulfil the pledges exceeded the capacity of the international community, particularly to influence major change at the national level. What is clear is that the EFA movement suffered once the Millennium Development Goals became the dominant development agenda and excessive emphasis was placed on universal primary education (UPE). Although the UPE target appealed to the poorest countries which were furthest from it, and to the richest countries which were prepared to support its achievement, it meant the EFA agenda was less attractive to countries that had already achieved, or were close to achieving, UPE. An exception to this pattern was a growing emphasis on learning and its assessment, which gained considerable traction among multilaterals, donors and EFA supporters.

In moving forward post-2015, lessons must be learned from the positive aspects of the past period working towards Education for All. Areas of progress have been characterized by a strong technical focus. Global mechanisms, initiatives and campaigns that proved relatively influential have had clear objectives, dedicated strategic and technical capacity, been financed collectively, and had overt political support from influential bodies. They have been evaluated regularly, and in most cases have had clear targets.

In contrast, the impact of interventions requiring coordination, political commitment and influence has been limited at best. Such interventions tended to be loosely organized, voluntary mechanisms, which may have had technical strength but were politically weak. There has been relatively little scrutiny of the global coordination model, especially within the United Nations, and issues of accountability have not been adequately addressed. A key lesson to emerge from 2000–2015 is that, while technical solutions are important, gaining political influence and traction is of even greater significance, and is, indeed, essential for realizing the scale of reform and action required to achieve EFA at the national level, and hence globally.

The global EFA mechanisms that did work often did so despite, rather than because of, attempts to coordinate EFA at a global level. Much hope had been placed on external financing to accelerate progress towards EFA. While aid did increase, the overall volume of external assistance fell well short of the assessed need, was insufficiently targeted to countries most in need, declined as a share of recipient governments' budgets over the period, and was not always delivered effectively.

An even more ambitious set of education policy priorities is being embedded in the post-2015 vision of global sustainable development. They are meant to be more universal in application, transformative in intent, and inclusive and equitable in practice than the EFA goals. However, there are several potential risks lurking on the horizon, including the concern that unfinished aspects of the EFA agenda will get sidetracked; targeted funding for the poorest countries and most marginalized populations will decline; and that country commitment to ensuring free, good quality basic education for all will get diverted. Furthermore, placing education priorities in the midst of a

broad sustainable development agenda may risk promoting a predominantly instrumentalist view of education, as a driver for economic, political and environmental change. The potency of these risks remains to be seen.

Education for All 2000-2015: Global Perspectives on past achievements and future challenges

Aaron Benavot

Director, Education for All Global Monitoring Report
Japan Education Forum, Tokyo, Japan
5 February 2015

Overview of presentation

- 1. The Dakar EFA agenda and assessing its impact**
- 2. A stock take of EFA progress: the six EFA goals**
- 3. Trends in domestic finance to education**
- 4. Trends in international aid to education, 2002-2012: All Donors**
- 5. Trends in international aid to education, 2002-2012: Japan**
- 6. Explaining progress: external factors & global EFA strategies**
- 7. Lessons for the post-2015 agenda**
- 8. Concluding remarks**

Part I: The Dakar EFA agenda and an assessment of its impact 15 years later

Part I: The Dakar EFA agenda and assessing its impact

World Education Forum, 2000, Dakar, Senegal

Convened by five international partners **UNESCO, UNDP, UNFPA, UNICEF** and the **World Bank**

- **164 countries, convening international agencies and many NGOs commit themselves to the **comprehensive Education for All agenda****
- **Agreed to the **six EFA goals** to be achieved **by 2015** (see below), one of them—reductions in gender disparities--by 2005**
- **Donors and NGOs pledge financial support for country implementation of EFA agenda: ‘**no country seriously committed to EFA will be thwarted...by a lack of resources**’**
- **Governments and donors call for **regular monitoring** of EFA progress**
- **Many call for improvement in the scientific rigor & quality of EFA monitoring**

Immediately post-Dakar: substantial increase in the int'l flow of aid for education; countries prepare national EFA action plans; a new monitoring mechanism is established in 2002: **EFA Global Monitoring Report**

Education for All Goals vs. select Millennium Development Goals

Education for All Goals (Dakar 2000)	UN Millennium Development Goals (New York 2000)
<ol style="list-style-type: none">1. Expanding early childhood care and education, especially for disadvantaged children2. Universal primary education by 20153. Equitable access to learning opportunities and skills for young people and adults4. 50% improvement in adult literacy rates by 20155. Gender parity by 2005 and gender equality by 20156. Improving the quality of education	<p>Eight goals, two overlap with EFA</p> <p>Goal 2: Achieve Universal primary education (Target 3: Completion of full primary schooling by all children by 2015)</p> <p>Goal 3. Promote gender equality and empower women (Target 4: Eliminate gender disparity preferably by 2005 and no later than 2015)</p>

Key questions and different approaches to consider:

1. Around which EFA goals has there been progress since Dakar; in which EFA areas has progress been minimal and/or difficult to determine?
2. How should EFA progress be assessed?
 - Relative to the target year 2015: how many countries are on-track or off-track to achieve the goal by 2015?
 - Relative to progress before Dakar (1990-99) and after Dakar (2000-2015): Has pace of progress towards each goal quickened since Dakar?
3. What broad lessons can be drawn from the monitoring of the EFA goals/EFA agenda after 10 years?

Part II: A stock taking exercise of EFA progress: The six EFA goals

Goal 1 : Early childhood care and education

Early Childhood Care: rapid progress in child mortality, malnutrition but still unacceptably high in Africa

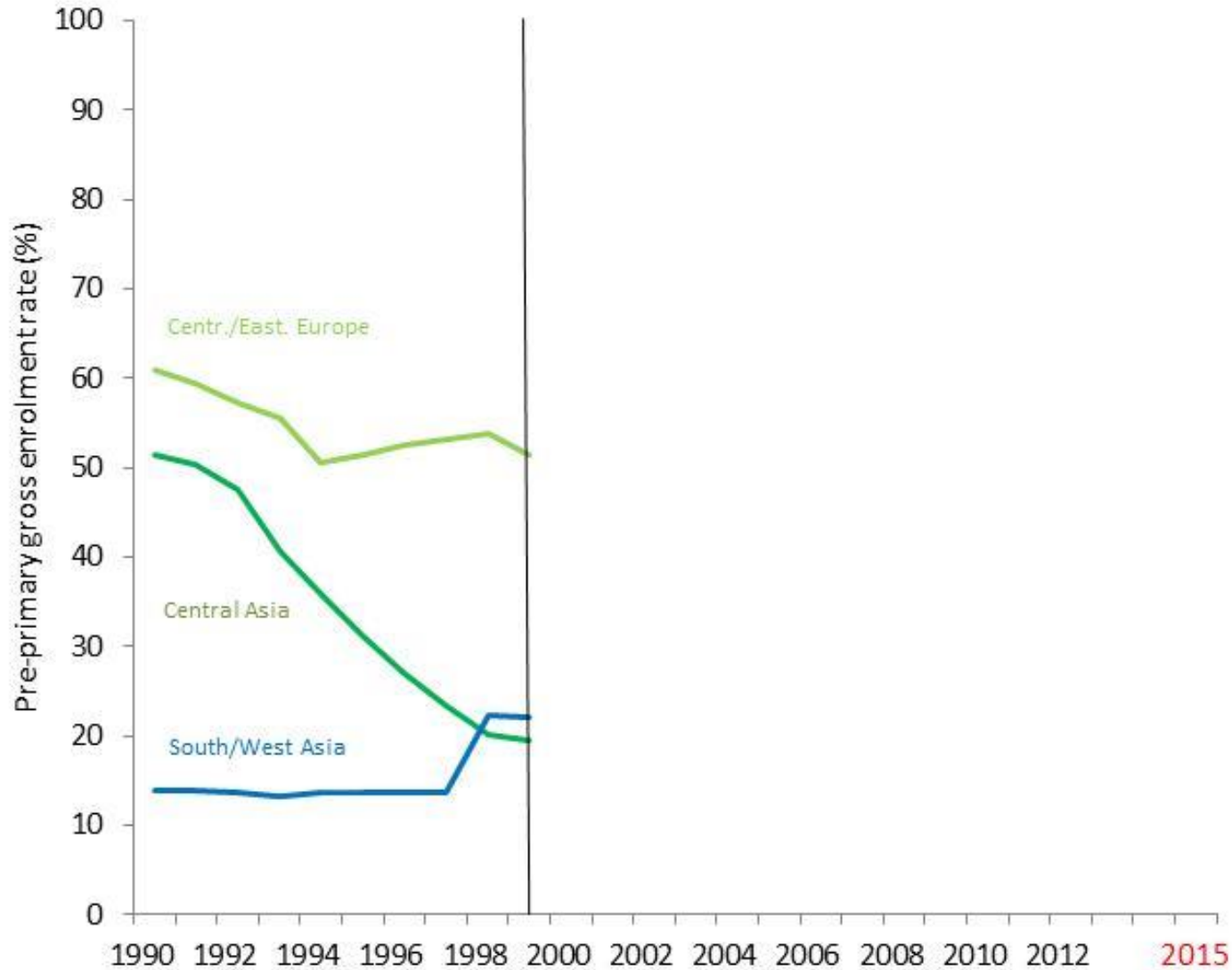
- Child mortality rates declined from 90 deaths per 1000 live births in 1990 to 46 deaths (per 1000) in 2013. Target of 66% decline was reached in East Asia/Pacific and Latin America/Caribbean, but not in sub-Saharan Africa
- Stunting rate down from 40% to 25% (1990-2011); by 25pp in East / South Asia but only by 10pp in Africa

Early Childhood Education: rapid but inequitable progress from low base

- Pre-primary gross enrolment ratio up from 33% to 50% (1999-2011) but only 18% in Africa, 23% in Arab States
- Share of private enrolment at 33% in 2011 higher (and growing faster) than in primary and secondary education
- Low participation levels among disadvantaged children

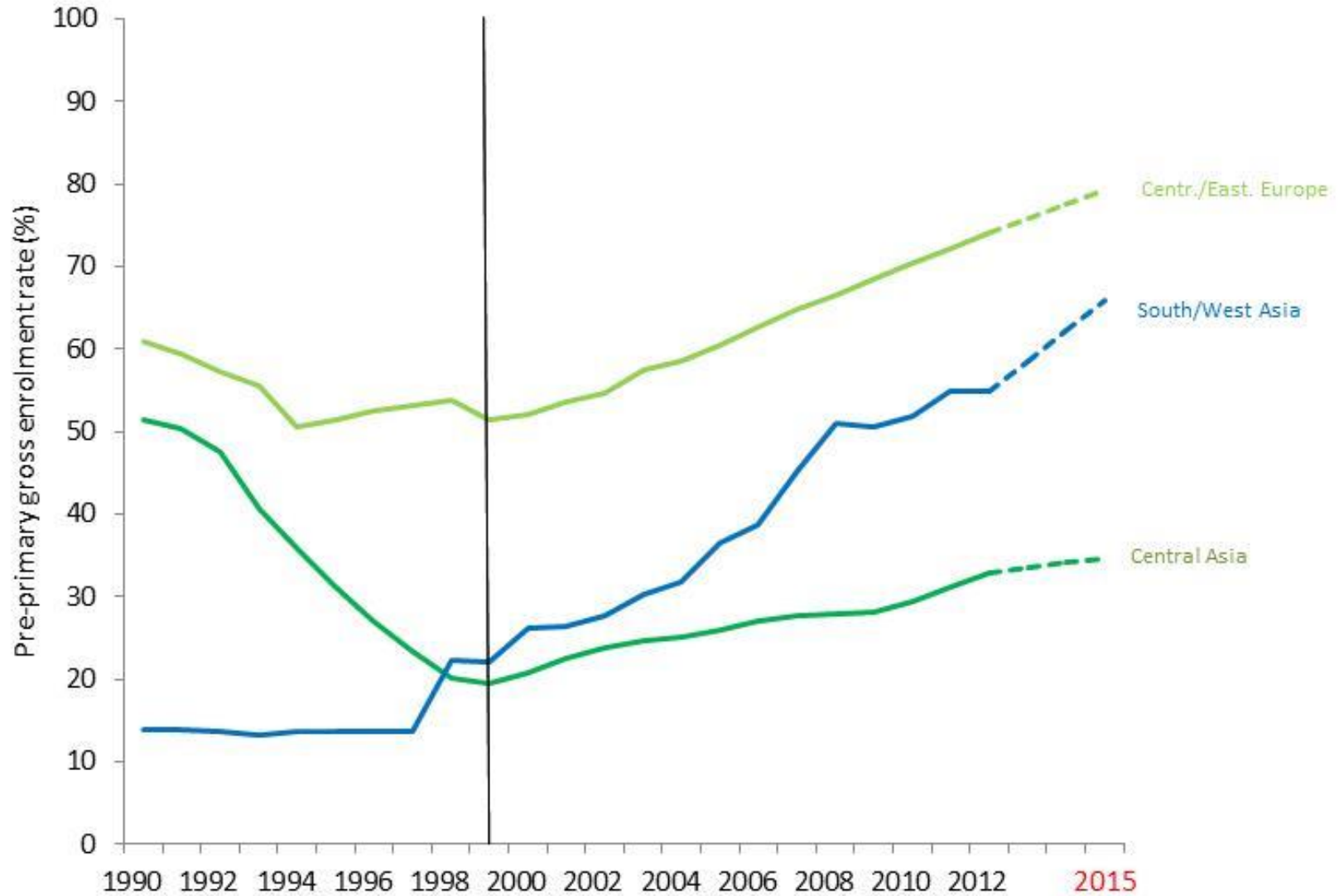
Goal 1: Early childhood care and education

Pre-primary enrollment ratios



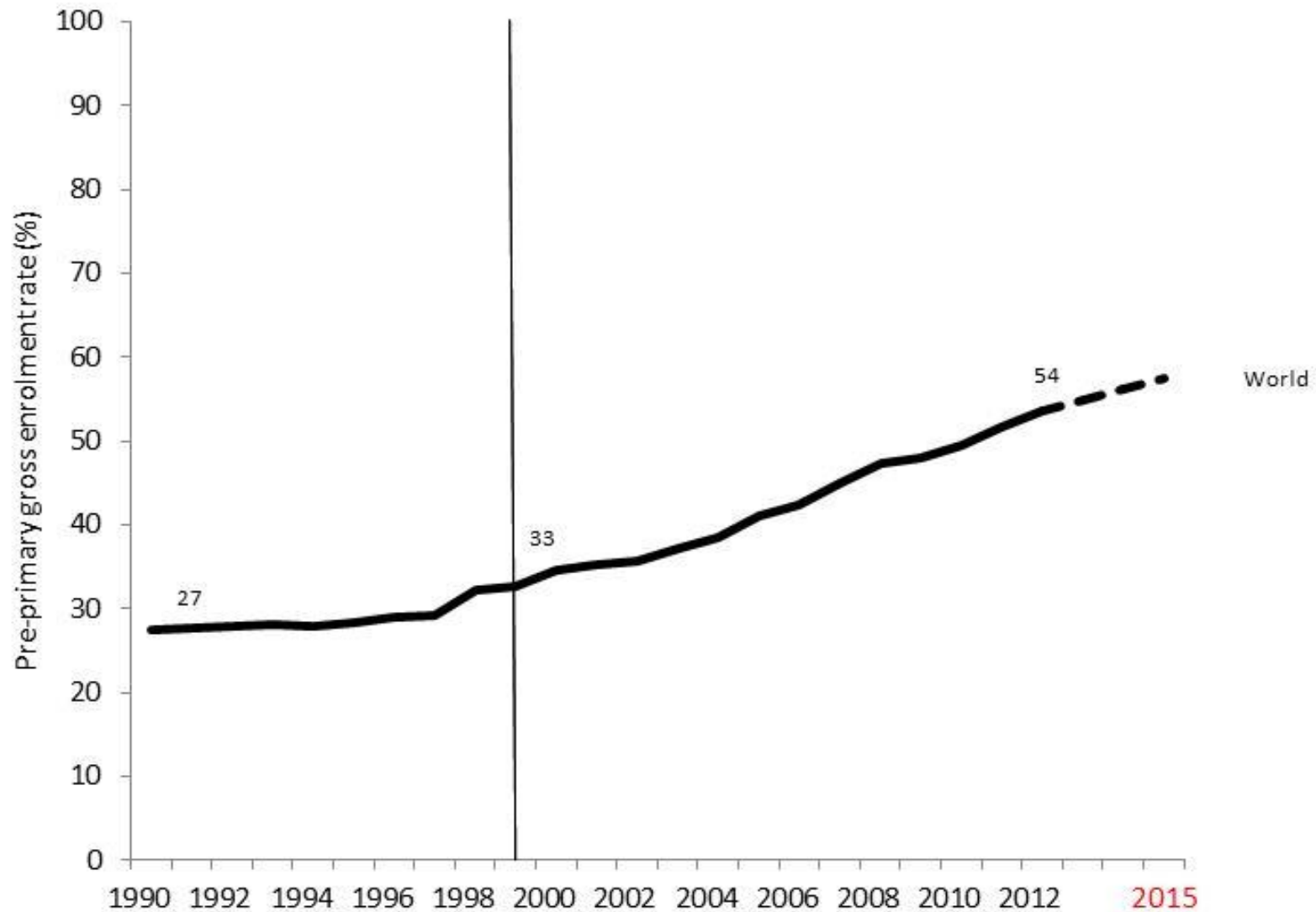
Goal 1: Early childhood care and education

Pre-primary enrollment ratios



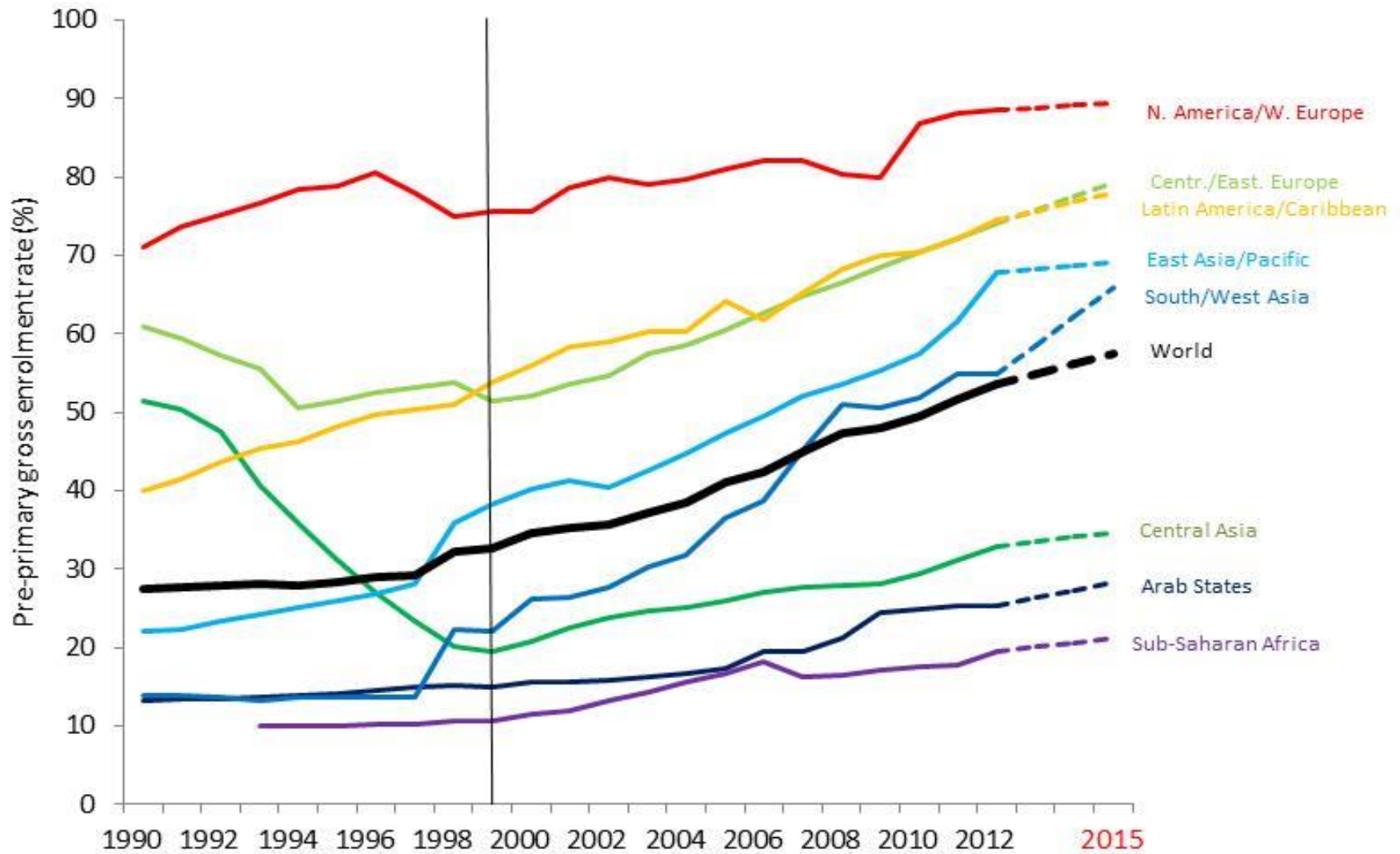
Goal 1: Early childhood care and education

Pre-primary enrollment ratios



Goal 1: Early childhood care and education

Pre-primary enrollment ratios



Goal 2: Universal primary education

Participation in primary education: Progress followed by stagnation means 58 million children are out of school in 2012

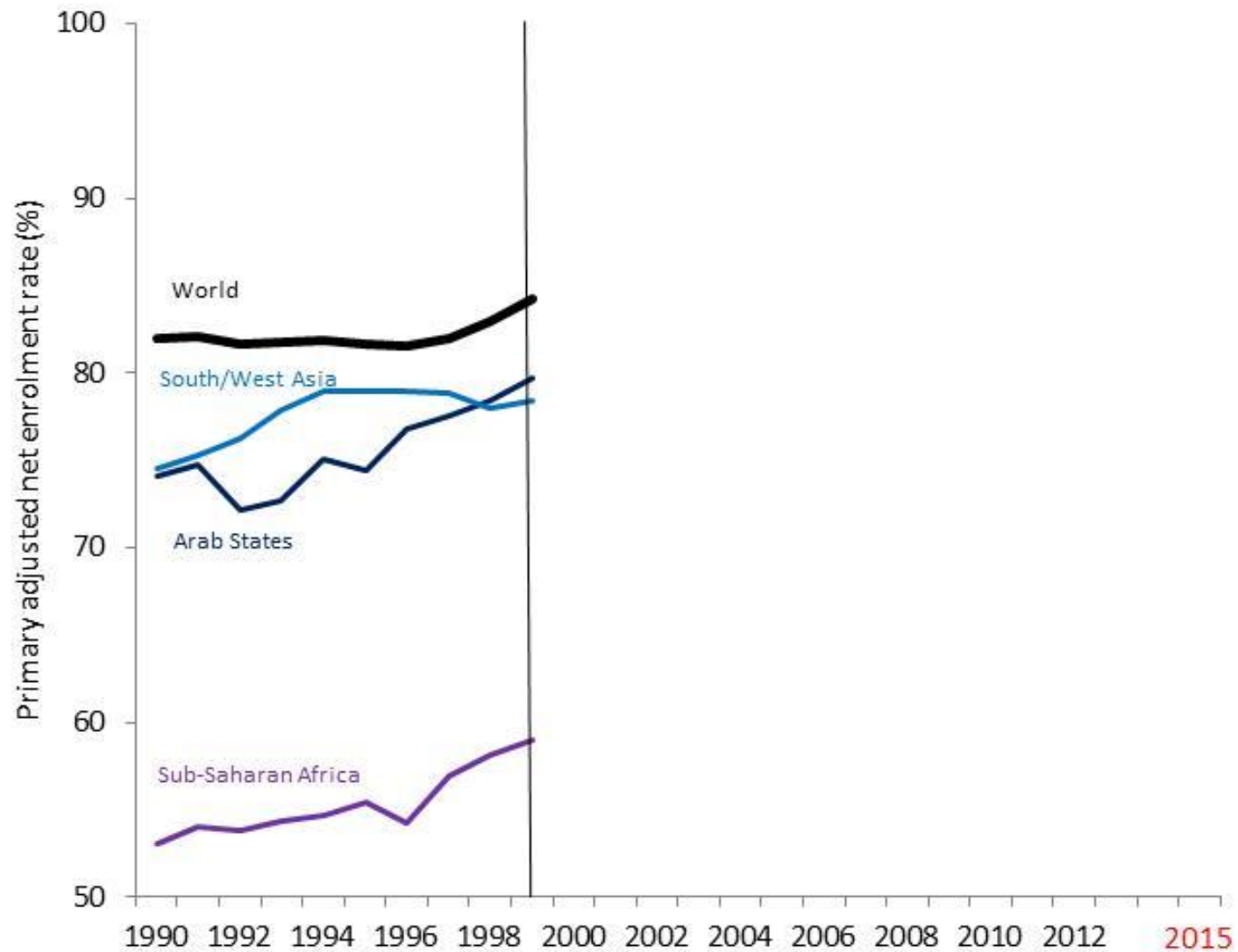
- Primary adjusted net enrolment ratio up from 84% in 1999 to 91% in 2012; large increases in sub-Saharan Africa and in South and West Asia
- Poorest children almost four times more likely than richest children to be out of school according to UIS and UNICEF
- Over 1/3 of out of school children live in conflict affected zones
- Nearly half of 58 million children are expected never go to school

Completion rates: Unlike growth in access, little progress in survival/completion rates

- Of those who started school, the percentage who reached the last grade has stagnated: in sub-Saharan Africa (at 56%), in South and West Asia (64%) and globally (at 75%)

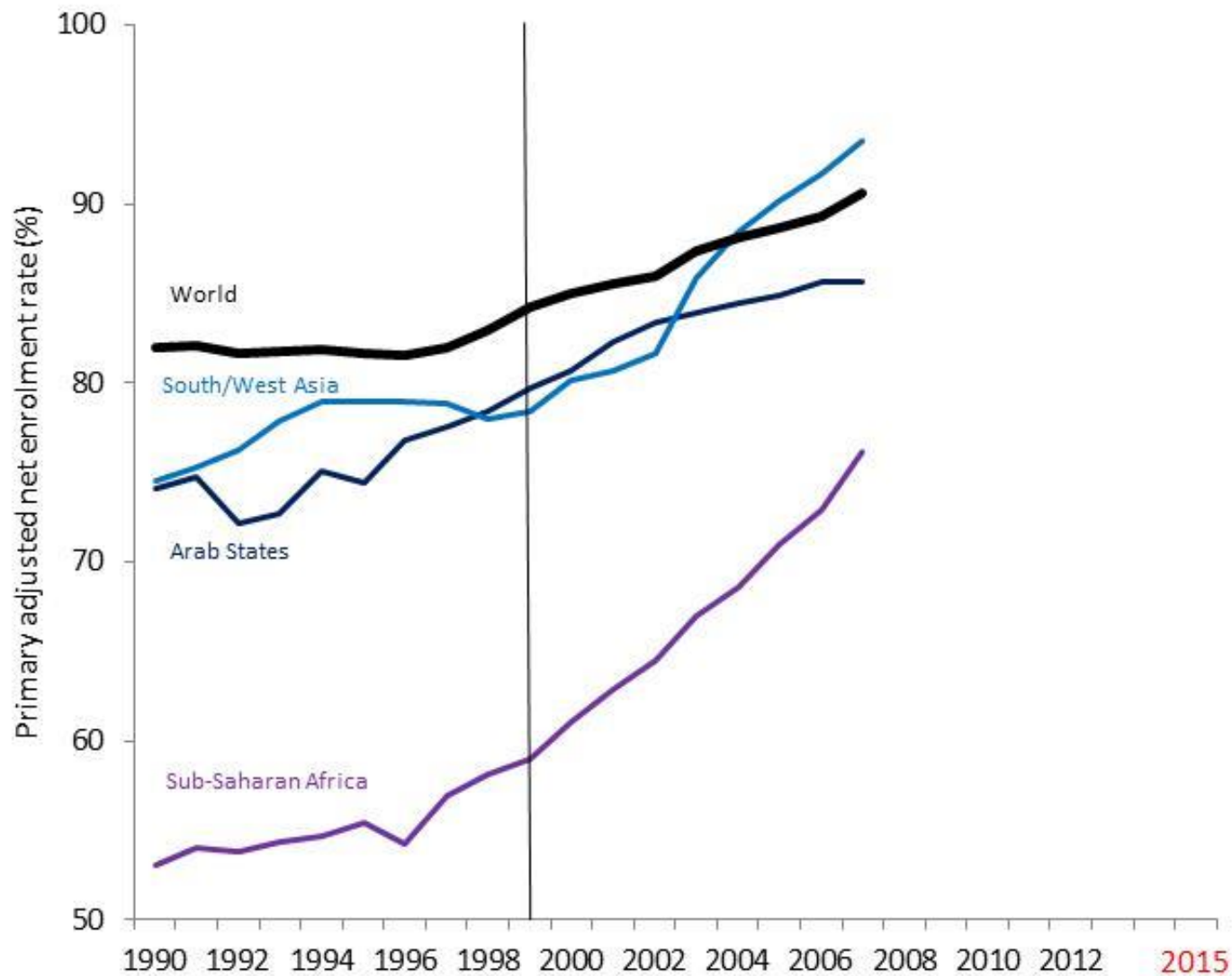
Goal 2: Universal primary education

Adjusted net enrollment ratio for primary education



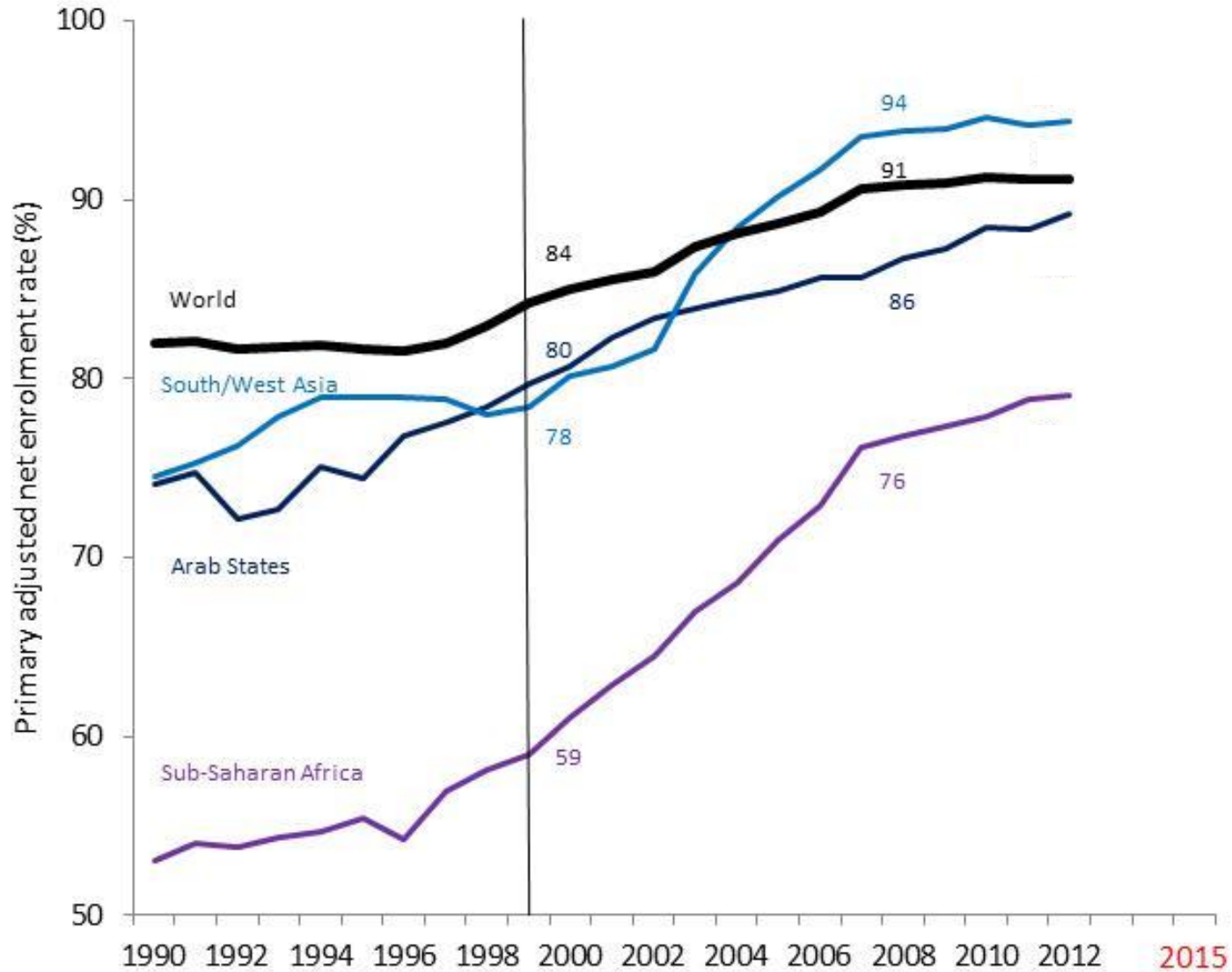
Goal 2: Universal primary education

Adjusted net enrollment ratio for primary education



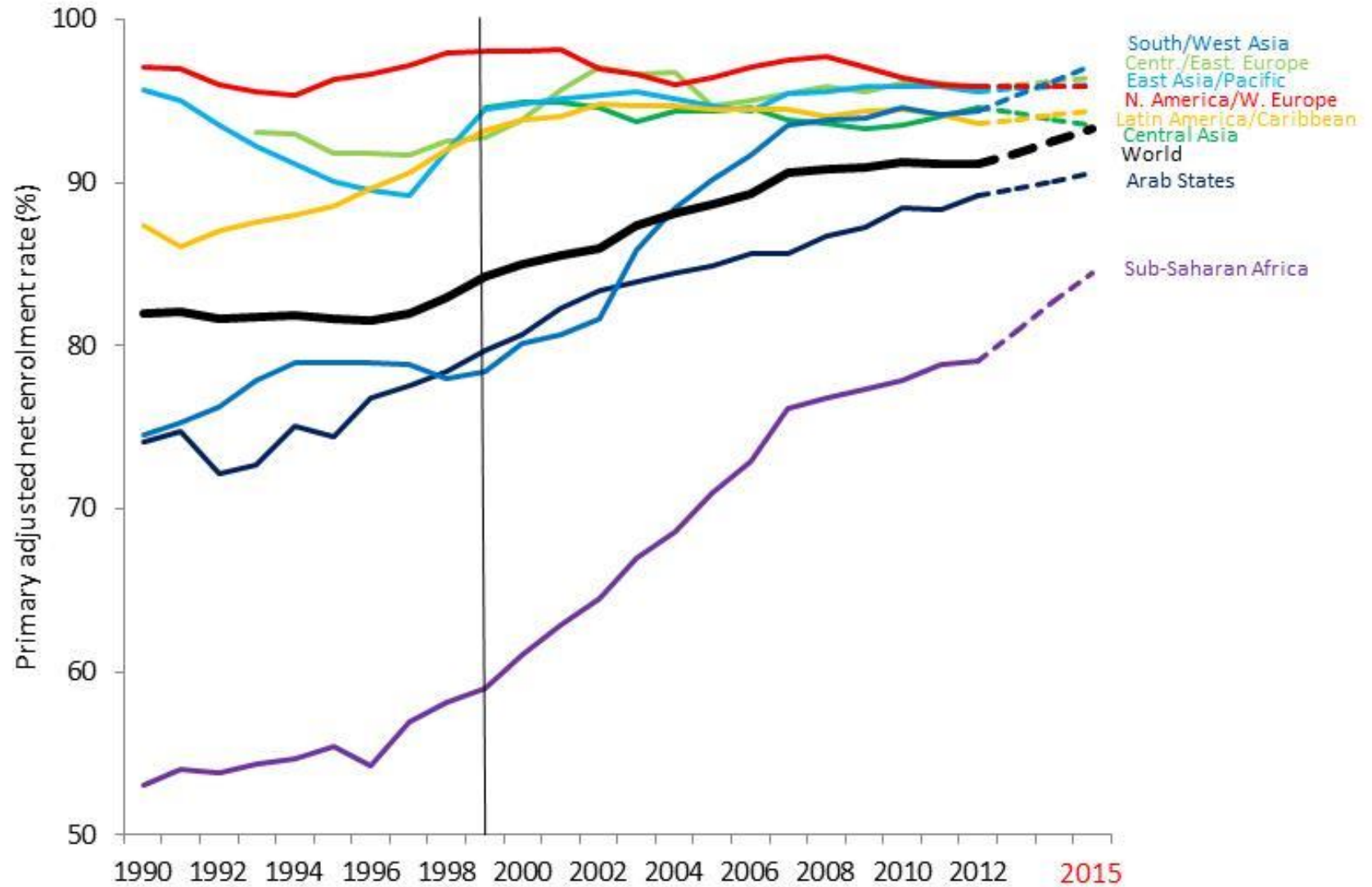
Goal 2: Universal primary education

Adjusted net enrollment ratio for primary education



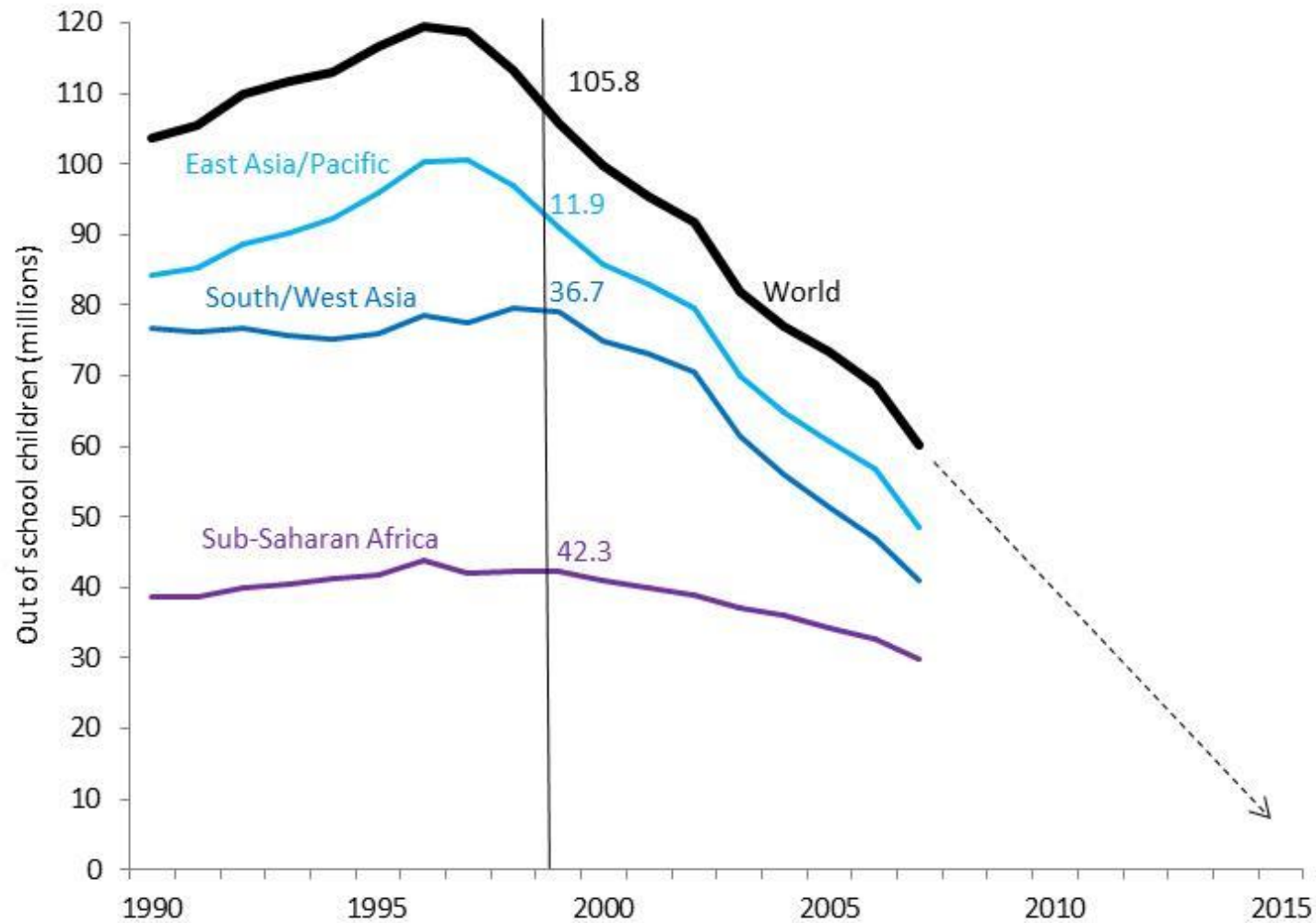
Goal 2: Universal primary education

Adjusted net enrollment ratio for primary education



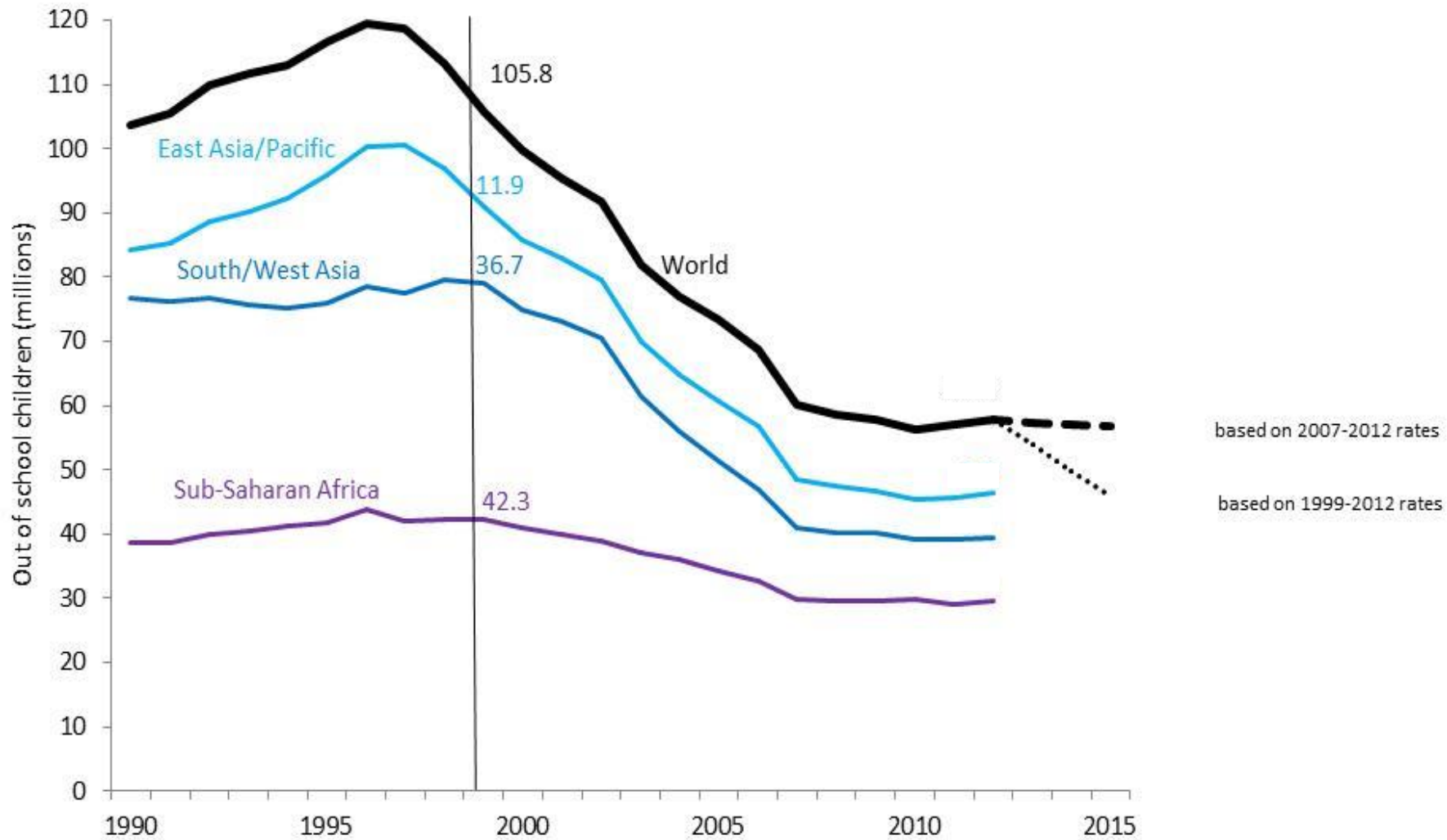
Goal 2: Universal primary education

Out of School Children



Goal 2: Universal primary education

Out of School Children



Goal 3: Youth and adult skills

Participation: Hard to measure youth/adult skills; use secondary education enrolment as a proxy for foundational skills. 551 million adolescents enrolled in secondary education in 2012

