

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

- Collaboration toward Self-Reliant Educational Development -

Outline of the Forum

The Japan Education Forum (JEF) is an annual international forum established in March 2004 through governmental and academic collaboration as part of Japan's educational cooperation. Its purpose is to provide an opportunity for open and frank exchanges of opinions and ideas by public officials in charge of international development, experts of aid organizations, NGOs, researchers and others on ways of promoting the self-efforts of developing countries toward sustainable educational development and of effective international cooperation in education. The forum also offers an opportunity to present Japan's own experience in educational development and its international cooperation activities. This year's theme was "Globalization, Education and International Cooperation," and various discussions took place on education in developing nations in the globalized world. The forum is jointly organized by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Ministry of Foreign Affairs (MOFA), Hiroshima University, and the University of Tsukuba. It is supported by the Japan International Cooperation Agency (JICA) and Kyushu University.

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

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

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

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

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

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

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

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

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

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

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

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

Panel Session

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

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

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

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

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

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

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

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

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