Experts Workshop for Promoting EFA-ESD Synergy in Asia and Pacific
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Concluding Commentary

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Preliminary Comments

1 UNESCO’s Regional Cooperation in Education started in 1960 in Africa (Addis Ababa Plan) and in Asia (Karachi Plan) and Asian regional cooperation which has not only survived but also proved effective.

2 It has take a half century to reach the grass root at last.

3 We owe the success to the following great personalities.
   ○ Mom Luang Pin Malakun
   ○ Raja Roy Singh
   ○ Ryoji Ito
Evolution of UNESCO’s International and Regional Cooperation in Education

- Dawn of International Cooperation in Education Post World War II Period (1946-59)
  1. Education for International Understanding
     Main Thrust: Peace, Human Right
     Active Associated Schools’ Action in the Region
  2. Fundamental Education: Liberation from Ignorance
     Completed in 1958 but opened the ways for many educational development programs in subsequent years
     =Asian example: TUFEC, Thailand
New Era of International and Regional Cooperation
Beginning of Development Decades (1960s)

Universal Primary Education---Karachi Plan to achieve free and compulsory primary education in Asia in 1960-80

a) Quantitative approach to increase access and enrolment
b) Planning and projection methodology
c) Contribution of education to economic development, man-power development

Adult education: ---Life-long education (1965)

Literacy: ---From simple literacy to functional literacy
---Work oriented literacy and contribution to development
---World Conference on Literacy (Teheran 1965)
---Experimental World Literacy Program (1967-72)

{ Contribution to economic development and productivity}
New Era of International and Regional Cooperation (Continued)

Infrastructure of Regional Cooperation in Education Established (early 60s)
   a) Periodical Ministerial Conferences to review progress in the implementation of the Karachi Plan
   b) Resource bases:
      Coordination and Documentation = Bangkok
      Educational Planning = New Delhi (Currently NIEPA)
      Teacher Education = Quezon City (UP Campus)
      School Building Research = Bandung, Colombo, (PROAP)
      Educational Research and Curriculum = Tokyo (NIER)
   c) UN Agency directed approach of technical cooperation
Reflection over Economic-centered Approach of the 60s
Search for New Development Strategies in the 70s

1. Life-long learning and human centered approach
   a) International Education Year: UNESCO’s active advocacy of life-long education and learning society (Learning to be: 1972)
   b) Shift of emphasis from conventional practice of teacher centered approach of teaching to learner centered approach of learning
   c) Increasing needs for post-literacy and continuing education after literacy
   d) OECD’s strategy of “recurrent education”
   e) New awareness of the importance of human factor in development
      -- International Symposium on Literacy (Perspolis, 1975)

2. Support to the focused target of deprived population rather than general systemic development
   a) Basic needs approach
   b) Basic education and non-formal education
   c) Distance education and open universities
Birth of APEID (1973) and networking approach in regional cooperation

Shift to Member States centered approach

a) Major Development Themes
   • Integrated rural development
   • Development of productive skills for economic development
   • Universalization of primary education and functional education for
     out of school youths and adults
   • Better health and nutrition

b) Priority Areas for the first cycle (1974-77) and the second cycle (1978-81)
   • New orientation and structure of education (non-formal and alternative structure)
   • Management of innovation at national level
   • Curriculum development
   • Educational technology
   • New structure and teacher education
   • Science education and technical & vocational education
New Consensus in Education for International Understanding

a) New International Recommendation in 1974
   (Education for international understanding, cooperation and peace, human right and fundamental freedom)

b) New values and educational policies recommended
   - International dimension and global awareness
   - Understanding and respect for all peoples, cultures, values, life-styles
   - Awareness of increasing global interdependence
   - Ability to communicate with others
   - Awareness of rights and duties (individual, any groups, nations) towards each other
   - Necessity for international solidarity and cooperation
   - Readiness to participate in solving the problems of community, country and the world at large
New Concern over Environmental Problems
- UN Conference on Human Environment (Copenhagen 1972)
- International Environmental Education Program in UNESCO (1975)
- Periodical inter-governmental conferences (Tbilisi-Moscow)
Increasing Awareness of the Global Issues in the International Community in the 90s

New Concept of Education for All (EFA) in UNESCO’s Second Medium Term Plan (1984-89) = Link between UPE and Literacy

Regional Response to EFA
a) Birth of Asia Pacific Program of Education for All (APPEAL) 1987
b) APEID 4th Cycle Priorities (1987-91)
   - Education for All
   - Education relevant to societal requirements
   - Education and work
   - Restructuring in secondary education
   - Science and technology education
   - Supportive activities and infrastructure (communication technology, distance education, etc.)
. Last Effort to Complete the Unfinished Agenda of the 20th Century

1990 International Literacy Year and Move towards EFA
a) Jomtien Conference (1990): Global partnership to achieve EFA
- Linkages of formal, non-formal and informal education
- Concept of basic education to meets the minimum essential learning needs
- Lack of interest among major donors in non-formal education and literacy
b) UNDP initiatives to introduce human development index replacing the use of GNP as development indicators
- Issue of annual human development report
c) Important recognition of civil society and increasing participation of NGOs in developing education at the grassroots
d) APEID 5th Cycle Priorities (1990-1996):
- Universal primary education
- Science and technology Education
- Reorientation and qualitative improvement of secondary education
e) Active partnership of institutions of APEID network and ACCU, NFUAIJ, INNOTECH/SEAMEO,
New Visions of Education for the 21st Century

International Commission on Education for the 21st Century

a) Four pillars of learning:
   Learning to know
   Learning to do
   Learning to live together
   Learning to be

- World wide acceptance of the concept of learning to live together
- From economic growth to human development
- Globalization and the inter-relations between local community and a world society
- Importance of participatory Approach
Continuing fight against the global menaces

Importance of Asian concepts = Kyousei (共生)
    - SangSaeng (相生)
    - Bayanihan (Philippines Environment and Development,
    - Education for Sustainable Future (Thessaloniki 1997)
    - World Summit for Sustainable Development (Johannesburg 2002)
    - Decade of Education for Sustainable Development 2005-2014

Poverty and Social and Cultural Divides
    - UN Millennium Development Goals (MDG) to alleviate poverty to improve quality of life???