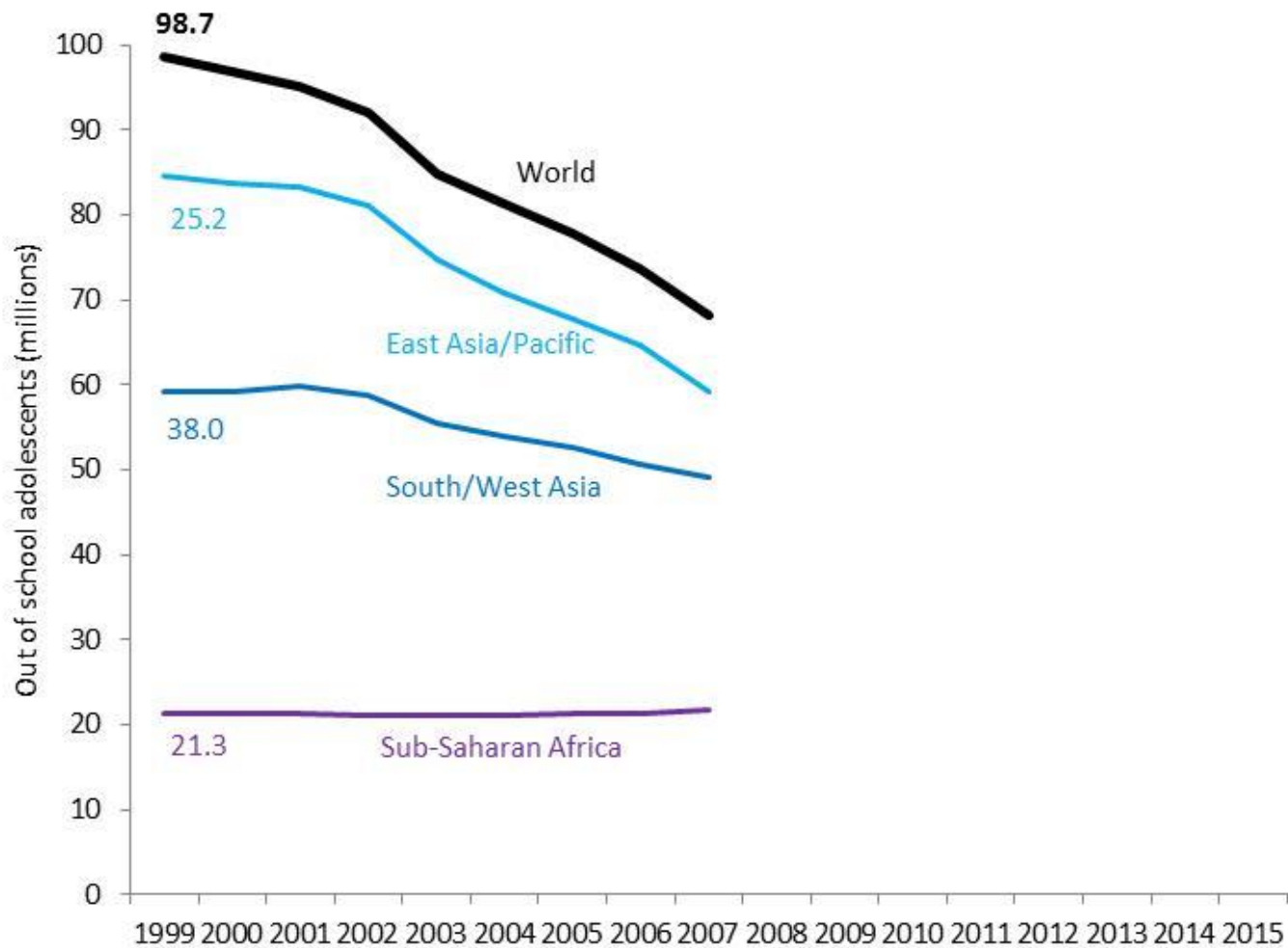
- Lower secondary GER up from 71% in 1999 to 85% in 2012; upper secondary GER up from 45% in 1999 to 62% in 2012
- As with primary education, stagnation in secondary level since 2007 means 63 million adolescents are out of school in 2012
- Lacking secondary education jeopardizes chances to benefit from adult education programs in the future

Skills: Progress in directly measuring skills but no universal measures yet available

- PIAAC (for high income) and STEP (for middle income countries) suggest way forward for assessing acquisition of skills

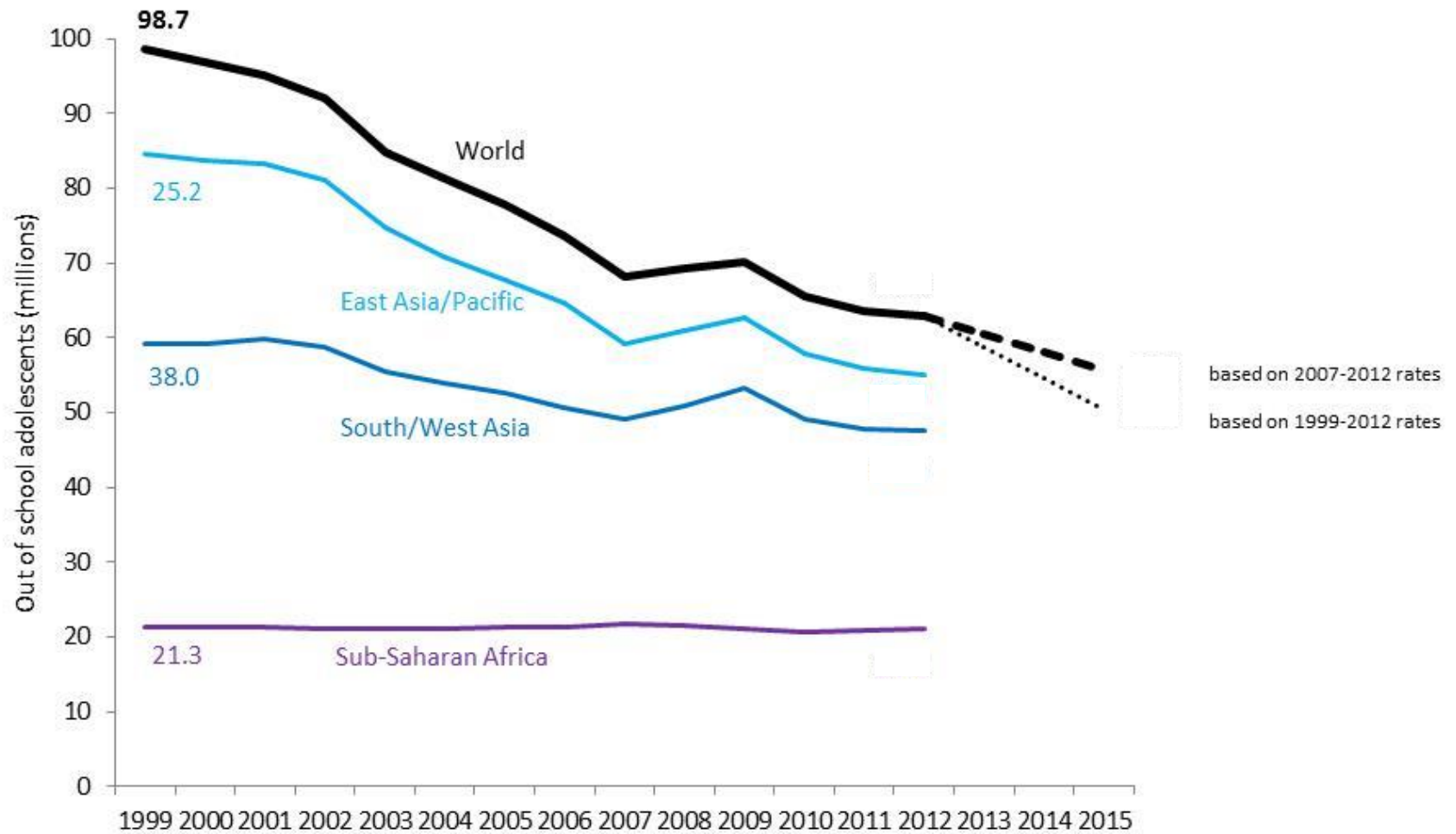
Goal 3: Youth and adult skills

Out of School Adolescents



Goal 3: Youth and adult skills

Out of School Adolescents



Goal 4: Adult literacy

Adult illiteracy: Between 2000 and 2015 adult illiteracy rate fell by 13% in sub-Saharan Africa, 26% in South & West Asia, 36% in Latin America and 39% in Arab States, all well short of the target of 50% reduction

- In 2015 the adult literacy rate is estimated at 84%
- Number of illiterate adults projected to fall by 4% between 2000 and 2015; it will increase by 26% in sub-Saharan Africa due to demographic pressures.
- Even this progress is mainly the result of cohort replacement rather than literacy programs

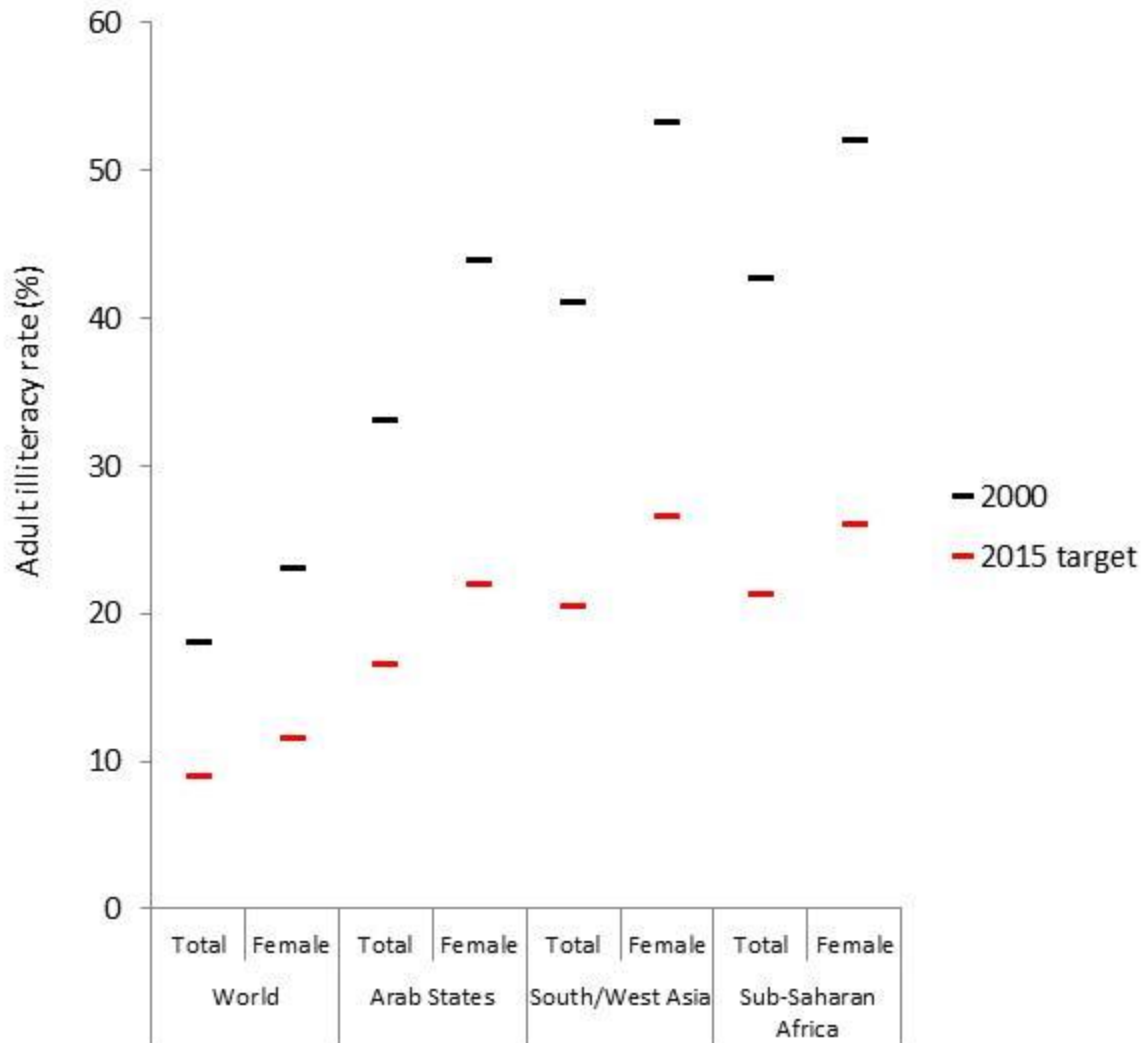
Measurement: Big steps forward in our understanding of literacy but can then be sustained?

- New direct measures of literacy skills (DHS/MICS, LAMP, PIAAC, STEP, national surveys) yet to replace self-reported measures

Goal 4: Adult literacy

Adult illiteracy rates 2000-2015

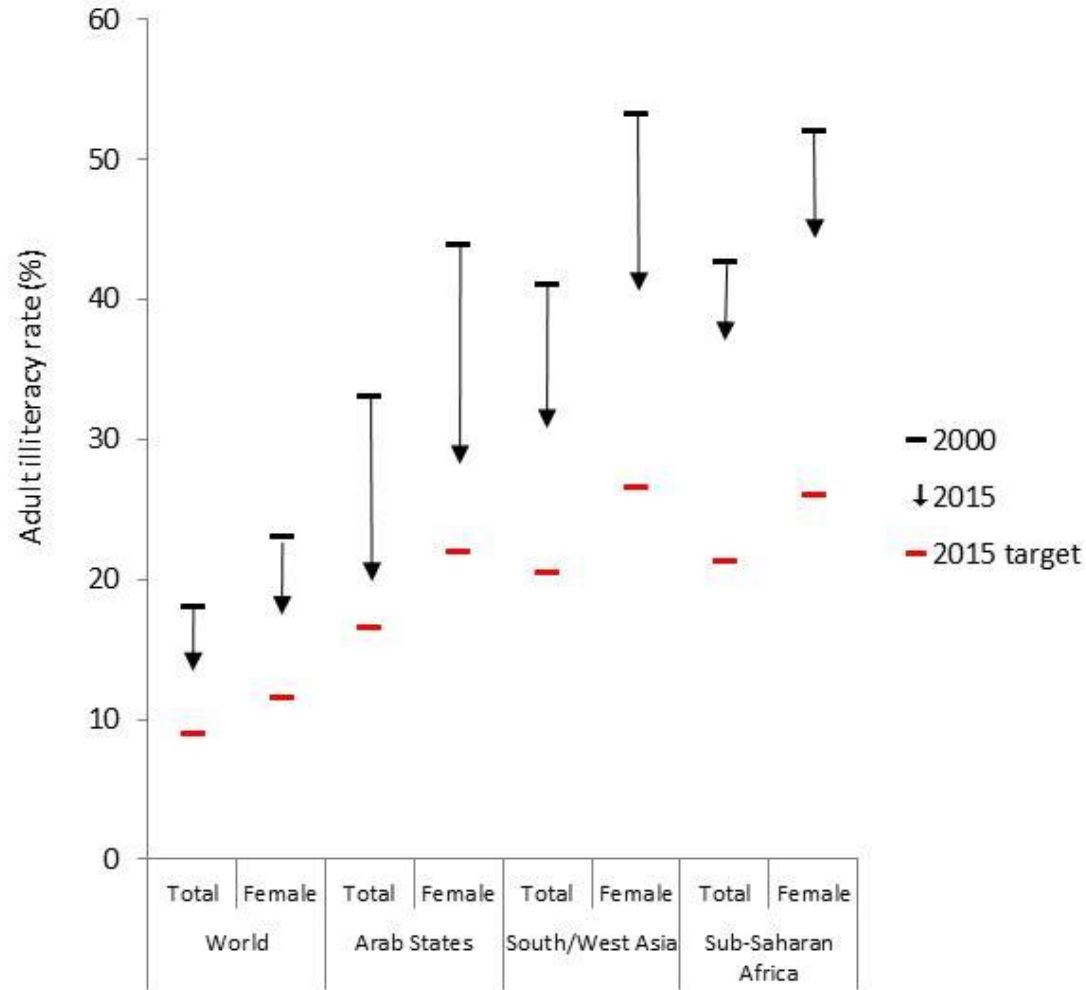
relative to target, by gender and select regions ...



Goal 4: Adult literacy

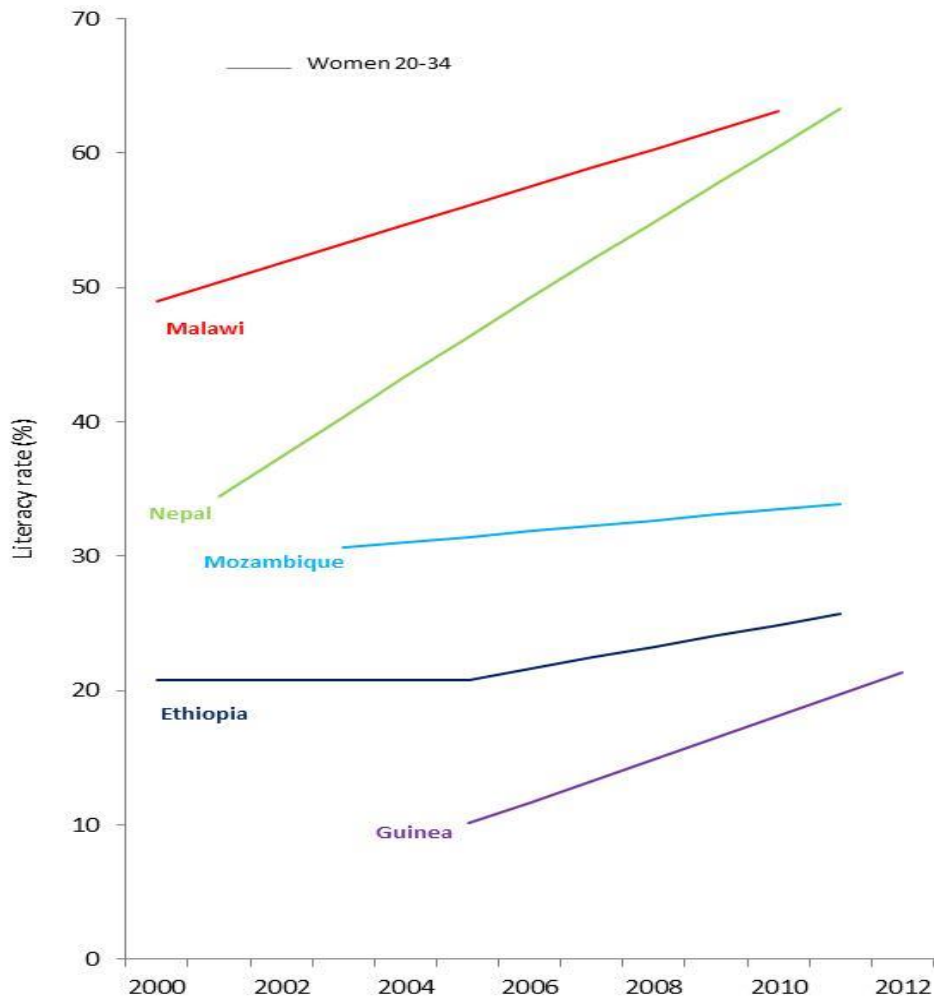
Adult illiteracy rates 2000-2015

relative to target, by gender and select regions ...



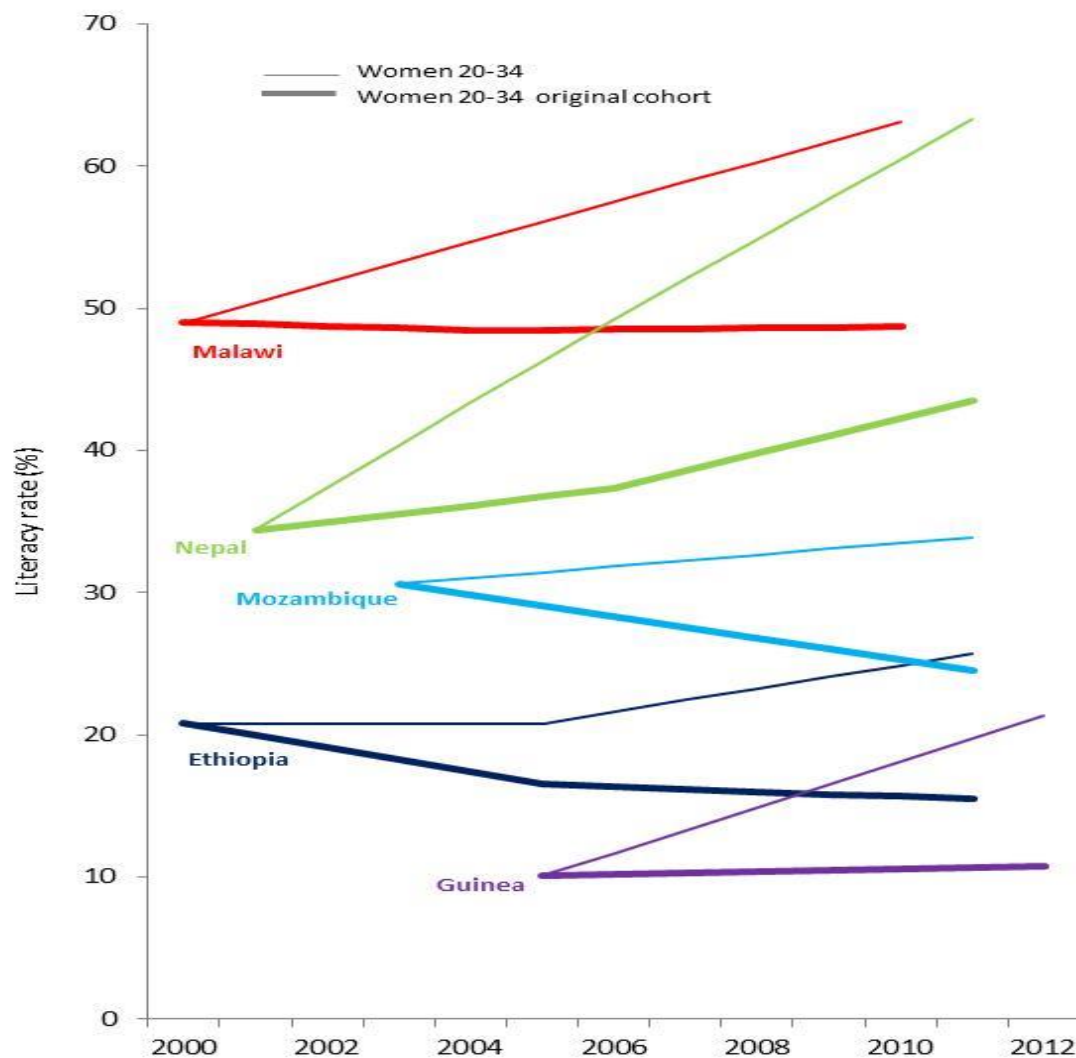
Goal 4: Adult literacy

Women's literacy rates: different cohorts and original cohort



Goal 4: Adult literacy mainly affected by education

Women's literacy rates: different cohorts and original cohort



Goal 5: Gender parity and equality

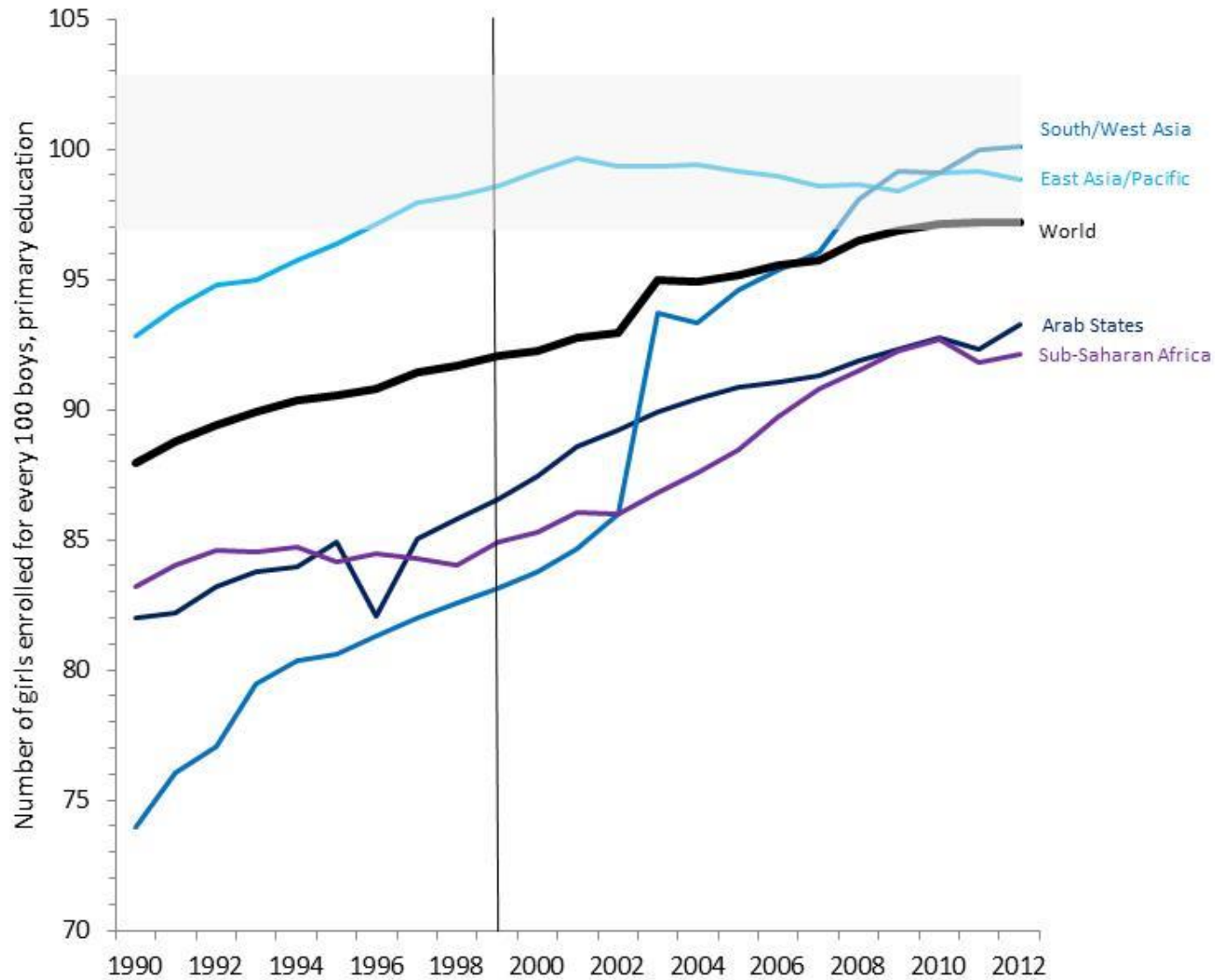
Parity: Good progress towards parity on average but many countries still far from the target

- In **primary education** increase from 53% to 70% of countries (with data) achieved parity. In **secondary education** from 27% to 48% of countries achieved parity.
- ...but only 3 in 10 countries achieve parity in both levels

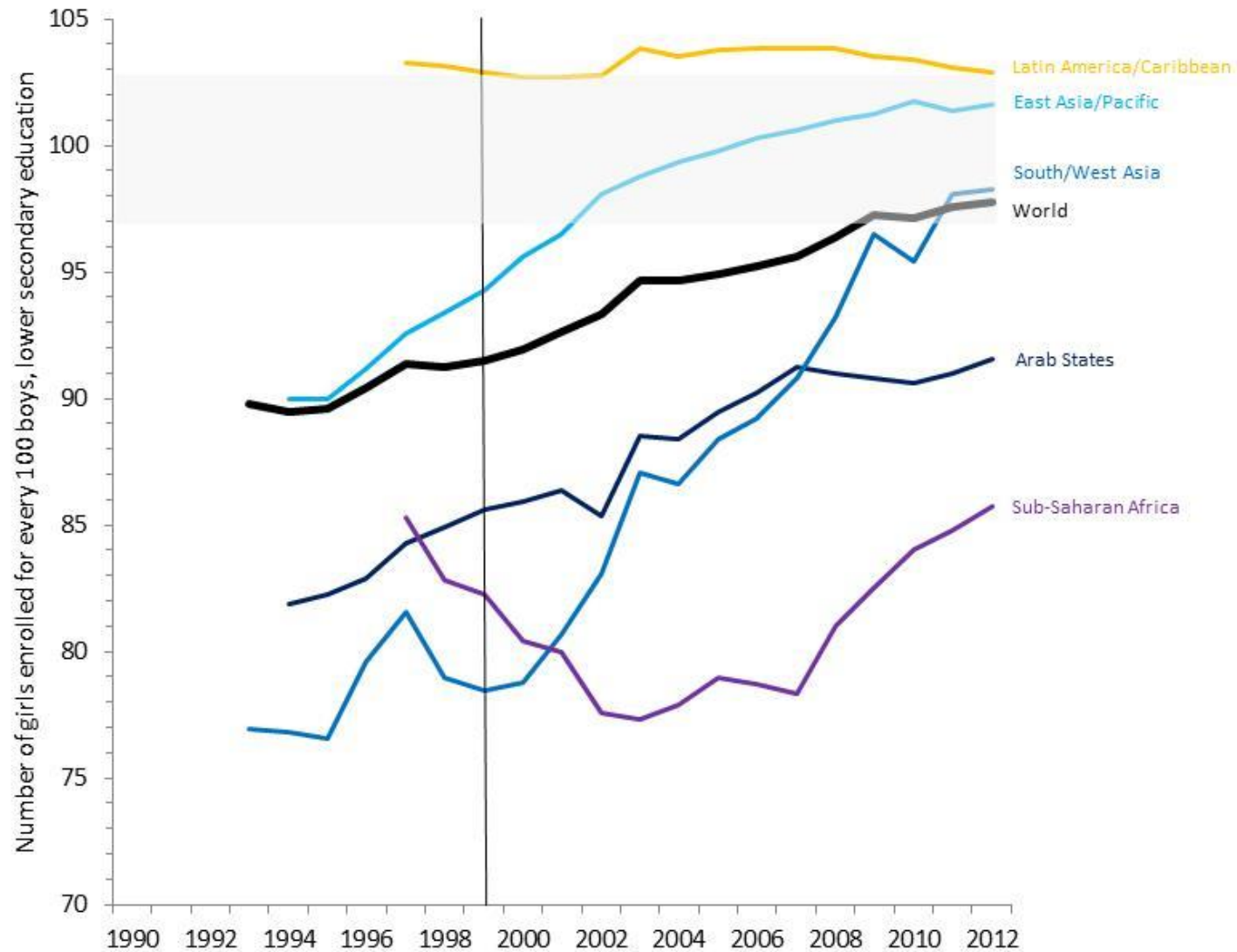
Equality: Less is known on how countries have progressed

- Less evidence on gender bias in textbooks, education processes, and learning environments
- In learning outcomes, the relative position of girls has been improving in mathematics and science, while boys disadvantage in language has increased

Goal 5: Gender parity in Primary education

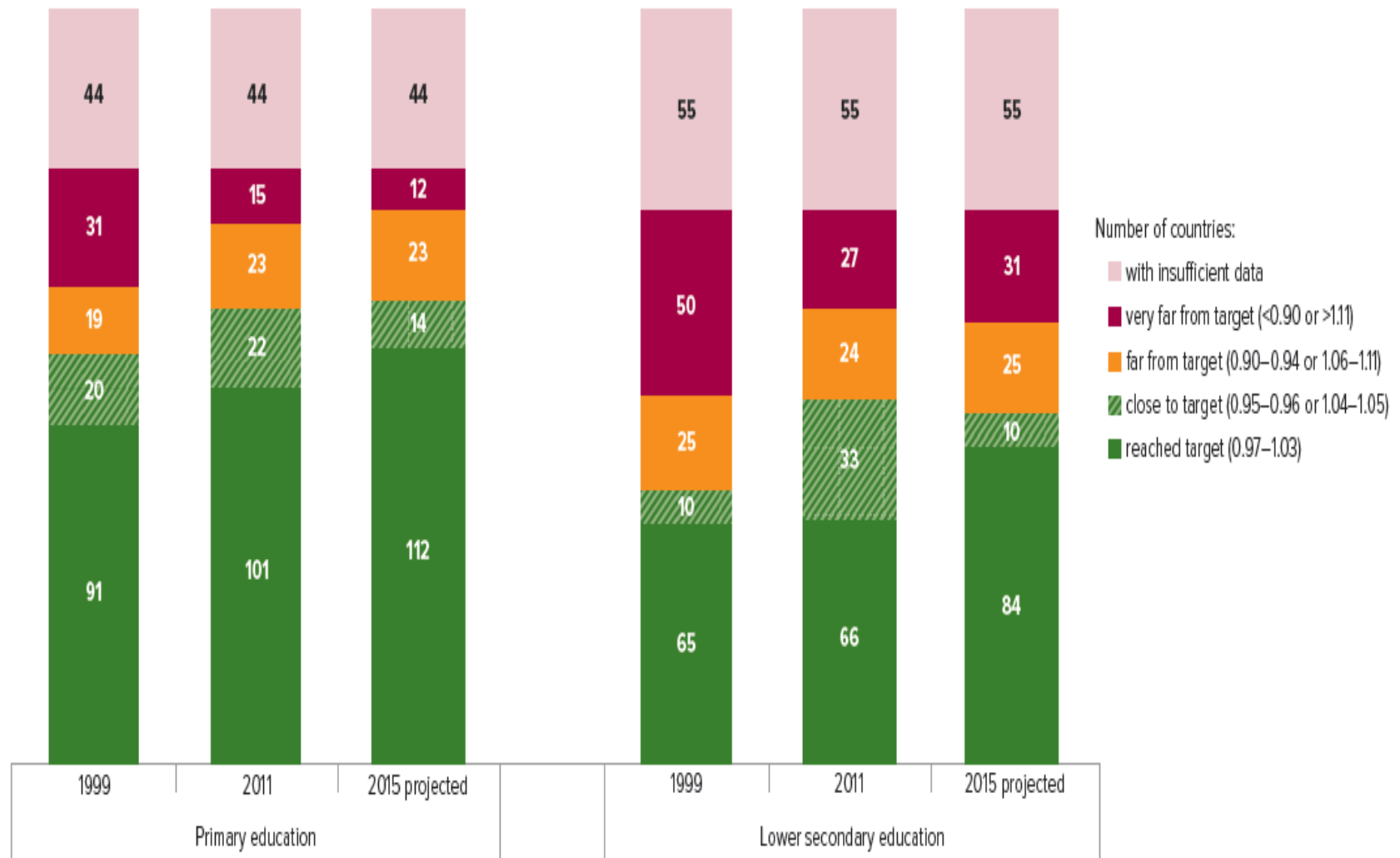


Goal 5: Gender parity in lower secondary education



Goal 5: Gender parity and equality

Number of countries achieving gender parity in primary education and lower secondary education



Goal 6: Quality

Learning outcomes: More awareness of the challenge but no global yardstick or metric of literacy/ numeracy and other areas

