

UNESCO and International Cooperation in Education (Part II)

Akihiro Chiba

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IV. UNESCO: Fluctuat nec mergitur

A. Evolution and Diversification of the Concept of Development in Education

1. Traditional methodology of project development:

—Establishment of teacher training institution in Africa (UN Special Fund) :

Majorities of those TT institutes established in the 60s are now upgraded to universities.

—Assignment of experts under UNTAB in response to the governments' requests:

[Expert=Counterparts=Fellowship=Equipment]

2. UNICEF, World Bank and WFP started to provide assistance to education projects in the 60s:

—Special Unit was established in UNESCO HQ and Regional Offices to provide technical advice to them.

—UNICEF Educational Assistance in the 60s: So many diverse projects in education with no consistent joint policy

—WFP provides food assistance to school feeding and to food for work

—The World Bank requested UNESCO's help in project identification and evaluation

3. World-wide debate on the concepts and approaches of educational development in the 1970s and newly emerging trends

—Reflection over the 'development' centered concept and approach in educational development

-Club of Rome: (Limit of Growth) and emergence of environmental problems:

-Emphasis on innovation, R & D,

-South-South cooperation: TCDC

-New awareness of gender equality

-Endogenous development and national capacity building

-UK Delegate's criticism of UNICEF assistance to primary education and shift to more effective assistance targeted to deprived population and weak social sector = Basic needs or basic services approach

-Africans' negative reaction to the concept of the "basics"

- Emergence of new concepts of education:
 - Life-long education, Basic education, Non-formal education, Recurrent education, Continuing education, Learning society
- UNESCO's adamant position defending the concept of right to education, school centered education, etc.
- Internal controversy over Anglo-Saxon's pragmatism v.s. French academism and theoretical idealism
- Rejection by the UNESCO Education Sector of "Basic education" concept
- Emergence of the World Bank's importance in educational assistance and the declining fate of UNESCO as the world leader of educational development
- New challenge of developing countries supported by socialist countries against the established world order dominated by West European countries and US based on capitalism and free trade, etc.
 - =New International Economic Order
- From East-West conflict and North-South confrontation toward North-West v.s. South-East confrontation; = East Europeans' Peace Offensive
- New Islamic claims in global power politics
- 4. The 1980s and the Lost Decade
 - Critical situation of Africa and power-shift from the third world claim to the predominance of donor countries of the West and the World Bank
 - Structural Adjustment by IMF/World Bank and the decline in the educational development in Africa: Decreasing school enrolment
 - UNICEF's "Adjustment with Human Face"
 - Brundtland Commission on Environment and Development
- 5. Birth of the new concept "Education for All (EFA)" in the Medium Term Plan of UNESCO (1984-1989)
 - Combined strategy of developing primary education and literacy
 - Democratization of education
 - Education in rural areas
 - Gender equality in access to schooling
 - Education of the deprived: Education of the handicapped; Refugees and migrant workers, Support to the liberation movement, Education of the minorities

B. Withdrawal of the USA, UK and Singapore from UNESCO

1. UNESCO Crisis

- East-West confrontation and East European Peace Offensives
- West's criticism against UNESCO's politicization and bias to the third world and the DG's mis-management
- Different notion of competence and management style in Africa
- Radical readjustment of staff appointment and promotion toward more equitable geographical distribution
- Dominating voting power of the third world and the increasing frustration of the big contributors
- Reagan-Thatcher alliance of new economic liberalism
- Powerful political lobbying of the ultra-right Heritage Foundation
- UNESCO's claim of "New International Information Order" and the intensified campaign of alarmed major news agencies of the West against UNESCO
- =Fear of losing monopoly
- Raising alarm of increasing government control and intervention in free flow of information and freedom of press
- Reagan's re-election campaign and UNESCO as a scapegoat
- Fundamental factor (never written in any documents nor in any US statements of attack against UNESCO) -Sub-conscious resentment against African DG

2. Aftermath of US-UK Withdrawal

- Budget cut and staff cut/redeployment
- No USA and UK staff was dismissed but no new regular staff recruitment from these countries except for a certain specialized areas where no other qualified persons were available
- Staff solidarity to support the DG and the integrality of UNESCO
- Some welcomed the absence of interference from the US in the management and program execution
- UNESCO maintained close cooperation with the intellectual community and NGOs in USA and UK
- UK: Majorities of intellectuals and professionals in UK were not happy with Thatcher's decision and UK returned to UNESCO immediately after the change of the government

—USA: Situation within US was not clear.

