

Executive Summary

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 main theme comprised of two questions. Firstly, "what roles Japan has played in achieving the goal of the EFA in educational cooperation" and secondly, "how Japan can contribute in educational cooperation within the post-2015 education agenda (Education 2030)." The forum is jointly organized by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Ministry of Foreign Affairs (MOFA), Hiroshima University and the University of Tsukuba. This event is also supported by the Japan International Cooperation Agency (JICA).

This year, JEF XIII was held at the conference room of the National Center of Science Building on February 24th 2016 in Tokyo. This year's forum which took place shortly after the agenda of Education 2030 being adopted in November 2015, focused on looking back at educational cooperation of Japan including initiatives and achievements taken by Japan to achieve the EFA goals from different perspectives involving the viewpoint of Japan, aid recipient countries and the international community. At the same time, the forum has laid insights on possible future directions of Japan's international educational cooperation in order to contribute to the achievement of the post-2015 education goals. In the morning session, two featured keynote speakers delivered presentations to the audience. The first keynote speaker, Mabel Imbuga, Vice Chancellor of Jomo Kenyatta University of Agriculture and Technology, Kenya and also Board Chair of RUFORUM Network was followed by a keynote speech from Hiromitsu Muta, Professor Emeritus of Tokyo Institute of Technology, Japan. A question and answer session followed, where numerous questions and comments were raised by the audience and the floor could discuss diverse issues freely with the keynote speakers. The afternoon session featured a panel session amongst four panelists who presented multiple viewpoints on "what roles Japan has played in achieving the goal of the EFA in education cooperation" and "how Japan can contribute in education cooperation after the 2015." The panel session was followed by an open floor discussion with questions, comments and answers involving the floor and the panelists. The entire forum came to a close after concluding remarks were addressed by the keynote speakers and the panelists. In total, more than 120 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 Mabel Imbuga (Vice Chancellor, Jomo Kenyatta University of Agriculture and Technology, Kenya and Board Chair of RUFORUM Network)

Professor Imbuga delivered a keynote speech entitled, "The Role of University Education towards Self-Reliant Development and SDGs -A Case Study of Africa (Engineering and Science)." Professor Imbuga presented a project which started in 1977 with the support of

the Japanese government through JICA for the development of higher education in the fields of agriculture, science technology and engineering at Jomo Kenyatta University of Agriculture and Technology (JKUAT). Various supports were provided by the GOJ through JICA, ranging from campus infrastructure, technical cooperation such as capacity building through training of staff, joint research activities as well as a variety of academic support including awards given to excellent students and networking with Japanese universities. Professor Imbuga stressed that although support by JICA ended in the year 2000, JKUAT has developed and is continuing to manage its own growth as one of the top-class universities in the fields of engineering and science. The student population growth from inception was slow reaching 2,068 in 1994 and improved attaining the 3,061 mark in the year 2000 and, this number increased to 40,200 in 2015. At the same time, the main disciplines of agriculture, engineering, architecture and science has also grown from 2,068 and eventually to 14,951 in the year 2015. This tremendous growth has overstretched the facilities such as lecture halls, workshops, laboratories, the water capacity and waste treatment. On the other hand, Professor Imbuga also noted some of the challenges lying ahead in engineering and science training. For example, she pointed out that there is a mismatch of curricula with the needs of the industry and it is now self-evident that engineering and science curricula needs to be linked with their practical results through a “hands-on” approach in the form of “lab-based education”. On another note, Professor Imbuga strongly stressed the challenge in the lack of policies to implement gender parity in engineering training to tackle gender imbalance. At present, it is reported that the overall percentage of young women pursuing higher education in Africa in the disciplines of science, technology, engineering and mathematics (STEM) is relatively low with only 8% of female in the engineering workforce in Kenya. Having said that, Professor Imbuga stated that taking note of the global impact of women in sustainable development, there is urgent need to address the issue of perception and encourage more women to study engineering since women are well positioned to integrate engineering practice in daily lives and chores of citizens. Moreover, she stressed the need of universities in sub-Saharan Africa to markedly improve the standard of education by inviting in modern infrastructure and laboratories, and updating curriculum to accommodate market demands in order to achieve sustainable industrial growth within the region. JKUAT supported by Japanese partners already has various initiatives that can play a critical role in building the required capacity and linkage with other universities in Africa.