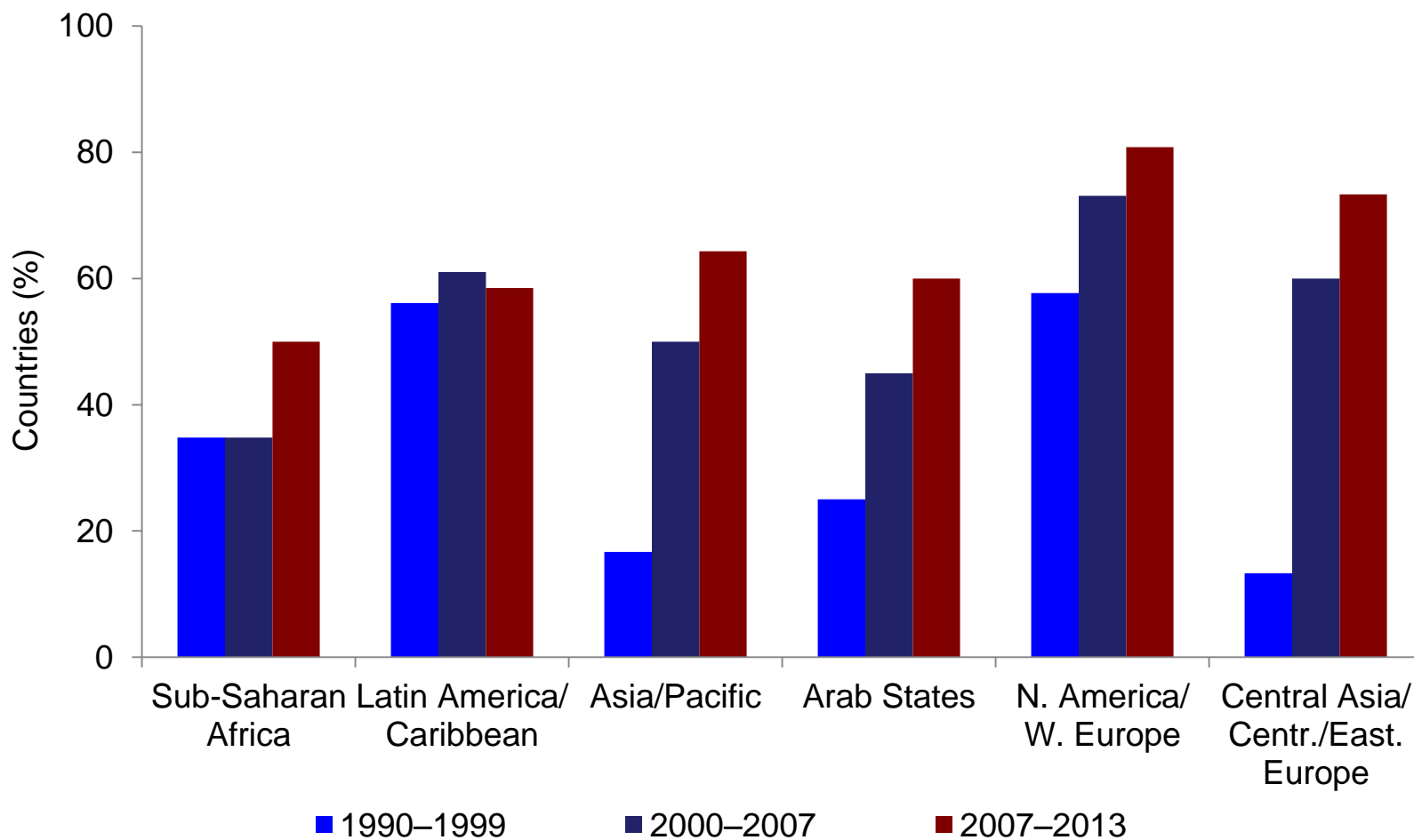
- Large expansion in national assessments of learning: from 283 assessments (1990-99) to 1157 assessments (2000-13)
- Few measures of cross-country comparison over time; out of school children excluded from most assessments

Teachers: Very slow progress in primary education

- Gap of 1.4 million teachers to achieve EFA; primary pupil-teacher ratio above 40:1 in sub-Saharan Africa
- Among 50 countries, the average percentage of trained teachers increased from 77% to 90%

Goal 6: Quality

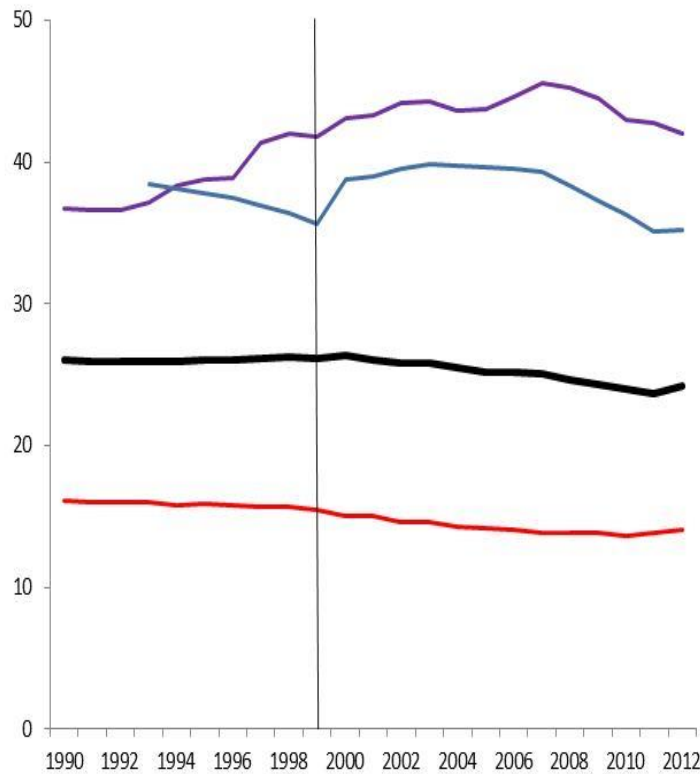
Percentage of countries having conducted at least **one** national learning assessment, by region and period



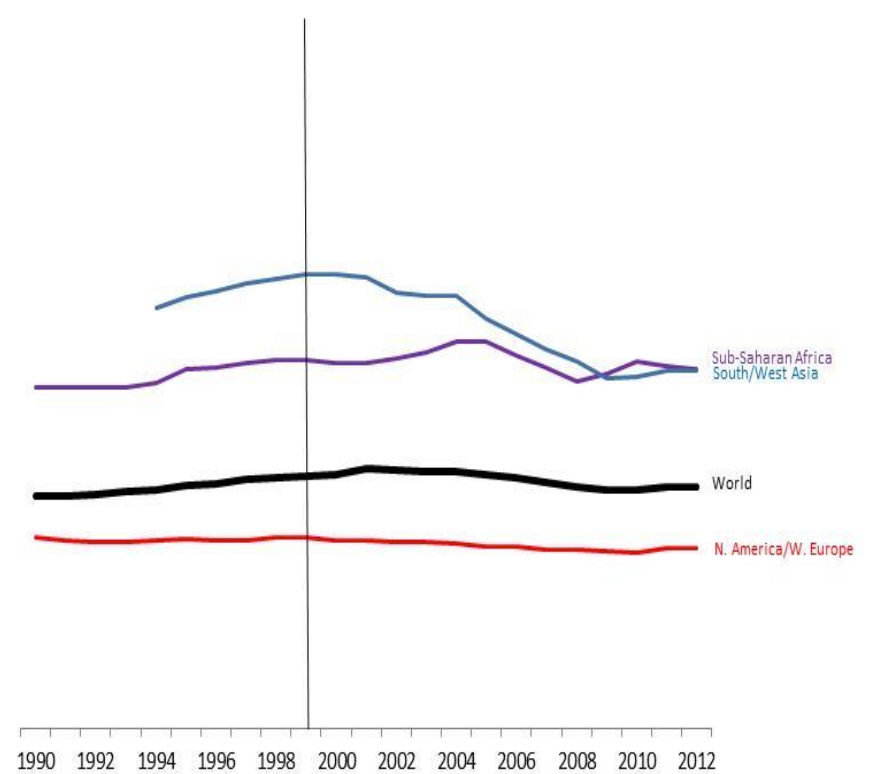
Goal 6: Quality

Trends in pupil-teacher ratios

Primary education



Secondary education



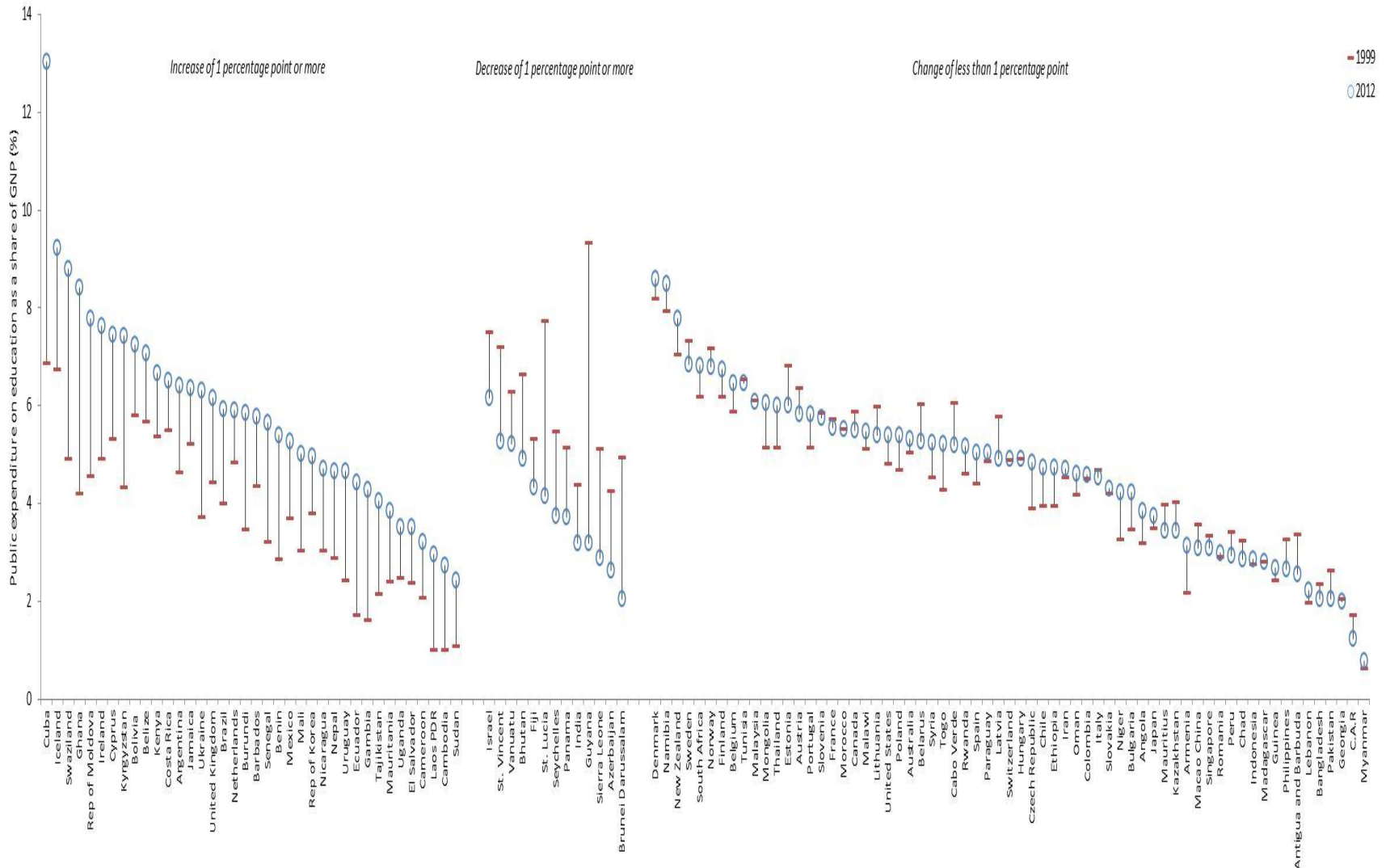
**Part III: Trends in domestic finance to
education, 1999-2012**

Trends in domestic finance to education

- Globally economic growth averaged 4.0% per annum between 1999 and 2012; public expenditure on education averaged 5.0% per annum.
- In 64 out of 100 countries average annual spending on education exceeded average annual growth in economic growth
- Of 142 countries, 96 spent 4% or more of GNP on education in 2012; 39 spent 6% or more. 38 countries increased their spending 1% or more of GNP between 1999 and 2012
- As a share of government spending, global spending on education in 2012 was 13.7% falling short of the set 15-20% target. Of 129 countries, 53 devote 15% or more of budget to education

Trends in domestic finance to education

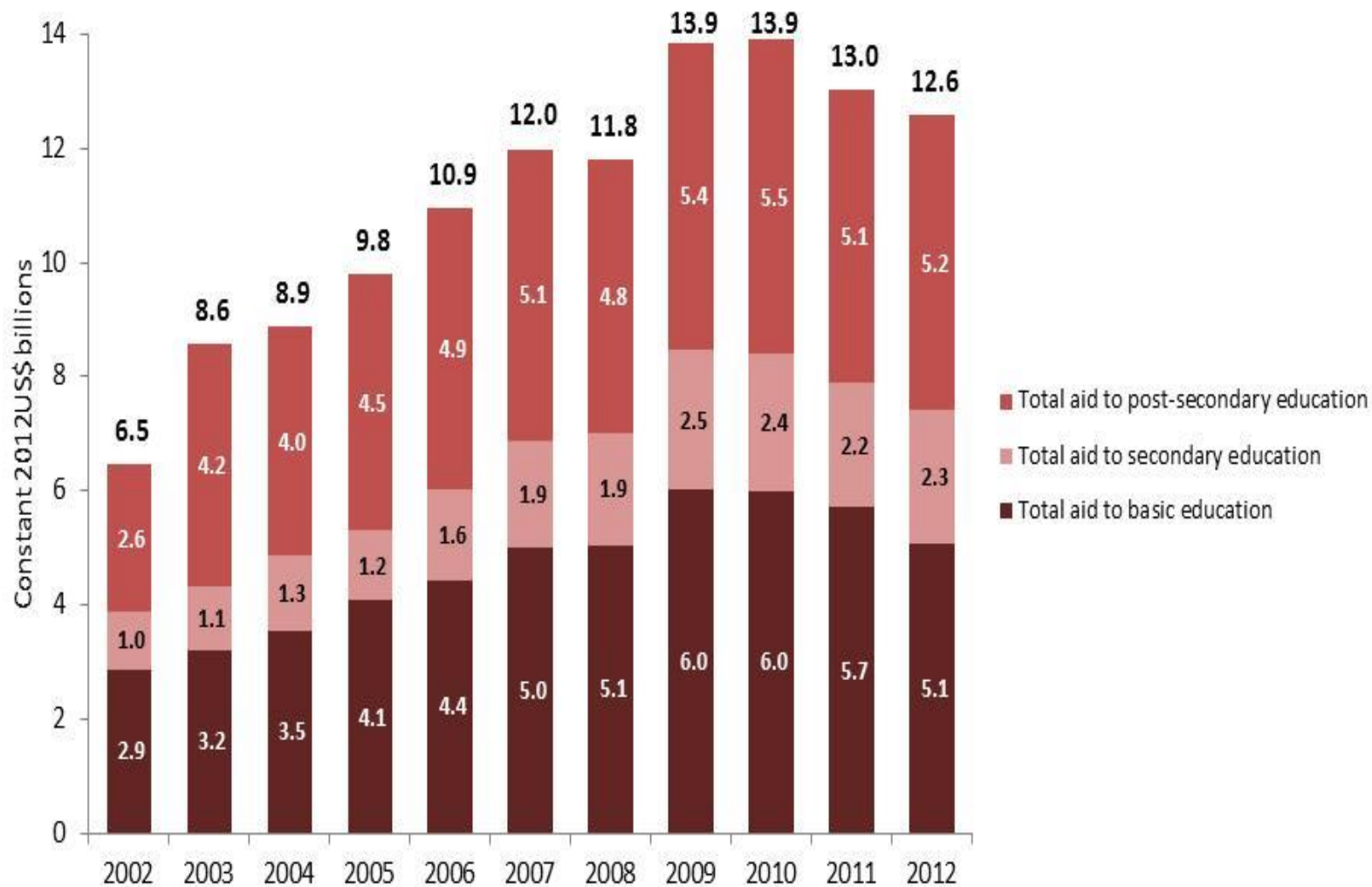
Education as percentage of gross national product, changes from 1999 to 2012



**Part IV: Trends in Aid to Education
2002-2012, All Donors**

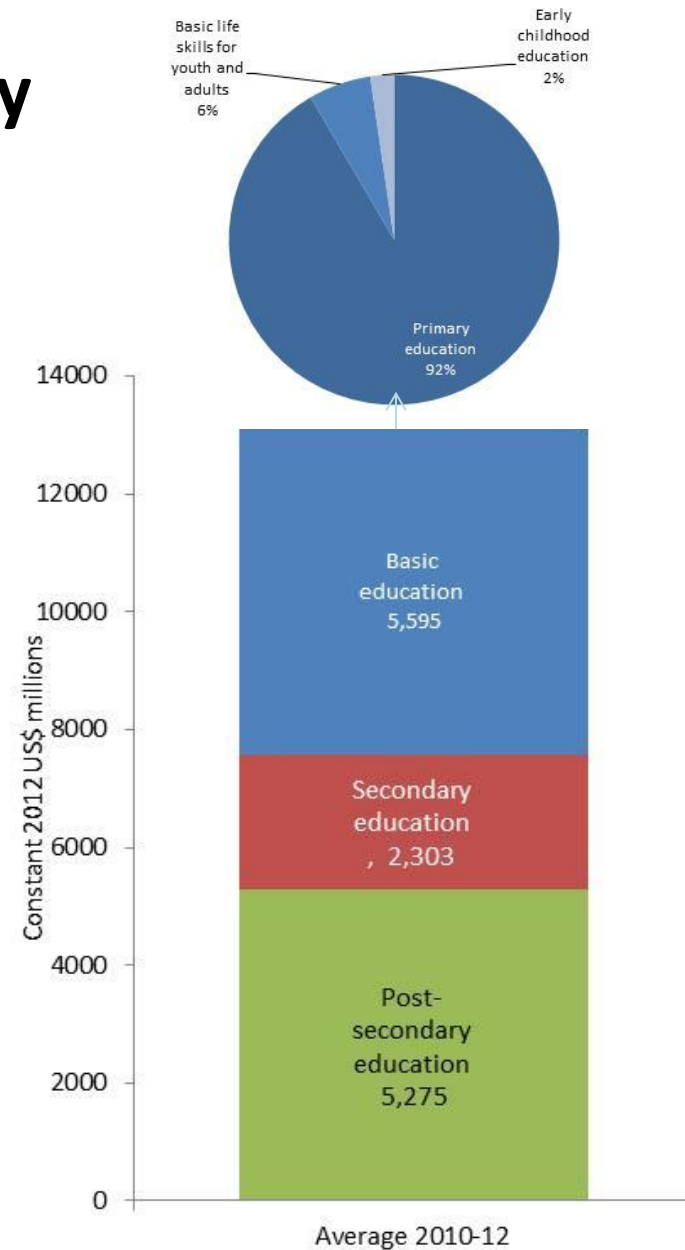
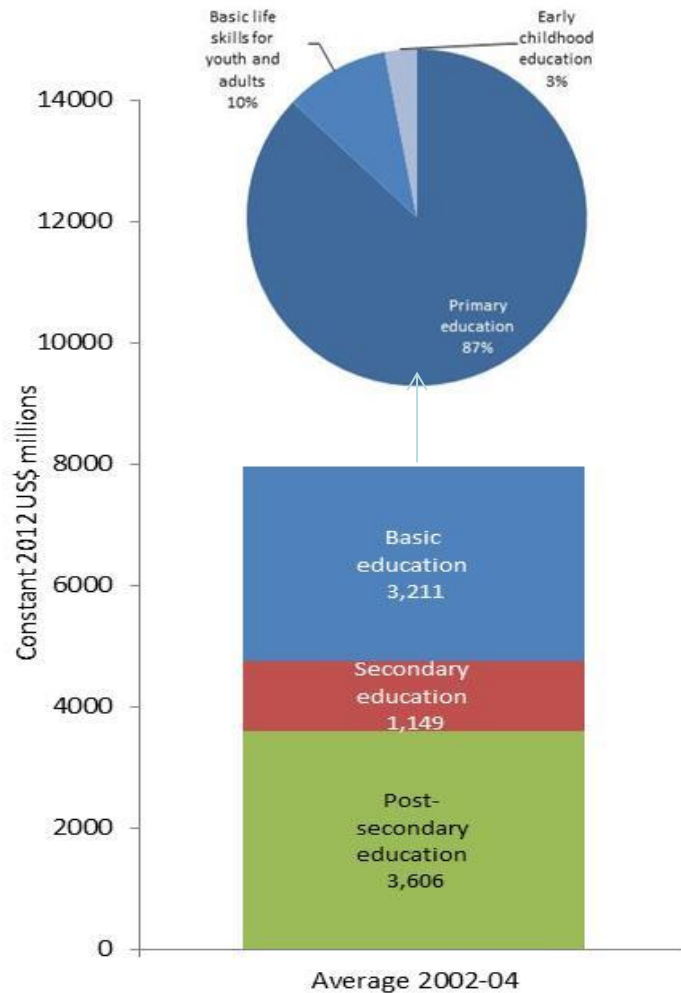
Trends in aid to education (2002-2012): All donors

Aid to education fell by over US\$1 billion between 2010 and 2012



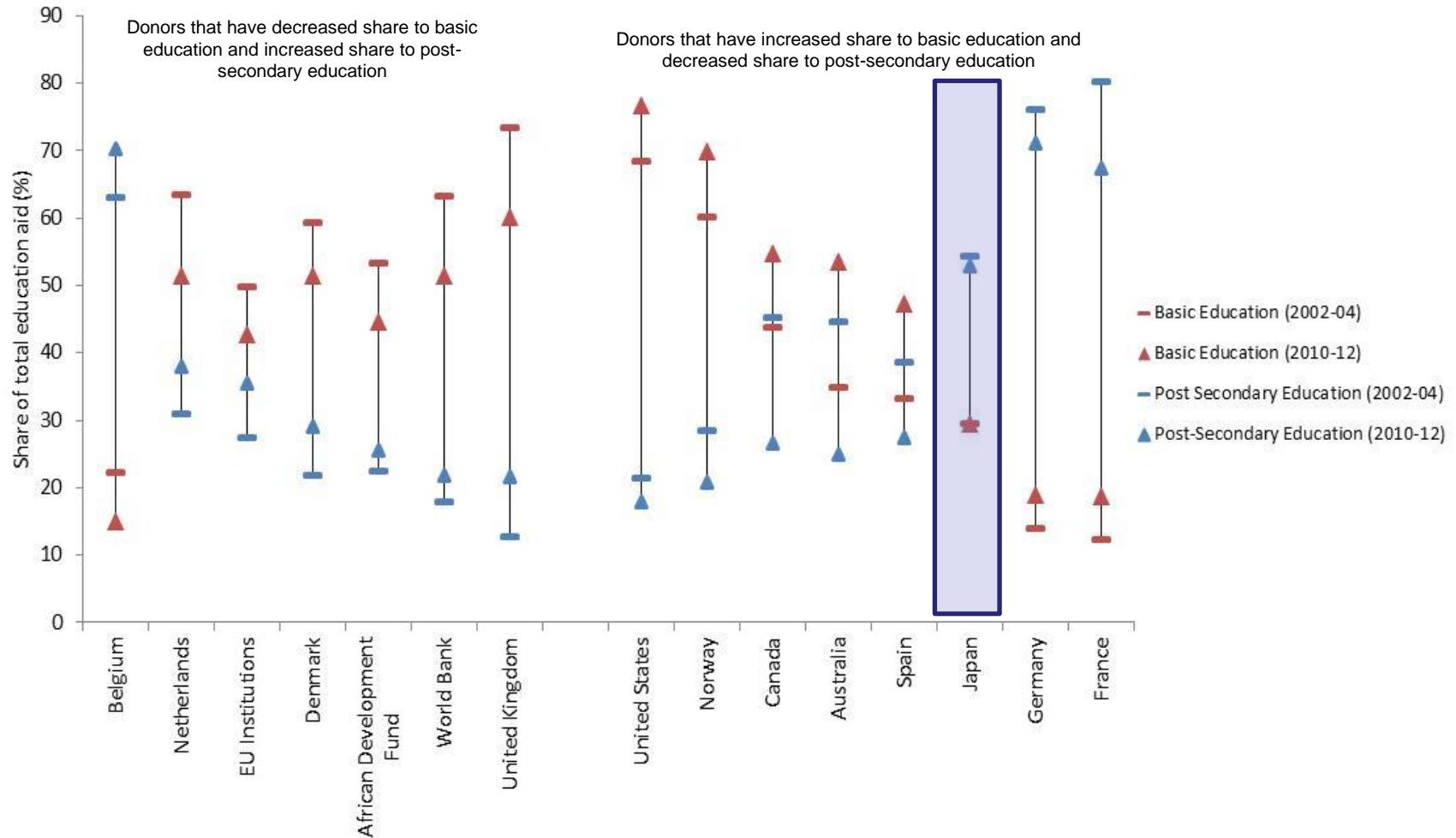
Trends in aid to education (2002-2012): All donors

The majority of basic education aid is for primary education



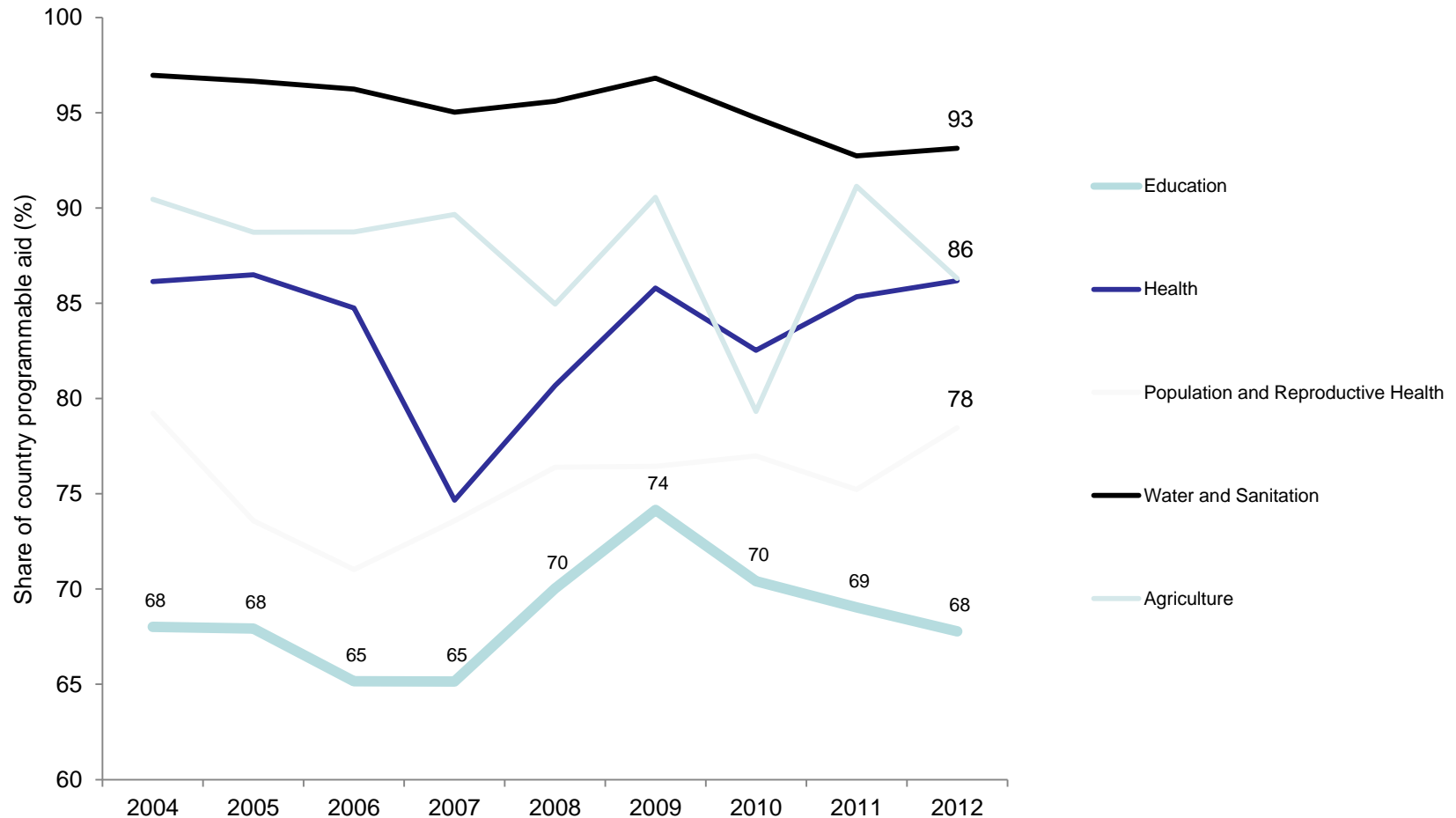
Trends in aid to education (2002-2012): All donors

Many of the largest donors to education reallocated from basic to post-secondary education



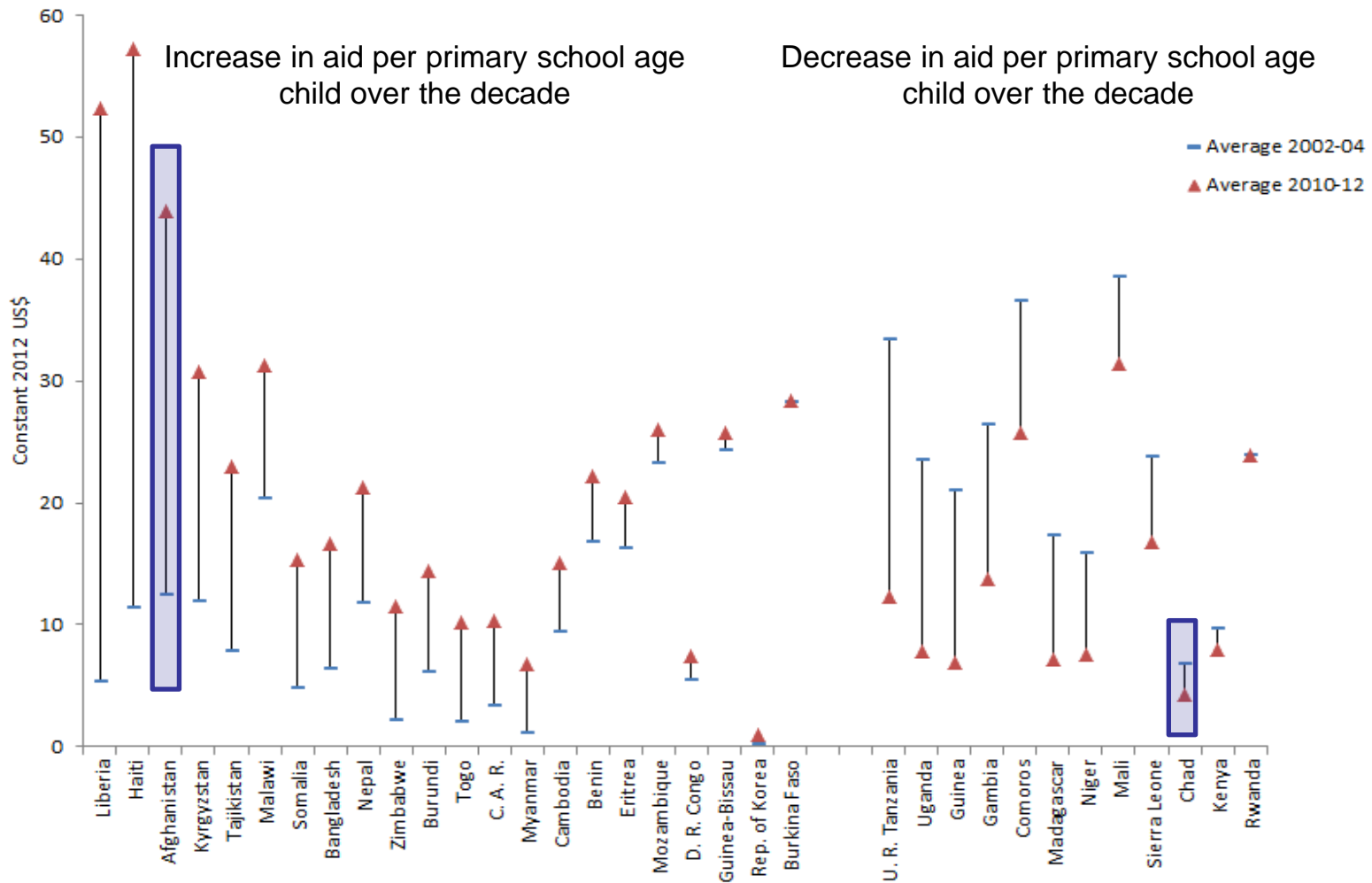
Trends in aid to education (2002-2012): All donors

Share of aid (country programmable) reaching recipient countries is lower for education than other sectors



Trends in aid to education (2002-2012): All donors

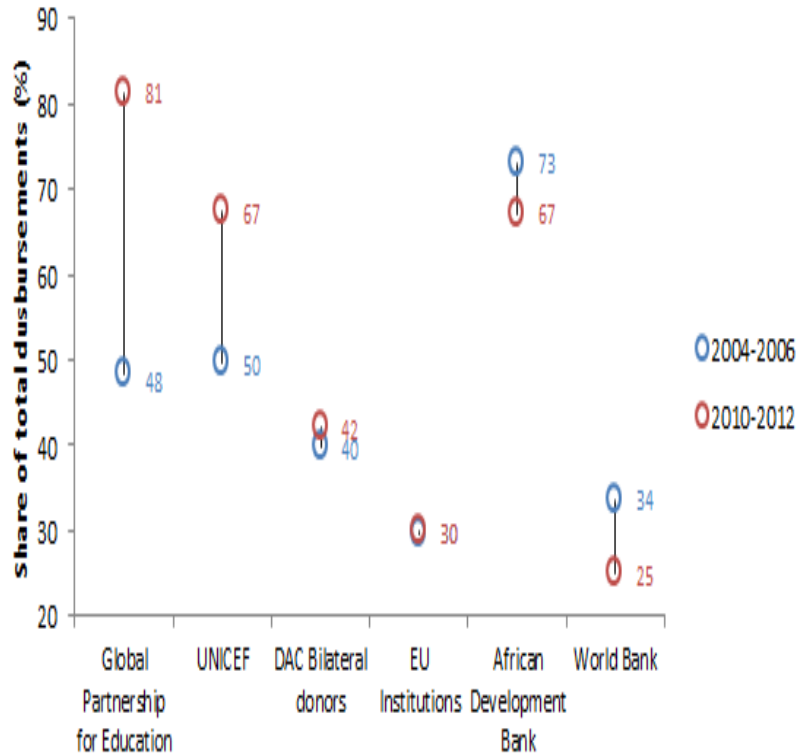
Aid per school-age child varies widely among low income countries



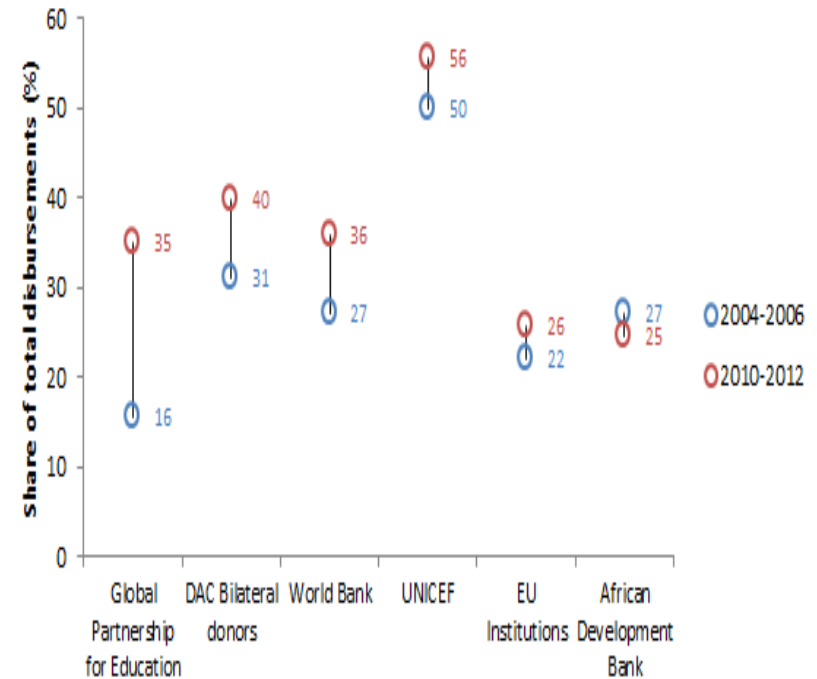
Trends in aid to education (2002-2012): All donors

The GPE has better targeted the countries most in need in past decade

Low income countries



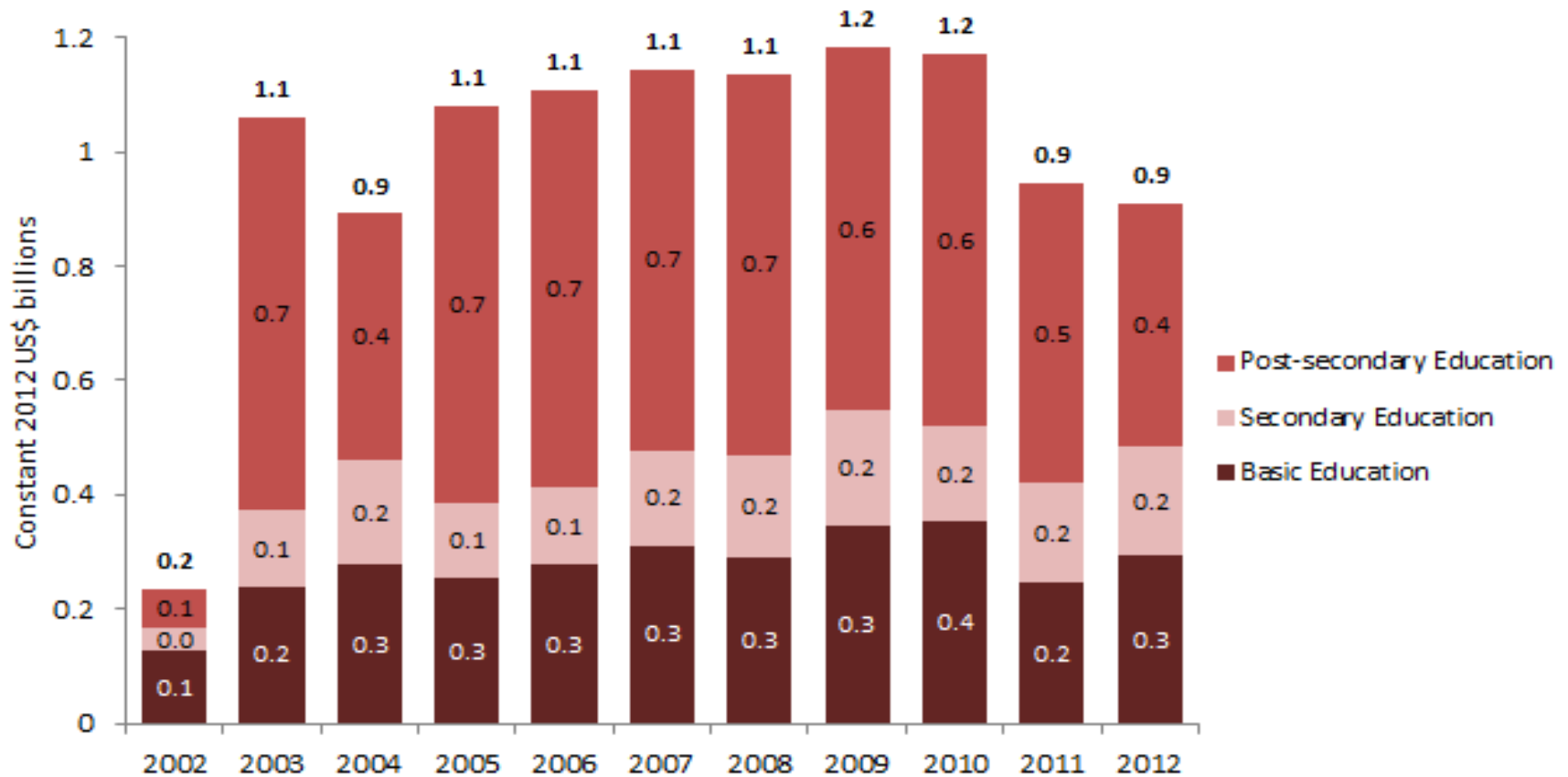
Conflict affected countries



Part V: Trends in Aid to Education 2002-2012, Japan

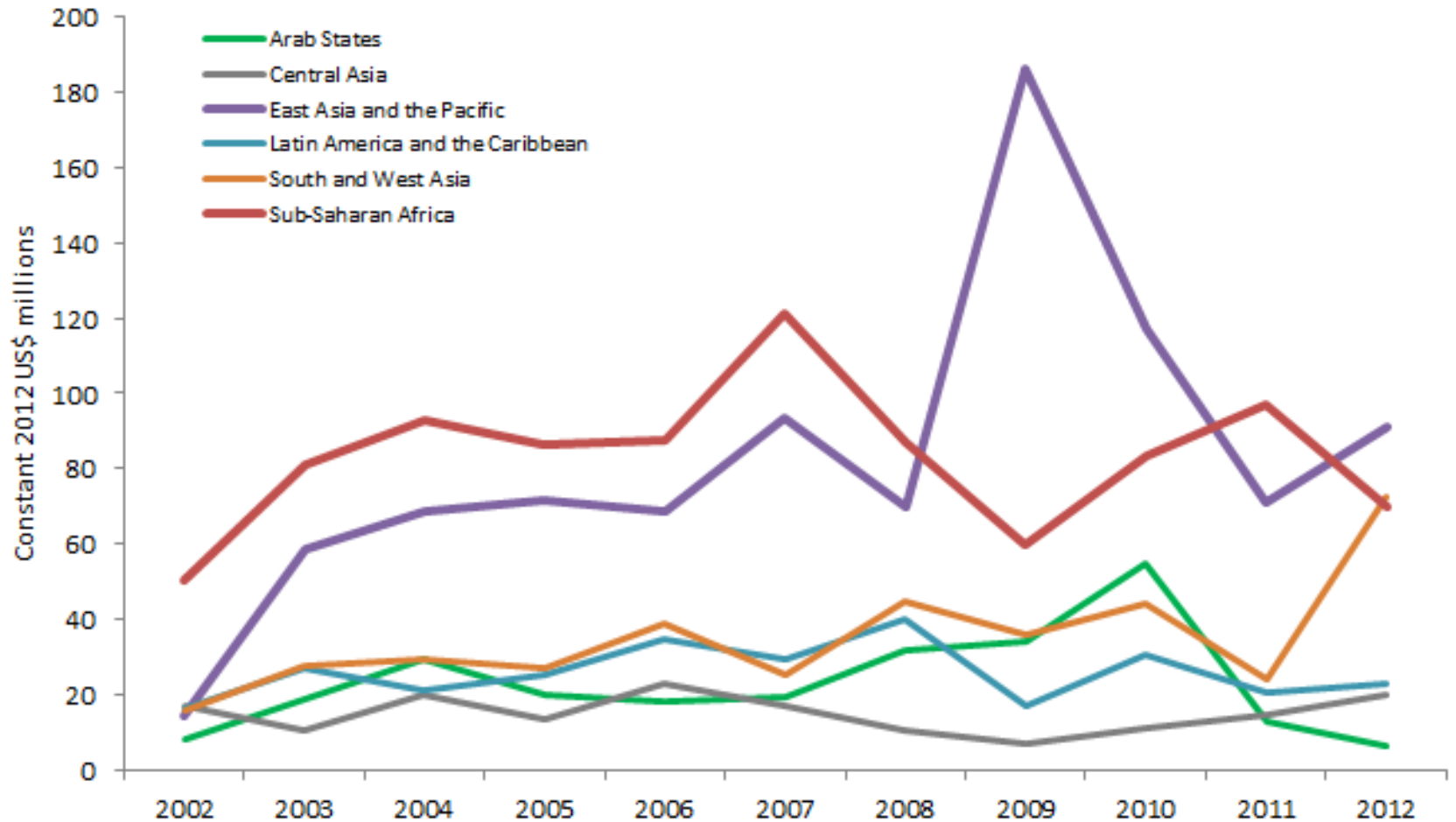
Trends in aid to education (2002-2012): Japan

