Graduate School of International Development

NAGOYA UNIVERSITY

Program of Educational and Human Resources Development

UNESCO and International Cooperation in Education

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17-6-2009:

I. Foreword: An old man's Monologue and Self Critique on

"What is International Development Cooperation in Education?"

—Problems and Dilemmas faced by those involved in development cooperation in education :

- What is the ultimate goal development cooperation in education?

- Gaps, mismatches and compromises: Compromise between the international conscience and national policies

- Long-term vision and short-term results

- National benefit or individuals' or civil society's well-being

- Lack of balance between the philosophical consideration of education and theory of development and approaches

- Power of money and system behind, or the prestige and competence of individual specialists? Risk of confusion

- Realization of an individual's ideal or self-conceited satisfaction?

- Theory and common sense

- Key words and jargons: Magical charm or truth?

—Importance of historical verification of the results of development projects

- Ruins of project sites after 30-40 years of "successful" completion

- Needs for verification of those aspects overlooked

- Fates of those who are to live on at the project's ghost sites

—Worries among those wishing to become specialists in development cooperation in education

- A small frog in the big ocean or a big frog in the small ponds?

- Narrow gates: Researchers, practitioners or both?

- Choices of work places: Bilateral, multilateral or civil society (NGO)?

- Misconceived notion of professional competence: Paper specialist!

-Understanding of cultural diversity and language competence

-Mental strength, health, and physical strength

-Academism v. s. pragmatism

-Head or Heart? Flexible mental circuit

-Ultimate criteria: Human value and humaneness

-Fates of development specialists after retirement: Peace in mind?

II. Basics of UNESCO
—Fundamental feature of UNESCO

-Inter-governmental organization

-Organization of international intellectual cooperation

-Basic policy is the resolutions and decision of the General Conference

-Appointment of staff members: Geographical distribution and professional
    qualification

-Responsibility of the staff: Basically the execution of the regular programs

-Regular staff, project staff and consultant

-Unique role of National Commissions, National Associations & Clubs,
    Affiliated Institution and the UNESCO Secretariat

—Specialized Agencies v. s. Development Assistance Agencies

SPECIALIZED AGENCIES	ASSISTANCE AGENCIES
Global, Specialized professional competence following the GC's decisions	Development support responding to specific needs of countries
Global and regional	Individual targets, bilateral
Member States' assessed contribution	Donors' contributions, fund raising
Authority: Member States governments Responsible national body;	Donors community and policies
Governments' sectoral line ministries	Political, economic and diplomatic Authority
Weak ministry in charge; such as education	Consequences in unfavorable power of balance in the UN system
Development: Not a single objective	Priority on development

—CULTURAL FACTORS OF HQ's LOCATION

Paris, Rome, Geneva   New York, Washington, Geneva

—DYVERSITY WITHIN UNESCO or LACK OF UNIFORMITY

Time factors: UNESCO in the 60s, Development trends after the 60s, Ideological and political conflict of US-USSR, East-West, North-South

Geographical and cultural diversity: Regional and national differences, race & ethnic.

Dyversity by professional fields or by departments : Education, Sciences(natural and social), Culture, Information and communication

Personality Differences: Personality, Vision and Ambition, Competence, Educational Background, and the organizational morale

—Conflict between intellectualism and operational action: Substance or Efficiency?

-Organizational dilemma of lack of balance: Integration or division of work

-Intellectualism: Inefficiency, academic and theoretical, too general (big headed)

-Operationalism: Lack of substance, mechanical and routine operation, bureaucratic solution to substantive issues, (headless chicken)

III. UNESCO at its PEAK

A: On the Eve of Development Cooperation(1946-59)

1. Realization of Peace through Education: Goal of UNESCO

—Education for International Understanding and Fundamental Education

—Adult Education (First International Conference of Education (Elsinore, 1949)

2. Birth of New Concept of Education

—Liberation of some parts of education from the sacred domain of national sovereignty

—New disciplines such as economics of education, educational social engineering, educational technology

3. UNESCO as a global leader of education

—Thailand: Mon Luang Pin Malakul: Minister of Education: ex.   TUFEC, TURTEP

—Japan: Total acceptance of UNESCO's programs: Dream of Liberation from the post-war isolation from the world community

—Africa:Full trust of the UN for its role of Africa's independence and joining UN

B: Africa's Independence and the UN membership (1960) and the beginning of the AGE of DEVELOPMENT

1. Birth of Regional Program of Educational Development

—Latin America: Major Project of the Expansion of Primary Education in Latin America (1957-66)

—Asia: Karachi Plan: Realization of universal and compulsory primary education in 1961-80

—Addis Ababa Plan: Generalization of full enrolment in Primary Education and the Development of Secondary Education

2. End of Fundamental Education and new thrust in Literacy (1959)

—Request to UNESCO of the UN General Assembly to formulate the plan of action for the world literacy campaign (1961) The result will be dealt with under III.B.3

3. Launching of bilateral educational assistance projects with the funding from the UN development support agencies :

—Educational Planning within the framework of social and economic development

—Establishment of International Institute of Educational Planning (IIEP)

—Cooperation with the UN Funding Agencies

a) Expanded Program of Technical Assistance UN: Appointment of individual experts and provision of fellowships

b) UN Special Fund: institutional building in Africa

c) UNICEF: Adv ice to UNICEF on technical aspects of education

d) World Bank: Establishment of a Joint section in UNESCO for project identification, formulation and assessment /evaluation

4. Conflicting Nature of International Intellectual Cooperation and Development Cooperation: UNESCO has remained essentially as the Agency of intellectual cooperation and its development-oriented operational action has been limited to the experimentation and verifications of the values of its intellectual actions.

C. Karachi Plan and the development of regional cooperation in education in Asia

1. UNESCO's Infrastructure of Regional Cooperation in Education in Asia

  —Regional Office for Education: Set up in 1960 (Bangkok) Coordination, Documentation & Information

  —Regional Training Centers (1961-1970):

   -Educational Planning and Administration: (New Delhi)

   -Teacher Education (Quezon city)

   -School Building Research (Bandung-Colombo)

   -Curriculum and educational research (National Institute of Education, Japan offering regional services from 1967 onward)

2. Evolution of the Nature in the Regional Cooperation for Educational Development

  —Transfer of the Regional Training Centers to the Host Countries (1970)

   -Educational Planning=NIEPA

   -Teacher Education=University of the Philippines

   -School Building=Integration in the Regional Office

  —Periodical Convocation of the Regional Conference of Ministers of Education and Setting up of Regional Advisory Committee

   -The first Conference in Tokyo in 1962 and Japan's policy change for regional cooperation for educational development in Asia

   -Introduction of new planning and projection techniques and the formulation of Asian

     model (hypothesis of alternative projections)

   -Change toward network approach in regional cooperation-=Birth of APEID (1970)

    Coincidence of match with TCDC advocated by UNDP

    Emphasis on Innovation and R & D

  -Role played by Japan for the birth of APEID and her active cooperation and funding

—Example of operational action for educational development: Afghanistan

  -Higher Teachers' College=UNDP-UNESCO (Special Fund)

  -Academy of Teacher Education=UNICEF-UNESCO

  -Educational Planning Team=UNTAB-UNESCO at the Ministry of Education

  -Literacy=UNFPA-UNESCO

—Intensifying UNICEF supports in Education and the Emergence of UNESCO-
UNICEF Cooperative Program (since mid-1960s)=Teacher education, science
education and vocational education for girls