Keynote Speech by Hiromitsu Muta (Professor Emeritus, Tokyo Institute of Technology, Japan)

The second keynote speech delivered by Professor Muta entitled as “Evaluation of Japan’s Education Cooperation Policy 2011-2015 and Future Perspectives: What Japan’s Education Cooperation has Aimed for and Achieved” presented the overview and trends of Japan’s education cooperation policy based on an evaluation of the policy paper of Japan’s Education Cooperation Policy 2011-2015. Moreover, Professor Muta presented results of a survey conducted with Japanese foreign diplomatic missions through ODA task forces from 70 countries to assess priority areas of education between recipient countries and those of Japan. In summary of the survey results, Professor Muta addressed three major points. First, although priorities of the recipient countries and those of Japan differed in some areas, Japan made significant contributions in areas such as “safe learning environment”, “high quality education” and “receiving international students and promoting exchanges”. Second, nearly 40 percent of the countries said that they did not know about the policy positioned as a high-level policy for Japan’s educational cooperation. And third, for such a reason, policy of Japan’s educational cooperation was not sufficiently communicated to other donors or to the governments of

recipient countries. Professor Muta also presented the overall evaluation of the Japanese policy as a relevant policy in terms of its consistency in relation to Japan's high-level policy and related policies, consistency with development needs in recipient countries and international trends and issues. Also, the policy is considered relevant and consistent with Japan's educational cooperation policy using Japan's experience and technical advantages. The policy paper was also considered significant in the way that the policy clarified Japan's role in promoting inclusive education and basic education schools open to the communities as well as providing educational support to countries affected by conflict and disasters. Towards the end of the speech, Professor Muta stressed some of the underlying challenges in need for consideration throughout the process of policy formulation. For instance, he pointed out that the policy should have been made known to relevant people in Japan before it was implemented and that efforts should have been made to obtain support from other aid organizations and from developing countries. Moreover, in term of monitoring and evaluation, it was noted that if mid-term evaluation had been conducted to check progress and clarify inhibiting factors, necessary measures could have been taken, and practical lessons could have been learned for formulating the new policy. In conclusion, Professor Muta addressed that in terms of Japan's new educational cooperation policy, "Learning Strategy for Peace and Growth" which was announced at the UN summit in September 2015, this new policy should be effectively communicated in Japan and abroad at the implementation stage to make it widely known. As such, this new policy will play an important role to obtain deeper understanding, support and promote closer ties both within Japan and abroad.

After the two keynote speeches were delivered, a question and answer session was held with the audience. Numerous questions were raised from the floor, especially those from universities in Japan, UK and South Korea. Main topics ranged from the success and failure factors of the Jomo Kenyatta University of Agriculture and Technology project and what the Japanese experts learned and gained from the project. Also, questions were addressed to Professor Muta on the details of the conducted survey including the methodology and the significance and relevance of the obtained quantitative data.

Panel Session

A panel session was held in the afternoon under the themes of "what roles Japan has played in achieving the goal of the EFA in education cooperation" and "how Japan can contribute in education cooperation after the 2015". Kazuhiro Yoshida, Director of the Center for the Study of International Cooperation in Education (CICE), Hiroshima University served as a moderator for this session. Four panelists provided the audience with perspectives and insights to the two themes touching upon the overall international trends of EFA to SDGs to concrete examples of JICA projects and programs at the national level, one from the Philippines and another from Bangladesh. The panelists represented Japan International Cooperation Agency (JICA), University of the Philippines, Ministry of Agriculture from the government of Bangladesh and Hiroshima University, Japan.