Post-secondary education makes up the majority of Japan's education aid



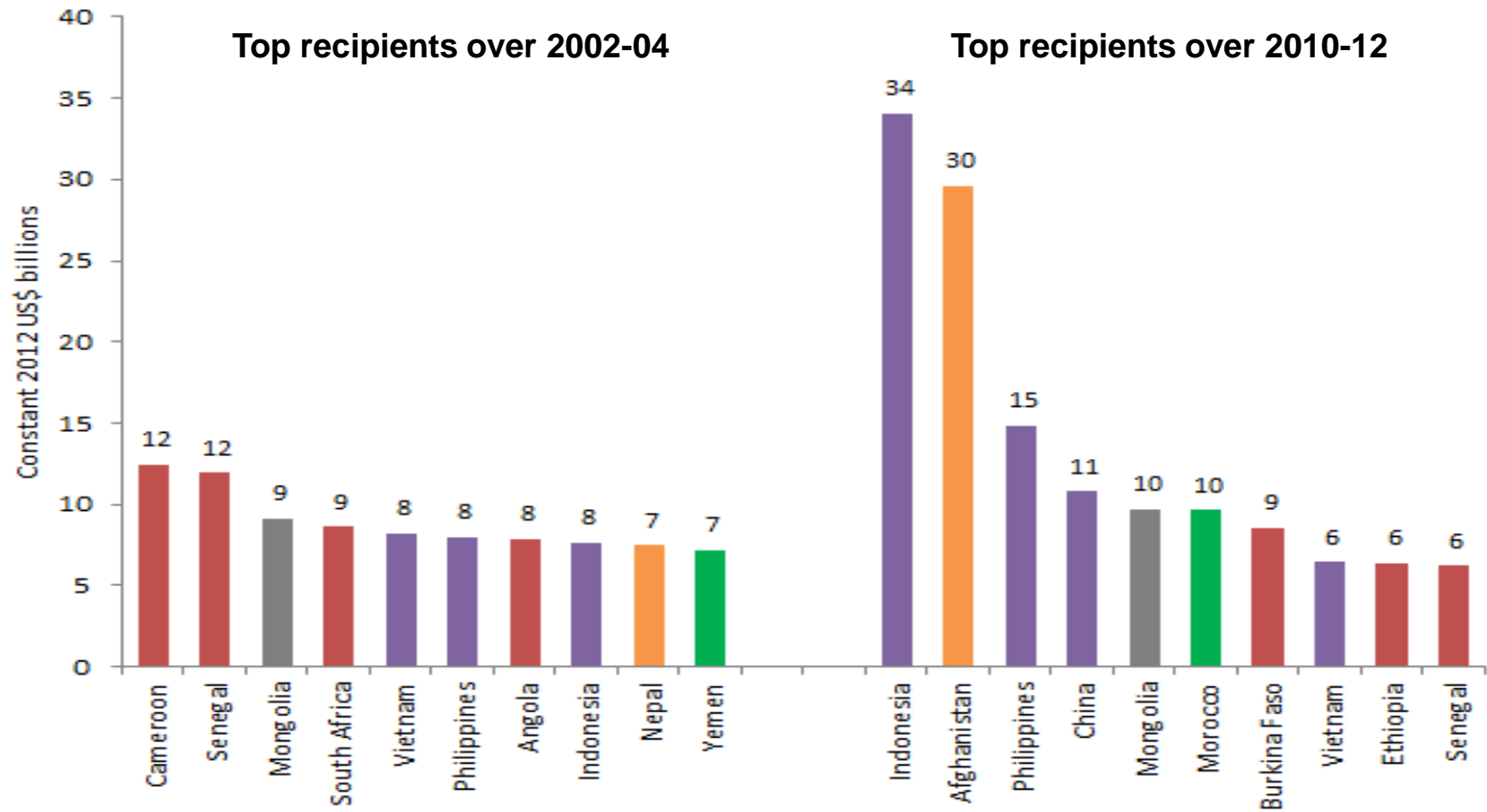
Trends in aid to education (2002-2012): Japan

East Asia and sub-Saharan Africa receive the largest volumes of Japanese aid



Trends in aid to education (2002-2012): Japan

Changing priority recipient countries for basic education aid over the decade



Part VI: Explaining Progress toward EFA

Explaining progress: External factors

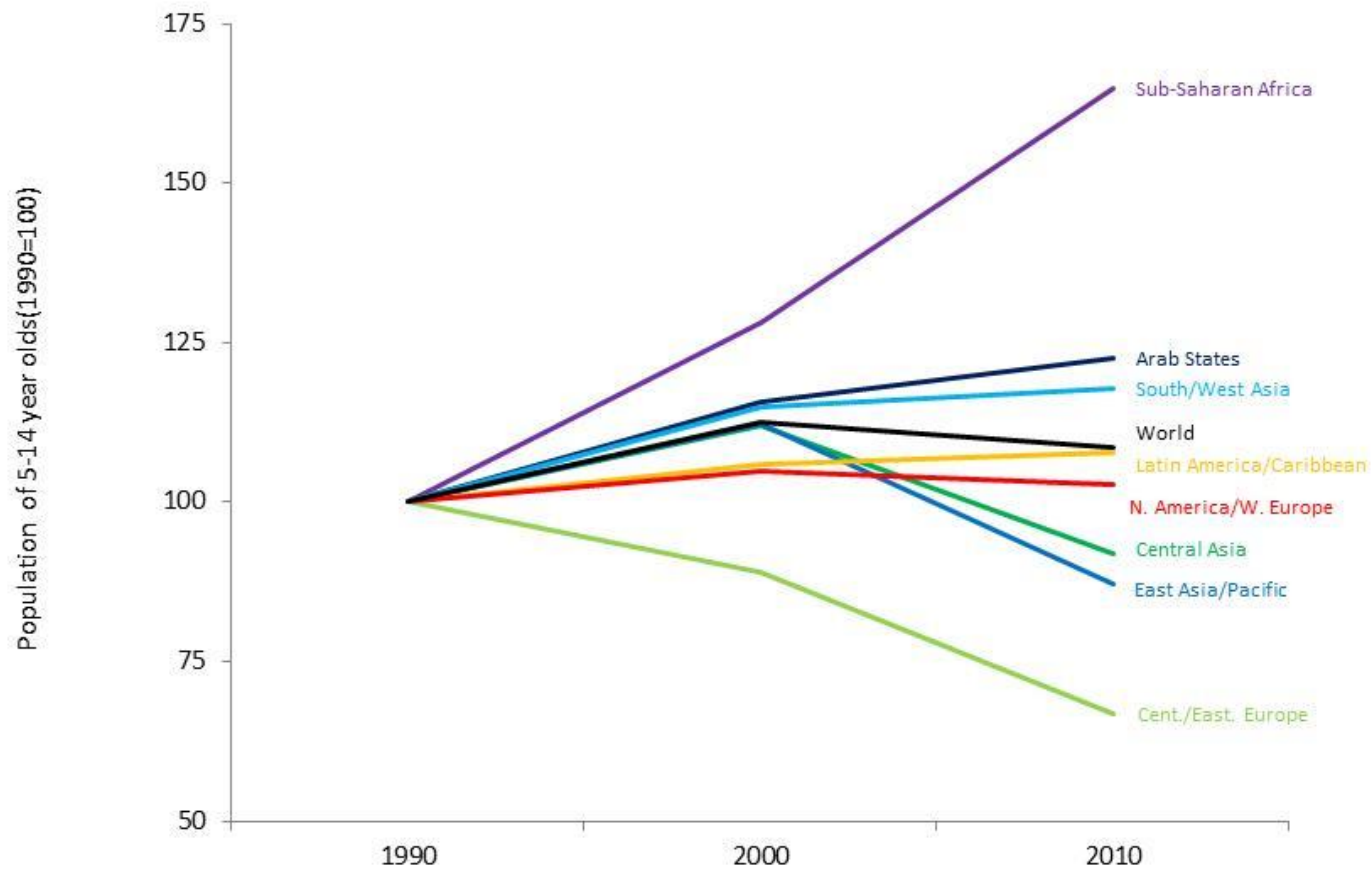
Demographic: Favorable conditions except in Africa

- Between 1990 and 2010, the cohort of children aged 5–14 years increased by 65% in sub-Saharan Africa and fell by 13% in East Asia and the Pacific
- Share of population living in urban areas increased from 43% in 1990 to 47% in 2000 and 54% in 2010

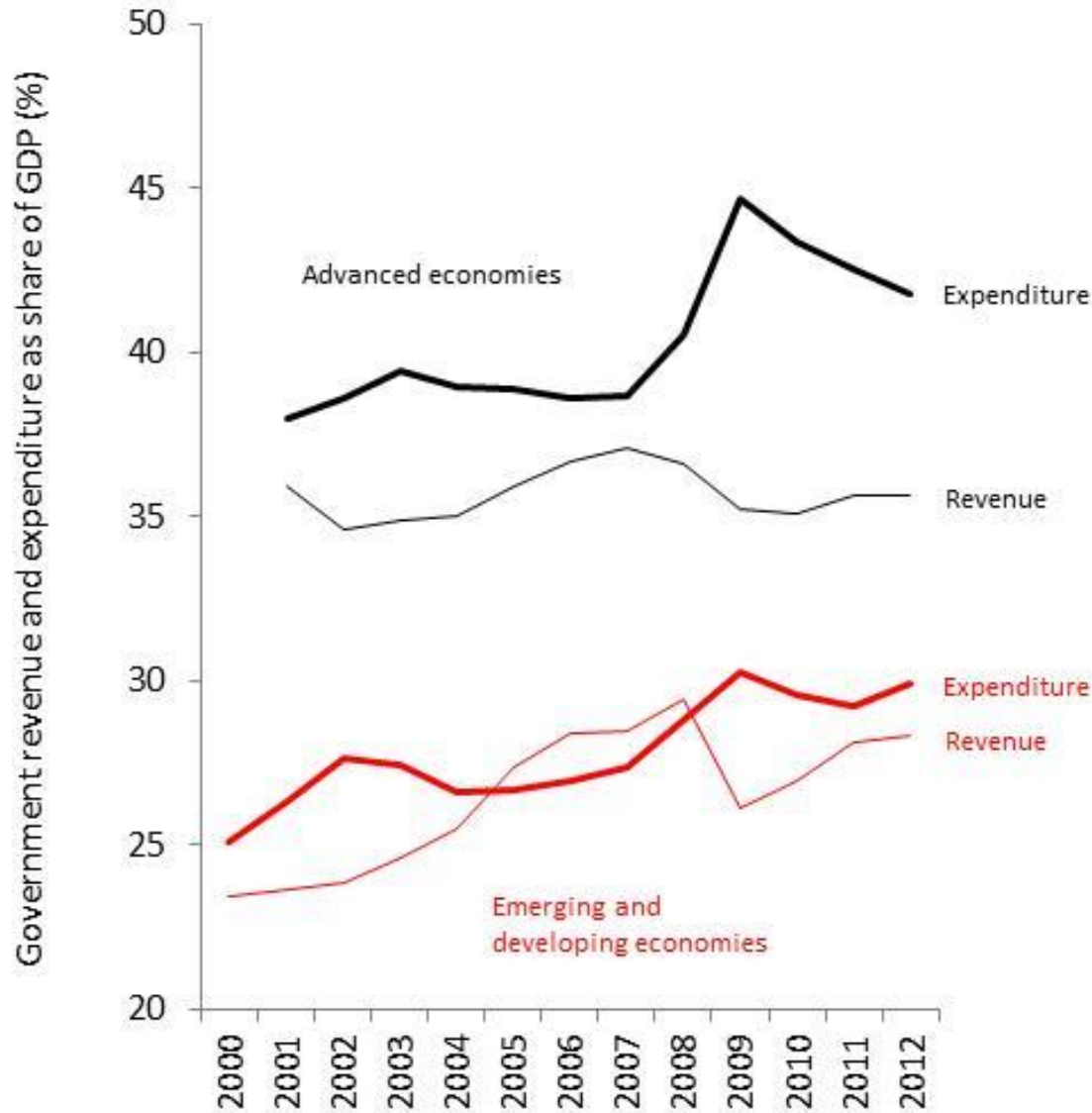
Economic: Growth and poverty reduction in developing countries but high inequality remained an obstacle

- Low and middle income countries have increased government revenue as a share of GDP from 23% in 2000 to 28% in 2012
- Percentage living on less than US\$1.25 per day fell from 47% in 1990 to 22% in 2010 in developing countries

External factors: Demography



External factors: Government revenue and expenditure



Strategies: Not all 12 strategies were implemented with the same level of commitment – nor were many strategies truly successful

- More progress where there was strong technical focus, clear objectives, dedicated capacity, collective finance, regular evaluation, and overt political support:
e.g. independent monitoring, education approach to HIV/AIDS, conflict, financing (to some extent)
- Less progress where above conditions did not apply:
e.g. school environments, teacher status
or where coordination and political commitment were needed:
e.g. global coordination model, accountability

Part VII: Lessons for the post-2015 agenda

Uneven EFA implementation and progress

- EFA was conceived as an integrated and holistic policy addressing diverse educational challenges (ECCE, UPE, gender equality, skills development, quality education, adult literacy), which 164 countries & others pledged to implement.
- In reality, however, national intentions and actions on the ground diverged. Country implementation of EFA was partial and uneven. Many countries focused on some goals, mainly UPE and MDG goals, and ignored others.
- Thus, in practice, the EFA agenda resulted in many disconnected silos of programs, analyses, research and policy formation. While clear progress in UPE, gender parity (impact of MDGs) and interest in monitoring quality through learning assessments; in other areas progress is mixed and slow.

Post-2015 lesson: merge education priorities with broad development priorities; align post EFA and SDG goals and targets

Serious problems in monitoring EFA target goals

- Conceptual understandings of key EFA concepts (e.g., life skills, quality education, literacy) were contested
- Debates over the definition and measurement of certain goals: Goal 3, adult literacy, quality education. Unlike MDGs, some EFA goals didn't have clear and measurable targets.
- Monitoring can result in simplifying complex issues to common understandings
- While data quality is improving, still many gaps in data supplied by countries. Also countries without data go unmonitored. For this, and other reasons, some countries and regions receive disproportionate attention.
- Two-year time lag in data availability
- Growing sub-national data (mainly household surveys) to examine within-country inequalities, but not coordinate across agencies
- Weaknesses of national and int'l financial data—e.g., excludes south-south transfers and those by private foundations to developing countries

Post-2015 lessons: embark on open consultation to improve concept definition and clarification; Link targets to clear and measurable indicators; Improve data sources and coordination: a data revolution;

International and national political will can dissipate over time

- **Political commitment receding:** after an initial period of enthusiasm, some EFA convenors lose interest; interactions among responsible international government agencies--and other stakeholders—became less frequent; regional and global coordination mechanisms have limited impact
- Perception that EFA agenda is only relevant to Global South
- Funding for EFA increases initially but vulnerable to subsequent financial crises
- Doesn't involve emergent economies in support of partner countries

Post-2015 lessons: need universal agenda to increase political will; policies should be meaningful, relevant, ambitious and transformative; idea of global education fund;

Substance of post 2015 education policy

Emergent principles in Joint Position Paper discussed and affirmed at May 2014 Global EFA meeting in Oman

- Education goals and targets should continue to be the basis for international policies in education, but they should be **international/universal in coverage** (not limited to Global South)
- There should be **one overarching Education goal**. It should be **comprehensive in scope** and pertain to the **2015-2030** period.
- The overarching goal should be **operationalized into specific targets and measureable indicators**
- The contents of the global development agenda and the education policy agenda should be aligned: in other words, **maximum alignment in the formulation of one independent freestanding education goal and its multiple targets**.
- **Countries should commit to global targets and keep in mind national contexts**

Process of establishing new post 2015 priorities in education

Post-2015 agenda: Calendar of events

Education track

Joint Position Paper (UNESCO,
UNICEF and partners)



May 2014 Global EFA
Meeting in Oman →

Muscat Goal/Targets



May 2015 World Education
Forum, South Korea
Framework for Action

Development track

Open Working Group
(+Technical Support Team) at
UN headquarters



Sept 2014 UN General
Assembly Proposal for SDG



Sept 2015 UN General
Assembly
Development agenda

Current formulation of SDG 4 on education:

- **“Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”**

Draft targets: 7 Outcome Targets and 3 Means of Implementation

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

4.4 By 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

Additional Targets:

4.6 By 2030, ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

Means of Implementation:

4.a By 2030, build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries

4.c By 2030, increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS

Recent and future steps for post-2015 SDG agenda

- UN Secretary General produced a 'synthesis report' (Dec 2015)
- 69th session of UN General Assembly will debate the OWG proposal during 2014-2015
- UNESCO led Regional Education Conferences (late 2014 and early 2015) culminating in World Education Forum in South Korea (May 2015) to debate education goal and targets and develop a Framework for Action
- UN Regional Commissions will consult on the full Post-2015 proposal
- 46th UN Statistical Commission will **likely** establish/mandate an Expert Group on Indicators in March 2015
- A high level meeting of Ministers will adopt the new agenda in September 2015
- 47th UN Statistical Commission will adopt the new indicator framework in March 2016

Part VIII: Concluding Remarks

Concluding Remarks

- Although uneven, the EFA movement has succeeded in quickening the pace of progress on some EFA goals (UPE, EC Care; Gender parity)
- Progress in domestic finance but mainly due to higher revenues rather than prioritization of education
- International aid to education increased to 2009 but fell by over US\$1 billion between 2010 and 2012
- Not all 12 Dakar strategies were implemented with the same level of commitment – nor were many strategies truly successful; global coordination mechanisms had limited success

Concluding Remarks

- Post 2015 policy on education continues to focus on education goals and targets, as policy instruments, despite their aspirational nature
- International policy formation today involves many more actors, wider consultation processes, is much longer in duration, involves many more experts, and tends to lay bare areas of consensus and contestation fairly early.
- SDG education goal and targets place greater emphasis on access to all levels of education, outcomes like basic learning & skill acquisition, equity, and links with wider sustainable development priorities
- Widespread consensus over the need to establish an independent monitoring and assessment mechanism (like GMR) to compile and analyze expanded data in education and to promote evidence based policy making

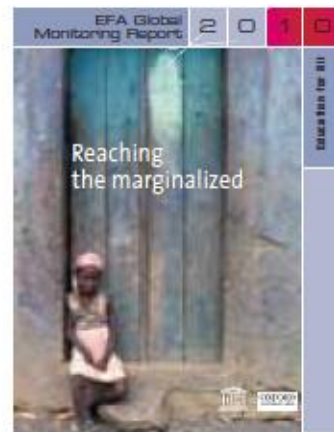
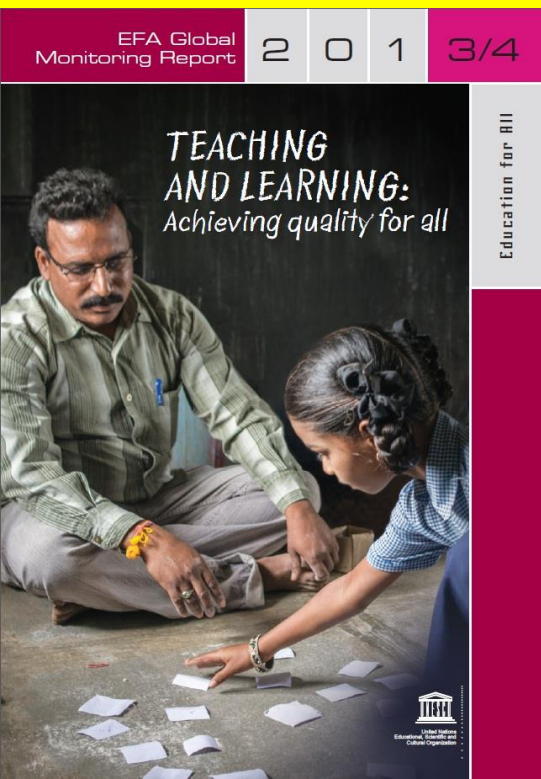
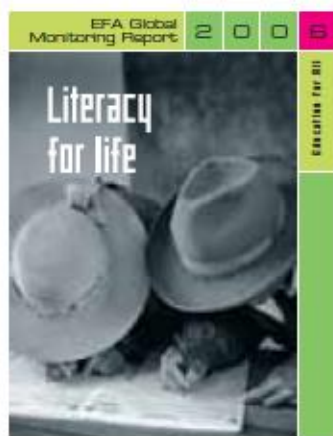
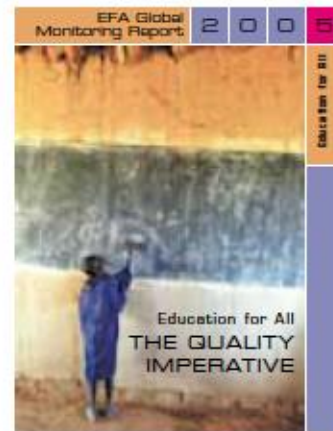
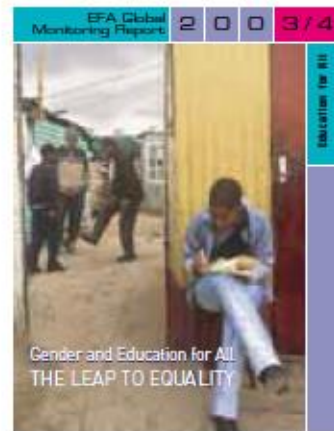
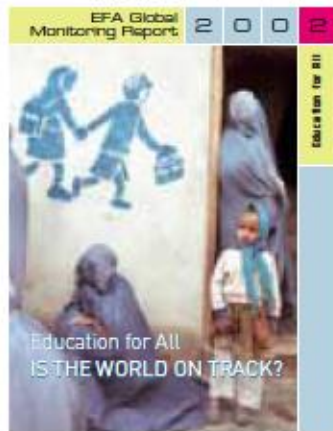
Thank you!

To contact:

a.benavot@unesco.org

For more information,
visit GMR web site:

www.efareport.unesco.org



[Questions and Answer Session with Speakers]

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

Thank you. Now we would like to invite the two keynote speakers back on stage to have a question-and-answer session until noon. In order to take questions from as many participants as possible, I'd like to ask you to limit your questions to two. As time is limited, please also make your questions concise. When you are handed the microphone, please give your name and your organization, if you belong to one.

Question 1

Minoru Takeshita (Gifu University)

Thank you for your very informative lectures. I was surprised to hear that education is provided in children's mother tongues in Ethiopia, where there are more than 90 ethnic groups. It's so impressive. In Gifu Prefecture, there were 43,000 foreign residents as of June 2014, including those from China, Brazil and the Philippines. Many of the parents live on welfare. The ratio of those who live on welfare in Japan increased rapidly after the collapse of Lehman Brothers. Since then, the rate has remained high. There is also the issue of out-of-school children. In fact, those in the first and the second grades cannot answer questions in Japanese. This issue is called "double limited," meaning they cannot speak either their mother language or Japanese adequately. If they continue to live in Japan, studying in the Japanese language will help them find employment in the future. I would like to ask both of you what you think about this issue.

Question 2

Mokhlesur Rahman (Association for Shaking Hands with Bangladeshis)

I was born in Bangladesh and have lived in Japan for many years. I am engaged in various activities to promote international cooperation, particularly in the field of school education. During the last 15 years, the activities to achieve the goals of EFA and the MDGs have mainly sought quantitative improvement of education. Now qualitative improvement is called for, but there has not been much explanation of what exactly is called for when we talk about qualitative improvement. People just say "quality education" must be guaranteed. I believe curriculum development is needed to improve the quality of education. Among the many issues in different regions of the world, I am particularly interested in issues concerning ISIS and other issues of terrorism in the world. I wonder if these issues are closely related to the quality of education. What matters is not just whether children have access to education but what kind of education they receive. We must consider how we can control terrorism by promoting quality education. I would like to ask both of you about this matter.

Eshetu Asfaw (Director, Plan and Resources Mobilization Directorate, Ministry of Education, Ethiopia)

I will just raise some points on the first question. It is really very important for the children to learn in their mother tongues. In Ethiopia, 20 years ago all children were learning in only one language, the national language. The assessment during that time showed that children's access to school was very limited, and those who came to school dropped out early because of the problem they had with the language. We found that students' learning improved after we began providing education in their mother tongues. More children are now at school. In fact, we still have a problem with limited access. But those who come to school are retained because of the change in the language. It's not only my belief but all educators believe that children should learn in their mother tongues. Otherwise it's difficult for them just to understand what the teacher is talking about in the classroom. I believe so. I don't know how I am going to answer your question, but primary education is particularly important for children.

So they have to learn in their mother tongues. Primary education is the foundation of their education. This opportunity should be given to all citizens. It's not a matter of the number. Even if it is only one child, it is the right of the child to learn in the mother tongue. This is what I can say on the first question.

Aaron Benavot (Director, EFA Global Monitoring Report, UNESCO)

I would like to thank the questioners for their questions. Let me begin with the first question. First of all, this is a good example of an educational issue that cuts across many countries, both countries in the global North and the global South: the issue of national education systems providing learning opportunities in languages that are understood by the students who enter the schools is a challenge for many countries including some of the countries in this region. I also know that in South Korea they have many students from immigrant or mixed background parents and they also are struggling with trying to come up with the right kinds of policies to address the needs of the children of mixed marriages. Certainly the United States, Canada and Australia and some other countries have attempted to develop over the years effective bilingual or multilingual policies in terms of language instruction. As my colleague here has indicated, the evidence is very clear that when children learn in their mother tongue, they learn more quickly. Their learning growth curve is much better. Once they have acquired basic knowledge or skills in one language, it's much easier for them to begin learning and developing proficiency in a second language. The GMR report over the years has supported bilingual education and the provision of mother tongue instruction in the early grades with bridging mechanisms that allow children who have been introduced to a mother tongue instruction to then be able to move and learn a regional or international language, let's say beginning in grade 3 or 4. Parenthetically, I would also indicate to you that the evidence from the neurological science community also indicates how important it is for children to develop their capacities for learning in their mother tongue first before they begin to acquire other skills in language and in other subject areas. I think this is a very important thing to keep in mind.

The second question is a more complex question. This is the issue of how do we understand quality when we speak about good quality education, and how is quality being understood in the post 2015 development education priorities. So, let's begin by saying that in the Dakar understanding of quality, quality was seen as a multi-dimensional phenomena that it included the provision of adequate infrastructure—for example, there should be sufficient number of classrooms, and schools, so students do not have to walk 10 kilometers to go to school, there should be adequate sanitary facilities, and all the other kinds of things that would meet the basic health needs of children. So, infrastructure was important. Having well trained and knowledgeable teachers was also an important understanding of quality education. Thirdly, learning outcomes were considered to the extent to which children actually acquire basic skills, basic efficiencies, in the different subject areas. It's important to keep in mind that both the Dakar and the Jomtien conception of quality sees it as a multi-dimensional phenomena including inputs, processes, and outputs or outcomes. And it is my view that the post-2015 development priorities are putting much more emphasis on outcomes when they speak about quality and much less about inputs and process. Most of the targets in the Sustainable Development Goal in Education proposed by the Open Working Group focus on learning outcomes, about quality learning, about skills being acquired. They say very little about other quality dimensions like the enabling conditions for learning, There's one little target about infrastructure but very little about pedagogical processes and so forth. It's important for us to keep in mind that this discourse shift from quantity to quality has also been accompanied by a change in discourse that views quality as multi-dimensional to one in which quality is almost exclusively viewed in terms of learning outcomes. While there are some advantages in this shift, I think there are many risks in narrowly defining quality in terms of learning.

Another point you bring out is also important. Many in the international community today, when they talk about learning, mainly talking about learning in terms of basic skills like literacy and numeracy and skills that are needed for employment. The one target that is of considerable interest to many Japanese colleagues is Target 4.7,

which includes ESD, Education for Sustainable Development. This target talks about ensuring all learners acquiring knowledge, attitudes and skills that promote sustainable development including among others through education for sustainable development, sustainable lifestyles, human rights, gender equality, promotion of a culture of peace, non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. How do you measure that target? Certainly not an easy task.

This is the one post 2015 target that is so critical to the point that you're making. This target highlights learning not just in terms of literacy and numeracy and labor market skills, but in relation to other aspects of the curriculum that seek to develop the mind, the consciousness, the awareness, the moral attitudes of children. In this sense it is an enormously important target, which may be contested in New York in September. Unclear whether or not it will remain among the education targets. I hope it does but it will probably be one of the targets that will be the focus of a lot of debate among member states. So, keep in mind that many people who talk about learning tend to think about learning in rather narrow terms and not in the terms that are being mentioned in this Target 4.7 that looks at sustainable development in terms of attitudes, world views, lifestyles, appreciation, for cultural diversity, and many other things beyond just literacy and numeracy.

Question 3

Kazu Oda (Study Group on Education Act)

My field of study includes moral education and educational administration. I would like to ask Mr. Eshetu two questions. The first question is on accountability. In the summary of your presentation, you wrote under No. 2 'Increased decentralisation', "...with service providers strictly accountable to local governments for producing results." How do you evaluate the results? In Japan, for example, academic achievement tests are conducted. There are local governments that evaluate teachers, too. People have different opinions about what they think are good results, but I hear that some local governments cut salaries if teachers cannot produce satisfactory results. I would like to know what you do in your country to evaluate the outcome.

My second question is about the phrase right above it saying: "It allows for more effective responses to local needs and stronger citizen voice." I think this is very important, but there are politically controversial issues. In Japan, there seems to be a move to teach nationalism in moral education, starting from the first grade. While there are citizens who are against it, the government wants to promote it. The government wants to promote militaristic policies, but there are citizens who would not like such policies. In Japan, things tend to move in the direction of what the government wants. I would like to know how you are reflecting citizens' voices on education.

Question 4

Daul Shiga (Minsai Center (Education for Development Foundation Japan)

I'm working in an NGO which does education support in Southeast Asia. Because of the nature of my work, I usually check the materials reported by the government. I always notice that the number in terms of the enrollment or dropout, the completion rates, they are actually quite exaggerated compared to what I noticed in schools. So, I assume that there's some kind of pressure to increase these numbers. I would like to ask this question. Is this kind of tendency noticed when you gather all these numbers? And I also want to ask the question that when you gather numbers from each country, do you just use the number reported by the country or do you actually pay effort to make the numbers closer to the reality? Thank you.

Eshetu Asfaw (Director, Plan and Resources Mobilization Directorate, Ministry of Education, Ethiopia)

Shall I start from the last question regarding the data? In Ethiopia, we have of course a problem with the quality of data. In some regions and even in the cities, most of the time they send highly inflated figures to the center and the government. Because plans are made based on the data, unless we have quality data, it is difficult to plan.

The government is now very much committed to getting quality data. So we have established a department for this purpose at the administrative level which is responsible for collecting data on education. We have also established a similar department at the regional level because, as I said, it depends on the federal state, and education is more decentralized now. This means there are similar departments at both the federal and regional levels. Data is now sent right from schools to Woreda, the smallest administrative unit, then to the region and to the federal state. We introduced this system so as to at least improve the information. At first, about five or six years ago, there were a lot of inflated figures which said almost all children were in school. This was so striking that the government decided to check all these figures. We sent a group of experts from the federal government to the Woreda to study this, and then we found that these figures were exaggerated. After that, we revised the system to improve the quality of data. There are problems but we have to address these problems. Now we have data that mostly reflect the reality. I don't think Ethiopia is the only country that has this problem. I think most countries have similar problems. The problem is not as bad now in Ethiopia.

Now I'd like to answer the first question on how you evaluate the outcome of the students' learning. We have cycle examinations, at the national and regional levels. The regional examination is given upon completion of primary school. In Ethiopia, primary school is for eight years, so we have a regional examination when students complete eight years of primary school. At the end of the general education of 10 years, we have a national examination. We also have another examination for placement. It's an examination to see if students can go on to higher education. This is conducted at the end of 12 years of education. We also have a national assessment test in grade 4. There is also a regional test to assess students' learning. These are used for allocating budget. Those who have improved the students' learning get more money. I mean it's "result-based aid," a type of prize to motivate regions. Donors have contributed greatly in this area, particularly, DFID from Great Britain. This is how we evaluate children's learning at the regional as well as at the federal level.

Aaron Benavot (Director, EFA Global Monitoring Report, UNESCO)

I just have a few minutes and the questions could take a long time to answer. Let me say very briefly, with respect to the second question around data. The EFA Global Monitoring Report does not collect data on its own. Almost all of the administrative data about education in the world is collected by UNESCO's Institute for Statistics in Montreal. They have an elaborate quality assurance process in which they very carefully go through the data being supplied by ministries of education around the world. And if there are places in the government responses in which things are exaggerated, then colleagues in Montreal follow a process with their colleagues in the different national systems in the national ministries to assure the country information that is published. It is this information we receive and we do only a little additional quality assurance with the figures. This refers to the quality of administrative data. One problem and big challenge in the post-2015 era is to go beyond the administrative data on education, which only indicates an overall average about what is happening in a given country. It doesn't show you regional disparities as we heard about in Ethiopia, disparities between rich children and poor children, between children from different ethnic groups or language groups and so on. So, we need to have ways to address this challenge; to close the data gap of patterns *within* countries, not between countries. We need to use new kinds of data sources. For this reason the United Nations and others have called for a data revolution. In the future we will likely see the use more household survey data or school survey data that provides information that goes beyond administrative data at the national level, and allows for much closer understanding of differences within countries.

At the GMR we have a whole website, in which we have been compiling data and reporting findings from household survey database. We call this The World Inequality Database on Education (WIDE). You can find a lot of within country information on education from our database. These kinds of data will be increasing in the coming years in addition to data from learning assessments, including regional, international, and national assessments. The post-2015 landscape will be a landscape in which there will be many new streams of data. Not all of it is high quality

but certainly it provides a much more nuanced and variegated picture of the kind of educational challenges the countries find within their borders.

This brings me just to another point and I'll end here. One of the most interesting efforts being made today is to collect data about learning through what are called Citizen-led Assessments by the Pratham Organization, which began in India, spread to Pakistan, Sub-Saharan Africa, and may begin in Mexico soon. These learning assessments collect information at the household level, and are not school-based learning assessments like SACMEQ or PISA. Using a fairly simple instrument, thousands of volunteers collect information about the basic skills in literacy and numeracy that children in the household possess, whether they attend school or not. This data collection process is also a way to empower communities and local citizens so they may have a much bigger say about the education that is being provided to their children and to hold government to account. Then when the government commits to providing quality education, citizens have an opportunity to raise their voices and to begin to articulate a view based on evidence they themselves have collected. In this way they can hold the government to account and ask that different policy options be considered to make the provision of quality education a reality. Such citizen led assessments are very interesting new phenomena that have been spreading over the last 10 years. I would expect it to expand even more rapidly in the coming years. And in many countries governments are working together with the citizen-led assessments in civil society to build on these insights and to develop better and more effective policies.

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

Time is up, so we would like to conclude the morning session. The two keynote speakers will join the open-floor discussions following the panel discussion in the afternoon as well as the concluding discussions. If you have additional questions, please ask them during these sessions. Mr. Eshetu and Dr. Benavot, thank you. Please give them a warm round of applause. After the lunch break, the afternoon session will start at 1:30. Please come back about 10 minutes before that time, around 1:20. If you have questions about the lunch venue or other questions, please come to the reception desk. Thank you for your kind cooperation in the morning session, and see you again in the afternoon.

[Panel Session]

Perspectives of JICA's Cooperation in Education: Toward a Post-2015 Education Agenda

Shinishi Ishihara
Deputy Director General, Human Development Department,
Japan International Cooperation Agency (JICA)

Based on “JICA’s Operation in the Education Sector—Present and Future” (hereinafter “Position Paper”), JICA has made various efforts toward Education for All (EFA) and the Millennium Development Goals (MDGs) to be achieved by 2015. In this target year, in line with the discussions on the post-2015 agenda, JICA is reviewing its past educational cooperation to formulate its next Position Paper, which will be a guide for Japan’s educational cooperation policies for the next five years or so. The purpose of this presentation is to contribute to the discussions on post-2015 educational cooperation by sharing JICA’s ongoing discussions on the formulation of the new Position Paper and to strengthen the actions made in the education area as a whole, across the frameworks of different organizations. The summary of the presentation is as follows:

I. Basic Education¹

1. Remaining challenges for EFA/MDGs

Although access to primary education has improved, enrolment of marginalized children (in terms of gender, regional disparities, disabilities, conflict-affected areas, etc.) is still an issue. Access to and quality of secondary education have also become urgent issues as a result of the widespread access to primary education. In developing countries, about 30 percent of children drop out of primary school, and, including those who go to school, 250 million primary school-age children are failing to learn as they cannot read, write, or understand basic mathematics.

