Regional Policy Seminar 2013

Opening address by

Gwang-Jo Kim

Director, UNESCO Bangkok

Education Development & Cooperation in the Asia Pacific Region:
Shifting Dynamics, Increasing Collaboration
5-7 August, Bangkok, Thailand
Outline

1. General trends in education development and cooperation
   - Reduction in ODA and shift towards knowledge-based assistance

2. The Asia Pacific context
   - Econ growth with inequality and increased regional ties

3. Modalities in education cooperation
   - Regional and International examples

4. Post-2015 education agenda
   - Needs to reflect changes in cooperation landscape
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More ODA is now untied aid but the overall volume of ODA has decreased.

In 2001, the Development Assistance Council (DAC) issued recommendations for aid to be untied.

By 2010, 76% of total DAC bilateral ODA was untied, or 89% of the aid that should be untied under the recommendations.

The 2007-2008 financial crisis caused a fall in ODA.

ODA fell 3% in real terms from 2010 to 2011 and 4% from 2011 to 2012 – the first successive 2 year drop since 1997.*

*Excluding exceptional debt relief operations that ended in 2007.

Source: OECD (2012); EFA GMR (2012); The Guardian online (2013)
Emerging donors are giving more, but it is still insufficient to cover the shortfall from traditional donors

ODA from emerging donors has grown significantly and will likely become more important as their economies continue to grow.

Source: Center for Global Development (2011); Dalberg Global Development Advisors (2013)
Education ODA stagnated in 2010, in line with the overall slowdown in ODA

ODA to education has been fairly constant as a percentage of overall ODA.

Continued stagnation or reduction in overall ODA will likely reduce the amount of ODA to education as well.

Source: EFA GMR (2012)
Growth in education ODA over the last decade has favoured secondary and basic education.

**Figure 2.3: Aid to education stagnated in 2010**

Total aid to education disbursements, 2002 to 2010

All 3 education sub-sectors have benefitted from growth in aid, but the relative share for post-secondary education has fallen.

**Figure 5.4: Comparison of priorities assigned to overall education aid and basic education aid, 2001-2002**

Analysis of 2002 data shows that countries that give more to education will give relatively less to basic education.

### Sub-sectoral aid to education as percentage of education ODA

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-secondary education</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>Secondary education</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>Basic education</td>
<td>41%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Source: EFA GMR (2012)
Knowledge transfers are increasing in significance as a form of development aid

The shift in aid as articulated in *The Future of Foreign Aid* by Sumners and Mallett (2012):

<table>
<thead>
<tr>
<th>“Aid 1.0”</th>
<th>“Aid 2.0”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODA resource transfers to help alleviate poverty in poor countries.</td>
<td>Aid to support inclusive policy processes, co-finance global public goods, knowledge sharing/transfer, and development policy coherence.</td>
</tr>
</tbody>
</table>

Global examples of “Aid 2.0”:

<table>
<thead>
<tr>
<th>Donor</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>Focuses on <em>made in Brazil</em> solutions particularly in health, education, and agriculture. The number of technical cooperation projects Brazil initiated grew from 23 in 2003 to 413 in 2009.</td>
</tr>
<tr>
<td>India</td>
<td>Partnered with African Union to create Pan-African e-Network focusing on long-distance education and tele-medicine. India will provide <strong>US$125m of in-kind transfers and knowledge transfer</strong> to set up and implement the system.</td>
</tr>
<tr>
<td>South Korea</td>
<td>Aid focuses on <em>sharing Korean development experience</em>. Programmes include KOICA’s International Cooperation Center and the Ministry of Strategy and Finance’s Knowledge Sharing Program.</td>
</tr>
</tbody>
</table>

Source: Sumners and Mallett (2012); Examples from Council on Foreign Relations (2013)
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Many countries in Asia-Pacific have attained at least middle income status* Education as a new growth engine

*Based on World Bank classification

Since 2001, 10 out of the 45 countries in Asia-Pacific (UNESCO definition) that are World Bank members have been reclassified from low income to lower middle income status.