- Cunning US policy: Maintaining funding and staff in some units of special importance to USA such as the Inter-governmental Oceanographic Commission
- Casual way of return to UNESCO in exchange for US military intervention in Iraq

—JAPAN: Strange Japanese situation

- Reagan-Nakasone relation and the government's general attitude

I have the honour to be

Sir,

Your obedient servant

- Mass media's fanatic sensationalism

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C. Literacy, non-formal education and basic education:

Progress and Constraints

1. Literacy action before UNESCO

—Lenin's Decree on Literacy (1929) and its influence onto socialist governments:

China, Vietnam, Cuba, ex-Burma, Nicaragua, Tanzania

2. UNESCO's fundamental education and literacy(1960)

3. Dilemma of the General Assembly of the UN

4. Controversy under surface over the main concept of literacy:

—Literacy for what? Human right or economic development?

—Victory of pragmatic development oriented concept of literacy

—Shift from simple literacy to functional literacy

5. International Conference on the Eradication of Illiteracy 1965 Teheran and Iranian

initiative in literacy: Contribution of one day's military expenditure to literacy

6. Shift from the world literacy campaign to a selective experimental approach

—Work-oriented literacy

—Experimental World Literacy Program (EWLP) 1964-75

-Experiments of world-wide scale (16 countries participated)

-Cooperation of UNDP

-However due to the difficulty to prove the basic hypothesis resulting in eventual decline in literacy action

7. The third International Conference on Adult Education 1972, Tokyo

-Literacy as the foundation of life-long learning and development

8. UNESCO-UNICEF Joint Policy Statement of Educational Development Cooperation (1972) Basic service approach in educational development cooperation: Priority on the deprived: The concept of basic education =minimum essential learning needs—preliminary sign of the 1990 Jomtien concept of basic education
9. Philip Coombs' non-formal education controversy (1972-3)
Initially Coombs insisted to shift development aid entirely to NFE to which UNESCO objected. UNESCO proposed a balanced assistance to both Formal and NFE. In the end Coombs accepted this moderate position.
10. Proposal of a joint UNESCO-UNICEF basic education was highly welcomed in international development cooperation community but the mainstream of UNESCO rejected this approach as the donor oriented colonial approach.
11. Declaration of the International Symposium on Literacy, (Perspolis, 1975)=Shift of main thrust of literacy toward human development.
12. UNESCO in the Medium-term Plan in 1980s advocated the importance of “Man as a center of development”
13. 1990 International Literacy Year as an attempt to break through the lost decade.
14. World Conference on Education for All, Jomtien, Thailand
 - Establishment of the concept of basic education = to meet the “Minimum Essential Learning Needs”
 - Formal—Non-formal—Informal Education
 - Partnership with all stakeholders
 - Importance of the World Bank joining hand as co-organizer
 - =Upgrading the EFA priority as the major development priority
15. Unwritten stories of the background of the Jomtien Conference
 - UNESCO-UNICEF feud in the 80s
 - Election of a new UNESCO DG and UNICEF's love call to UNESCO
 - Forming 4 agency preparatory group at UNICEF (UNESCO, UNICEF, UNDP, WB)
 - Initial negative WB position to include literacy in EFA
16. Conference itself
 - Merit of WB's joint hosting
 - Active NGO participation

—Revival of basic education as the world priority

17. After the Conference

—Major donors are more interested in investing in formal education

—Marginalization of UNESCO in the field of development cooperation in education

—US State Department representative's unsuccessful attempt to exclude UNESCO from the post-Jomtien Conference joint follow-up

D. Some Examples of National Literacy and Non-formal Education Actions

1. Indonesia: Adoption of Bahasa Indonesia as a national language and the nation-wide literacy campaign under President Sukarno. First initiative in developing countries other than socialist countries in early 1960s: Each village declared as literacy village when all villagers acquired simple literacy skill: Literacy was considered essential to achieve national unity and solidarity of all ethnic groups in the newly independent country:

2. Iran: Visiting Indonesia, Shah Parlevi was so impressed of the Indonesian campaign that he immediately launched a national literacy campaign with the support of the army. It is known as "Army of knowledge." Effective use of young conscripts under national military service as i) health corps, ii) women's corps and iii) literacy corps: Population was hostile to too hasty attempt for modernization and social reform, and the Shah lost the political power.