2. JICA’s past contribution

1) Improving access to primary education

Since 1990, JICA has constructed more than 10,085 primary schools (72,881 classrooms) in 50 countries. If calculated on the assumption that there are 50 children per classroom, JICA has provided schools which benefit more than 3.64 million children every year.

2) Improving quality of primary education

- Mathematics and science education: technical cooperation in 41 countries since 1994
- Lesson study: technical cooperation using the method of lesson study in 24 countries since 1998
- Improving school-based management: technical cooperation in 16 countries since 1999

3) Non-formal education and literacy education

¹ According to the definition of JICA’s Position Paper, basic education provides basic knowledge and skills needed for people to live and includes early childhood development, primary and secondary education, and non-formal education.

JICA has conducted non-formal education and literacy education in Afghanistan and Pakistan. About 80 percent of the approximately 520,000 people who benefited in Pakistan were females (as of January 2014).

3. Analysis of the present situation and future perspective on cooperation in basic education

By analyzing major target countries of JICA's cooperation in education (out of 33 countries, 25 countries for which data is available), it was found that they can be roughly divided into the following three groups:

Group 1: Countries with low enrolment and completion rates

Group 2: Countries with improved enrolment but low completion rates

Group 3: Countries in which both enrolment and completion rates are improving but facing difficulties to improve the last 5 to 10 percent and/or with wide domestic disparities

Based on the above analyses on the levels of achievement and on the countries' financial conditions with respect to education, JICA will take the basic approaches as explained below. Now that enrolment in primary education is increasing, the demand for secondary education is rapidly increasing. Therefore major issues include quantitative expansion and qualitative improvement of secondary education. Universal and quality secondary education is also included in the discussion of the post-2015 agenda. Considering this situation, JICA will address secondary education as well as primary education in its future cooperation.

1) Expansion of access to education (mainly for Group 1)

For countries with low enrolment rates in primary and secondary education, JICA will continue to provide better learning environments by building primary and secondary schools to expand access to education.

2) Comprehensive approach toward quality learning (mainly for Group 1 and 2)

JICA will shift from the approach focusing on improving lessons to a comprehensive approach that strengthens the link among curriculum/textbooks, lessons, learners/learning and examination/assessment to improve the coherence of these four elements. With this comprehensive approach, JICA will analyze the situation in each country, and, based on the findings, will effectively select and combine teacher training, improvement of education systems and improvement of learning environments, using the following three main solutions: mathematics and science education, lesson study, and school-based management.

3) Equity and inclusiveness (mainly for Group 3, but necessary for all groups)

JICA conducts projects that place importance on equity and inclusiveness such as non-formal education and literacy education, projects to redress urban-rural disparities, and education for children with disabilities. JICA aims to maximize the outcomes of these projects by working with other sectors as well.

II. Beyond Basic Education

1. Post-2015 education agenda and JICA's contributions

"Inclusive and equitable quality education" and "lifelong learning" are key words in the Sustainable Development Goals for the post-2015 education agenda proposed by the Open Working Group. JICA must also review its activities from the viewpoint that education should lead to lifelong education beyond basic education.

International cooperation is shifting from vertical cooperation between developed and developing countries to horizontal cooperation across national borders and regions. At the same time, the educational cooperation players in Japan are becoming more diverse, and education industries are among the new players. JICA should serve as a catalyst or a “solution producer” that connect diverse players in implementing educational cooperation.

2. Strategic operation linking basic education, technical vocational education and training (TVET), and higher education

As JICA’s current Position Paper sets priority areas according to the sub-sectors (basic education, higher education and TVET), it is difficult to take a comprehensive approach across the sub-sectors. Under its “Inclusive and Dynamic Development” vision, JICA will take strategic approaches to link basic education, TVET and higher education from the viewpoint of lifelong learning.

3. Promoting global mutual learning

JICA will promote cooperation to facilitate regional and global mutual learning based on the expertise it has amassed on educational cooperation through its projects on basic education, TVET and higher education. JICA will also strengthen the link between practice and research in order to improve the quality of its activities and to communicate its knowledge globally.

4. Beyond education

JICA will seek to maximize the outcomes of its cooperation by seeking synergetic effects between education and other sectors. JICA will also aim to contribute to other development goals and other sectors beyond education.

Perspectives of JICA's Cooperation in Education

- Toward Post 2015 Education Agenda-

Shinichi Ishihara

Deputy Director General

Human Development Department

Japan International Cooperation Agency (JICA)

February 5, 2015

I. Basic Education*

1. Remaining Challenges for EFA/MDGs
2. JICA's Contribution
3. Situation Analysis and Future Prospects of Cooperation

II. Beyond Basic Education

1. Post 2015 Education Agenda and JICA's Contribution
2. Strategic Operation of Cooperation Overarching Sub-Sectors
3. Promoting Mutual Learning Globally
4. Beyond Education

*Basic Education includes early childhood development, primary and secondary education, and non-formal education (JICA's Operation in Education Sector, 2010)



I-1 Remaining Challenges for EFA/MDGs

Universal Primary Education

83% (2000) → 90% (2012)
**Improved NER for primary education
in developing countries**

58 million children out of school in 2012

- Children in conflict-affected areas, girls from poor rural households and children with disabilities are more likely to be out of school
- Access and Quality of secondary education are urgent issue, as a result of the widespread access to primary education

Gender Parity and Equality

The gender parity is achieved in primary, secondary education (by average of developing countries/regions). However, achievements depend on countries/regions. Gender parities still remain in many countries.

Quality of Education

**30% of children who enter
primary schools in
developing countries cannot
complete primary education**

**250 million, 40% of primary school aged
population in the world, children who are unable
to read, write, or do basic mathematics**

※ Primary School aged population in the world: 650 million



I-2 JICA's Contribution

1. Improving access to primary education

- 50 countries, more than 10,085 schools, 72,881 classrooms constructed since 1990
≡ 3.64 million pupils annually benefited (* calculated based on 50 pupils per classroom)

2. Improving quality of primary education

(1) Mathematics and Science education

- 41 countries: Technical Cooperation since 1994
- 27 countries: Regional Cooperation in Africa
- 4 countries: Developed Mathematics textbook and teachers' guide and nationwide dissemination in Central America

(2) Lesson Study

- 24 countries: Technical Cooperation since 1998

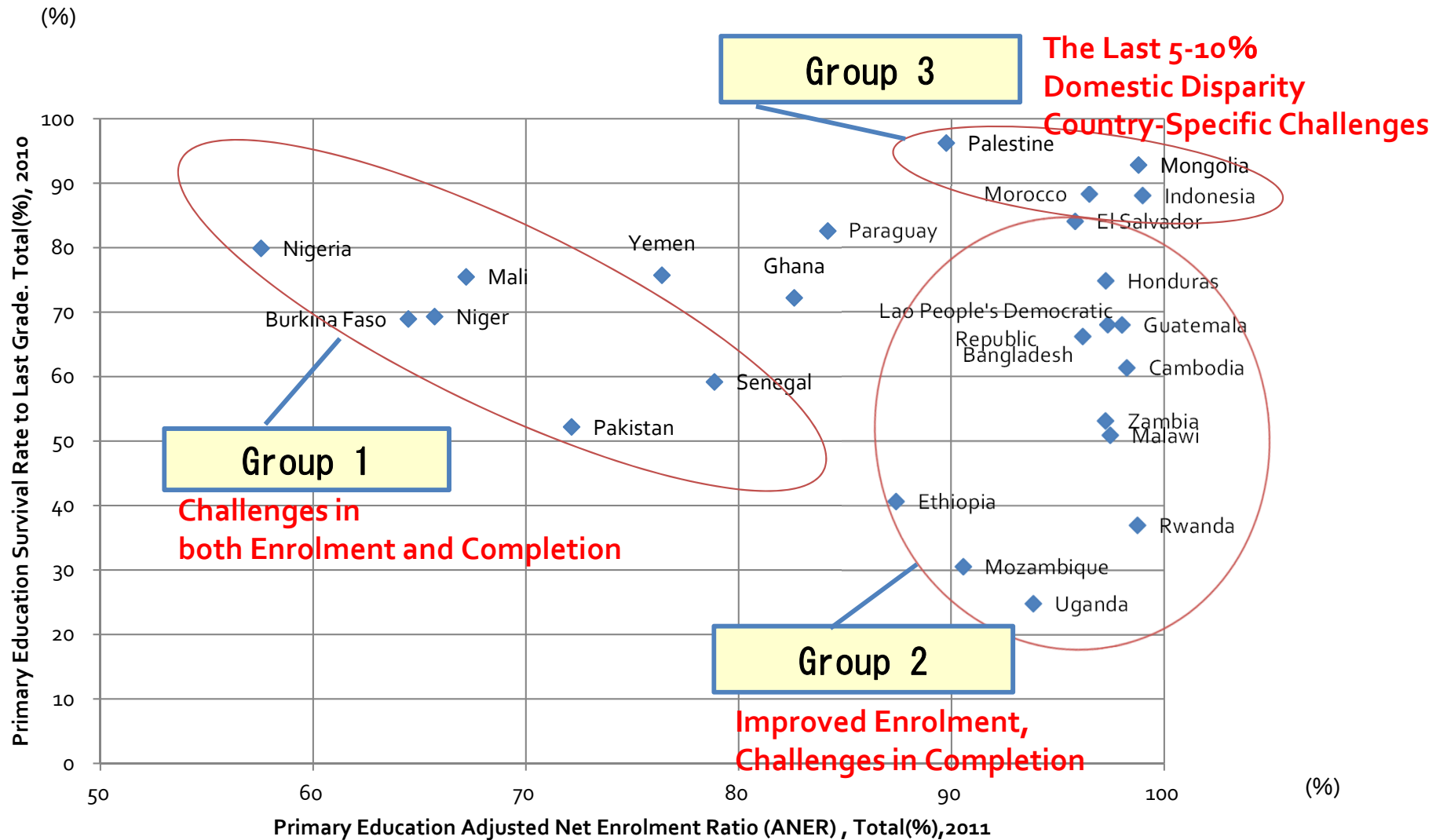
(3) Improving School-Based Management

- 16 countries: Technical Cooperation since 1999

3. Non-formal education and Literacy education

- Technical Cooperation in Afghanistan and Pakistan
- 520 thousand people benefited, 80% of them are girls and women (as of January, 2014)

I-3 Analysis of Enrolment Ratio and Survival Rate, Primary (Major Countries of JICA's Cooperation in Education*)



Reference: Analyzed by Human Development Department, JICA based on UNESCO UIS Data

* 25 countries with data available out of 33 countries

I-3 Future Perspective of Cooperation in Basic Education

1. Expansion of Access to Education

(mainly for Group 1)

Provision of better learning environment

(construction of primary and secondary schools)

2. Comprehensive Approach toward Quality Learning

(mainly for Group 1 and 2)

* Details on the next slide

3. Equity and Inclusiveness

(mainly for Group 3 but considered in all the groups)

- Non-Formal education/literacy education (Pakistan)
- Urban-Rural disparity (Morocco)
- Education for persons with disability (Mongolia (under way), Afghanistan)

1. Strengthening cycle for improving quality of learning

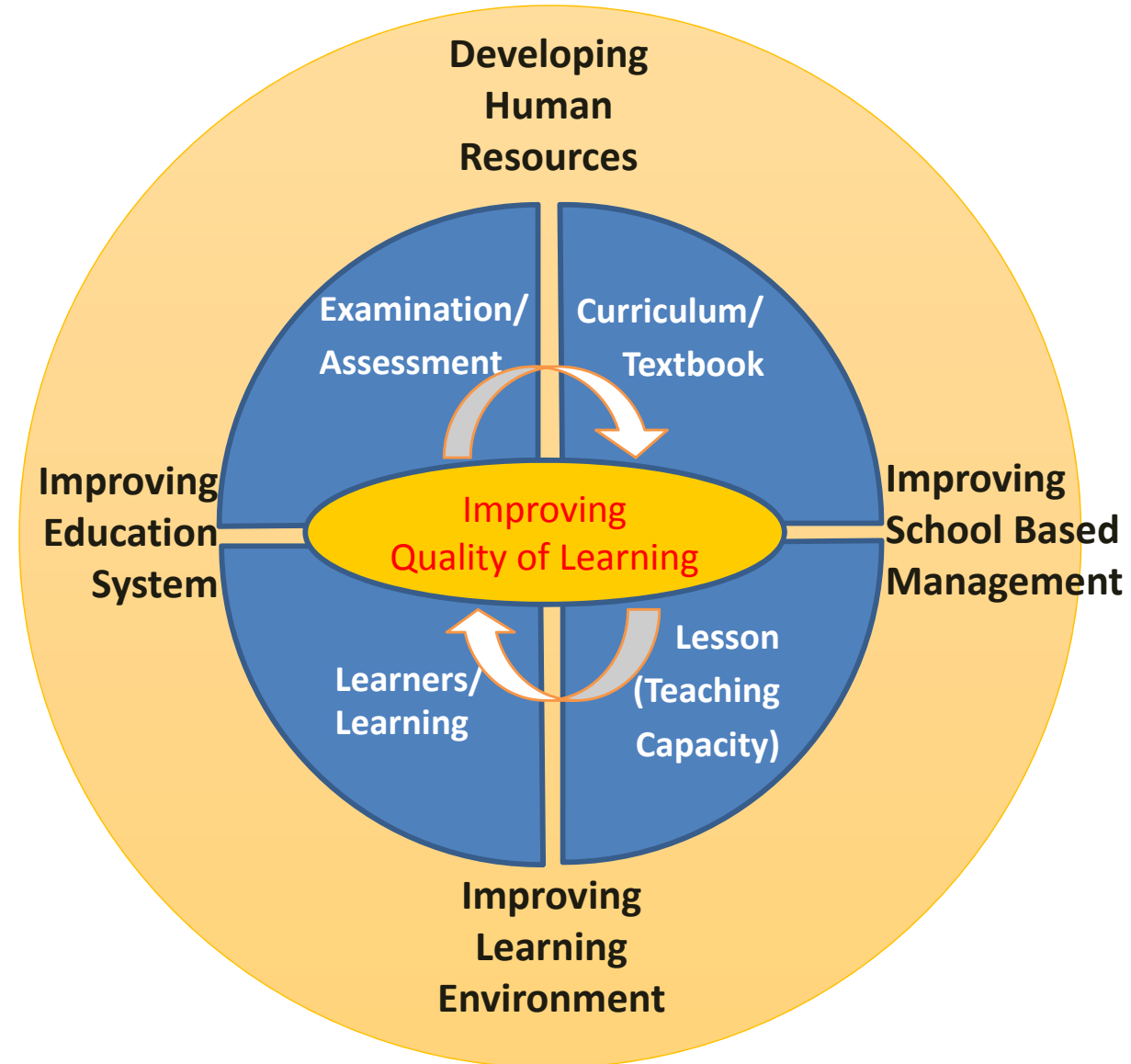
From strong emphasis on Lesson improvement to comprehensive approach that strengthens link among curriculum, textbooks, lesson, learning, and assessment

2. Diagnosing situation of each country and selecting best solutions depending on the context

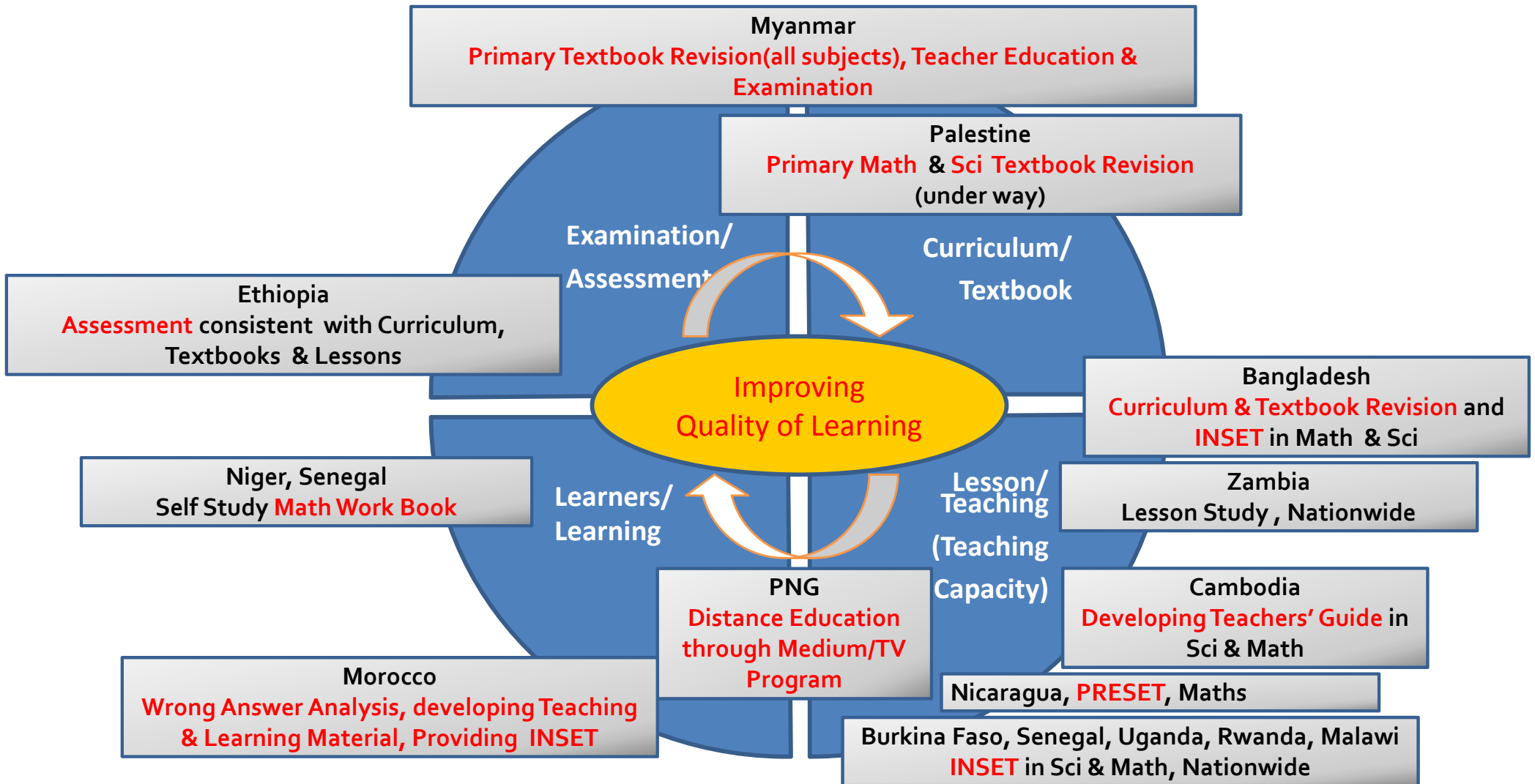
providing the following three main solutions

- ① Mathematics and Science Education
- ② Lesson Study
- ③ School-Based Management

with combination of human resource development, policy and system improvement, and learning environment improvement



I-3 Project Mapping on “Cycle for Improving Quality of Learning”



In-service training= INSET
Pre-service training=PRESET

<Keywords for Post 2015 Education Agenda>

- Inclusive and Equitable Quality Education
- Life-long Learning

Sustainable Development Goals (Open Working Group proposal) Goal 4:

'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'



II-1 Post 2015 Education Agenda and JICA's Contribution

From vertical relationship between developed and developing countries
To horizontal relationship beyond borders and regions

Implication for Japan

- ✓ Higher Education: Need to consider **human resource development of Japanese within the trend of global partnership and competition**
- ✓ Technical and Vocational Education and Training (TVET): Increasing demand for human resource development utilizing **partnership with private sector (including Japanese companies) and in-plant training**
- ✓ Primary and Secondary education: **More involvement and interests in foreign business and overseas assistance by education industries due to dwindling birthrate**

→ **JICA should play roles as a catalyst or a solution producer that connect diverse players in implementing cooperation in education**

Basic Education

Primary & Secondary
Education

Teacher Training /
Mathematics and
Science Education

School Management

School Construction

Higher Education

Strengthening of
Leading Universities
of Each Country/
Region

(esp. engineering)

Development of
academic network
(esp. engineering)

TVET

Strengthening of
polytechnic and
vocational training
institutions as core
resource centers to
support other
institutions

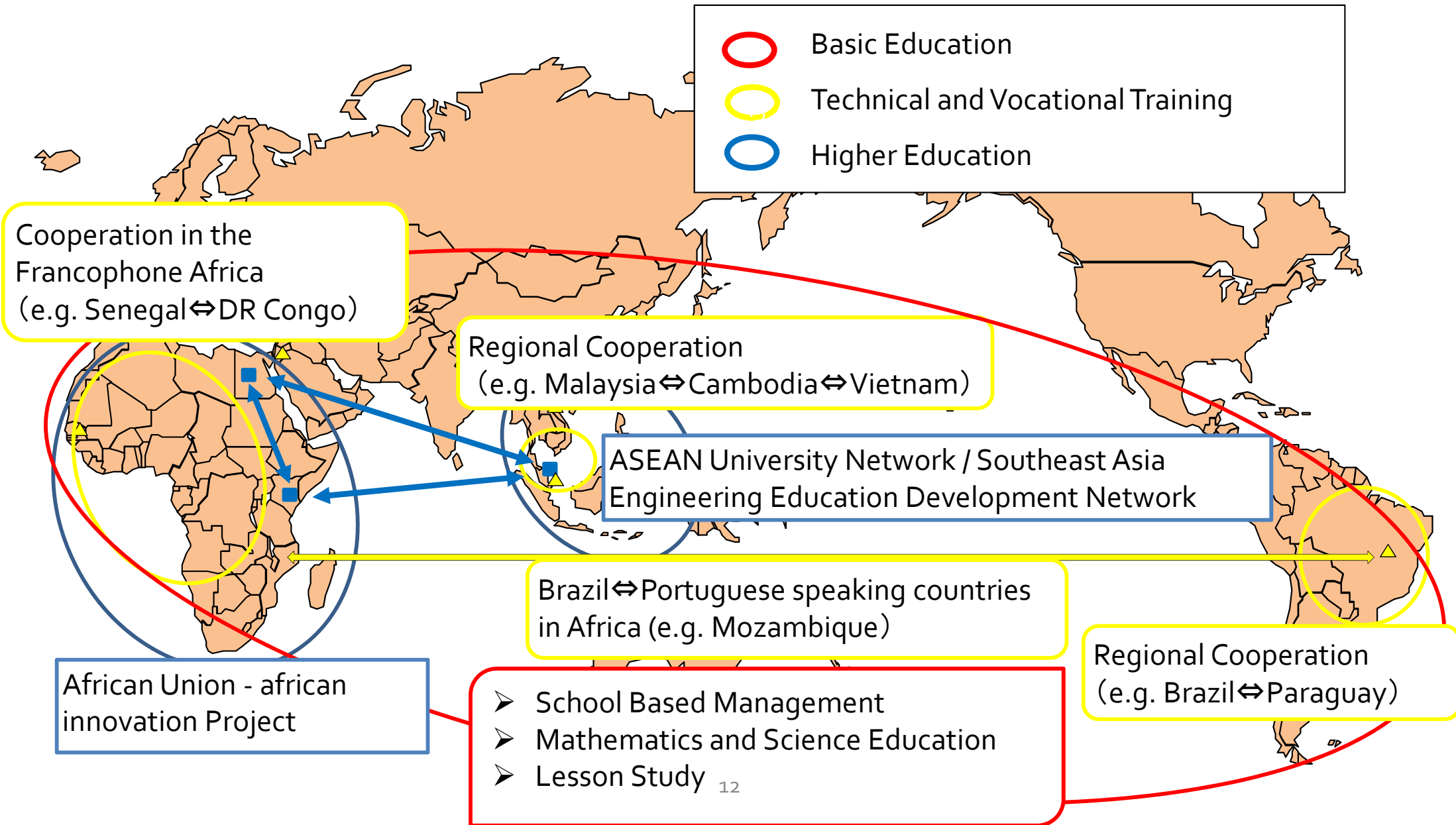
Vocational training to
improve livelihood in
post conflict areas



II-2 Strategic Operation of Cooperation Overarching Sub-Sectors

<i>Inclusive Development</i>	<i>Dynamic Development</i>	
Peace, Equity/Inclusiveness	Human Resource Development	Science and Technology
<p><u>Higher Education</u></p> <ul style="list-style-type: none"> ▪ Afghanistan PEACE Project (master's degree in Japan): 500 person (2011-2016) <p><u>TVET</u></p> <ul style="list-style-type: none"> ▪ Improvement of livelihood of socially vulnerable groups (women, persons with disabilities, ex-combatants) (e.g. Sudan) <p><u>Basic Education</u></p> <ul style="list-style-type: none"> ▪ Non-Formal Education/Literacy education (Pakistan, Afghanistan) ▪ Education for persons with disability (Mongolia (under way), Afghanistan) 	<p><u>Higher Education</u></p> <ul style="list-style-type: none"> ▪ "Master's Degree and Internship Program of African Business Education Initiative for Youth": 900 person from 54 African countries (2014-2017) ▪ Human resource development for industry by strengthening leading engineering universities (India, Indonesia, Myanmar, Mongolia) <p><u>TVET</u></p> <ul style="list-style-type: none"> ▪ Human resource development responding to the needs of industries (e.g. Cambodia, Senegal, Paraguay) 	<p><u>Higher Education</u></p> <ul style="list-style-type: none"> ▪ Network among engineering universities of ASEAN and Japan to promote science and technology (Master & Ph.D.) ▪ Network among African universities to promote Science, Technology and Innovation in Africa (Master & Ph.D.) ▪ Strengthening of research and education capacity in Science and Technology fields through introduction of Japanese style engineering education (Egypt, Malaysia)
<p><u>Secondary education</u> Mathematics and Science education</p>		
<p>Strengthening foundation of social and economic development</p>		
<p><u>Higher Education</u></p> <p>Japanese Grant Aid for Human Resource Development Scholarship (JDS) 14 countries, Approx. 3000 person (2000-2013)</p> <p><u>Primary and Lower Secondary Education</u></p> <p>Comprehensive approach for quality learning</p>		

II-3 Promoting Mutual Learning Globally



II-3 Promoting Mutual Learning Globally

<Case> Lesson Study



June 25-26, 2014
**Global Partnership for Education Replenishment,
Brussels, Belgium**

Local Expert of Project in Senegal introduced the Activities for Lesson Study at the Side event.

Aug-Sep, 2014
JICA Training Program in Japan and Indonesia
"Improvement of Quality of Education through Lesson Study in Asia", 6 Countries Shared Experience
<Participating Nations>: Mongolia, Cambodia, Myanmar, Laos, Bangladesh and Nepal

Technical Exchange among 9 African countries in Zambia

<Participating Nations>:
Namibia, Burundi, Nigeria, Rwanda, Uganda, Kenya, Malawi, Swaziland and Senegal

Nov. 25-28, 2014
**The World Association of Lesson Studies (WALS),
International Conference, Bandung, Indonesia**
Local Experts of Projects in Zambia, Bangladesh, Nicaragua and Indonesia Presented their activities at JICA Session



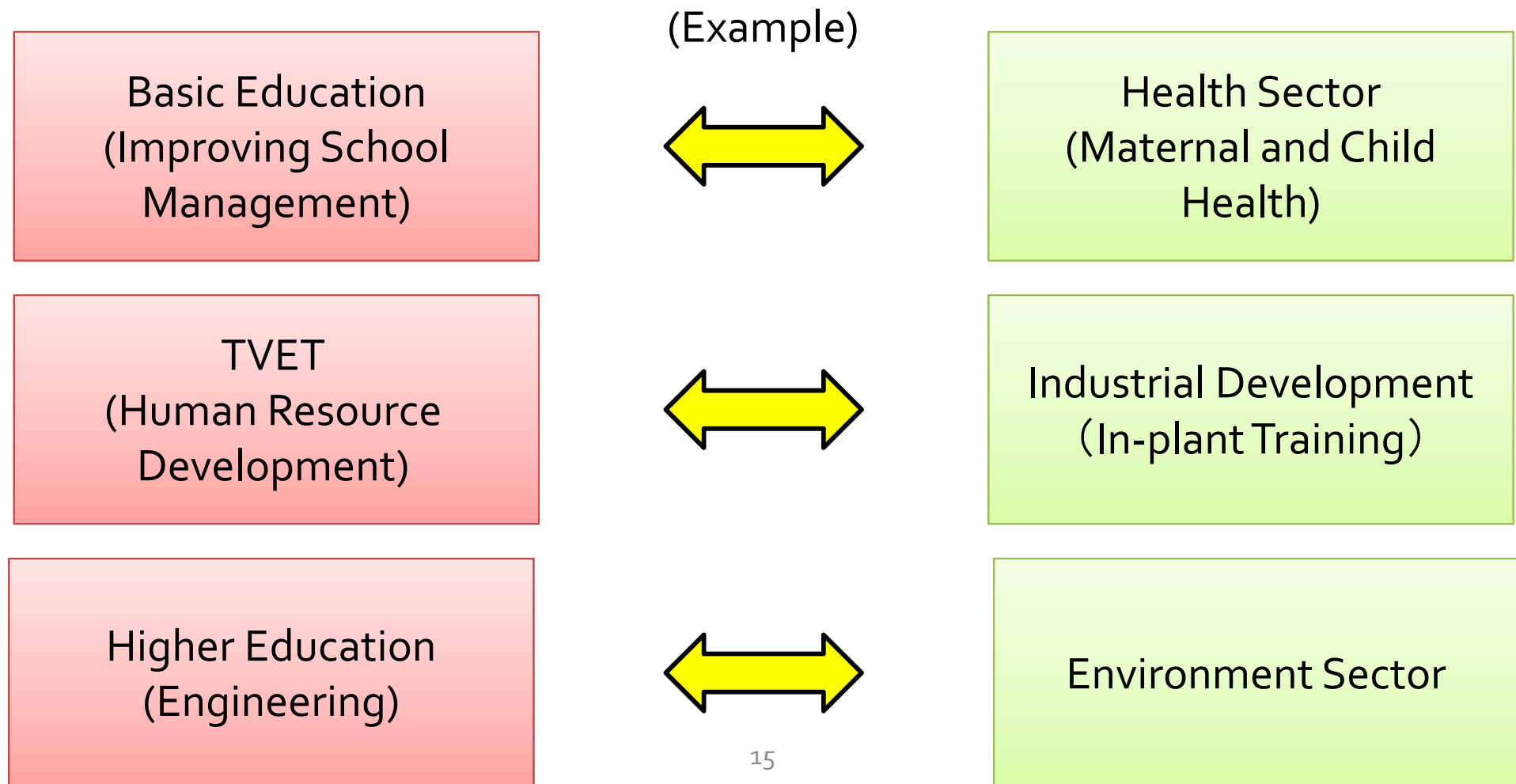
Collaboration with universities and research institutions

Latest Cases

- Research: “Disabilities and Education”, JICA Research Institute
- Impact Evaluation on Improvement of School Management and Science & Mathematics Education
- Case Study: “Scale Up of Lesson Study Practice, Zambia”;
The Brookings Institution
- Presentation in International Conferences
 - Side event(2014): Global EFA Meeting, Global Partnership for Education, Education for Sustainable Development
- Presentation in International Academic Conferences
 - International The World Association of Lesson Studies (WALS), International Conference, Bandung, Indonesia, Nov. 25-28, 2014

II-4 Beyond Education

- Maximizing outcome with multiplier effects by collaborating with other sectors
- Contribution to other Development Goals and sectors



[Panel Session]

**RE-CASTING GENDER EQUALITY TARGETS FOR BASIC
EDUCATION IN EASTERN AND SOUTHERN AFRICA:
REGIONALISING POST 2015 DEVELOPEMNT AGENDA**

**Fatuma Chege
Dean, School of Education, Kenyatta University, Kenya**

In this 21st millennium, the world has great expectations in increased visibility of the practical implementation of commitments to deliver on the principle of equity as part of the global mission for the survival of children, especially girls in Africa whereby, like in and South East Asia, education and health have bleakly lagged behind the rest of the world. It is noteworthy that the safety of a child's arrival in this world remains subject to the chance of where s/he was born and whether a family is of good fortune. Often the privileges associated with birth of a child tend to influence direction of inequities that extend throughout and beyond childhood whereby it is estimated that for instance, the richest 20 per cent of the world's women are 2.6 times more likely than the poorest 20 per cent to have a skilled attendant present at delivery and that one-third of the girls that remain out of school come from the most poorest families in the most disadvantaged regions of the world. Hence, in the context of education, regardless of wealth status, gender inequalities that characterize the development of children tend to impact negatively on more girls than boys and comparatively in more diverse ways especially for girls in the African region (UNICEF, 2014).

This paper foregrounds the equity approach which entails the equality framework of opportunities for all children as a moral imperative that will continue to hold the promise to realise children's rights (girls and boys) everywhere in a manner that exceeds what has ever been possible in specific contexts. The paper acknowledges that interaction between equity and equality yields the most effective driver in the pursuance of the rights of every child to, and through, education in which protection, health care, shelter and good nutrition are key complementary components as articulated in the Convention on the Rights of the Child (1990) as well as in the African Charter on the Rights and Welfare of the Child (1999). Because these rights are sacrosanct and hence, non-negotiable for all children regardless of their status in life, the re-casting of strategies to achieve the gender equality and equity targets must consequently remain a priority in securing the wellbeing of girls and boys through an educational process that is innovative, inclusive, participatory and responsive to individual and societal transformation.

Notably, there was near-panic that was articulated globally at the realisation many of the developing countries including those in the Eastern and Southern African Region (ESAR) as well as those in South East Asia were arriving at the "deadline of Year 2015" with explicit shortfalls of the outlined MDG targets. However, in the recent years, this situation has gradually been rationalised and transformed into a visionary re-orientation of what has become popularly known as the Post 2015 Sustainable Goals. This paper makes a keen focus on educational developments in the ESAR with regard to attainment of the set targets for *quality education* that "*promotes gender equality and*

empowers women” (see MDG3) as well as in the “*elimination of gender disparity in primary and secondary education*” which remain a priority in the Post 2015 development agenda. Of importance to this focus is the Education for All goal 5 which complements the education development goals by stressing not only the elimination of gender disparities in education but also, “*achieving gender equality in education with focus on girls’ full and equal access to and achievement in basic education of good quality*”. Contextually, this paper makes special reference to the ESAR by addressing *what has worked in enhancing gender equality and equity and what has not worked* and locating the discussion within two perspectives that are used to describe education in terms of *progress attained and to be up-scaled, sustained, replicated and challenges to be overcome through targeted and evidence-based interventions as well as through synergic innovations* during Post 2015 era.

Structurally, this paper endeavours to firstly, provide a conceptual discourse around the influence that gender continues to have on education based on the fluid and relational nature that must continue to be contextually interrogated, re-defined and interpreted rationally and sensitively. Secondly, this paper proceeds to interrogate, qualitatively and quantitatively, the gains made through linking education for gender equality with the nexus of human capital investment and human rights investment that seeks to ensure equality of every person regardless of status and without any discrimination. Thirdly, the discussion will weave-in insights from community histories and cultures that have tended to intervene and hamper progress of attainment of the gender targets in specific regions of ESAR with explicit implications on gender equality that is now spilling beyond Year 2015. Fourthly, the capabilities approach which resonates the essence of human rights as the basis for nurturing empowerment and agency is foregrounded with the aim of generating discussion on “viable strategic frameworks” for accelerating attainment of gender equality and equity in education within targeted contexts in the ESAR and in the spirit of Post 2015 Sustainable Goals.

RE-CASTING GENDER EQUALITY TARGETS FOR BASIC EDUCATION IN EASTERN AND SOUTHERN AFRICA REGIONALISING POST 2015 DEVELOPMENT AGENDA



JAPAN EDUCATION FORUM - JEF

Tokyo, Japan

5th February, 2015



by
Fatuma Chege
(Kenyatta University)

Paper derived from desk review work submitted to UNICEF (ESARO)

KEY OBJECTIVES



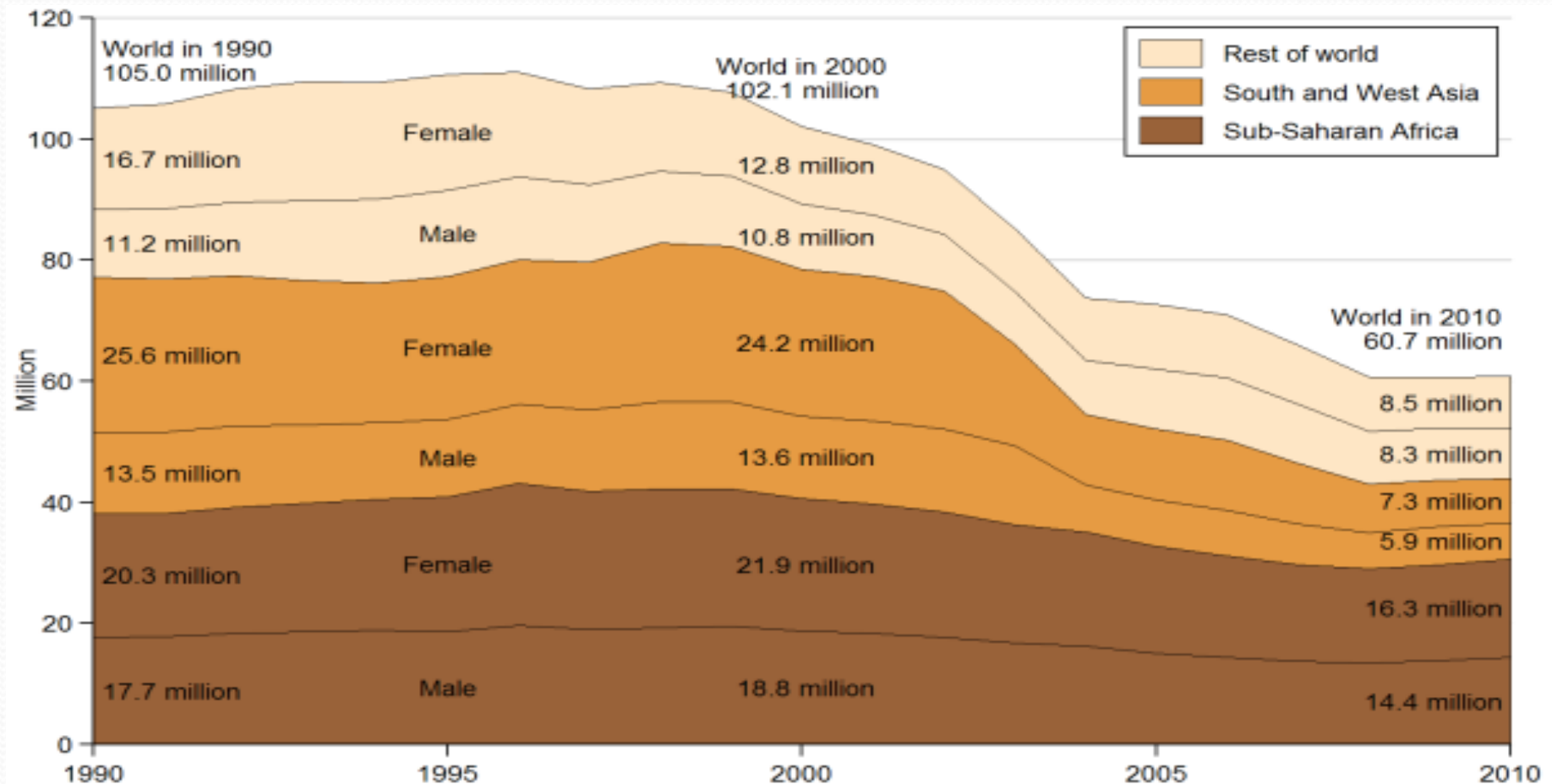
1. Provide synopsis of status & trends in gender and education in ESAR
2. Interrogate what has worked/ not worked (**bottlenecks**) and role of policy & programming to enhance education access, retention, performance & transition
3. Position synergic gender responsive pedagogy for gender equality in educational process and outcomes
4. Reflect on what needs to be done to fast track gender equality & equity in education in the ESAR

GENDER EQUALITY AND INTERSECTIONALITIES OF DIVERSITY



1. Multiple overlapping of various inequalities
 - Ethnicity, class, poverty, age, regional locality (urban/rural), disability etc.
2. Pre-requisites for gender equality actions in education:
 - awareness, knowledge , skill and relevant attitude
 - Strategic planning, gender polices, gender budgeting/resourcing, content rationalisation, M&E, transparency & accountability
3. Legislation on structural gender inequalities focus on:
 - Education, socio-economic, political, environmental
 - Holistic approach to gender dimensions

BROAD BLEAK PICTURE (SSA OOSC)



(SOURCE: UNESCO UIS, 2012)

sub-Saharan Africa Region consistently portrayed a bleak picture in

- 1) schooling of children and adolescents, 2) education of women and girls
- 2) relevant skills training for youth who are out of school

PROGRESS IN GENDER AND EDUCATION IN ESAR



- **Regions in Africa have trailed** other world regions in gross and net enrolment rates of **girls and boys**
- SACMEQ 2011 ESAR recorded:
 - **GER** that compared relatively well with overall Africa region (**boys and girls at 113% and 107% respectively**)
 - **NER 88% and 87%.**
 - **Attendance 68% boys & 69% girls**
- (GMR, 2012) Many ESAR countries **steadily narrowing gender gap** between Year 2000 and 2010,
 - A few countries slipping backwards
 - e.g.. **Eritrea GPI of 0.90 to 0.84 & Girls GER dropping from 47% in 1990 to 41% in 2010**
- Exemplary progress:
 - **Ethiopia GPI from 0.65 - year 2000 to 0.91 - year 2010** (UNESCO, 2012).