Data Source: World Bank (2012); Chart source: Chartsbin.com
Asia’s economic growth has widened domestic income inequality – which education could alleviate

Countries in Asia Pacific have seen some of the largest shifts in the Gini coefficient. Income inequality is a problem that many developed countries face as well.

Education could help:

“Education policies that promote equity and support disadvantaged students in achieving better academic outcomes may help reduce income inequality in the future.”
- OECD (2012)

Source: The Economist (2011)
Regional groupings reflect the reality that closer ties are both necessary and desirable to sustain growth.

Examples of regional groupings and their membership

<table>
<thead>
<tr>
<th>Regional Grouping</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia Pacific Economic Cooperation (APEC)</td>
<td>Canada, Chile, Hong Kong, Mexico, Papua New Guinea, Peru, Chinese Taipei</td>
</tr>
<tr>
<td>East Asia Summit (EAS)</td>
<td>China, Japan, South Korea, Russia, Australia, New Zealand, United States</td>
</tr>
<tr>
<td>ASEAN+3</td>
<td>China, Japan, South Korea</td>
</tr>
<tr>
<td>ASEAN</td>
<td>Brunei Darussalam, Vietnam, Singapore, Malaysia, Indonesia, Thailand, The Philippines</td>
</tr>
<tr>
<td>Cambodia, Lao PDR, Myanmar</td>
<td></td>
</tr>
<tr>
<td>Shanghai Cooperation Organisation (SCO)</td>
<td>Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan</td>
</tr>
<tr>
<td>South Asian Association for Regional Cooperation (SAARC)</td>
<td>Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Pakistan, Sri Lanka</td>
</tr>
</tbody>
</table>

Source: Respective organisation websites
Education needs to support the strong economic ties that Asia Pacific countries have with each other.

Governments are encouraging increased bilateral trade with free-trade agreements in the region.

Businesses are rapidly increasing their exports and imports within the region.

Source: Ernst & Young (2012)
Countries in Asia Pacific face different demographic challenges that could be collectively tackled through education

Asia’s collectively has a large youth population but wide regional disparities provide opportunities for collective problem solving.

India and the Philippines (respectively) have a “youth bulge” and will face challenges educating and providing jobs.

China, Japan, Korea, and Singapore (respectively) have population “pillars” and are likely to have aging populations.

Social ties between countries will increase along with the number of migrants within the region

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of migrants (thousands) 1990</th>
<th>Number of migrants (thousands) 2010</th>
<th>Increment (thousand) 1990-2010</th>
<th>Average annual growth 1990-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIA</td>
<td>50,876</td>
<td>61,324</td>
<td>10,448</td>
<td>0.9</td>
</tr>
<tr>
<td>Central Asia</td>
<td>6,628</td>
<td>4,970</td>
<td>-1,658</td>
<td>-1.4</td>
</tr>
<tr>
<td>Eastern Asia</td>
<td>4,484</td>
<td>6,485</td>
<td>2,002</td>
<td>1.8</td>
</tr>
<tr>
<td>South-Eastern Asia</td>
<td>3,060</td>
<td>6,715</td>
<td>3,654</td>
<td>3.9</td>
</tr>
<tr>
<td>Southern Asia</td>
<td>20,196</td>
<td>14,304</td>
<td>-5,892</td>
<td>-1.7</td>
</tr>
<tr>
<td>Western Asia</td>
<td>16,508</td>
<td>28,850</td>
<td>12,342</td>
<td>2.8</td>
</tr>
<tr>
<td>OCEANIA</td>
<td>4,365</td>
<td>6,015</td>
<td>1,650</td>
<td>1.6</td>
</tr>
<tr>
<td>Australia/New Zealand</td>
<td>4,105</td>
<td>5,674</td>
<td>1,569</td>
<td>1.6</td>
</tr>
<tr>
<td>Melanesia</td>
<td>91</td>
<td>111</td>
<td>19</td>
<td>1.0</td>
</tr>
<tr>
<td>Micronesia</td>
<td>111</td>
<td>151</td>
<td>40</td>
<td>1.5</td>
</tr>
<tr>
<td>Polynesia</td>
<td>58</td>
<td>79</td>
<td>21</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Migrant stock by major area of origin and destination:

- From Europe: 63% (Within major area), 37% (To a different major area)
- From Oceania: 58% (Within major area), 42% (To a different major area)
- From Asia: 57% (Within major area), 43% (To a different major area)
- From Africa: 55% (Within major area), 45% (To a different major area)
- From Northern America: 36% (Within major area), 64% (To a different major area)
- From Latin America and the Caribbean: 14% (Within major area), 86% (To a different major area)

The number of migrants have increased at an average of 0.9% per year in Asia and 1.6% per year in Oceania between 1990 and 2010. More than half of the migrants are from within the region.

Student migrations are both a response and a driver of regional and global integration

A mechanism by which integration drives and is driven by student migration (other mechanisms are possible):

- **Global and regional integration**
- **Removal of barriers to overseas study**
- **Students migrate to study overseas**
- **Gain recognised degree and cultural understanding of host country**
- **Asia Pacific statistics:**
  - AP accounts for 45% of international students in OECD countries and 52% in non-OECD countries.
  - AP has 3 of the top 10 destinations for international students (Australia, Japan, China)
- **Closer economic ties between countries**
- **Increased labour mobility**
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Analytic forms of cooperation can use formal networks as platforms to create and share knowledge

“Effective knowledge sharing is demand-driven and involves interaction amongst peers.”
– Korea Development Institute and OECD (2013)

<table>
<thead>
<tr>
<th>Examples of formal networks</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Research Institutes Network in the Asia-Pacific (ERI-net)</td>
<td>Members (education research institutes from 15 countries) coordinate research design annually on up to 2 specific topics</td>
</tr>
<tr>
<td>Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP)</td>
<td>Topical network focused specifically on educational quality</td>
</tr>
<tr>
<td>International Council on Education for Teaching (ICET) Global Education First Online Catalytic Community</td>
<td>ICET’s online network promoting open sharing of information and global sourcing for answers from experts</td>
</tr>
<tr>
<td>Asia-Pacific Quality Network (APQN)</td>
<td>Topical network focused specifically on quality assurance in higher education</td>
</tr>
<tr>
<td>UNEVOC Network</td>
<td>Network coordinated by UNESCO-UNEVOC International Centre to research and cooperate on TVET issues</td>
</tr>
</tbody>
</table>

UNESCO and other organizations have taken the lead to initiate formal networks, but the active participation of members is crucial.
Innovative financing mechanisms use market-based strategies to fund educational development

**Key features of innovative financing mechanism:**
- Linked to global public goods and hence requires global intervention
- Complementary to traditional ODA and can improve the quality but cannot replace the quantity of existing aid
- More stable and predictable than traditional ODA

**Example of a financing mechanism based on Debt Conversion Development Bonds (DCDB):**

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debt repayment</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

1. Donor forgives beneficiary’s debt, creating ‘fiscal space’.
2. Beneficiary sells bond equivalent to value of forgiven debt.
3. Bond is repaid with cash initially meant to repay debt to donor.

UNESCO is part of the Task Force on Innovative Financing for Education, Leading Group on Innovative Financing for Development and is supporting a feasibility study for a pilot DCDB project.

Source: Results for Development Institute (2010); Example adapted from Affinity Macrofinance (2012)
Capacity development activities need greater focus on organizations and institutions

A motivating and stable context

Supportive public service management

Effectively-run organizations with a clear mandate

Officers with capacities and incentives

Capacity development must shift to look at these levels
Past efforts tended to focus only at this level

Example:
UNESCO’s Capacity Development for EFA Programme focuses on the institutional/organizational levels by including sector-wide policy and planning and teacher education policy amongst its four themes.

