

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

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



Panel Session

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

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Globalization and Development of Global Governance in Education

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

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

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

→Today's presentation

Types of means of global governance in education

Global governance by:

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

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

Global

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

Regional

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

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

Proposing the direction of education and forming policy trends

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

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

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

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

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

Establishing international indicators and standards and conducting monitoring: Emerging approach

Global

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

Regional

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

Discussion

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

Discussion

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

Suggestions for educational development of developing countries

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

Suggestions for educational development of developing countries

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

Suggestions for Japan's international cooperation in education

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

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

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

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

To bring about human security and education

— Integrated approach of human rights, development and peace

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

⊕ Answering the needs of marginalized populations (Human rights)

⊕ Respecting cultural diversity and promoting mutual understanding (Peace)

→ Proposing visions for global governance in education

Model of "School for All"

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

→The vision (goals) of school that global governance in education should target is proposed

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



Thank you!