Kazuhiro Yoshida, Director of the Center for the Study of International Cooperation in Education, Hiroshima University, began the session by re-examining and re-confirming what the international community has aimed to achieve, by looking back at the EFA targets and the Dakar EFA Framework for Action which reaffirmed the Jomtien commitment and adopted 6 goals. Furthermore, Professor Yoshida explored the Education 2030 agenda in linkage with SDG Goal 4, to "ensure inclusive and equitable quality education and promote learning opportunities for all" and clarified the changing and constant emphasis on some areas of

education such as secondary education, numeracy, employment, decent work, university and sustainable development which have been additionally highlighted at Incheon and SDG 4. Professor Yoshida continued to raise issues for exploration by addressing four key points to the panel and the audience. Firstly, by comparing the changing agenda from EFA to SDG 4, is there a changing focus from access to quality with an emphasis on learning outcomes? Secondly, will the consistent emphasis on the right-based education have enough room to align itself within the SDGs framework vis-à-vis post-basic education and other skills? Thirdly, the question of the changing context in which educational development is pursued for poverty reduction and lastly, Professor Yoshida also questioned the role of education among an ever-broadening development agenda in terms of having a bigger role or holding a smaller space within the SDGs framework. Towards the end of the presentation, Professor Yoshida also discussed the trends of international education cooperation addressing the program-based approach, emphasis on results and expanded partnership in mind with Japan's contribution based on the country's comparative advantages.

Shyamal Kanti Ghosh, Secretary of the Ministry of Agriculture and Former Director General, Directorate of Primary Education of the government of Bangladesh was the second presenter, addressing his presentation in two parts. The first part of his presentation primarily focused on Bangladesh in terms of how the country has undertaken a number of measures to improve primary education since its independence and has made major progress in achieving access and gender equity. However, Mr. Shyamal pointed out that when it comes to quality education, student's learning achievement and reduction of dropouts, the government of Bangladesh has made a remarkable progress but still it is not at the expected level. The second part of the presentation consisted of a particular project involving JICA's cooperation named as the Primary Education Development Program (PEDP) integrating a sub-sector wide program with a view to improve the quality of primary education since 2005. Currently, PEDP III is running for the period of 2011-2017 to improve the quality of education at all levels of the primary education sub-sector after implementation of PEDP II. In relation to the EFA goals, Mr. Shyamal pointed out that JICA has been supporting as a technical assistant for primary education specially in achieving goal 2 (provide free and compulsory primary education for all) and goal 6 (improve the quality of education) in particular. Having said that, he noted that remarkable progress has been recorded in the enrolment rate, reached 97 percent in 2013 and comparing with the situation in 2008. Drop-out rate also came down to 20 percent in 2013 instead of 49.5 in 2008, which are vital indicators of universal primary education. On the other hand, Mr. Shyamal also addressed some of the remaining major challenges in dropouts and grade repetition resulting in over one-fifth of students who do not complete the five-year primary cycle. In terms of goal 6, Mr. Shyamal raised various combination of problematic factors which remain in the country, such as the pupil-teacher ratio and 80 percent of schools running double shifts which restrict learning time of students to generally improve the quality of education. In summary, Mr. Shyamal also noted that it is not merely a matter of accelerating current efforts but substantial rethinking is required for priorities in action in the immediate future and beyond 2015. He raised the need for review and assessment in PEDP III, implementation of skill development strategies and designing actions regarding the comprehensive ECD policy to offer new opportunities.