Source: De Grauwe/UNESCO-IIEP
Capacity development supported by skilled volunteers providing technical assistance has been increasing.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>International volunteers worked at the <strong>service delivery level only</strong> – such as in English language training.</td>
<td>Skilled and/or specialized international volunteers now <strong>work within public institutions</strong> – such as at education ministries, councils, and teacher training institutes.</td>
</tr>
</tbody>
</table>

The expansion in the scope of volunteers’ work mirrors the shift in capacity development towards the institutional and organizational levels.

<table>
<thead>
<tr>
<th>Examples of organizations sending skilled volunteers</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Nations Volunteers</td>
<td>Provides South-South volunteering opportunities</td>
</tr>
<tr>
<td>VSO – Volunteers Overcoming Poverty</td>
<td>Focuses on sending highly skilled volunteers</td>
</tr>
<tr>
<td>Korea International Cooperation Agency (KOICA)</td>
<td>Official government aid agency (Korea)</td>
</tr>
<tr>
<td>Australian Volunteers for Development/ AusAID</td>
<td>Official government aid agency (Australia)</td>
</tr>
</tbody>
</table>
Student mobility programmes promote cultural understanding and pave the way for future cooperation

Student exchanges are not new. But the role of governments in the Asia Pacific to encourage student exchange programmes and remove barriers to student mobility is a recent development.

Some areas of cooperation to enable student mobility:

- Credit transfers
- Quality assurance
- University evaluation
- Language of instruction
- Financing

Examples of multilateral student mobility programmes:

<table>
<thead>
<tr>
<th>AIMS (formerly M-I-T)</th>
<th>CAMPUS Asia</th>
<th>SCO University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating countries</td>
<td>Malaysia, Indonesia, Thailand, Vietnam (2012)</td>
<td>China, Japan, South Korea</td>
</tr>
<tr>
<td>Fields of study</td>
<td>Agriculture, Art and Culture, Hospitality and Tourism, International Business, Food science and technology</td>
<td>Depends on universities (individual universities with common interests form partnerships)</td>
</tr>
</tbody>
</table>

Benchmarking and regional quality frameworks help policy makers identify best practices in the region.

Benchmarking in education is the practice of **comparing education systems across countries**. They play a role in international education and are a tool in improving the quality of education.

These comparative tools and studies require international and regional cooperation to prepare and apply.

<table>
<thead>
<tr>
<th>Types of benchmarks</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student assessments</td>
<td>• OECD Programme for International Student Assessment (<strong>PISA</strong>)</td>
</tr>
<tr>
<td></td>
<td>• IEA Trends in International Mathematics and Science Study (<strong>TIMSS</strong>)</td>
</tr>
<tr>
<td>Analytical work building on student assessments</td>
<td>• <strong>Mckinsey Report</strong> on <em>How the world’s best performing schools come out on top?</em> (2007)</td>
</tr>
<tr>
<td></td>
<td>• <strong>Grattan Institute publication</strong> on <em>Catching up: Learning from the best school systems in East Asia</em> (2012)</td>
</tr>
<tr>
<td>Comparative studies using a broad range of education statistics</td>
<td>• Education for All Global Monitoring Report (<strong>EFA GMR</strong>)</td>
</tr>
<tr>
<td></td>
<td>• UIS Global Education Digest</td>
</tr>
<tr>
<td>Policy tools for systematic review of education systems</td>
<td>• World Bank Systems Approach for Better Education Results (<strong>SAVER</strong>)</td>
</tr>
</tbody>
</table>

Ministerial forums can enable sector wide commitments to cooperation in education

Ministerial forums can provide direction for cooperation in education and commit national resources to cooperative efforts.

