

**Versions of “Japaneseness”
in Japan’s Cooperation:
The case of education and training**

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Multiple Development Discourses: DCC; SDGs; MOFA; JICA; JICA-RI; Field

- *Japan's Development Cooperation Charter (DCC)* (February 2015)
- *Transforming our World: The 2030 Agenda for Sustainable Development* (Sept 2015)
- *Learning Strategy for Peace and Growth* (MOFA, September 2015)
- *JICA Position Paper in Education Cooperation* (October, 2015)
- Japan & JICA in the field: Cambodian case

Lenses from the ODA Charter 2015: Cooperation & 'Japan's Strengths'

- 'Japan's distinctive characteristics'
- Japan's history & ODA impact
- 'Soft power' & 'Japanese language': a global comparison
- Expertise, experience & experts
- Training & human resource development
- Japanese values
- Occupational culture
- Private sector involvement in ODA
- Education and human resource development

History as a Lens on Japanese-ness

- Japan's aid must be 'based on the philosophy' formed in its 'long history' & as 'the first developed country in Asia'
- Values learned thru 'post-war history' & 'self-help efforts'
- Not just poverty reduction, but growth that is 'Inclusive' 'sustainable' & 'resilient' in crises
- JICA-RI 2016 *Japan's Development Assistance* –ch.1 Kato. H.
- 50 years of JOCV, 1965-2015
- Top donor 1989 to 1997; TICAD 1993 – 2016
- JICA: *The history of Japan's educational development: What implications can be drawn for developing countries today?* IFIC, JICA, 2004 – a unique approach to education cooperation? Or a position once common to other donors?

Japan's 'Soft Power' including 'the Japanese Language' in Charter

- New phrases in *Charter* 2015, not in ODA revision 2003
- 22 Centres of the Japan Foundation in 21 countries, culture, language, & Japanese studies; just 1 Africa; 1 South America
- 10 Japan Centres (2000) in 9 countries, focus on business, language and mutual understanding
- Japan Information & Cultural Centres – US, UK, Iraq, Philippines, Kenya, Peru, Uruguay etc. How many in all?
- **Lack of global scale and coherence** compared with China, Germany, UK, France, Russia?? C.f. 100 Confucius Institutes in US universities; 347 Confucius Classrooms in US schools
- *But strong post-WWII hesitations on promoting Japanese language and culture because of the Co-prosperity Sphere?*

The 'X' Factor in Japanese-ness: Experts, Experience, Expertise

- 'Experience, expertise and technology', 'experience, expertise and lessons learned'
- 146,387 Japanese experts dispatched in 60 years of aid in projects, + hundreds of thousands more in study missions, feasibility & development studies.
- 'Field-oriented approach', sharing technologies and Japanese values and occupational culture
- Claim by Japan Centres that 'Japanese expertise: now available worldwide' (JICA, 2012)
- Japanese ODA inseparable from Japanese experts?

‘The World’s Biggest Training Programme’ –a/c *JICA’s World 2011*

- ‘HRD is an ultimate priority in the Japanese development community’ –‘obsessive focus’
- 562,208 participants, worldwide, 10,000 per year for short-term training
- Unique role of the 15 domestic offices of JICA, creating ‘Japan experts and Japanophiles’
- Training in 300+ programmes in 17 fields
- Philosophy of ‘wakon yosai’, ‘transmitting Japan’s unique experiences’ & Japanese spirit

Japanese & Universal Values in Charter

- **Universal:** such as ‘freedom, democracy, respect for basic human rights & rule of law’
- **Japanese values** as ‘distinctive characteristics’: resilient, agile, proactive, sincere, reciprocal, jointly creating, down to earth, steady, responsible, even ‘spiritual affluence’- *‘proactive’= key new emphasis*
- **‘Occupational culture’:** presumably, work commitment, health & safety, 5S, *kaizen*

Hugely increased role for the private sector along with ODA

- **Much greater** role for the private sector is seen in the 2015 Charter than in 2003.
- Now private sector is seen as a 'powerful engine for economic growth' for developing countries
- Opportunities for Japanese private companies
- ODA as a catalyst for private investment
- Quality growth stems from ODA + private sector
- *See new parallel Govt.-Private sector platform for advancing Japanese-style education overseas*

Education, HRD, the 2015 Charter, and JICA-RI (1)