Soledad A. Ulep, Director of the University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED) continued the panel session by presenting examples of Japan's initiative on providing quality education for all through teacher professional development and curriculum development. She presented the project named as the Science and Mathematics Education Manpower Development Project (SMEMDP) which was implemented from 1994 to 1999. SMEMDP's goal was to enhance and upgrade the capabilities of science and mathematics teachers in the elementary and secondary schools

throughout the Philippines that would lead to the effective learning of science and mathematics. And this would be achieved through the training provided by teacher trainers trained at the UP NISMED Science Teacher Training Center (STTC). Activities of the project included dispatch of Japanese experts, technical training in Japan of UP NISMED staff, provision of equipment and materials needed for technical transfer. Other activities involved the conduct of national training programs for teacher trainers and the development of instructional materials by UP NISMED teacher educators using the knowledge and skills acquired through the technical transfer and training in Japan. The teacher trainers, in turn, trained teachers at the regional training programs. After SMEMDP, UP NISMED continued to develop instructional materials and conducted teacher training programs for countries such as Ghana, Kenya, Pakistan, and Nepal as well as from various parts of the country using the materials developed under SMEMDP. Dr. Ulep presented next, the involvement of UP NISMED in the APEC Lesson Study Project since 2006 through which, it has introduced lesson study in some schools and teacher education institutions to promote teaching mathematics through problem solving and teaching science through inquiry. She stressed that this Japanese professional development model, overcomes many of the limitations of the usual teacher training programs in deepening teachers' content and pedagogical content knowledge. Dr. Ulep pointed out that to empower teachers for the current Philippine K to 12 curriculum reform particularly in science and mathematics education through teacher professional development and curriculum development, it is important that future international education cooperation with Japan should focus on sustaining and scaling up lesson study. She also noted the need for joint research to explore what the teachers are learning through the lesson study.

The final presentation of the panel session was delivered by Nobuko Kayashima, Senior Adviser of Japan International Cooperation Agency (JICA) on "JICA's Education Cooperation –Providing More Opportunities for Learning Continuity–" Ms. Kayashima first of all presented an outline of the trends of JICA's educational cooperation from 2000 to 2015 in pointing out the increasing demand for quality basic education as well as the diversifying types of interventions in education extending to higher education and science, technology and innovations (STI). The presentation continued with Ms. Kayashima's address in exploring the changes observed from MDGs to SDGs at three levels. First of all, changes in the global environment with rising complexity of development issues and globalization as well as growth of emerging countries and disparities among developing countries. Second, she noted the changes in educational cooperation needs with growing demands for quality education, secondary and tertiary education. Third and in terms of Japan's context, she pointed out the changes in the ODA environment, especially with regard to the severe financial situation and ODA budget reduction. The latter half of the presentation consisted of introducing JICA's Education Position Paper 2015, illustrating JICA's four focus areas in education for the next five years. Ms. Kayashima in particular presented focus areas three and four which focused on education for knowledge co-creation in society and education for building inclusive and peaceful societies. Having said that, she stressed JICA's efforts to support higher education through rapid expansion of projects and programs to develop capacity of core universities and international collaboration. Moreover, support to the most marginalized and disadvantaged populations and post-conflict and disaster reconstruction in the education sector. In her concluding remarks, Ms. Kayashima addressed the greater proximity between international cooperation and Japan's own issues by introducing commonalities in development issues between developing countries and Japan. With regard to globalization, she pointed out that international cooperation conducted by Japan has actually brought positive impacts on the globalization of the Japanese society.

After the panel session finished with four presentations, Professor Yoshida moderated the session and opened up the floor for discussions, questions and comments with the panelists.

Series of questions and comments were received from the participants representing scholars as well as students in Japan and abroad. Many of the topics focused on non-formal education and inclusive education in terms of how and why they were included in the SDGs formation process as well as assessment and issues of concern in Japan needing immediate consideration.

At the very end of the afternoon session, Professor Sakurai from Hiroshima University moderated the concluding discussion and kindly asked the keynote speakers and the panelists to summarize their reflections of the one day forum. Right after the concluding discussion, Professor Sakurai made the concluding remarks by quoting a proverb by William Arthur Ward as follows. “The mediocre teacher tells, the good teacher explains. The superior teacher demonstrates, the great teacher inspires.” She addressed to all the participants that this quote may provide new insights to reflect upon the theme of the forum on quality education and sustainable development.