3. Vietnam: Ho Chi Minh launched literacy campaign for liberation and independence of the country.

4. Brazil: Paulo Freire's literacy action in the north of Brazil. Literacy as a process of conscientization: Well-known for his work 'pedagogy of the oppressed.'

5. Thailand: Successful literacy program by the Ministry of Education and the establishment of a unique system of education linking formal-literacy/non-formal education through the scheme of equivalency

Importance of the new National Education Law(1990)

E. Some Trends in Recent Years:

—Active participation of NGOs

—Community learning center/terakoya approach in literacy: eg Cambodia, Nepal, Vietnam, India, etc.

—Increasing recognition of mother tongues in literacy and education

—Literacy as a basis of education for sustainable development

- Losing momentum of literacy under EFA and serious consequence to UN Literacy Decade

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V. UNESCO: Quo Vadis?

1. Agonies of the 21st Century:

- Never ceasing tensions, confrontations and conflicts
(Afghanistan, Iraq, Somalia, Sudan, Israel-Palestine, North Korea, etc.)
- Precarious situation of peace-making effort in Nepal, Sri Lanka, Mindanao, Philippines,
- Terrorism
- Menace of nuclear proliferation
- Environmental crisis and global warming, rising water level, constrained sustainable development,
- Energy and water resources,
- Acute disagreement between the developed and developing countries over environment issues
- Natural disasters
- Increasing menace for human security and solidarity
- Widening gaps among the developing countries.
- Money game and financial crisis
- Declining sense of ethical and moral values and materialism

2. Direction of development cooperation :

- Promotion of peace and kyousei, between and within countries through development cooperation
 - Promotion of culture of peace, dialogue among civilizations, mutual understanding, appreciation and respect of cultural diversity
- Cooperation beyond national development,
 - Enhancing Human dignity and human right
 - Enriched quality of life, healthy individual and family life
 - Enriched civil society and democracy
- Development cooperation focused on the weak sectors of society
 - Gender equality, increased support to the disabled, early childhood care and

development, welfare-self-discipline-self-reliance

- Sustainable development and re-invigoration of force of nature and environment, development of renewable energy resources, urgent measures against global warming, natural disasters,
- Development of advanced technology, especially eco-technology
- Regaining confidence for recovery from financial and economic crisis and from pessimistic future scenario and generation of more powerful drives for the future

3. Expected role of UNESCO

- Intellectual leadership for defining a new vision, concept and philosophy of development cooperation
- Development of a model of equitable development cooperation in and through education establishing more human oriented and mutually visible partnership of the stakeholders in both donor communities and the receiving end of development cooperation
- Education and training for more active participation of young generation in development cooperation
- Defining more direct link between development cooperation and education for peace, international and inter-cultural understanding
- Global message on the ultimate goal of development cooperation as the enhancement of meaningful and happy life of all and forming democracy in civil society

4. Important roles of Director-Generals in forming the priority and nature of the Organization

- Rene Maheu v.s Addiseisha: Intellectualism v.s. operationalism
- M' Bow: Enforcing equitable international order against the obstacle of the established world order and power structure
- Mayor: Changing gears for intellectual cooperation and emphasis on the advocacy role and cooperation with other agencies
- Matsuura: Recovery of UNESCO's universality and importance of respect for cultural diversity

5. Immediate challenge for the NAGOYA students

- Reflection over the new vision of development cooperation in the 21st century
- Clarification of personality development of those involved in development cooperation, personal vision, new role and life style

[PLEASE RETURN TO THE FIRST SECTION OF THIS SYLLABUS AND TRY TO FORMULATE YOUR OWN ANSWERS TO EACH ISSUE RAISED UNDER “FOREWORD”]

GOKUROSAMADESHITA AU REVOIR ET A BIENTOT