<table>
<thead>
<tr>
<th>Types of forums</th>
<th>Backed by permanent secretariat</th>
<th>Annual meetings</th>
<th>Ad hoc meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>South East Asian Ministers of Education Organisation (SEAMEO)</td>
<td>Asia Pacific Ministerial Forum on ICT in Education</td>
<td>Bilateral meetings between Ministers of Education</td>
</tr>
</tbody>
</table>

Sources: SEAMEO and UNESCO Bangkok websites
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Post-2015 Development: The discourse to set the agenda seeks input from a diverse international group

30 May 2013

A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development


• Report incorporates inputs from wide range of stakeholder consultations and 25 commissioned papers

• Sets forth a ‘universal’ post 2015 development agenda
Post-2015 Development: There is recognition that international cooperation is needed in the agenda

- 1 of 5 Transformative Shifts:
  
  **Forge a new Global Partnership**
  
  Going beyond aid, including more partners

  “... the need for a renewed Global Partnership that enables a transformative, people-centered and planet-sensitive development agenda which is realized through the equal partnership of all stakeholders. Such partnership should be based on the principles of equity, sustainability, solidarity, respect for humanity, and shared responsibilities in accordance with respective capabilities.”

- Proposed goal for education:

  **Provide Quality Education and Lifelong Learning**
Post-2015 Development: Some comparable indicators of progress have been identified for use internationally

1 July 2013

Global Partnership for Effective Development Co-operation

Inclusive political forum bringing together a wide range of countries and organisations from around the world to strengthen the effectiveness of development co-operation

Guide to the Monitoring Framework of the Global Partnership

- Document based on commitments made in the Busan Partnership agreement (June 2012):
  - Provides an overview of ten indicators of progress and associated targets to support global accountability
  - Provides operational guidance for the collection and reporting on global indicators
Post-2015 Development: Partnerships in education should include new partners and cut across all levels

August 2013 – August 2014

UNDG: Asia-Pacific Consultations on the Post-2015 Development Agenda

Building a global partnership and the means of implementation of the post-2015 agenda for Asia-Pacific

“… our vision will only be possible if we define the means of implementation and encourage partnership at all levels, throughout all development processes.”

Themes:

1) Global governance and partnerships for development
   • Includes new partnership with the private sector

2) Means of implementation
   • Financing for development
   • Role of new/emerging donors, South-South and triangular cooperation
   • Innovative sources of finance
Overall shift in scope of cooperation must be reflected in the post-2015 education agenda

UNESCO has a **3-prong approach** to setting the agenda which involves researchers, education policy experts, and policy makers – amongst other stakeholders

- **Stimulate** debates and research on the future of education
- **Coordinate** regional reflections and contributions for education in the post-2015 agenda
- **Facilitate** national dialogue on future educational reforms

UNESCO Bangkok’s activities on post-2015 education agenda:

- **May 2012:** High Level Expert Meeting *Towards EFA 2015 and Beyond: Shaping a New Vision for Education* Bangkok, Thailand
- **Mar 2013:** Regional Thematic Consultation *Education in the Post-2015 Development Agenda* Bangkok, Thailand
- **Nov 2012:** High Level Expert Meeting *Beyond 2015 – Rethinking Learning in a Changing World* Bangkok, Thailand
- **Nov 2013:** High-Level Expert Meeting *Pedagogical Approaches in Asia and the Pacific and Target-Setting* Bangkok, Thailand
UNESCO will continue to support collaborative efforts to set the Post-2015 agenda

Nov 2014

UNESCO World Conference on Education for Sustainable Development
Nagoya, Japan

Mid 2014

Regional Consultation on Education Towards and Beyond 2015
Seoul, Republic of Korea

May 2015

Global EFA Meeting
Seoul, Republic of Korea
Moving forward

It is clear that education is no longer a national issue, it needs to be in the international agenda.

Let’s think about:
- How can we ensure that in collaborating, everybody ‘wins’?
- How can we better engage civil society and the private sector?
- How can means of implementation be planned and coordinated in a sustainable way?
Thank you for your attention.

CONTACT US

UNESCO Bangkok
Asia-Pacific Regional Bureau for Education
Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road
Prakanong, Klongtoey
Bangkok 10110
Thailand

Email: bangkok@unesco.org

Phone: +66-2-3910577

Fax: +66-2-3910866