Importance of Cultural Diversity in the age of globalization
Many Burning Issues

Serious lack of interest among donors in literacy and non-formal education
- Lack of political, administrative and professional will in literacy and NFE

Terrorism, Culture of War and Conflict,
- Renewed international drive for culture of peace movement
- Education for peace and conviviality
- Search for new values

Seclusion from Society (Minorities, Victims of AIDS, and other fatal diseases, etc.)
- Preventive Education and care
- Protection of Human Rights
- Care for orphans and other deprived population including the aged, refugees, victims of natural and man-made disasters

Need for active national and international voluntarism
Is Quality Education a Panacea to Satisfy All Demands?

Different dimensions of quality:
- Scholastic and academic excellence:
- Teachers’ competence, attractive instructional materials, adequate facilities and equipment
- Efficiencies of education systems,
- Relevance to the State’s objectives
- Relevance to values systems, religions, traditional culture
- Relevance to the needs of certain localities, communities
- Relevance to climatic and environmental conditions (e.g. tropical-cold climates, islands- landlocked, etc)
Is Quality Education a Panacea to Satisfy All Demands? (Cont.)

- Relevance to different stages of development, and different types of political and economic systems
- Relevance to the demands of social, economic, productive and employment, scientific or cultural sectors
- Relevance to the aspirations of children’s success, and the expectation of parents and local communities
- Relevance to the requirements of international community
<table>
<thead>
<tr>
<th>Stakeholders: States:</th>
<th>Domains of Interest</th>
<th>Forms of Quality Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Unity, Political stability</td>
<td>National Policy and Financing</td>
<td>Teacher training, etc.</td>
</tr>
<tr>
<td>-Economic sector</td>
<td>-Social Sector</td>
<td>National System of ed.</td>
</tr>
<tr>
<td>Economic growth, productivity, Employment, Technological advance</td>
<td>Health, Social welfare, Labor, Women’s ed. Population, family planning, Drug and AIDS</td>
<td>Curriculum,</td>
</tr>
<tr>
<td>-Social Sector</td>
<td>-Culture Sector</td>
<td>Math and science, technical and vocational ed. Social studies, International languages, IT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities ed., Art ed., Social Studies</td>
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## Interest of Various Stakeholders for Quality Education (2)

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<tr>
<th>Stakeholders:</th>
<th>Domains of Interest</th>
<th>Forms of Quality Education</th>
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</thead>
<tbody>
<tr>
<td><strong>Planet Earth:</strong></td>
<td>Preservation of natural environment, Renewal of natural resources</td>
<td>Science ed. Social Studies, Ed. for Sustainable D</td>
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<tr>
<td><strong>Civil Society:</strong></td>
<td>Gender, social mobilization, Media and Internet participation, NGO action and network,</td>
<td>Non-formal ed. Civic ed.</td>
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Increasing Demands for Quality Education (3)

<table>
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<th>Stakeholders: Education Sector</th>
<th>Domains of Interest</th>
<th>Forms of Quality Education</th>
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<tbody>
<tr>
<td>Physical growth and personality development, Success in scholastic achievement, Preparation for higher education, Happy school life, Friendly cooperation, Active interest and learning initiatives, Successful and happy future life</td>
<td>Mastery of basic skills knowledge, Application skills, Preparatory work for admission, Tutorial classes, Cultural activities and sports</td>
<td></td>
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For Whom the Bell Tolls in 2015?

Children in war-torn mountain villages
Yearning to go to schools to learn
Instead of taking up arms and fight for survival
What chances exist for their dream come true!

Girls and women in traditional villages
Yearning to go to village CLCs to learn
Instead of staying home only for household chores
What chances exist to come out and learn!

EFA and ESD have along way to go to reach them
Children in concrete jungle of megalopolis
Yearning to play with friends in the fields
Instead of preparing for tests till late under pressure
What chances exist to have more meaningful life!

Children in schools filled with violence
Yearning to enjoy school life with friends
Instead of struggling hard to defend and survive
What chances exist to return to normal school life!

EFA will be self defeating if it increases competition only
Disquieting Future of EFA-ESD Goals

Education is to be seen in a long perspective
For achieving meaningful learning for all
Instead of being subjected for partisan interests
What chances exist to promote genuine vision!

Regional cooperation is so exciting in Asia/Pacific
In mobilizing all for joint work as equal partners
Instead of high handed pressure from outside
What chances exist to convey our message

This region has the responsibility to place our message in the process of international consultation
EFA-ESD synergy requires a new vision of hope
Embodying all lessons learned in the past past
Instead of looking at the immediate present
What chances exist to enlist to highlight core values!

EFA-ESD synergy will have a two pillars concept
For Safeguarding the human life and the Earth
Instead of listing up innumerous values
What chances exist to realize kyousei of all

Kyousei (To live together)is a powerful vision to ensure the EFA-ESD Synergy
Prayer for our Pioneers

We pledge to our respected pioneers in heaven
To work in unity to achieve our EFA-ESD goal
Please watch us from the heaven and bless us
We will ensure for the better future for all

Who will toll the bell in 2015 from Asia Pacific?
New leadership of the region at the level of our
three great pioneers is urgently needed to take the
leading role in international consultation on the basis
of our rich experience.