PERFORMANCE AND GENDER (LITERACY & NUMERACY)

IMPORTANT QUESTIONS “WHICH GIRLS – WHICH BOYS – WHICH REGIONS - WHY?”

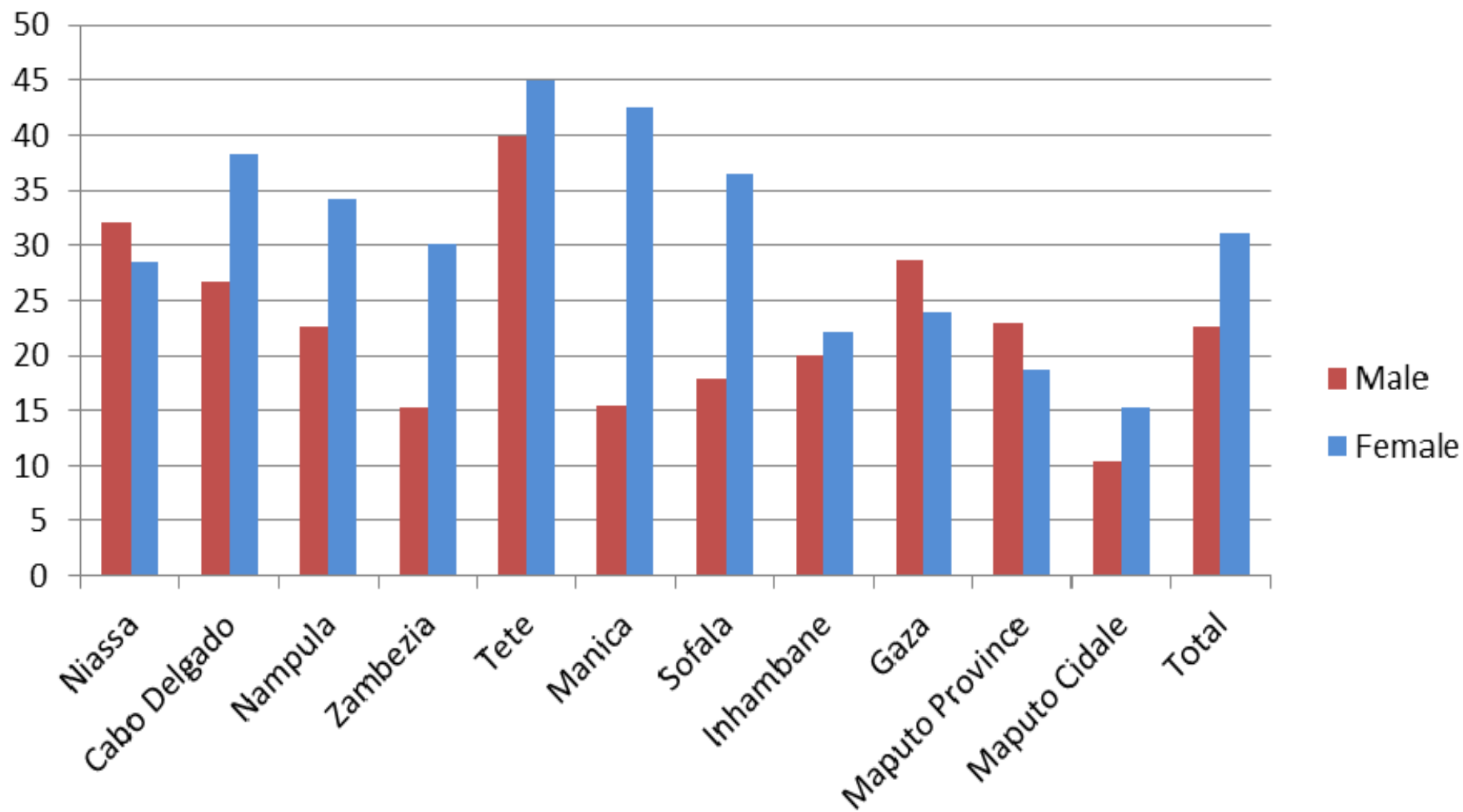
ESAR COUNTRIES	READING				MATHEMATICS		
	Boys mean	Girls mean	Mean Difference		Boys mean	Girls mean	Mean Difference
Botswana	519.7	549.4	29.7		517.5	523.6	6.1
Kenya	544.1	542.1	-2		576.3	550.9	-25.4
Lesotho	463.5	471.5	7.9		477.1	476.8	-0.3
Mozambique	478.4	473.2	-5.3		488.2	478.6	-9.6
Namibia	489.6	503.7	14		472	470.1	-1.9
South Africa	483.5	506	22.5		491.2	498.4	7.2

CONT...	READING				MATHEMATICS		
	Boys mean	Girls mean	Difference		Boys mean	Girls mean	Difference
Swaziland	545.2	553.6	8.4		545.5	536.2	-9.3
Tanzania (Mainland)	586.1	569.7	-16.5		568.5	537.5	-30.9
Zanzibar	526.2	539.6	13.4		486.7	477.2	-9.5
Uganda	481.5	475.9	-5.6		440.8	429.2	-11.5
Zambia	437.1	431.5	-5.6		489.3	483.9	-5.4
Zimbabwe	501.5	512.5	11		520.8	519	-1.7

ESAR COUNTRIES	SURVIVAL RATE TO LAST GRADE OF PRIMARY		TRANSITION RATE (PRIMARY TO SECONDARY)		SECONDARY GER	
	Male	Female	Male	Female	Male	Female
Malawi	50	52	76	75	36	33
Mozambique	32	29	47	51	27	25
Namibia	82	87	81	84	59	69
Rwanda	35	39			35	37
Somalia					11	5
South Africa					92	96
Swaziland	81	87	90	90	61	59
Tanzania	76	87	45	37	37	33
Uganda	25	25	60	57	31	26
Zambia	55	52	61	51		

SOURCE: UIS, Data Centre 2012. Data un-available for Comoros, South Sudan and Zimbabwe

GENDER DIFFERENCES WITHIN COUNTRY- MOZAMBIQUE (transitions to secondary school)



Percentage of lower secondary school age children in Mozambique who are not in school (**girls overwhelmingly more than the boys**)

QUALITATIVELY SPEAKING: SOME BOYS ALSO FALL THROUGH DIFFERENT CRACKS



Kenyan urban school (Female head teacher)

They (girls and boys) are entering nursery class; the boys are many. Like now I have more boys in nursery class. I have got about 63 pupils and the way they are coming up, the **boys get lost on the way**. Now it is not the girls who get lost on the way, it is the boy ...)

- **Positive change in access & performance** noted in specific contexts of girls' education–
 - when schools and homes make learning environment responsive/friendly/sensitive to girls' learning needs
- **Boys tend to have different challenges** within & outside school

WHICH BOYS ARE LIKELY TO DROP OUT OF SCHOOL TO WORK & WHY DO THE BOYS HAVE TO WORK?



Boy child labour in motorbike transport industry (rural and urban settings)

- attraction to primary school boys dropouts
- negatively impacting on male

Huge preference of boy-child labour in rice paddies located near schools

- Parental sponsorship for rice farming for sons
- negatively impacts on male schooling (Kenya, Mwea)

A CASE REMAINS FOR EQUALITY FOR ADOLESCENT GIRLS?

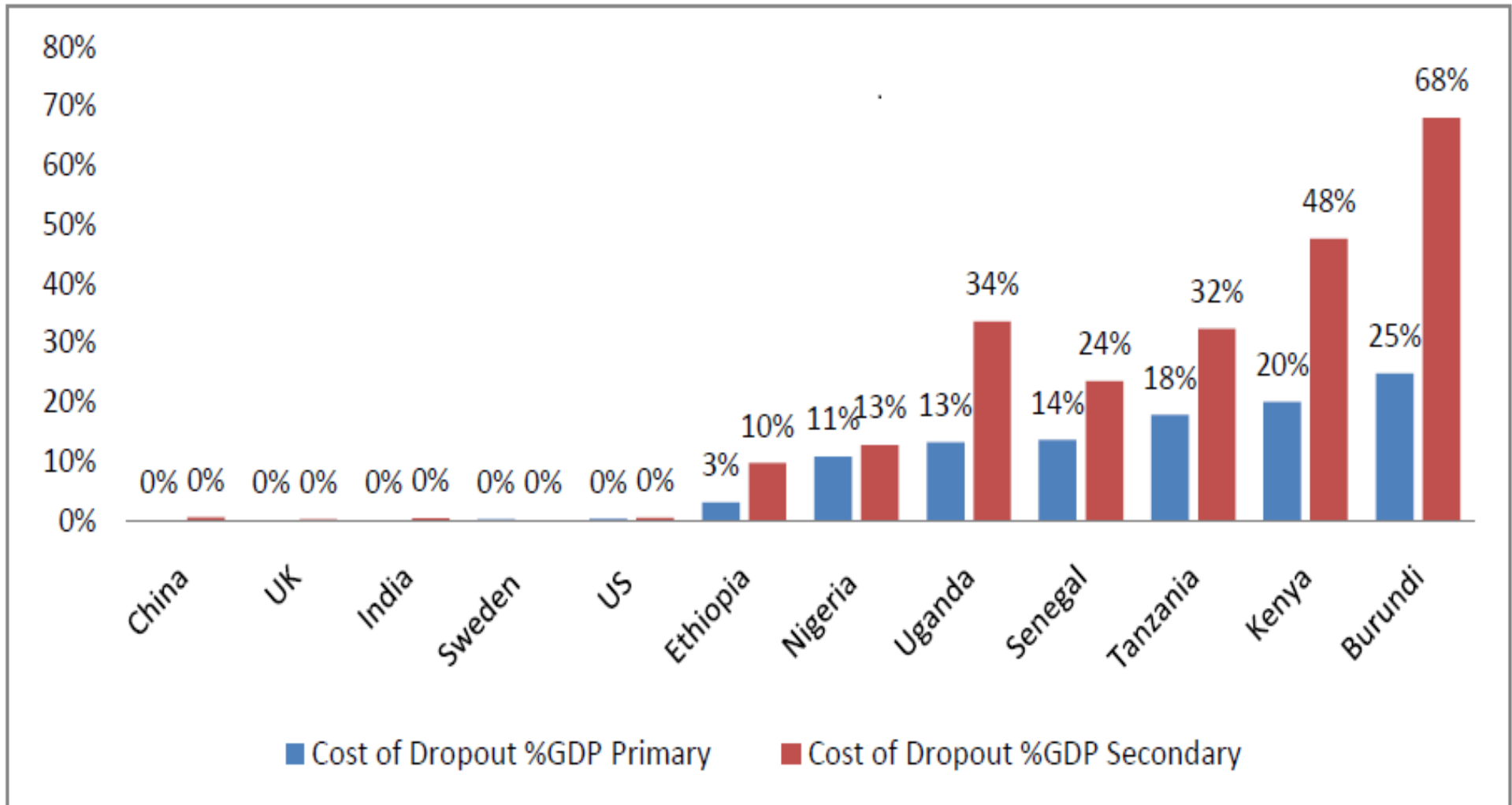


- Overall in Africa, adolescent girls continue to **“fall through the cracks”** (Chaaban and Cunningham, 2011)
- Current cohort of adolescent girls -largest in human history
 - (who is outside /in-school? Which region?)
- Persistent challenges facing girls as they mature into adolescence (Levine, Lloyd, Greene & Grown 2009).
 - Cultural rights of passage (**defiant male elders, female compliance**)
 - Early marriage (**inconsistent legislations**)
 - Early pregnancy (**threatens** education and health targets)
 - **nearly 15% [150:1,000] Uganda girls between 15 & 19] Cf 1% in China**
 - Sexual violence (**continued threat within & outside school**)
 - Other forms of gender-based violence
 - Devaluation of female schooling

Adolescence in transition to adulthood remains a concern of human rights and development imperative in post-2015 (see CEDAW)

CULULATIVELY MORE GIRLS THAN BOYS OUT OF SCHOOL

Comparing 5 ESAR Countries: Lifetime Cost of Girl Primary and Secondary School Dropout, as % of GDP Loss:



SOURCE: CHAABAN AND CUNNINGHAM (2011: 26)

LOCALISING GLOBAL AGENDA IN POST 2015 ERA



❖ EFA Goal Number 5 - *eliminating gender disparities at all levels*

❖ MDG Number 3 - *promoting gender equity and empowering women through the elimination of gender disparity in primary & secondary*

❖ **Post 2015 Development Agenda – attain gender equality & focus on most marginalized by ensuring equitable and inclusive quality education and lifelong learning for all by 2030**

1. Contextually, concretise concepts of “promotion of gender equality” *vis-a-vis* “elimination of gender disparities” within and through education?
2. Link the two concepts in education for boys and girls?

ANSWER:

1. **Elimination and promotion must synergise**

2. **Institutional commitment to Gender Responsive Pedagogy among:**

EDUCATION ACTORS , MATERIALS & ENVIRONMENTS

- | | |
|--------------------------------------|---|
| a. Teachers, lecturers, facilitators | b. Learners (female and male) |
| c. Teaching and learning materials | d. Learning environments
(physical/social/psychological) |

Focus on readiness to learn (multiple competencies)

PARTICIPATORY SYNERGIES AMONG EDU. ACTORS

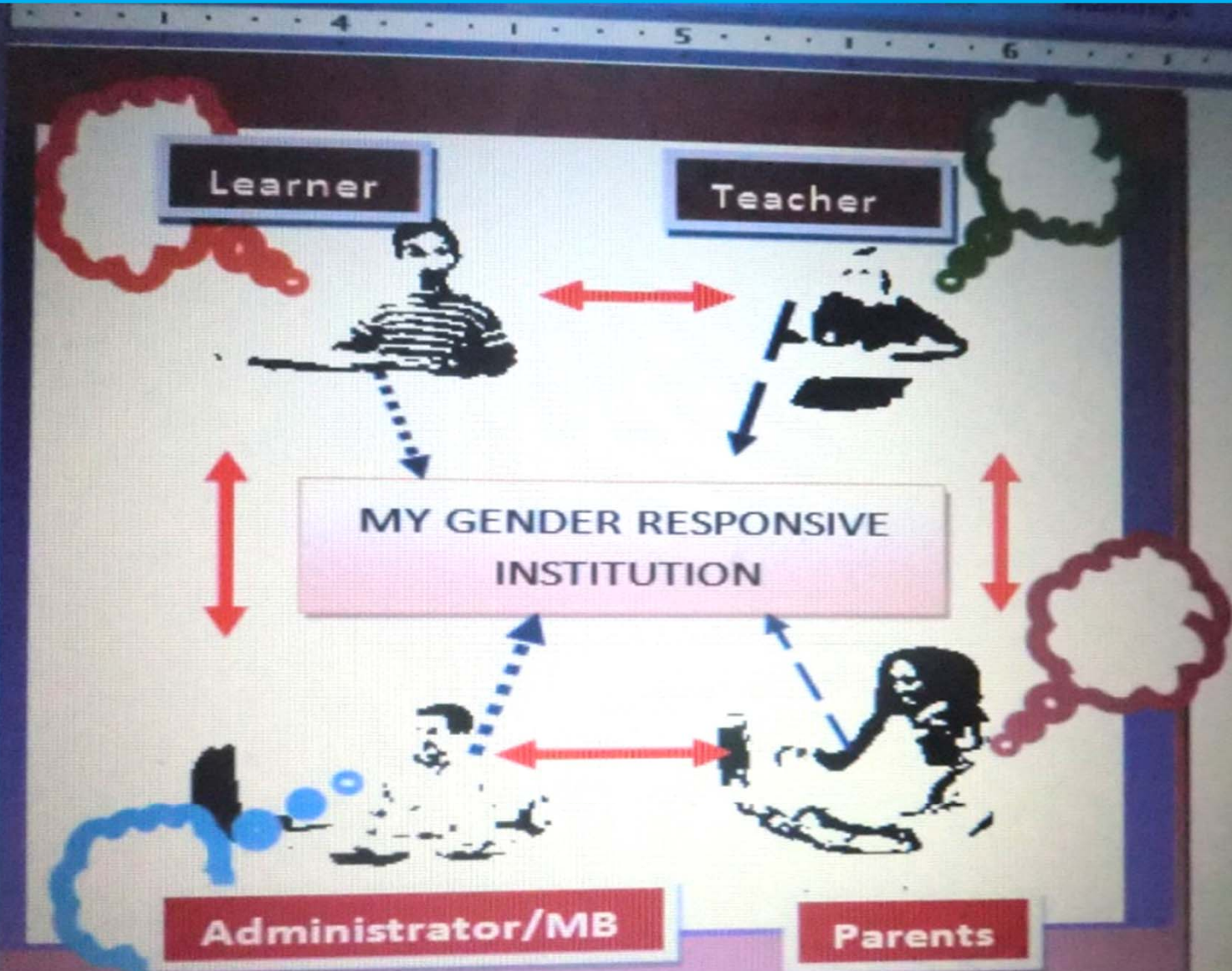


FIGURE 1: model of basic participatory institutional management conceptualisation

2014/11/4 20:32

APPARENT CONFUSION ABOUT GENDER EQUALITY?



(Morrel et.al, 2009 in UNGEI 2012, Engendering Empowerment: Education and Equity)

“In some contexts an exclusive focus on girls’ (or women’s) education has led to confusion about gender equality goals. (...) for example **when more girls than boys are in school officials (education leaders) come to think they have ‘done’ gender,** although issues remain concerning economic, political and social rights; violence; and ideas about masculinity and femininity that (singly or jointly) undermine gender equality concerns...”

Need to understand:

1. Interaction between investment in human rights based approach to education and human capital investment in education
2. Gender issues do **not mean homogeneity** of any group of men/women or girls/boys
3. How national policies interact with global gender agendas (institutionalization of gender)

RATIONALISING HUMAN CAPITAL INVESTMENT & HUMAN RIGHTS PERSPECTIVE IN EDUCATION

HUMAN CAPITAL INVESTMENT

Guiding principle:

- improvement of economic productivity linked to social and human development

Aim: to invest in education as powerful driver of poverty reduction

- cost-effective ways of spurring:
- improved economic productivity for social and human development
- powerful poverty reducing synergies (linking with GDP)
- enormous **intergenerational gains** for societies & women and girls

Outcomes: more robust labour markets, higher earnings, lowered fertility

Value added:

- smaller family size,
- improved health status for families, especially women
- safer transitions for girls towards productive adulthood
(see UNESCO, 2003; Lloyd and Young, 2009; Unterhalter, 2012)

Formal education -highly **instrumental** & **necessary means** of improving **productive capacities** of a population (women as part)



HUMAN RIGHTS PERSPECTIVE



1. Universality of humanity –

- a. **universal access** to basic services
- b. **promoting measures** for lowering practical and structural **barriers** to women, men, girls & boys

2. Non-discrimination as desirable imperative

- a. **social justice**—monitoring & measuring targets for increased access among **disadvantaged** groups (including girls/boys & women/men) & all children from regions that are **remote**, **peri-urban** and the **minority** populations.

3. Enhanced of participation

- a. **quality standards** and indicators of **accountability** to all persons (girls and boys /women and men) as stakeholders entitled to **self-actualisation**, **expression** on matters than determine their lives

4. Taking the best interests of every child

- a. decision-making processes being **inclusive** of **voices** and ideas of minors (girls and boys) taking into account **cultural contexts** (???)

USING GENDER LENS & LIFE CYCLE APPROACH

1. Identifying of **bottlenecks** at **critical points** in a child's life (see World Bank 2005)
 - pre-natal, pre-school learning, adolescence and youth
 - (0-5 years) & mother's education and health
 - Youth phase (15-24 years)
2. **Monitoring risks** at each stage
3. **Responding to risks with gender lenses**
 - **Focusing on health & alternative education** strategies for various at **risk groups** in every **each cycle**
 - **Where are out-of-school girls and boys?**
 - **What is the status of girls and boys with disability**
 - **Which of these girls and boys are living in poverty?**
 - **How are the girls and boys getting marginalised within and outside school?**



PERSISTENT POVERTY: A CHALLENGE FOR EDUCATION IN ESAR



1. Poverty in ESAR– increasing & remains a major challenge for post 2015 development agenda
 - “More boys from rich families than rich girls enter school” (UNESCO, 2012: 110; EFA GMR, 2012)...
 - More girls than boys from rich background -relatively disadvantaged
 - Almost half of the Africans were among the global poor (386M out of 812M)
 - Poor Africans were also **living in Africa cf with Diaspora**
 - SSA had **nearly quarter** of the world’s poor persons (386M out of 1371M)
 - implications for **ESAR countries**

FURTHER: EFFECTS OF WAR & CIVIL STRIFE

- E.g. Republic of South Sudan, Africa's newest addition to the ESAR (General Education Strategic Plan (2012):



2009: **total enrolment rate -at Grade 1** -60% (40% OOS)

- **retention at Grade 4** - 70%.

- **retention reduced considerably at Grade 6** -to 26%

- **reduced further at Grade 8** - to 18%.

Grade 8 cohort comprised

- **30% of the boys** who had enrolled in Grade 1

- **17% of girls**

- Most schools had classes **not exceeding Grade 6**
- Supply of education falls **below the actual demand**
- **Approximately $\frac{3}{4}$** primary schools learners **did not complete**

• (World Development Indicators 2009 – WB, April 20, 2009)

• Garreau, 2012 –on effects of war on children

EDUCATION EQUITY SIMULATION –GENDER LENS

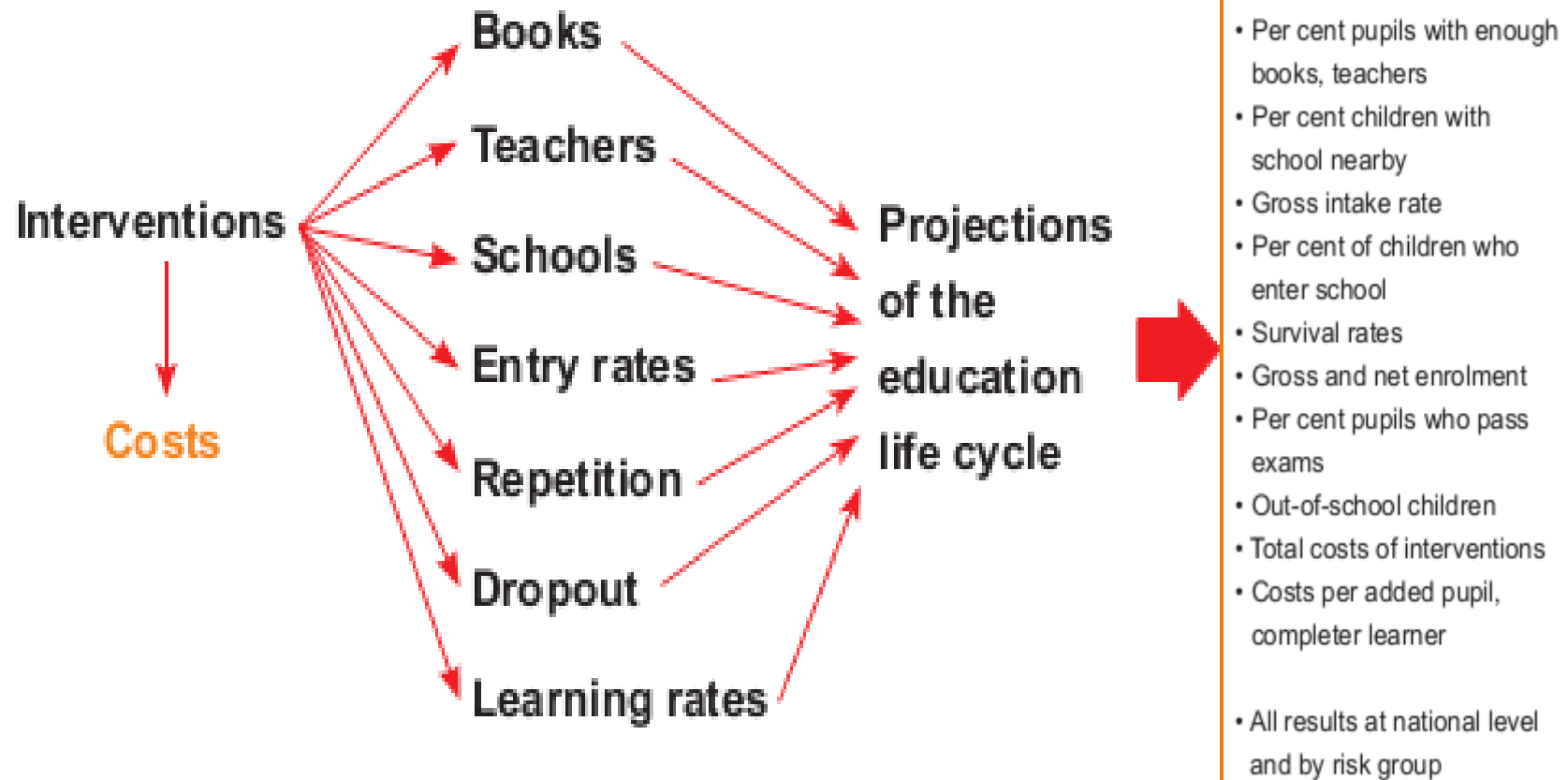


FIGURE 1: Model of Simulations in Education and Equity (SEE)

SOURCE: UNICEF (2011)

POST 2015- WHAT NEEDS TO BE DONE



- **Accept gender equality in education in ESAR – progress noted but**
 - Still far from targets of 2015 in many countries
 - Build on gains made through holistic synergies & gender responsive pedagogies
- **State governments to support multi-sectoral synergizing in education programming with gender focus and life cycle approach for education, health & protection of girls and boys**
 - **Legislate alternative & lifelong learning education programme for out-of-school girls & boys.**
- Capacitate all education actors on how to actualise human & children's rights in synch with state & institutional gender policies
- **Enhance context- specific analysis for relevance of gender equality strategies**
 - Revitalise strategies and pace of keeping girls and boys in school participating equally in quality learning
- **Enhance context-specific analysis & response to learning needs of girls and boys to enhance performance and transition**
- Support continuing teacher capacity development and institutional management foregrounding gender responsiveness in the course of professional engagements

MONITOR IMPLEMENTATION OF LOCAL GENDER POLICIES

The African Charter on the Rights and Welfare of Children (ACRWC, 1999)

Country Gender Policies ... In synch?

E.g.. Kenya: provision of equitable access, quality and adequate educational facilities within reach of all communities, ensuring gender and disability, responsiveness of the curriculum, pedagogy and child friendly infrastructure; provision of free feeding programmes for needy and vulnerable children....

• **Interrogate Marriage/sexual offences legislations:** e.g. Kenya Marriage Act of 2014 (article 87) supports gender-equitable education - **illegalizes, criminalizes** and **nullifies** marriage with minors under 18 years of age; prosecutes on FGM..

Tanzania Marriage Act inconsistent with children's rights and gender policy:

Age of marriage allows age marriage as 16 years age in contradiction of the Sexual Offenses and Special Provisions Act (1998) –

legal space for exploitation and discrimination against girl children with regard to equal schooling with boys.

Uganda Gender in Education policy (GEP, 2009): linked to the 10 Year Education Sector Strategic Plan (ESSP 2007-2017) providing a framework for implementation and monitoring of a gender sensitive and responsive education system... **(how is this monitored at implementation stage)**



- **ARIGATO**
- **ASANTENI**



- **MERCI BEAUCOUP**
- **THANK YOU VERY MUCH**

[Panel Session]

Aiming at Education for All in Brazil: quantitative and qualitative perspectives

Yuriko Yamamoto Baldin
Professor, Universidade Federal de São Carlos, Brazil

The main purpose of this short talk is to contribute to the discussion of the theme Promotion of Education for All, especially from the viewpoint of Teacher Education.

It has been remarkable in last decades the phenomenon of globalization of the world making much more visible the contrasts as well as the issues of common interest in education problems especially in Mathematics Education. Mathematics is one fundamental part of school curriculum in all countries so the contemporary world of fast communication invites to develop international collaborations beyond the frontiers of geographic, cultural, economic, language levels in order to broaden the knowledge about this research area as well as to amplify the efficient teaching and learning methodologies.

I first introduce the characteristics of Brazil, because in order to understand the world educational issues going beyond the knowledge about small local and familiar environments, one must look at the quantitative and qualitative scale of other countries that would lead to finding the common grounds of educational issues.

In this talk, I will display how the influence of Lesson Study principles in Problem Solving Lessons and Singapore Mathematics bar model are contributing to a Brazilian Project of Professional Development for Lower Secondary Mathematics school- teachers. This project helps teachers to overcome the difficulty of paradigm change in teaching style, deepening the understanding about the role of teacher in the dynamics of participative learning and the improvement of quality assessment. Other initiative is Master Program especially designed for in-service teachers.

Brazil is a continental size country in South America (8.5 million km²), being a colony of Portugal starting 1500, so its young history is quite different from of old countries like Japan. The massive immigration in 19th and 20th centuries from Europe and Japan after the end of slavery system contributed to extensive diversity of Brazilian population from North to South, economic as well as ethnic and culturally. Brazil has a rich environment as different as Amazonian tropical region to arid Northeastern region and Industrial and agriculturally developed Southern region in which the Metropolitan area of São Paulo is larger than Tokyo.

The growth of population in Brazil is a big challenge for any government, for in 30 years it has doubled, from 93 million in the decade of 70's to 190 million in 2000. Currently it is around 200 million. Since the development and the prosperity of a country depend strongly on the education level of its population, it is a duty of every governmental administration to rule a policy to offer Quality Education for All.

The establishment of Educational Regulations to make the Fundamental Schooling (1 to 9 grades, 6 to 14 years old) mandatory 25 years ago was the start of the struggle to achieve the goal of young generation with literacy in language and mathematics. Before 80's the school education was a privilege of few.

In the recent education census of 2011, one sees that about 92% of children of ages 6 to 14 years old was enrolled in the school system, still having more than 5 million out of the classrooms. It sounds that quantitatively the picture is not that bad. However, the school dropping and functional analphabetism is huge educational problem reflected in the poor result in international comparative examinations, for example in PISA-OECD (57th out of 64 countries).

In this challenging scenario, as mathematician and mathematics educator, focused in the improvement of Teacher Education, I am convinced that the key factor that will contribute to demanded transformation of education is a constant monitoring of the modernization of Teacher Education Curricula, simultaneously to reinforcing the many professional development courses for teachers towards research type activities “in and for” **practices**.

In Brazil, we see increasing need for qualified teachers aligned to the quantitative dimension as consequence of inclusive policy of providing Education for All. Besides the number factor, the teacher education system presents a gap between the profile of teachers working in 1st to 5th grades of elementary cycle of Basic Education and of working in 6th to 9th grades and upper secondary level (10th to 12th grades). The mathematics and methodological knowledge gap between the levels is one of the reasons that the quality of Brazilian students’ knowledge has not improved in decades, though the quality of higher research in basic sciences has achieved international level, being a young Brazilian researcher the first awardee of Fields Medal in South America.

In this difficult scenario, my research projects aim to take the advantage of the knowledge exchanged between CRICED-U. Tsukuba to integrate the best strategies of teaching and learning mathematics to diminish the gaps, especially between levels, focusing in developing hands-on workshops with materials followed by conceptual mathematics that would explain the evolution process of learning.

My current projects concern a Master level graduate course for mathematics teachers, and a professional development courses for lower secondary school teachers, with theoretical framework of Pedagogical Content Knowledge, Lesson Study principles, Problem Solving Lesson Design through inquiry and discovery to enhance the content knowledge and capacity to teach through error analysis. The research trend follows the PBPD (practice based professional development) as distinguished in ICMI Study 15, and we make progress in production of PLT (professional learning task). The PLT of the project PROF-OBMEP uses a series of teaching material developed for in-service teachers to learn how to teach, to change the paradigm of the classroom dynamics, to understand the pedagogical meaning of problem solving steps, to amplify the meanings of assessment of students’ learning through qualitative analysis of errors.

In this talk, I will illustrate with pictures taken from field experiences of the projects based on Lesson Study principles in Brazilian environment since 2004, as well as from the Graduate Master Program in Teaching Mathematics of UFSCar. I acknowledge the many collaborators, students and schools that have taken the proposal of the projects to the classroom-practices.

I have the privilege of collaborating with CRICED- U. Tsukuba for profitable exchange of experiences and knowledge that goes beyond the frontiers of countries and culture towards a meaningful research in Mathematics Education. Many thanks are due to professor Masami Isoda for generous partnership in this collaboration.

Aiming at Education for All in Brazil: challenges from quantitative and qualitative perspectives

Panel Discussion Japan Education Forum
February 5, 2015

YURIKO YAMAMOTO BALDIN (Dr.Sc.)- ICMI EC (2013-216)
Senior Professor of Mathematics
Graduate Program in Teaching Exact Sciences
Universidade Federal de São Carlos – BRAZIL

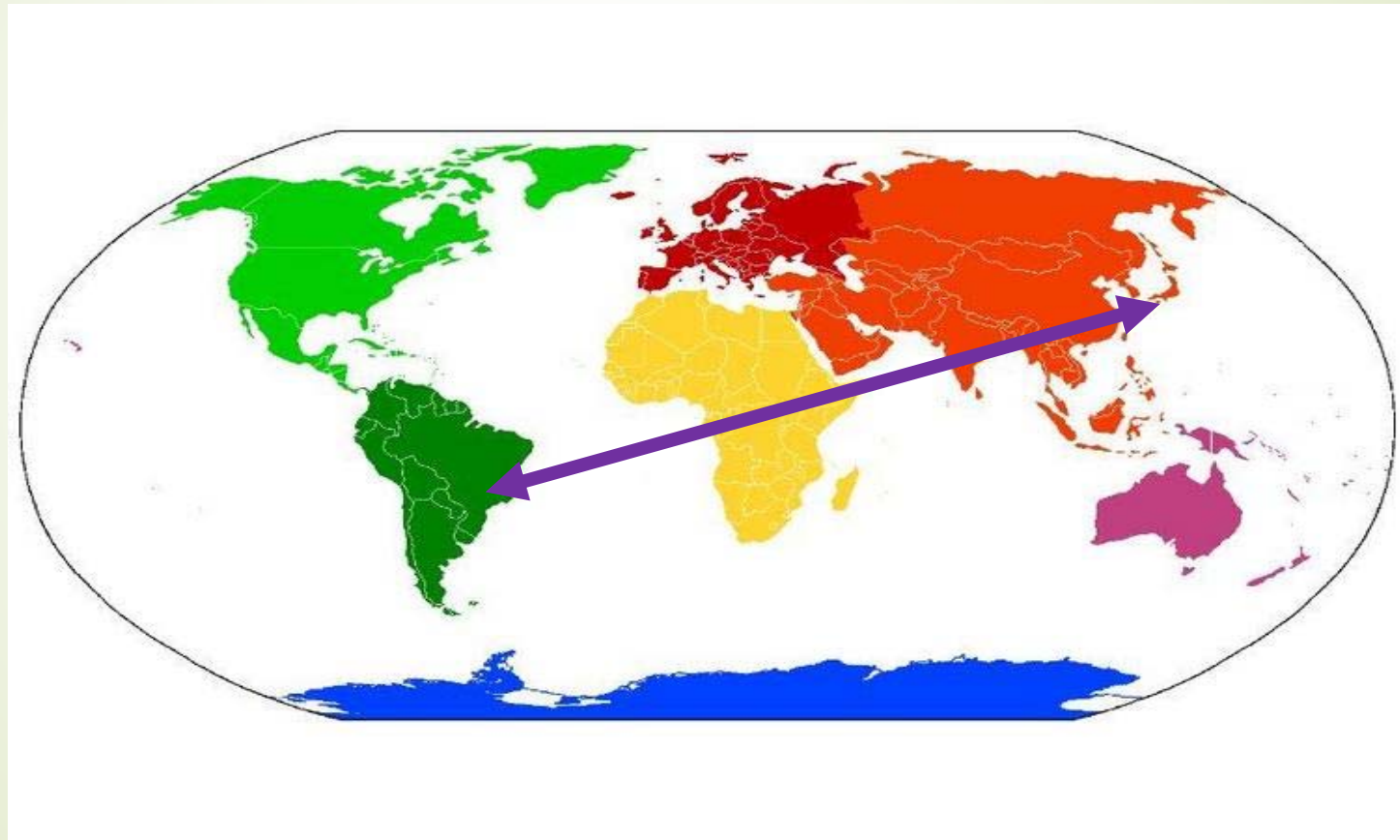




Summary

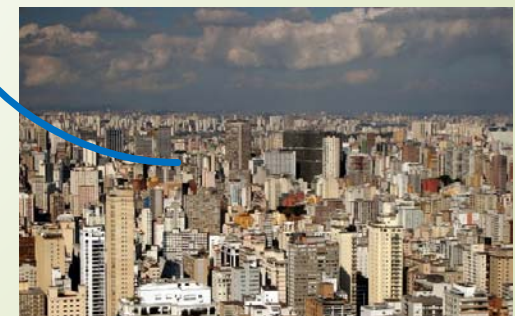
- ❖ Brief introduction to my motivation to some initiatives in Professional Development Courses for Teachers: challenges of a developing country and reflection about the role of teacher educators to attend the demands of teacher education of 21st century;
- ❖ Characteristics of Brazil and its challenges:
 - ❖ the figures of recent educational census of Brazil → quantitative discourse
 - ❖ the educational gap of basic school system → structural difficulty
 - ❖ The educational gap of teacher education → INTERNATIONAL COLLABORATION, RESEARCH TOWARDS EFFICIENT PROFESSIONAL DEVELOPMENT OF TEACHERS (LESSON STUDY, LESSONS CENTERED IN PROBLEM SOLVING, LESSONS BASED ON INQUIRY AND DISCOVERY)
- ❖ What can be the collaboration between Japan and a developing country like Brazil

Brazil and the World: Collaboration beyond the frontiers



Fifth largest country in the world: ~8515000 km²

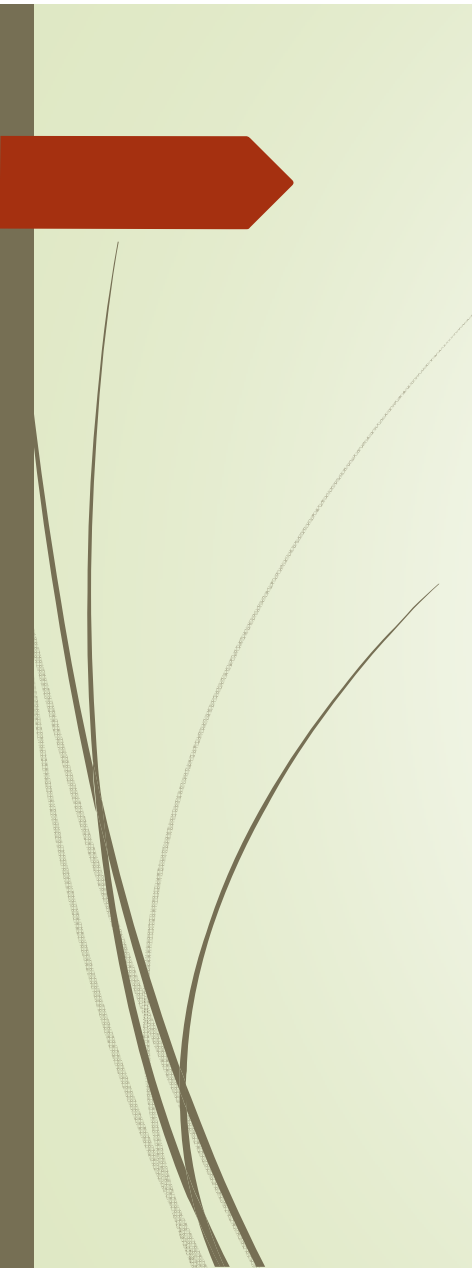
Large social- economic differences between North and South



Challenges of fast increasing population, migration and urbanization

	1970	1980	2010	2014
Population	93139000	121150500	190755799	202768500

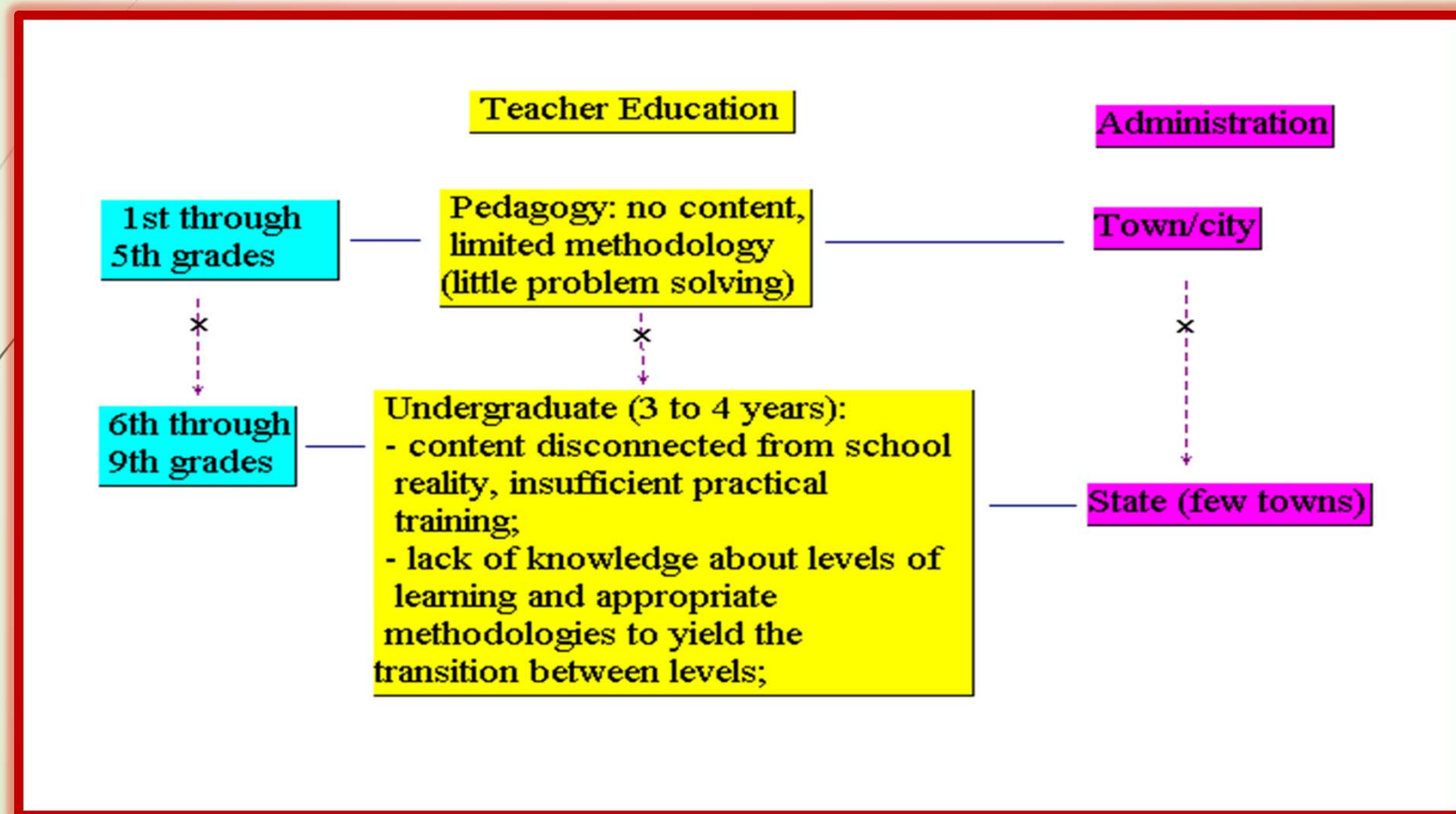
- In 30 years the population DOUBLED (!)
- The city of São Paulo has currently population about 12 million, its great metropolitan area has population about 18 million (9% of the total population of the country)
- Migration phenomenon from countryside towards big cities: impoverishment of villages and small towns implying worsening basic education as a whole.
- Rapid urbanization of bigger towns and cities does not support quality education, enough school facilities, qualified teachers for ALL.