- The 2015 Charter says more about HRD than formal schools. Nothing about basic education, Educ. for Sustainable Devt, Global Citiz. Educ., except ‘quality education for all’ & ‘education for democracy’.
- Japan’s universities & research institutions seen as ‘sources of expertise and untapped capabilities’.
- Parallel this with the strong, almost “obsessive” focus on HRD in Kato’s JICA-RI chapter, with a) formal education and b) know-how (tacit field-based knowledge), problem-solving & *kaizen*. This HRD ‘permeates every sector’ not ‘just education’

Human Resource Devt & the Charter

(2)

- Broad HRD for ‘intellectual foundations’ for devt. coop. and for devt of ‘globally competent human resources’
- Economic growth through HRD, as key factor
- Vocational training and industrial HRD
- ‘Japan’s human resources, expertise & technology’ seen as ‘assets’ for developing countries
- ‘agility, expertise, knowledge & research capacity, and HRD’

Japanese partnerships in HRD & Triangular Cooperation

- Apart from donor and emerging country partnerships & expertise sharing, an emphasis on capitalizing on the expertise, HRD, and networks accumulated by recipient countries via years of Japan's development aid
- Triangular cooperation (including 3rd country training) 'capitalizes on such assets' and allows long-term continuing involvement with completed Japanese projects – sustainability via hubs?
- This includes hubs for science & maths (Kenya/Philippines); lesson study (Zambia); 5 S (Sri Lanka); HEI (JKUAT)

Education aid with a Japanese Face?

JICA tradition & new Education Export Platform

- ‘Japan’s human resources, expertise, advanced technology’ seen as assets for developing countries.
- ‘Aid with a Japanese face’ v. visible in the many photos of Japanese experts, JOCVs, JICA staff, & JICA presidents in *JICA Annual Reports*
- But see new multi-stakeholder public-private platform for exporting best practice on Japanese education from April 2016, on new ‘request basis’, e.g. Kumon? Moral Education curriculum?
- What about science & maths, lesson study, LBE?

Transforming our World 2015: SDGs, **Education, & Japan's priorities. I**

- Compared to the MDGs with just 2 Education Goals (UPE & Gender Equity in just 10 words), the SDG4 on Education has 10 Targets and 330 words. It covers every education sub-sector. *So how to prioritize now in the case of Japan?*
- Neither the Education Goal nor any of its 10 targets are easy to memorize; some are even contradictory. And 'HRD' not mentioned in SDGs.
- **Who owns the SDGs, including SDG4?** Process much more participatory than for MDGs. But a great deal was North-run even when in South

Transforming our World 2015: SDGs, Education, & Japan's priorities. II

- **How global are the global goals & targets?**
Despite universalist claims, SDGs are still focused on South – All but one SDG (5) focuses on South
- Will a single line or word in SDG4 really impact on early childhood, primary, secondary, TVET, teachers, universities, adult literacy, & on their funding? No mention of Japan's foci in education
- But note Japan's strong promotion of Education for Sustainable Development (ESD) in SDG4 & Korea for Global Citizenship Education (GCE)

Learning Strategy for Peace and Growth (MOFA, September 2015) I

- This claims to link to ‘human security’ of 2003 & 2015 Charters and to SDGs, including strap-line of SDG4; it now covers **all** education sub-sectors
- Also education now has ‘cross-sector approaches’ & ‘mutual collaboration’ over all SDGs
- But Japan retains a focus on ‘its own experience and knowledge’ & **field-oriented** knowledge’
- Hence, a key role for maths & science; school-based management (SBM); & lesson study

Learning Strategy for Peace and Growth (MOFA, September 2015) II

- In support of quality, equity and inclusion, the vulnerable and marginalised are targeted as in many SDGs – so that ‘no one is left behind’
- MOFA also links education & TVET to SDG8 on economic growth, employment and decent work, - more realistically than SDG8
- But still underlines Japan’s ‘work ethics and teamwork’ & its ‘competitive advantage’ in science, maths and engineering, along with ESD and disaster risk reduction

Learning Strategy for Peace and Growth (MOFA, September 2015) III

- To achieve SDG4 & SDG8, need for **knowledge networking** thru Triangular and South-South Cooperation as in SDG 17 and in ODA Charter
- Sustainability of JICA's projects in science & maths, lesson study, and SBM are also all possible via South-South Cooperation
- Same thru Japan's historic HE engineering networking in North-South-South cooperation
- N.B. MOFA's is a dense & ambitious 9-pages!