Quantitative perspectives of Brazilian Education: recent education census

- ▶ 2011 education census indicates 92% (~30.5 million) of children from 6 to 14 years old (Elementary I 1-5th grades, Elementary II 6 to 9th grades) is enrolled in school system. **HOWEVER**, the students' achievement of the competencies in each school level content knowledge is still below the goals (National Plan of Education) and expectation of the educators.
- ▶ Brazil presents a dichotomic scenario of displaying fast growing international level of scientific knowledge (research publications, Internationally recognized Universities and Research Institutes, Results in Math & Sciences Competitions, **THE 1st FIELDS MEDALIST (2014) in Latin America**, Extensive Funding Program to support the graduate and undergraduate studies in Institutions abroad, etc) **YET** struggling with poor PISA (OECD) results, 57th among 64 participating countries.


Challenge of Basic Education in Brazil: a structural gap in Elementary Schooling and Teacher Education System






How to ensure Quality Education for All? (Qualitative Perspective)

- Goals of National Global Plan for Education in Brazil (2013):
 - ❖ guarantee the enrollment in Basic Education Course (9 grades) for **all** children (6 to 14 years old) and secure the achievement of the knowledge adequate to each grade. Goals to be accomplished until 2016 and 2024 respectively.
- **Educate teachers prepared to new era of communication world:**
 - ❖ Modernization of curriculum: content, pedagogy and ICT competencies
 - ❖ Integration of Mathematics and Mathematics Education to bridge gaps of formation
- **Help in-service teachers in their professional development:**
 - ❖ Paradigm shift in their classroom practices (**Lesson Study principles**),
 - ❖ Reinforcement of content knowledge through **Investigative Problem Solving**
 - ❖ Pedagogical content knowledge for teaching, learning, assessment.



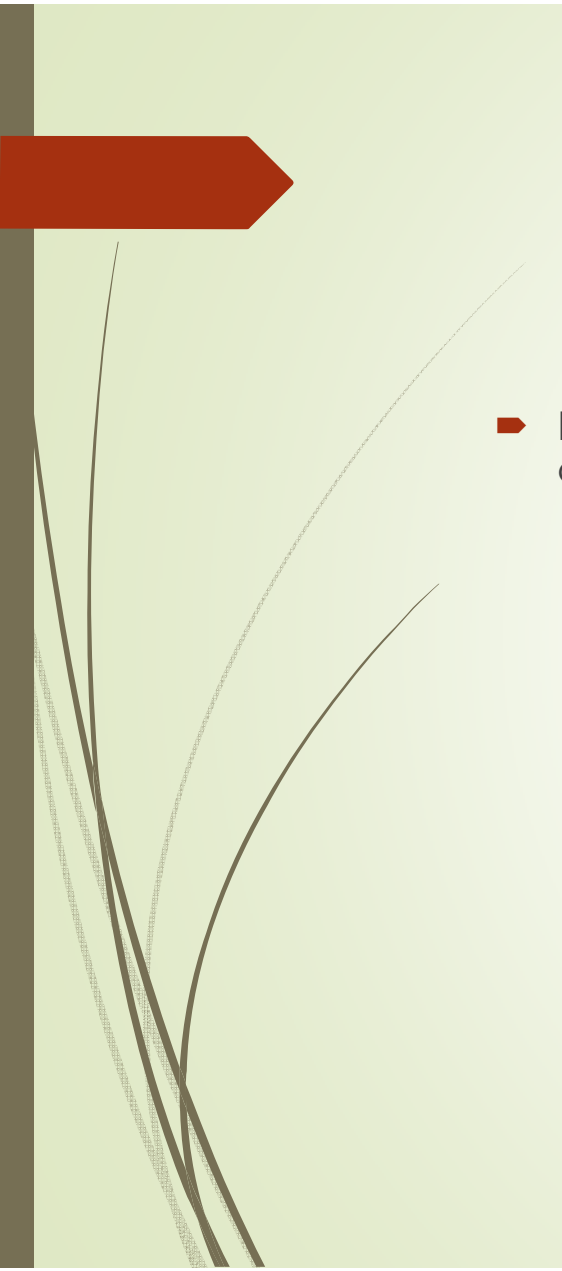
International trend in Mathematics Education Research on
The Professional Development for School Teachers (ICMI Study 15):
Practice Based Professional Development - PBPD

- ▶ The increasing perception of Math Educators about the research field of “*teaching and learning Mathematics*” requiring focus on the “*practice in and for classroom activities*”
- ▶ Some initiatives in Brazil aligned to this research field, in which I am working:
 - ▶ PPGECE (Master Program for In service teachers) at UFSCar;
 - ▶ PROF-OBMEP (Special course for in service teachers aiming at a *connection* among topics of mathematics and *the teachers' knowledge*, and a *paradigm shift* in the attitude of teachers and students in a problem solving lesson → *original research on the development of didactical material with the use of innovative and challenging problems (Baldin & Silva, 2012~to date)*
 - ❖ Inspiration and influences from *Lesson Study - Japan, Singapore approach to elementary mathematics concepts and pictorial model for problem solving.*



The role of teacher educators: now and the future

- Reflection on curriculum of traditional teacher education courses for prospective teachers:
 - more focused content from the discipline Mathematics making connection with classroom practices, Pedagogy and Mathematics education theories interpreted in professional context;
 - integration of ICT in teaching techniques
 - Modelling and Application of Mathematics
 - Problem Solving as the main methodology to learn how to teach meaningful mathematics lessons that engage students in their own learning, and to apply it as pedagogical aid to better assess students' mistakes and difficulties.
 - Modernization of classroom dynamics: paradigm shift from teacher centered expository lessons to participative learning environment(Lesson Study principles)
 - Diversification of topics of contemporary mathematics for the enrichment of cultural knowledge of school-teachers(confer The Klein Project for 21st century- ICMI-IMU Project)



The role of teacher educators: now and the future

- ▶ Reflection on the updated demand for continuous professional development courses to support the in-service teachers:
 - ▶ Workshops of training procedures or only theoretical seminars are not enough: teachers need to be continuously educated through PLT (Professional Learning Task – ICMI Study 15);
 - ▶ Development of specific didactical material for teachers to learn new approaches and modern mathematical ideas to enhance personalized and contextualized lesson planning.
 - ▶ Help teachers to reinterpret their knowledge of mathematics content of school curriculum with the language, the advantages and the limitations of Technology
 - ▶ Help teachers to follow the accomplishments of Mathematics Education research bridging them into classroom practices suited to new generation of students with their specific needs of modern time.
 - ▶ And many more considerations arise! Let us discuss and learn !

Some places in which the Brazilian projects (UFSCar) have been worked out



From classroom practices (PPGECE): problem solving, lesson study principles, bar model from Singapore Mathematics, (Campinas, SP)

Dados

1ª etapa 2ª etapa 3ª etapa 4ª etapa

Equação

$$15 + x + x + 15 + 15 + x + x + 15 = 124$$

$$4x + 60 = 124$$

$$4x = 124 - 60$$

$$4x = 64$$

$$x = \frac{64}{4}$$

$$x = 16$$

Resposta

1ª etapa: 15 Km	+ 15 Km
2ª etapa: 16 Km	+ 16 Km
3ª etapa: 16 + 15 = 31 Km	+ 31 Km
4ª etapa: 15 + 16 + 16 + 15 = 62 Km	+ 62 Km
	124 Km

Resposta: Na primeira etapa ele percorreu 15 Km, na segunda etapa ele percorreu 16 Km, na terceira etapa ele percorreu 31 Km e na quarta etapa ele percorreu 62 Km.

Produtos da Escola A

ARROZ 3,5 kg	ERVILHA 2,1 kg
MILHO 1,6 kg	LATAS DE PALMITO

Produtos da Escola B

$3,5 + 2,1 = 5,6$?
 $1,6 + 4 = 5,6$?
 $5,6 = 5,6$

$\frac{40}{8} = 5$

R: Depois comparou 5 latas de palmito. Mas falta o valor da massa dos latos de palmito para fazer uma igualdade. Então sabendo que falta 4,0kg para ter uma igualdade de massa dos produtos das duas escolas, e sabendo que cada lata pesa 0,5 kg, basta dividir 4 kg de todos os latos pelo kg de cada lata, para obter a quantidade de latos de palmito que foi comprada.



HAPPY to include a student! Franca, SP

Problem Solving lesson with participative learning, manipulating concrete models to explain discovery of the properties by students themselves(6th grade), Franca, SP





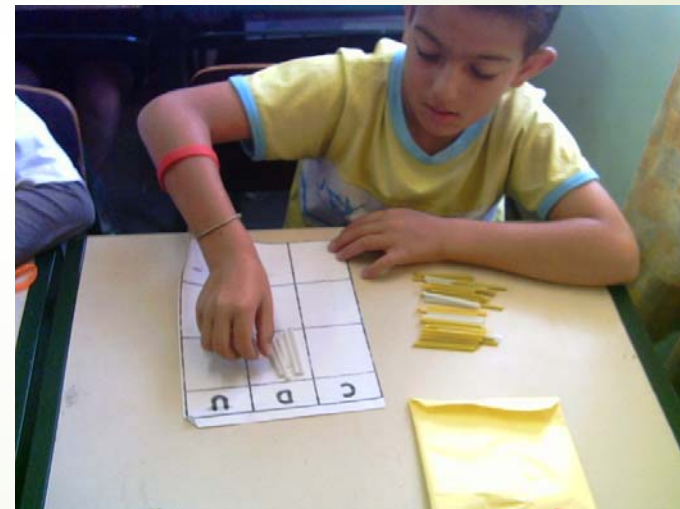
Using tools to learn geometric constructions, 6th grade, Osasco, SP



Production of models in solid geometry lessons, 6th grade (supportive use of DGS), Osasco, SP



Elementary School (3rd grade), Atibaia, SP



Field experience of new approach to Arithmetic (Atibaia,SP)



The use of GC in Lesson Study for 10th grade, Pinheirinho, RJ: Modeling Functions in Problem Solving



A sequence of Lesson Study for 8th grade classrooms, a School Project with GC

(Ribeirão Preto, SP):

1- Preparing session: study and discussion with teachers



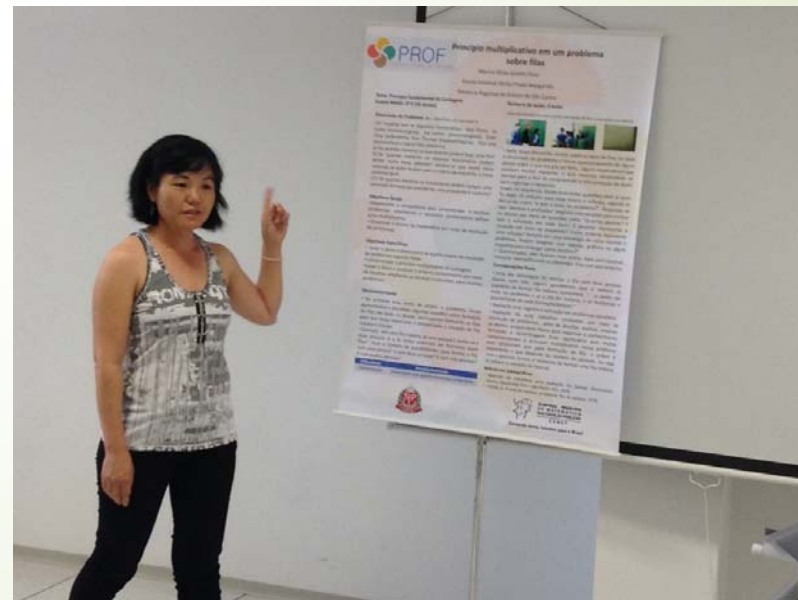
2-Training session and pilot experimentation with assistant-students



3- Classroom activity (Ribeirão Preto)




Poster Presentation of results of the project **PROF-OBMEP**: Group discussion, Exchange of experiences, New ideas, Growing confidence (2013 and currently). Trying to pursue the model of true Lesson Study!





Conclusion

- ▶ However far being apart, countries with different historical, social and cultural backgrounds can collaborate to learn from each other for good experiences to overcome the complex problems of mathematics education of teachers.
- ▶ The mission of teacher educators and researchers of teaching mathematics should be focused in providing opportunity to everybody to achieve mathematics literacy through problem solving.
- ▶ Lesson Study as grounding methodology to stimulate teachers to become better teachers is a major outcome of a joint research effort between CRICED-U. Tsukuba- Japan and UFSCar- Brazil.



Thank you very much for your
attention!

[Panel Session]

Financing Education: Trends and Challenges in the Asia-Pacific Region

Rene Raya

Lead Policy Analyst , Asian South Pacific Association for Basic and Adult Education (ASPBAE)

Abstract

The paper outlines the trends and problems in financing education in Asia-Pacific, specifically: reduced public spending levels of most countries in the region; falling ODA disbursements for basic education; and rising privatization of education. The paper presents some of the key targets on financing in the post 2015 period.

ASPBAE is a long standing organization founded in 1964 that has grown into a network of over 200 members in 30 countries across the region. Asia-Pacific is the most populous region in the world, with nearly three-fifths of humanity. It is also the fastest growing economic region over the past two to three decades. Yet the region faces serious challenges in education in terms of access, literacy, equity, gender disparity and financing. As we face the 2015 deadline for achieving education for all, we note that most developing countries in the region will most likely miss the EFA goals, some by wide margins.

Even today, there are nearly 800 million youth and adults without basic literacy skills, and about 200 million youth 15 to 24 years old who have not completed primary education. The region hosts the largest concentration of adult illiterates and the youth missing an education. Several factors impact on the poor EFA performance of countries in the region. Financing remains one of the key problems that account for this situation.

Asia Pacific is the least education spender compared to other global regions. Countries such as Pakistan, Sri Lanka, Bangladesh, Brunei, Cambodia, Philippines and Indonesia are spending less than 3% of GNP which is way below the UNESCO recommended benchmark of 6% of GNP. The scale of ODA for education has also gone down in recent years. Persisting issues related to ODA allocation are limiting the effectiveness of aid to basic education. Cutting public expenditure on education impacts most on the marginalized and vulnerable sectors, and widens inequality.

Japan provides one of the largest ODA in absolute amount, but actually it is among the lowest aid giver relative to its GNI (about 0.2% of GNI compared to the UN target of 0.7%). Japan is allocating only 4.6% of its ODA for education and only 1.2% for basic education. Its contribution to the Global Partnership for Education (GPE) is also among the lowest.

In the light of reduced domestic spending for education, along with declining ODA, governments are exploring options for financing education. In recent years, there has been a strong push towards privatization of education. There has been consistent growth in private school enrolment throughout the region. Low fee private schools have been expanding particularly in South Asia. Public-Private Partnership (PPP) in education has been aggressively promoted to ease the fiscal burden. Persisting user fees and private tutoring add further barriers that push the poor to drop out of school. Corporate chain schools are increasingly penetrating the education sector with claims of delivering world class education that is affordable even to the poor. There is a coordinated global push towards education privatization and PPP led by financial institutions particularly the World Bank and the Asian Development Bank. In reality, privatization fails to improve access and quality, and has led to further segregation in our societies, exacerbating inequality even further and creating social tensions.

EFA remains an unfinished agenda that must be pursued beyond 2015. ASPBAE welcomes the emerging consensus of the broader EFA constituency on the post 2015 education goal, “*Ensure equitable and inclusive quality education and lifelong learning for all by 2030.*” The new agenda must be backed up with clear mechanisms for implementation, financing, monitoring and governance or it will fail. It is for this reason that ASPBAE and CSOs strongly push for concrete financing target: 6% of GDP and 20% of the national budget for education. We likewise appeal for more and better Aid to Education with at least 10% of ODA for basic education. We ask donor countries to increase support for the Global Partnership for Education. Innovative financing must ensure equity, promote the Right to Education, and strengthens the public education system. Most of these have been adopted by the Asia Pacific Regional Education Conference (APREC) held in August 2014.



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries

Financing Education *Trends and Challenges* *in the Asia-Pacific Region*

Rene Raya

**Asia-South Pacific Association
for Basic and Adult Education (ASPBAE)**

Japan Education Forum
05 February 2015

About ASPBAE...



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries

The Asia-South Pacific Association for Basic and Adult Education (ASPBAE) is a Regional Network of organizations with over 200 members in 30 countries across Asia and the South Pacific.

- Grassroots educators
- Child rights movements
- Teachers unions
- Women's networks
- Youth organizations

Among its members are National Education Coalitions in 14 countries in the region, each with broad membership on national scale.



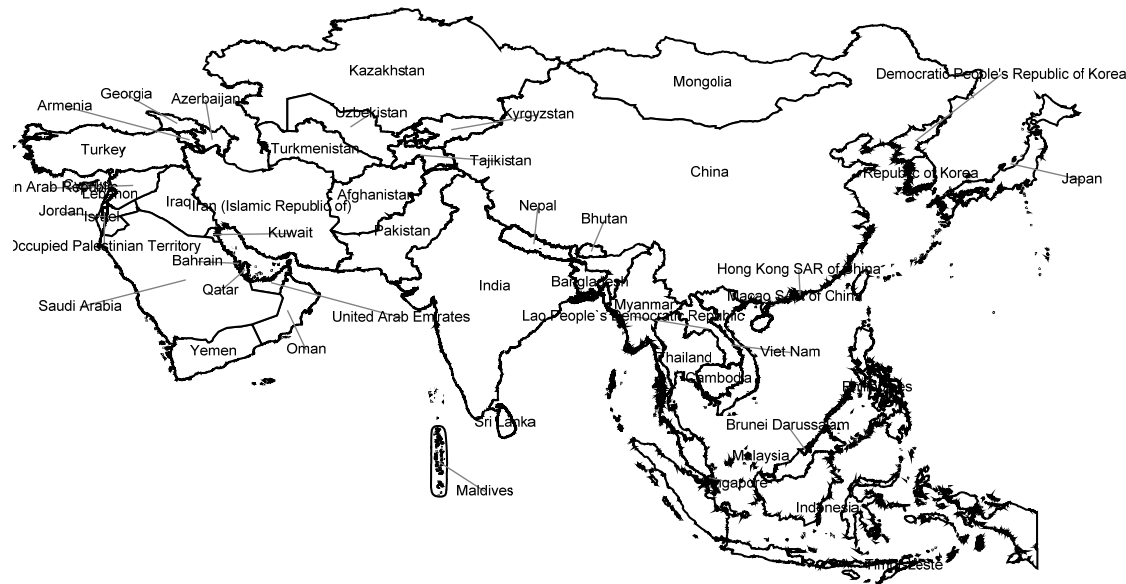
Founded 1964 in Sydney, Australia

Four Main Strategies:

- Policy Advocacy
- Leadership and capacity building
- Strategic partnerships and alliances
- Institutional Capacity Building

The Asia-Pacific Region

- ❑ *Most populous region in the world*
- ❑ *Fastest growing economic region*



Yet, the Region faces serious challenges in Education

Where are we now since 2000?



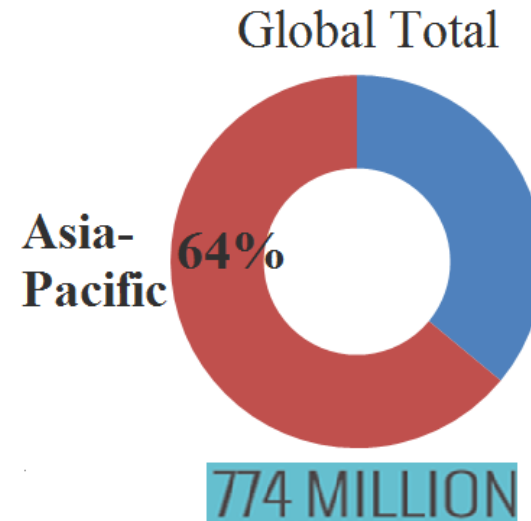
OVERALL → Yes, some progress achieved, but uneven and big disparities remain across countries and regions, and within countries.

Most developing countries will likely miss most of EFA Targets by 2015 – Some by wide margins!

Key Education Challenges

Asia-Pacific hosts the biggest number of adult illiterates

- **64%** of global total
- *Over half in South Asia*



17.8 million out of school children in the Region

- **31%** of global total

GLOBALLY
57 MILLION
out-of-school children

Key Education Challenges

Over 100 million youth, 15-24 years old have not completed primary education

→ Asia-Pacific 60% of Global Total)

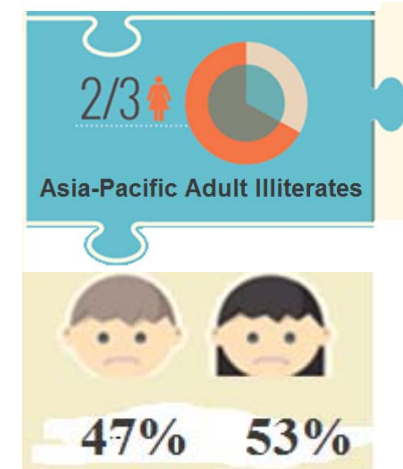
**Global Total
200 million**

Gender Disparity remains large

→ 2/3 of Adult Illiterates are women

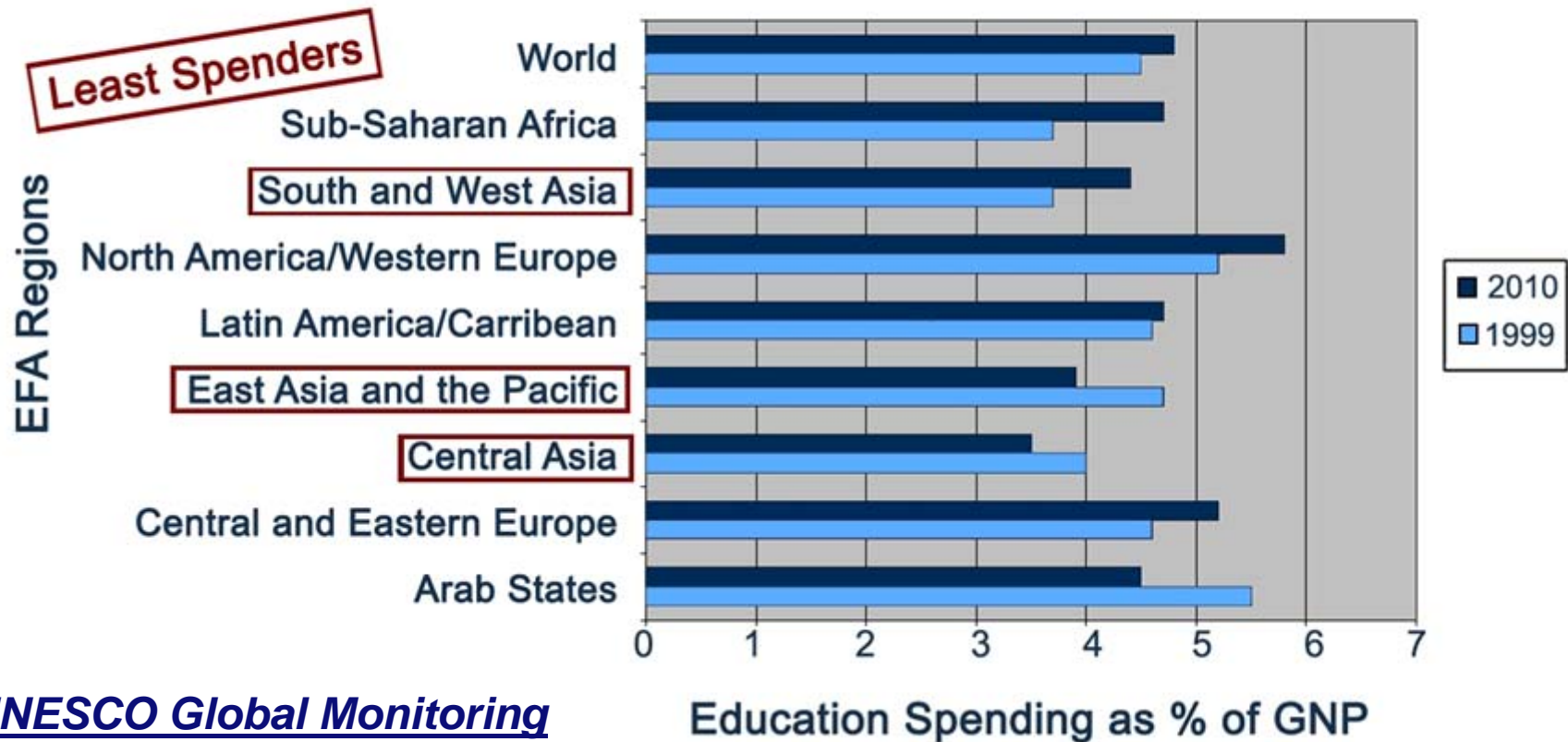
→ More girls out of school than boys

Asia Pacific



Asia-Pacific as the *Least Spenders* in Education ...

Education Expenditure as % of GNP



[UNESCO Global Monitoring Report \(2012\)](#)

Country Spending Levels

Public Expenditure on Education as Percent (%) of GNP

OECD →



Education Spending as % of GNP



Global Monitoring Report
(2013)



Impact of Reduced Spending

Cuts to public spending in education:

- ➔ impact most on the poor, marginalized and vulnerable groups
- ➔ widen inequality even further
- ➔ create social tensions

Yet, Developing Countries are cutting spending on education and other public services.

On Official Development Assistance (ODA)

Asia is the least spender in education
... and **Japan** is one of the lowest AID
Giver relative to its GNI

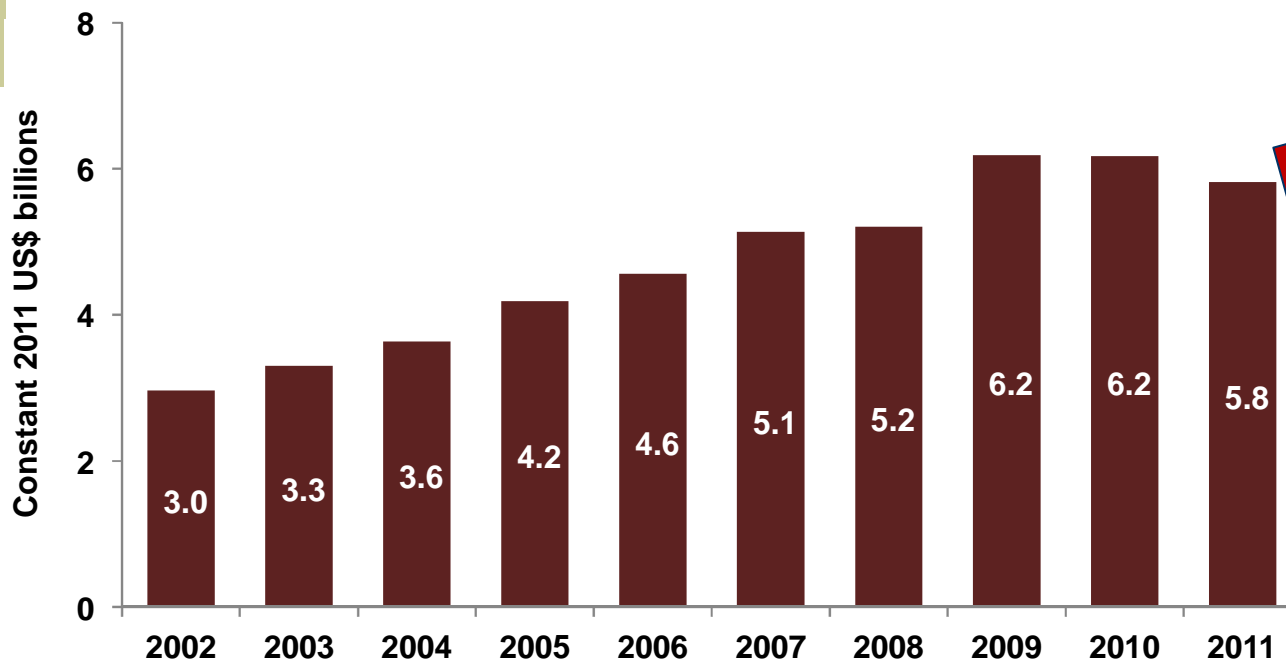
**ODA Disbursements of Developed
Countries (OECD) are falling short.**

**AID to basic Education has actually
declined in last few years**

ODA Falling Short

**EFA Financing Gap:
\$26 billion per year**

**Aid to basic
education fell by
6% between 2010
and 2011**



Source: OECD-DAC (2013)



Issues on ODA Quality

- ❑ **Big slice of ODA goes to Economic and infra sectors**
- ❑ **Too much of Aid never leaves the country**
- ❑ **Large portion for scholarship and imputed cost**
(about 25% overall, and 40% in the case of Japan)
- ❑ **Too little Aid trickling down to low income countries**
- ❑ **Too much focused on formal, and less on non-formal, adult learning, literacy**

Japan ODA Performance

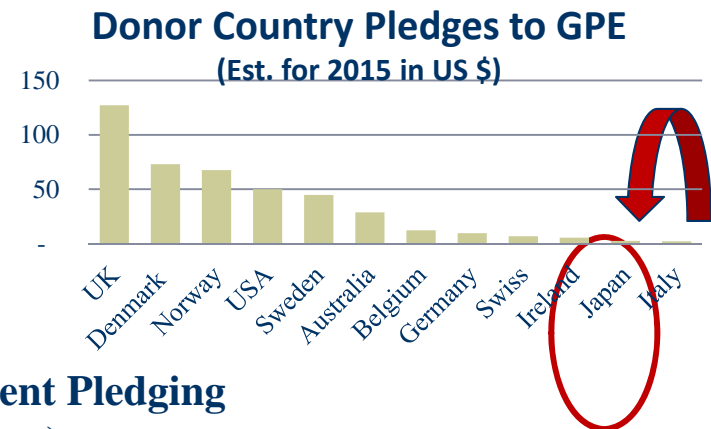
Donors Net ODA (%GNI)
Only 5 of 22 OECD donors reached the 0.7% UN target; Japan only at around 0.2% (Source: EFA/GMR 2011)



Japan ODA share for Education → 4.6%
Basic Education → 1.2%
 (Source: extracted from OECD.Stat)

Sector			%
I. Social Infrastructure & Services			
	3822.77	4470.05	25.9%
I.1. Education	920.49	787.88	4.6%
I.1.b. Basic Education			
Education	70.96	215.86	1.2%
% in total	0.4%	1.2%	
I.2. Health			
	328.66	819.43	4.7%

Japan Pledge to GPE Fund for 2015 at \$2.44 M
→ About the lowest among GPE Contributors



(Source: Final Pledge Report: Second Replenishment Pledging Conference of the Global Partnership for Education)



*The Search for Financing Options for
Education ...*

? Innovative Financing

? Private Sector Participation

**? Domestic Resource
Mobilization**

The Push towards Privatization

- ❑ **Growth in Private School Enrolments**
- ❑ **The rise of Low Fee Private Schools**
Particularly in India and other South Asian countries
- ❑ **Expansion of Public-Private Partnership (PPP) initiatives in education**
- ❑ **Expansion of Private Tutoring; persisting User Fees in most Asian countries**
Create added barrier for the poor to pursue schooling
- ❑ **The Emerging Corporate Chain Schools**
 - Promoted & marketed aggressively, using branding
 - False claims on affordability and world class status



APEC SCHOOLS
AFFORDABLE PRIVATE EDUCATION CENTER
WORLD CLASS EDUCATION BY AYALA & PEARSON
HIGH SCHOOL STUDENT
PROFESSIONAL EMPLOYMENT

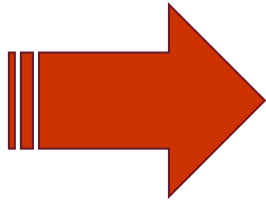
20% OFF FOR THE FIRST 70 STUDENTS PER SCHOOL

P 23,000
P 18,400 A YEAR
P 1,900 A MONTH
P 4,000
P 3,500 ADMISSION

HURRY AND ENROLL NOW
CLASSES START JULY 2014
FREE UNIFORMS
1 IF YOU PAY P3,500 BEFORE JUNE 30
2 IF YOU PAY P18,400 BEFORE JUNE 30

P18,400 ADMISSION COLLEGE NOT INCLUDED

The Push towards Privatization



Coordinated Global Push towards Education Privatisation and PPP

There is a global network of financing institutions, development agencies and private consulting firms supporting education privatisation.





Asian Development Bank

A Strong Proponent for PPP in Education

ADB Strategy 2020

“... ADB will explore opportunities for new approaches and instruments involving public–private partnerships.”

ADB Education Sector Operations Plan, 2010

Incorporate PPPs into education sector plans, concretize procedures for setting up PPPs, identify the roles and responsibilities of PPP partners

ADB has supported education projects with PPP components in at least 13 Asian countries

Privatization and PPP in Education

OECD Studies and Country Experiences noted the following :

- ❑ Impacts on access → **hardly affordable** to the poor
- ❑ **Violate Teachers Rights** to decent pay, due benefits and tenure security
- ❑ **Widens Gender Gap** as boys more likely to be in Private schools than Girls
- ❑ Weakens/undermines the Public Education System
- ❑ Assertions of better quality and efficiency are highly contested

Privatisation and certain types of PPP **result to segregation** on the basis of **ability, economic status and ethnicity**. Inequity in society is thus, exacerbated.

Post 2015 Education Agenda

An Appeal for Support

World Education Forum May 2015 Korea

- ✓ Concrete financing target: **6% of GDP, 20% of National Budget**
- ✓ More and better Aid to Education with at least **10% for Basic**;
More support for **GPE**
- ✓ Innovative Financing that ensures **Equity**, promotes the **Right to Education**, and strengthens the **Public Education System**
- ✓ Ensuring **12 years** of free and compulsory education
- ✓ Functional literacy for all
- ✓ Stronger push to reach the excluded, including PWDs

*Most were adopted by the Outcome Document of APREC
(Asia Pacific Regional Education Conference)*



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries

Thank You!



[Question and Answers with Keynote Speakers]

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

We would now like to start the open-floor discussions and the question-and-answer session with the speakers, which will last until 4:15 p.m. In this session, Prof. Kazuo Kuroda will serve as moderator again.

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

Thank you. We would now like to have a discussion session. As this is a discussion session, I would like to hear not only questions and answers but also discussion. There are many experts participating here. In many cases, experts express their opinions in the form of questions, but we welcome your frank opinions and comments. First, I would like to invite questions and comments from the floor and then ask the panelists to respond. Please raise your hands. I see two people there who are raising their hands. Please tell us your names and organizations, first.

Question 1

Takafumi Miyake (Japan NGO Network for Education)

Prof. Chege pointed out the importance of legislation. I quite agree that legislation is really important. Finance is actually discussed a little in the proposal made by the open working group on the SDGs and in the Muscat Agreement, a draft for the upcoming World Education Forum in Incheon, but I don't hear much discussion on governance. As Mr. Raya said, basic education is a human right, and the government is primarily responsible for it. I believe that the next educational targets for the SDGs must include protection of human rights by enacting legislation to provide, for example, free compulsory primary and lower secondary education as is done in Japan and that the targets must be clearly set by indices. Then I think the necessary funds will be provided depending on the situation in each country.

Question 2

Yuho Matsuura (International Christian University)

I am a student, and I feel honored to be given this opportunity to ask questions at such a respectable forum. I have two questions. I am studying Paulo Freire, who wrote "Pedagogy of the Oppressed," and how and under what conditions his thoughts can or cannot contribute to human security. So I am interested in the power of education. In Prof. Chege's presentation, she mentioned performance and gender. She raised the issue that in Kenyan society mathematics is commonly believed to be a subject for boys. I would like to ask you two questions. First, what do parents and girl students think about this kind of inequality based on gender? In other words, I wonder if girls internalize the belief that mathematics is for boys. My second question is: What approach should education take in order to overcome these inequalities attributable to gender differences? I'd like to hear your comment insofar as time allows. Thank you.