Japaneseness in *JICA Position Paper in Education Cooperation (2015)*? I

- Like MOFA, JICA links ‘a new vision’ for education to Japan’s Charter (DCC) and to the 17 SDGs
- Not just to **all** the education sub-sectors of SDG4, but ‘as an enabler to deliver **all** the other SDGs’ – paralleling the ‘obsessive’ HRD of Kato chapter
- Despite these huge ambitions, still massive ‘unfinished’ business from MDGs & EFA Goals
- Apart from this ‘new vision’, there are 4 areas which play to ‘*our comparative advantages*’ in educational cooperation

Japaneseness in *JICA Position Paper in Education Cooperation (2015)*? II

- I. **‘comprehensive solutions’ to quality**, including our old Japanese friends, science & maths, lesson study, school-based management; newer Japanese priorities for ESD & GCE; plus something close to Five S – ‘cleaning’, teamwork, & extracurricular non-cognitive skills
- But quite new Japan priority for global & regional assessment, with WB, OECD/PISA/regional frameworks and quality assurance in higher education – Why?

Japaneseness in *JICA Position Paper in Education Cooperation (2015)* ? III

- 2. Like MOFA (and SDG8), priority 2 is **Education for economic growth** via TVET, decent work, industry-academia links. Also the same emphasis on ‘work ethics and teamwork’ – but no mention of *Kaizen*
- 3. **HRD for STI** is no.3. Still drawing on science & maths, but linked to ‘Japan’s strengths in engineering education’ –Lab-based education; more emphasis on Japan’s competitive place in S&T; and the North-South-South SATREPS

JICA Position Paper in Education Cooperation (2015) IV

- **4. Education for inclusive, peaceful societies** links back to the vulnerable & marginalised in conflict & disaster areas; and plays to Japan's comparative advantage in disaster risk reduction
- **JICA** ends with 1.5 pages of v. impressive data on achievements in basic education, TVET and HE over last 15 years. In just 3 areas. But no mention of words 'funding' or 'cost' for the new much more ambitious agenda across all sectors & all 17 SDGs

Japan & Japaneseness in Cambodia I

- There is a massive amount of JICA activity in Cambodia – cf *Outline of Cooperation 2015-16*
- The following are just a few Japaneseness snapshots:
 - *There is a **science & maths project** since 2000, but it is not a technology transfer process; it develops ‘hybrids’ (*haahu*) between Cambodian & Japanese experience; it doesn’t do lesson study as many teachers have 2-3 jobs.
 - *There is some hugely vibrant Japanese soft power, language & business training in the **Japan Centre**; it practises Seven S (not just 5S), flat management structures & 3 day *Kizuna Festival*

Japan & Japaneseness in Cambodia II

*There is a '**Five S JOCV**' who with her Director is embedding Five S in Kampong Cham hospital. She and the top management received the 5S message thru Third Country Training in Sri Lanka

*De-mining and water development are also **South-South Cooperation projects** from Cambodia to other countries

*One long term JICA expert in Cambodia said 'China is making us change'. Discuss need to be more 'proactive'??

Japan & Japaneseness in Cambodia III

- JICA's Chief Representative in Cambodia states that 'the comparative advantage of our assistance very much lies in ensuring results of the highest quality in everything we do for, and with, the people of Cambodia' (Feb.2016)
- According to *JICA's World* (Jan 2016) in the 60-year history of ODA, 'JICA summarized the knowledge and technology that Japan presents to the world as Japan Brand ODA'

Follow-up Readings

Kato, Page & Shimomura (Eds. 2016) *Japan's development assistance*

Isoda, Stephens, Ohara, Miyakawa (Eds. 2007) *Japanese lesson study in mathematics*

King & McGrath (2004) *Knowledge for development: Comparing British, Japanese, Swedish & World Bank aid* (see chapter on JICA)

JICA: *The history of Japan's educational development: What implications can be drawn for developing countries today?* IFIC, JICA, 2004

Ohno, K & I (Eds.2013) *Eastern and Western ideas for economic growth*

Kuroda (2008) International and Japanese trends of Educational Cooperation since 1990, in KEDI *Development of Asia through educational cooperation*

King, K & King, P (2015) *Lenses on Japaneseness in the Development Cooperation Charter: Comparative perspectives from China and the UK.*(paper available from KK)

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