Question 3

Wayne Ellsworth (Institute of Cultural Affairs in Japan)

When I was working with the Institute of Cultural Affairs in Japan, I was in Kenya five years ago and dialoging about education. There were thousands of unemployed college graduates. We wanted to know the reason and asked many people. They said that they all know their school work very well, but they cannot think how to change their situation. They have little knowledge and experience of how to think outside of their box, how to create,

how to make new jobs and so on. They appeared to have no method to unite themselves, to create a meaningful vision, to look deeper at their problems to the root causes, and to create united action plans. Furthermore, they did not appear to have united assertive leadership skills to move ahead. I'm wondering is that universally true, or was this only in Kenya where the education process appears to have severe limits in ways of promoting creative thinking and acting. Why not 'import' the Russian Tekos model school, perhaps the most advanced learning system in the world? I would love to be a part of such a transformational venture! Thank you.

Question 4

Katsuyuki Inoue (Kumon Institute of Education)

Thank you for your wonderful lectures. You mentioned more than once that collaboration with the private sector and the role played by private education industries are becoming more important. I would like to ask you about this point. Kumon has opened franchise classrooms in different countries. All of us at Kumon would like to contribute to the world in whatever way we can in the field of educational cooperation. It is, however, difficult, for us to be an active player. In this sense, I am very glad to know that experts in this field are supporting collaboration with the private education sector. I would like to ask what the private sector, including our company, should do to establish good collaborative relationships with all of you. Your ideas, hints and suggestions are appreciated.

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

Thank you. We have received very interesting questions and comments. There are many panelists, so I don't think we need answers from all of them, but if you have answers to these questions, I'd like to ask the panelists to raise their hands, but first I would like to ask Prof. Chege and Mr. Raya to answer the questions. Prof. Chege, please.

Fatuma Chege (Dean, School of Education, Kenyatta University, Kenya)

Thank you. Thank you very much for the questions and the comments. Firstly, let me start from our colleague who got the answer that the young unemployed do not think. That is a tough comment. My worry would be about who gave that response because we have been working with young people, adolescents and youth between 18 and 25. They think a lot about why their education is not giving them employment. They place their blame on the government system itself. I never found anyone who says I'm not able to think. They think a lot, and with a lot of research around young people, I would say it's really important to get the answers from the person who is suffering due unemployment. Ask why they feel their education is not giving them the expected outcomes. Then, very briefly, I want to touch on legislation. I won't go into the depth. It is so important to understand how the legislation is made particularly in the area of gender equality in education. That's the area I was talking about. To ensure there are policies that are planned for implementation and whoever is accountable, it should be made very clear. Importantly, ensuring that policies are not inconsistent with other legislation is critical. I want to give an example of Tanzania where we know there is a legislation that allows marriage at the age of 16. Yet there is the policy of gender and education in the same country that says every child girl and boy must have an education up to the highest level. This means that the legislation allows that a 16-year-old girl to get out of school and get married to someone, thus ending her education. These inconsistencies really need to be resolved.

Now, our education student, thank you for asking that question. You've mentioned quite a few things about what we need to do as educators to ensure that there is gender equality in the work that we do. But firstly, about the math and English, about whether girls internalize this. It's a very complex process whereby the teacher as the main change agent. As teachers, we have a duty to change some of these things. These are portrayed to young people, girls and boys, showing them the path of positive outcomes and where they will go. They actually should be given a space to actualize themselves rather than being led. Importantly, we have to implement gender responsive

pedagogy in how we do the business of education as teachers. We need that knowledge and skill. I mentioned that really we can't expect the teacher to change the gender dynamics if the teachers themselves are in the same situations like the students. Many teachers are in that situation. They only know how to count girls and boys but not how to analyse gender dynamics in class. But the dynamics, the social dynamics of what it means to be a successful man in the future and that this is being created in the classroom is not easy to decipher. How to be a successful woman in the future is also created in the classroom. So, teachers in terms of teacher education need an education and a training that enables them to use a gender responsive pedagogy in addressing these cases in the classroom and to be always aware that we have girls and boys who have different learning and social needs and reflect on how to respond to these. Thank you.

Rene Raya (Lead Policy Analyst, Asian South Pacific Association for Basic and Adult Education (ASPBAE))

I also would like to respond to the question of youth unemployment which is also true in most countries in Asia-Pacific and in my country, the Philippines, as well. But as mentioned by my colleague, it is more the problem of the education and economic system that prevents the youth from gaining full and creative employment. At the same time I would like to also point out the aspects of quality that pertains to critical thinking, human rights, peace, and global citizenship which are being ignored and undermined in the school curricula. For example the premier university in the Philippines, the University of the Philippines, has reduced or practically abolished liberal education - - meaning the teaching of general subjects such as political science, sociology, history, humanities, philosophy and culture which broadens the learning horizon of the youth to deal with the complexities of the real world. . Now, they have evaluated the reduction of liberal education and found out that it is not working well for the youth because it narrowed down their political awareness, creativity, social responsibility, problem solving and communication skills.

As mentioned also earlier this morning, the problems related to the poor quality of education must be addressed. We have been pushing too much on access to the neglect of quality that is comprehensive and holistic.. I think quality is something that we should look into in the post-2015 education agenda.

Related to the question of how private sector can meaningfully engage in education sector, I think that if private for-profit enterprises can develop really good, equitable corporate social responsibility programs in cooperation with government and with civil society, then there is space for collaboration. There is space where there can be fruitful contribution coming from the private sector through such innovative schemes. But again, often times, corporate interest becomes the principal reason for engagement. Promoting equity, respecting the right to education and reaching out to the most vulnerable and marginalized sectors of society should be the priority target for any corporate engagement. Given this framework for engagement, then, I think that private sector involvement in education will be workable and feasible. Thank you.

Aaron Benavot (Director, EFA Global Monitoring Report, UNESCO)

I'd like to address three of the questions. The one about legislation and about unemployment. Also the one asked by the colleague from the Kumon Institute. I would like to begin by noting that the proposed target 4.1, in many ways the most important target that's being proposed by the Open Working Group at the UN, states "Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes." Notice the word that is missing from this target, compulsory. This is not an accident. In all the United Nation documents beginning with the UN Declaration for Human Rights, states were obligated to provide free and *compulsory* elementary education and fundamental education. Compulsory has been a basic aspect of the international policy. So, this target undermines this commitment by indicating that states are not be obligated through compulsory legislation to provide education both at the primary and secondary levels. And I think this is an important point for us to keep in mind. It is not by chance that this word is missing from this target. And the fact

is that 90% or something of countries in the world have compulsory school laws covering primary education. Almost all countries except for about 30 or 25 have compulsory legislation for the lower secondary education. So, adding the word compulsory would not be a revolution. I'm not saying that compulsory school legislation is always followed and obviously not all children are in school, even if you have a compulsory school law. But states should be obligated to compel attendance. Governments should be obligated to provide free basic education, of good quality. So, that is the first point that I would make here.

Secondly, with respect to unemployment, if we think that the only purpose of schools and schooling is to enable people to get jobs in the labor market, then we have a problem. There is also the issue of short-term unemployment, and whether one remains unemployed over the course of one's life. There may be a lot of young people who--we see this in France, and in Europe, it isn't something you only see in Africa, it could even happen here in Japan--who finish their formal schooling and can't find a job right away. It doesn't mean that they go through the rest of their life unemployed. But beyond this, I think that it is a rather impoverished view to think that education is only about ensuring that young people who acquire educational qualifications are able to get a job. We expect people who are educated to be good citizens, to be good parents, to contribute to the community, to have a certain moral compass that helps their society go forward socially, politically and ethically. So, I think that we should not lose sight of the broader purposes of education beyond just employment. That is true for Japan. It's true for Kenya. It's true for all countries in the world.

Thirdly around the Kumon Institute question. For me, when business sector indicates its willingness to support international policies in education, my first question is, what is the attitude that the business sector brings with it to educational policy making? If the attitude is that education challenges can be solved with a magic bullet, like money or some other innovation, then I have a problem. Much activity in the business world revolves around this notion: Here's a practical problem and here's the solution. We're going to provide a solution and the market will take it to scale. However, education is not like health. There is no magic bullet for getting kids to learn. It takes time. It can take 10 years. It may take a generation. For me then, the question is, what is the business sector's commitment to the kind of solutions that may be more or less effective for education? If they possess a short-term, bottom line attitude, it may be difficult for businesses to become engaged in constructive ways with educational policies or interventions that take time to have effects. They need time to ferment. Furthermore, many are beginning to understand that a narrowly focused, solution-oriented intervention--for example, by private foundations like the Gates Foundation in the health area--is not necessarily productive in the broader scheme of things. It may mean that what we really need to do to provide better healthcare for African citizens is to improve the provision of the health system not just to deal with malaria in the narrow sense. That may also be true for education. What we need is to find ways to enhance the capacities of education systems to provide better quality education, not just look for a narrowly defined solution in the business model. So for me, and this is my final point, I wish to know whether people from the high tech community, who have made quite a bit of money, feel that technology is the magic bullet. That it is the answer. And do they feel that teachers are an obstacle or a key part of the solution? Do they feel that technology is the sole solution--for example the Khan Academy and other possible platforms in which children can learn without teachers or without real face-to-face engagement? I personally think -- and the evidence would bear this out--that we should call into question any technologically prevalent or predominant solution to the global learning challenge we face. Solutions to today's learning challenges need to be facilitated through empowered teachers. Perhaps also with technology, but it must start with good teachers.

Shinichi Ishihara (Deputy Director General, Human Development Department, Japan International Cooperation Agency (JICA))

I would first like to comment on education industries such as Kumon, and then answer the question on unemployment. First, let me give you some specific examples of how JICA and education industries are going to

collaborate. The first step is to receive innovative proposals from the education industries in Japan that have acquired expertise in various methods and ways to benefit disadvantaged people. Then we support their feasibility studies to see what exactly can be done next. For example, JICA's math and science projects have already involved textbook companies and development consultants. JICA works with them as partners and introduces the expertise gained in Japan to developing countries in the most suitable ways.

Kumon has been conducting a pilot project to introduce a model in Bangladesh. As you may know, this is a project involving BRAC schools, run by a very large NGO, using the Kumon method, to see how it can be used to teach disadvantaged students. JICA is serving as a go-between and conducting research. Where it is difficult for private companies to conduct projects by themselves, they could work with international NGOs and/or development consultants. There are various ways to conduct projects.

Another example is a project we are starting in Sri Lanka. In Japan, there have been activities to support dropouts or those who cannot catch up with others by developing software. Efforts are now being made to help children overseas, employing similar methods using computer networks. I believe we can develop innovative ways by hearing various ideas and developing new methods. Then we consider what will take place to move on to the next step. Supporting children with disabilities and promoting preschool education are very important areas but difficult for the public sector alone to address. JICA would like to investigate how to tap the wisdom acquired by the private sector. Through dialogues like this, new wisdom can be shared, and we can come up with various ideas to help support the public sector, including not only JICA but also global funds and recipient governments. JICA would like to be a part of this to investigate various ideas.

With regard to the second question on unemployment, the content of vocational training is important, but what is more important is to bridge the gap between schools and enterprises. In Japan, we give training to students, considering what they will face after graduating from school. For example, teachers actually visit companies, listen to people, and see what is needed. The teachers provide feedback, which is reflected in the curricula, and students receive practical training in the form of "short-term attachment" to acquire skills. In this way, bridging the gap between schools and enterprises will lead to employment. We are working to systemize such activities so that they will not be limited to providing training.

Eshetu Asfaw (Director, Plan and Resources Mobilization Directorate, Ministry of Education, Ethiopia)

Thank you. I'd like to say something about unemployment from the perspective of developing countries. Unemployment of those who graduate from any level of education has a negative impact on the expansion of education. In our country, 15 or 20 years ago, it was a serious problem for the education system. In rural areas, when we asked people, particularly farmers, why they didn't send their children to school, they said, "I don't want to because my older children are still unemployed. Why do I have to send my children to school just to be unemployed at the end of the day?" This was what we were told. They were right. In a third world country, parents want to see an immediate benefit of education. We were forced to examine our curriculum. We were forced to examine our education system, and we came up with a new policy. What we have done is after general education, a graduate should have some skills that enable him to join the labor market. Besides that, 80 percent of those who graduate from secondary school go to technical or vocational schools. The courses in technical and vocational schools were based on the needs of the market. We assessed the market needs, and based on that we offer different training so that the graduates will be able to get jobs easily. They are not only finding jobs. Those who graduate, particularly from technical and vocational schools, are now creating jobs. We want them to create their own jobs. There is a policy direction from the government supporting those who are trying to create their own jobs. There is special support for this. So, in the third world developing countries, the situation is quite different. Unless there is an advantage, unless parents see some advantage, they don't want to send their children to school. So you have to

examine your curriculum and your education system. That is what we've done, and we are still working on it. Fortunately, it seems that the labor market is now rapidly growing. We have a lot of jobs, particularly for the mid-level skilled manpower. Most college graduates find jobs in this segment of the labor market. This may also be saturated. Then we may face this problem again. For the time being, this is what we are doing. Thank you.

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

I would like to invite a second round of questions. Please raise your hands if you have any questions or comments. May I ask the two there?

Question 5

Etsuko Chida (International Youth Exchange Organization of Japan)

I have a question for Prof. Baldin. As Brazil is one of the BRICs nations, it is expected to contribute to building the global society of the future. I was surprised to hear your presentation, in which you mentioned population growth, educational challenges due to poverty in rural and urban areas and declining quality of education, and issues of primary education. Amid such circumstances, you said that the National Plan of Education was established in 2013 with a target of guaranteeing the enrollment of all children up to 14 years old by 2016. There are only two years left. I would like to ask you what the specific policies are for improving the enrollment rate. I am not an expert on education, so I would like to ask you about your biography. It says that you are a coordinator of the Klein Project in Portuguese and a member of the Design Team. Could you explain briefly what you mean by the Klein Project in Portuguese?

Question 6

Yokuo Murata (The Future Education Research Institute)

I would like to ask Mr. Raya about financing education. I know financing education will continue to be very important, but you also said that public-private partnership (PPP) is very important and that it is expanding. I would like to ask you what the private sector actually encompasses. Does it include private companies and schools? NGOs and NPOs? Could you explain in more detail? I don't know if this is included in private partner, but in some cases local people and local communities have built schools, such as Barangay High School in the Philippines. I think such schools were built in Thailand and Bangladesh, too, with funds raised by local people. I don't think there are many examples today as the government is now building schools. Considering the importance of collaboration between schools and local communities, I think building schools with funds raised by local people is a good option. What do you think?

Question 7

Noriko Shibata (World Vision Japan)

Thank you so much for these very important presentations. We heard many interesting presentations, but I would like to ask questions on the post-2015 agenda and on disparities. Redressing disparities is one of the major themes of the post-2015 agenda. As the major targets on education are about to be finalized at the World Education Forum, many speakers mentioned today that the educational gap is widening in many cases. In order to bridge the gap, Mr. Raya talked about the idea of innovative financing to ensure equity. I would like to ask you how exactly innovative financing can contribute to redressing educational disparities. My second question is on private funds. The amount of private funds going into education in developing countries is increasing more than that of ODA. I'd like to hear your ideas on how the private sector can collaborate with the public sector to contribute to narrowing

the educational gap when private funds go into education.

Question 8

Toshiyuki Oike (MAY Asaka Center) I think cooperation in the field of education should not be one directional support but should be mutual as Mr. Ishihara mentioned.

I have been engaged in international relations for many years, and my wife is a social educator employed by the city, so I am interested in regional international cooperation in education and international exchanges. Although it may not be correct to say that Japan is a homogeneous country, Japan is a country in which the same language is spoken, and internationalization is called for. In our activities, we would like to promote educational cooperation in which we can complement each other in a comprehensive way and motivate each other. We have used pictures in promoting exchanges with Malaysia for 27 years, as we don't need language to communicate if we use pictures. Children in Japan look at the pictures sent from Malaysia and become interested in the ethnic and cultural differences, which they understand and feel by looking at the pictures. We also invite children from Malaysia to come to Japan from time to time. Because of the differences in curricula, we have been asked to conduct seminars and workshops using pictures through private organizations. I have visited developing countries many times. Through these visits, I have concluded that we could conduct interesting activities if we could promote cooperation from various viewpoints, including not only reading, writing and arithmetic but also emotional development and observation. I would like to hear Mr. Ishihara's comments on this point.

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

Thank you. May I ask Prof. Baldin to answer the questions first?

Yuriko Yamamoto Baldin (Professor, Universidade Federal de São Carlos, Brazil)

Thank you for your questions. Brazil is a developing country, and it is called a country of the future. I am concerned as the future seems to grow more and more distant. Still, as an educator involved in teacher training, I think it is my mission to do what I must do. I believe teacher education is a key to the future. There are issues of disparity, school system and school management, but I believe teachers must change in this 21st century. Therefore I am involved in teacher education. One of the targets for 2016 is to enroll all children. From the viewpoint of the quantity of education, when Brazil changed from a dictatorship to a democracy in the 1980s, the people of Brazil gained an important victory as primary and lower secondary education became compulsory. It was important, just as Dr. Benavot said.

Until the early 1980s, school education was a privilege for a very few rich people in the elite class. Ordinary citizens could not afford to go to school. When people were given access to education, Brazil saw industrial development in the 1970s and 80s. Many children now go to school, and the demand for schools has greatly increased. Teacher education, however, has not caught up with the growing demand, and there is a shortage of teachers. We may be able to enroll the remaining 8 percent of children by 2016, but that would be just on paper. Dropping out of school remains an issue. Children become unable to come to school and drop out.

As Dr. Benavot said, about 30 percent of children in the world are dropping out. In Brazil, the ratio of dropouts is as high as 60 percent. This is very serious. This means that more than half of children who enter school drop out. Even if they graduate from school, they cannot find jobs as there are not enough good teachers. Brazil brings in medical doctors from Cuba. I think Brazil will have to bring in engineers, too.

Then, what is school education for? I believe Brazil has to make a nationwide effort to improve the quality of teachers. There are two ways to do this. First, we must review the current curricula for teacher training programs. In-service teachers face difficult situations. There are middle-school students who don't understand elementary-

school arithmetic. Teacher-centered instruction can no longer help students learn what they haven't learned in elementary school. I am engaged in two projects for in-service teachers to educate the students of today to become citizens who will have relevant skills in ten years. One is the Klein Project, which is an internationally-recognized project. I am an executive committee member of the International Commission on Mathematical Instruction (ICMI). Before I became an executive committee member, I attended ICMI committee meetings as a representative from Brazil.

When I saw various issues of the world, I was able to broaden my views on common issues of education faced by not only Brazil but also many other countries. In the Klein Project, we discussed the vision of teachers in the 21st century. In the 20th century a remarkable technological development took place much more rapidly than it had in the preceding 200 or 300 years. What should school education offer to cope with such development? Children acquire knowledge not just from textbooks. Teachers play important roles in imparting knowledge.

The Klein Project is an excellent project to help teachers understand the content and offer good, relevant lessons in classrooms. The project was supported by scholars of applied and pure mathematics to introduce advanced mathematics to school curricula. I was the coordinator of the project's Portuguese program. This project has been translated into many languages. Please take a look at the project's blog. It is offered in different languages including Chinese, English, French and Italian. Japanese may be included. This is an excellent project to help secondary school teachers introduce the most advanced mathematics to school curricula around the world. I am working to disseminate the outcomes of the Klein Project to teachers in Brazil so that they can also participate in the development of mathematics.

The ICMI has another project called the Capacity and Networking Project (CANP). The content of the project fits what we are discussing at JEF. The CANP has just had a meeting in Tanzania. The fifth CANP project will be held in February next year in Lima, Peru. It aims to address new challenges by establishing networks of collaboration in Paraguay, Bolivia, Peru and Ecuador. The project had a meeting in Cambodia in East Asia, two nations in Africa, and nations in South America and the Caribbean, such as Costa Rica, Venezuela, Colombia, El Salvador, and Honduras. Scholars of mathematics, university researchers and school teachers collaborate by establishing networks to address common issues.

Rene Raya (Lead Policy Analyst, Asian South Pacific Association for Basic and Adult Education (ASPBAE))

I would like to clarify when I say and used the term private. Commonly private would mean all that are non-government or non-state. In this case, I would like to define more clearly what private means in my presentation. Private can have the component of for-profit corporations and enterprises. This is one sub-sector within the private sector. The others are the non-state, non-governmental organizations or commonly called NGOs. Communities are also part of the private sector and so with individuals, parents and so on. When I say public-private partnership, I would mean mainly the for-profit corporate enterprises that are partnering with government for the provision and financing of education. These are the types of public-private partnership which we are critical about, because there are problems about affordability, issues about segregation, and issues about equity of such programs and projects. We think that there should be a clear regulatory mechanism, monitoring and evaluation to ensure that such partnership are delivering education of good quality for all and not only for a certain segment of society, usually the elite and the middle class to the exclusion of the poor and disadvantaged groups in society.

Now, with respect to community volunteerism, parents' mobilization for education, NGOs putting up schools, these are actually very positive activities coming from the private or non-government sector that should be encouraged. But at the same time, we know that community-finance schools are just stop gap measures. In situations where there is really no government, there is a vacuum of governance, for example, in war-torn communities, then that should be a good alternative to fill up a very important gap, a very urgent need as what happened in Nepal, what happened in East Timor, what happened in my parts of the Philippines which have been affected by armed conflict.

I think such volunteerism must be supported as they are positive gestures coming from community that must be encouraged. But at the same time, at the end of the day, it is still the government's principal responsibility in financing and provisioning of education. And the role of community - the role of parents - transcends from that of financing and building the school to one of participating in education governance; participation more actively in school management committees to ensure transparency, to ensure implementation of programs and not necessarily financing and putting up school buildings. We think that such are very important initiatives. At the end of the day, it is still the government, the community and parents that have to take the responsibility of governance, monitoring and evaluation.

Now, going on to the issue of innovative financing - this is really something that is challenging that need more research and piloting to find out which types of financing strategies can really deliver good quality education and . At the same time, such financing initiative must ensure equity and should not result to any segregation. We also put premium on domestic resource mobilization to lessen the dependence on external assistance even as we encourage quality aid for education. One such a way to increase domestic resource mobilization is through progressive taxation. Our taxation system in many developing countries is very regressive. We need to ensure that corporations are properly taxed and pay more for public funding of essential services. There is also the need to develop mechanism to check on tax avoidance which is a common practice by the big corporations, by the rich in developing as well as in developed countries. You know, the amount that has been avoided using various tax avoidance schemes can definitely pay for education and for health. This is also one area that we should all work together for transparency and for accountability. There are other measures such as taxing the extractive industry and monitoring/publishing what they pay. This had been done in a few countries. I think Brazil is one example where the extractive industry has been taxed and the proceeds of which are earmarked specifically for key public services such as education and health. In the Philippines we have these Sin Taxes which have been approved only recently about a year ago. This is a levy on tobacco and alcohol. The additional revenues generated from the Sin Taxes have been specifically earmarked for health to achieve universal health care. The scheme has generated billions of Pesos equivalent to about 25% of the national health budget. And so, if parts of the Sin Taxes can go to education, then that can provide resources to cover the gaps in financing education. In India, there is the CESS which is the additional tax that is specifically earmarked for education. In the Philippines, we have the additional tax levy on real property. The fund generated from this tax levy is also earmarked for local education. I think many countries may have good experiences in innovative financing that we need to study and replicate if these are good examples for generating resources for education. Thank you.

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

Finally, I'd like to ask Mr. Ishihara to answer the questions.

Shinichi Ishihara (Deputy Director General, Human Development Department, Japan International Cooperation Agency (JICA))

Thank you. I would like to answer the question asked by Mr. Oike from the MAY Asaka Center. As I said in my presentation, international cooperation is shifting from vertical cooperation between developed and developing countries to horizontal cooperation. In this situation, JICA's activities will probably change from cooperation to those similar to exchanges. What is important in promoting exchanges is to accept diversity in educational activities. In that sense, the exchanges with Malaysia using pictures contribute to education through children's emotional development, too. JICA has many networks. It is important to offer children educational opportunities that they can enjoy. Japanese children's thinking may gradually change through various opportunities such as sister school relationships between primary schools in Japan and Africa, communication via Skype or video camera, visits by

Japanese volunteers to developing countries, inviting people from developing countries to Japan, and inviting English teachers from Kenya to Japan. I don't think it's good for JICA to do everything. JICA should serve as a catalyst for various people to promote international cooperation or educational cooperation. The cooperation activities don't have to be particularly special but should foster mutual relationships that will benefit not only Japanese people but also other nations. I think this is what JICA should do in the post-2015 years.

Toshiyuki Oike (MAY Asaka Center)

With the subsidy from Asia Center of Japan Foundation, we are planning to send middle school teachers to Malaysia for the first time to conduct demonstration lessons based on the Japanese curriculum and to hold a workshop seminar on art. I would like to report to you about it on another occasion.

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

Thanks to your kind cooperation, we have been able to have active discussions. Now I'd like to give Prof. Sakurai the floor.

[Concluding Discussions]

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

We have had very active discussions, and I wish we could continue, but since time is limited, let us move on to the concluding discussions based on the discussions we have had and on participants' opinions. Although this is our concluding session, as this forum is for the frank exchange of opinions, it is not our aim to come to a conclusion. Therefore I would like to ask each of the keynote speakers and the panelists to talk about the major points that you thought particularly important in today's forum; lessons we have learned to achieve EFA; and post-2015 educational cooperation. I would like to ask Mr. Eshetu to make his remarks first followed by Dr. Benavot, Mr. Ishihara, Prof. Chege, Prof. Baldin, Mr. Raya and Prof. Kuroda. As time is limited, please limit your remarks to 3 or 4 minutes.

Eshetu Asfaw (Director, Plan and Resources Mobilization Directorate, Ministry of Education, Ethiopia)

Okay, thank you. As an Ethiopian delegate, I have learned a lot from today's forum. One of the important things that I have learned here is that the issue of post-2015 is not only an issue of the developing countries. It is also an issue of developed countries. I also learned that although our problems are different, we have similar problems which bring us together. I have also realized that Ethiopia shares similar problems with other developing countries. For example, gender disparity is a problem shared by most African countries or most developing countries. It was also a good opportunity for Ethiopia to share its experience with you.

The most striking thing for me was about the government contribution to education. What I found out is that most countries allocate less than 10 percent of their annual budget to education, while Ethiopia spends 25 percent, which is quite high. When I was in Ethiopia, I didn't realize we spend so much money on our education system. But now I realize that our commitment is very high. That's why we allocate 25 percent of our national budget. In terms of the actual amount, it's not that much. The amount we spend on education is \$1.7 billion, which may be a half or a third of the education budget spent in developed countries like Japan. I think you can understand that because our general budget is very small, the education budget is also small. You may be surprised to know that 25 percent of the budget is allocated to education, but it is a very small amount compared to the number of children we have in school now. We have almost 26 million school-aged children, which is almost more than one fourth of the total population. Also, we are very diverse. We have different cultures, so we provide education for all children in their mother tongues. As you can imagine, this is not an easy task. It's very expensive. It is expensive for the Ethiopian economy. But anyway, we do it. That's very important. We have to respect the right of each individual child because education is a right. So we're doing this. We are successful in this area. However, it is very, very, very expensive. I realize that it has been made possible thanks to the international community's contribution. We appreciate it.

Aaron Benavot, Director (EFA Global Monitoring Report, UNESCO)

I am impressed by the level of engagement of many of the different people who came to the Japanese Education Forum, and their interest in the post-2015 framework. I agree very much with my colleague from Ethiopia. I hope, however, that the Japanese community will see that many key ideas in the post-2015 framework are also relevant to Japan, to countries in the Global North and not just countries in the Global South. In particular, I think the issues around quality and equity are major issues that are important for all countries around the world. I think that while we have a better idea about how to address the challenge of quality, I think we still have many questions about how to address the question of equity.

One of the recent questions was around how do you address disparities both among countries in the world but also especially disparities within countries. We need as a community come up with new programs and different

ways to target educational interventions for those who are most in need, for more disadvantaged populations, for those who have less opportunities. And there are many different examples and places that we can look to draw lessons. But we also need tools--data tools and monitoring instruments--that are more oriented to an equity orientation. This is something that has not been clear and apparent enough in the EFA monitoring framework. So it is my hope that the post-2015 targets and indicators will have a much stronger equity orientation and dimension. Finally, I would say that there are many things that we can say about financing. But in the final analysis, most of the funds for education go to pay teachers' salaries. 80-85% of expenditure of government in education is for teachers' salaries. The issue is that all these innovative financing mechanisms may help on the margins but they can't necessarily assist with the heart and the crux of educational expenditure, which is trying to develop, afford and provide decent compensation and promotion opportunities for teachers. It's important for us to keep this in mind.

The final thing that I would say is that one topic that we didn't talk about, but we should consider in the future is the prevalence of corruption in education even though we think that education is a place where only good-natured and well-intentioned people are involved. There are many ways in which corruption is prevalent in education both at primary, secondary and even higher education levels. I think we need to find ways to address creatively the prevalence of corruption both in terms of finance but also in many other ways. Thank you very much for this opportunity to engage in a conversation with you.

Shinichi Ishihara (Deputy Director General, Human Development Department, Japan International Cooperation Agency (JICA))

Thank you very much for attending this forum in this bad weather. I'm glad we were able to have very good discussions. In this closing session, I'd like to mention three things. First, I was able to recognize the importance of education once again. Quality is of course important, but a balance between quality and equity is also called for. I mean education should not just seek to produce elites but promote equity so that everyone will have an equal opportunity to study. JICA will always keep this in mind in international cooperation. Education is valuable when students enjoy studying and are interested in what they learn. At the same time, education to promote peace and diversity is also valuable. I believe we must convey these values of education in our activities.

Secondly, with regard to SDG, Dr. Benavot said, "Sustainable development begins with education." It is important for us to consider the effect of education on other sectors of development. JICA would like to continue its cooperation in a flexible way so that many ideas can emerge beyond the educational sector and from different viewpoints.

Finally, I believe it will become more important to collaborate with each other through global and regional networks to connect professionals who do good work in their own fields and capacities. What can be done only at a global level must be done by global organizations. Researchers can go to their target regions and conduct intensive studies. JICA has its own roles and strengths. Each player must play its roles fully. We would like to utilize various networks and share opinions so that we can address the post-2015 agenda in the best possible way. Thank you.

Fatuma Chege (Dean, School of Education, Kenyatta University, Kenya)

Thank you very much audience for being here with us the whole day and engaging and asking questions that have got us thinking even further. For me, I just feel that for the sustainable development goals post-2015, this sustainability must take a complementary approach so that we are not only looking at the international goals but also looking at how the regions are localizing these goals. How the goals are being interpreted by our own governments in terms of gender and education policies, and how education leaders including education managers and head teachers are capacitated to interpret the same policies to make their institutions equitable in all ways and also to ensure gender equality is also important.

I am now feeling that the education managers, the education leaders, the principals, and the head teachers

have a real duty of implementing the relevant policies, the gender equality policies. They should ensure that the educators, the teachers have the right skills through training or even refresher training, because these goals will not be sustainable unless they can be sustained right at the local levels, where we take this information and, bring communities and parents to work together. We've heard about partnership and financing partnerships. I think we should also go a little bit deeper, in a more qualitative manner and look at the ways and means of engaging parents and communities in order to own that process of ensuring that the identified goals are met and that they are sustainable. This we have seen in some countries where the private sector not only finances education, helping the government by building schools but also engaging in entrepreneurial activities where they get apprentices and train them on work skills. Let's say the children have finished a cycle of education and are waiting to join another cycle, the entrepreneurs give them work experience. That is a partnership where possibly they're not spending any money but do something that gives the young people the work skills, and the right attitudes towards work. I think that's a partnership that should also be encouraged.

Above all, I think it is really important that as we monitor from global levels how we implement easy-to-understand user-friendly means of enabling the institutions themselves to monitor and evaluate how they're performing in terms of achieving various goals. For example, institutionalizing gender responsiveness that will bring gender equality in the schools as part of a school culture or an institutional culture that involves the various partners including communities. The learners themselves should be helped to understand what they're engaged in and where they're heading to through education. Therefore, we need to think of more innovative strategies and think about alternative education for those out of school. We still have millions of girls and boys who are out of school and who are not yet adults to join the world of work. We should be thinking of alternative education of out of school girls and boys that would enable them to continue learning. And we need to understand that one of the post 2015 global goals to ensure lifelong learning. So, it should not matter where you have stopped attending school. The government should be obligated to think of an alternative education for the millions of out of schoolchildren. Thank you very much.

Yuriko Yamamoto Baldin (Professor, Universidade Federal de São Carlos, Brazil)

Today's forum had very important content, and I learned a lot. I am truly grateful for your contributions. Since my time was limited, I focused on my profession, teacher training, in my presentation, but when I heard a wide range of themes discussed in this forum, I realized I could have talked a lot more based on materials for the project I'm engaged in, too. I'm sorry I couldn't do that, but I'd like to address these themes at another time. In closing, I would like to say that not only quantitative but also qualitative assessment will be an important task in the post-2015 agenda and must be conducted jointly by the international community. This is clear from the Global Monitoring Report, too. This is my brief comment. Thank you.

Rene Raya, Lead Policy Analyst (Asian South Pacific Association for Basic and Adult Education (ASPBAE))

Thank you to the organizers for giving me this opportunity to participate in this very productive exchange of ideas. And I think this process should be pursued because the interaction between university, government, civil society and private sector is certainly important in order to develop a collective voice and unity on many issues that confront us in the education sector. So, congratulations to everyone. I hope that this interaction will continue and flourish even more in the days to come. In our organization, we are bringing the agenda of expanded access, quality, equity and financing into the post-2015 education development agenda. We think that these are the critical issues and concerns that must be addressed in order to achieve quality education and lifelong learning for all. So, this forum actually enriched my understanding in the areas of equity and quality, by giving premium to teacher development to achieved empowered teachers in our schools and in our community. Equity, we give importance towards ensuring gender equity not only in terms of parity in access to schools and education but also looking at

gender more in terms of equality in access and in outcome of education - whether it serves to bridge the inequality gap between male and female.

The other learning that I have in this forum is that thinking of education and learning not only for work, but also for life and for community. This is because we perform multiple functions. Education and learning is not merely for our economic functions because we are also members of family. We are members of community. We are members of society. So, we have multiple functions to perform - in health, in political activities, in social mobilization. It is important to really have a holistic and lifelong learning framework for education. Thank you.

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

Thank you. Let me briefly talk about my thoughts on today's discussions and on the post-2015 discussions in which I have been involved. First of all, EFA has not been achieved. Dr. Benavot said that there are 57 million children out of school. Actually, there are 59, according to the latest estimate. This is the situation we face today. We say "post-EFA" and "post-2015," but EFA has not been achieved, and it will continue to be the most important agenda item.

Secondly, what I was really interested in in today's discussion was that I was able to hear various opinions on disparities. When Prof. Chege explained gender issues in detail, she explained various disparities and presented various thoughts on disparities. The framework for the past 15 years has put a priority on gender issues in terms of disparities. Gender is an important factor, but there are other factors, such as disabilities, ethnic minorities, where you live, and the educational gap between the rich and the poor. The combined effects of these factors create disparities. An important aspect of the post-2015 agenda is to address these factors in a comprehensive manner.

With this in mind, my third point is to address the financing gap. This has been discussed over the past 15 years, and from Jomtien till 2000, too. Although the international community has made joint efforts to achieve EFA, it has not been possible because of the big financial gap.

We also discussed the potential public-private partnership, PPP. Of course, we must consider promoting PPP. When there is a shift from the vertical relationship between the developing and developed nations to the horizontal relationship, the private sector's power is very important. But at the same time we discussed what roles and obligations the government has. We must clarify the government roles and obligations when we ask for the private sector's support.

The quality of education is said to be the most important part of the post-2015 agenda. In fact, how to improve the quality of education in addition to expanding quantity has been discussed since the 1990s. Many interesting studies have been made to demonstrate the importance of the quality of education. For example, it is now becoming clear that economic growth is achieved not by expanding the quantity of education but by improving the quality of education.

As these studies show, we must focus our efforts on improving the quality of education. A major trend after 2015 will be to follow the outcome or output of education, in other words, academic achievements. This is, in itself, very important, but the content of education is probably more important. There will be a paradigm shift after 2015, and more discussion is required on the purpose and content of education. What do we teach? And for what do we teach? Unfortunately, we did not talk about these questions much in 2000. For example, the international community felt a strong need for peace education after 2001 in the context of the 9/11 terrorist attacks and of reconstruction assistance, but this was not clearly included in the framework developed in 2000. Therefore, sustainability, global citizenship education, and culture of peace are included in the new direction outlined in the post-2015 framework, which Dr. Benavot explained this morning. We do not know yet whether this proposal will be adopted in New York in September, but when we ask why the international community must work together to improve education, unless we know what we teach and what ideal society we seek to establish through education, I don't think we can discuss

the matter appropriately or make any adequate framework.

The past framework was to set development goals focusing on developing countries, but today the international community is discussing the fact that we need universal targets in the post-2015 years. It is now important for all countries, including developing and developed countries, to work together to achieve shared educational goals. In the past, education was regarded as the problem of each country, but in today's globalized society, education is regarded as a global issue. I believe this trend will become stronger after 2015.

We must consider what Japan can do after 2015. The purpose of today's forum was to provide an opportunity to deepen this discussion. Many efforts have been made to contribute to creating the post-2015 framework. The discussion will be continued in Incheon and in New York to develop the framework, which is now almost finalized. But of course, this is not the end. As the post-2015 framework is now almost complete, we must discuss what Japan can do in that framework and how we can promote the agenda, inviting opinions from around the world.

Japan must also start drawing up new policies to promote educational cooperation. The MEXT has established the International Cooperation Promotion Council for this purpose. In the past, the Ministry of Foreign Affairs submitted educational cooperation policies twice—for Prime Minister Koizumi and for Prime Minister Kan. So efforts are being made to draw up new policies. As we see today in this forum, representatives from NGOs and researchers are joining in the discussion on the post-2015 agenda. What sort of society will we create after 2015? What roles can education play in such a society? I am looking forward to continuing our discussions to answer these questions. Thank you.

We don't know what the weather is like outside. It may be snowing hard. I hope you will all have a safe trip home. I would like to thank all of you for staying until the end despite the bad weather.

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

Prof. Kuroda, thank you very much for giving us a summary of today's forum. I would also like to thank the keynote speakers and the panelists on the stage. Since Prof. Kuroda gave a good summary of the main points of today's discussion, I would like to make just one comment about how I felt as a moderator of this forum. Prof. Takehiko Kariya, an educational sociologist, wrote that the scenes in the classrooms of *terakoya* (private elementary schools attended by the children of commoners during the Edo period) were different from those of today. The students, called *terako*, and their teachers, called *shisho*, were not always facing each other. They were studying different materials, depending on their levels of understanding. For example, some were studying how to write while others were reading books. They were sometimes learning from each other. This is somewhat similar to what was discussed today on the global agenda of the post-2015 educational cooperation, which is shifting from vertical to horizontal activities, recognizing cultural diversity. What is needed in these activities is probably what this forum aims at, too, written on the back cover here: "supporting self-reliant approach" and "respecting cultural diversity." As I said at the beginning of this session, it is not our aim to come to a conclusion at this forum. On behalf of one of the organizers, I would be very happy if this forum could offer a thought-provoking opportunity to all of you.

Now we have to close the forum. Please give a warm round of applause to thank Mr. Eshetu, Dr. Benevot, Mr. Ishihara, Prof. Chege, Prof. Baldin, Mr. Raya and Prof. Kuroda. Thank you. All the programs of the 12th Japan Education Forum have now been concluded. On behalf of the four organizers, I would like to once again express my sincere gratitude to the keynote speakers and the panelists. I would also like to thank JICA for supporting this forum, the interpreters for their wonderful work, the students from one of the organizers for assisting with today's forum as interns, and the staff members of the organizers who worked behind the scenes. And last but not least, I'd like to thank all of you who gathered here at this forum, which would have been impossible without your kind support. Thanks to your input, we were able to have a lively discussion. With this, we would like to conclude the 12th Japan Education Forum. Thank you very much.