

- 23. Future problem solving
- 24. Learning outside the classroom
- 25. Community problem solving

SLIDE UNESCO points to Social Concerns over Education

At the dawn of the 21st century, the advent of the knowledge society and the globalization of the economy, of culture and of information are bringing about irreversible changes in societies. These changes pose a direct challenge to education systems throughout the world. For example, today there is an unprecedented demand for higher education and research services, and the supply of such services is becoming continuously more diversified. (UNESCO 1998)

The conference documents reflect a number of social concerns that can be grouped under 4 headings.

(1) Service to the community:

Identify and deal with complex problems affecting communities, nations, and global society, through an interdisciplinary and transdisciplinary approach;
Undertake activities that will help eliminate ... environmental degradation;
Support cultural, social, and economic development by sharing expertise with the community

(2) Education to responsible citizenship

(3) The critical and ethical function

(4) Interaction with other actors in the education system

Contribute to the development of the entire education system

Improve initial and continuing education for teachers

Encourage research in education

SLIDE IUCN's View on Sustainability

As another example, IUCN (2002) points to two interdependent sets of principles—one related to our responsibility to care for nature (or ecological sustainability) and another related to our responsibility to care for each other (social justice), with 4 principles in each group (p.5)

(1) People and nature: ecological sustainability

(2) Interdependence: People are a part of nature and depend utterly on her; we should respect nature at all times.

(3) Biodiversity: Every life form warrants respect and preservation independently of its worth to people.

(4) Living lightly on earth: We should take responsibility for their impact on nature. Use natural resources and the environment carefully, and cooperate to restore degraded ecosystems.

People and people: social justice

(1) Basic human needs: The needs of all individuals and societies should be met, within the constraints imposed by the biosphere.

(2) Inter-generational equity: Each generation should leave to the future a world that is at least as diverse and productive as the one it inherited.

(3) Human rights: All persons should have fundamental freedom of conscience and religion, expression, peaceful assembly, and association.

(4) Participation: All persons and communities should be empowered to exercise responsibility for their own lives. Thus everyone must have full access to education and be able to participate effectively in the decisions that most affect them.

SLIDE UNESCO-OECD Findings

UNESCO and OECD (2003) hits the same tone when it says "Fuelled by an historic convergence of globalization, knowledge-driven economies, human right-based development and demographic trends, the recognition of the key role of education is growing in countries around the world." "Education is a force that develops well-rounded and engaged citizens, and builds more cohesive and participatory societies." (p.5)

It goes on to mention the effectiveness of education in promoting economic performance. The publication reports on the analysis conducted separately for WEI and OECD countries (WEI: World Education Indicators program, including Argentina, Brazil, Chile, China, Egypt, India, Indonesia, Jamaica, Malaysia, Paraguay, Peru, Philippines, Thailand, Tunisia, Uruguay, and Zimbabwe). "The result of analysis is a consistently strong and positive association between improvement in the stock of human capital and economic growth among WEI countries, an association even greater than that observed among OECD countries. On average, improvements in human capital may have accounted for about half a percentage point in the

annual growth rates of almost all WEI countries in the 1980s and 1990s compared to previous decades. ... This pattern may suggest that human capital plays a stronger role in economic growth process once the level of human capital reaches a critical threshold." (p.8)

It is also a fact that "Expanding educational systems appears to imply a proportional increase in resources, but governments are proving increasingly unable to cope with the higher costs." (p.5)

2. Case of a Joint Lecture Series over INTERNET

This brings us to an alternative mechanism.

SLIDE Asia Pacific Initiative: Forming New Linkages to the World

Introduced here is a case of joint lecture series currently conducted through international collaboration of universities, research institutions, and intergovernmental organizations and NGOs. It is organized by Keio University, United Nations University, and FASID (Foundation for Advanced Studies on International Development); participating institutions include University, in addition to the above, Asian Institute of Technology (which houses GMSARN: Greater Mekong Subregion Academic and Research Network consisting of 6 countries including China, Myanmar, Laos, Cambodia, Vietnam, and Thailand) University of Hawaii, The University of the South Pacific (which is supported by 12 countries in the South Pacific), National University of Samoa, The University of the Ryukyus, Asian Development Bank, and SPREP (Secretariat of Pacific Environmental Program). During the fall semester 2005, the course is offered every Friday afternoon (Japan time) for three hours, through real-time connection of 7 sites in Asia Pacific over Internet. The Ministry of Education (2003) and the Ministry of Foreign Affairs (2004 and 2005) provided limited amount of seed money but the bulk of the activities are supported by in-kind service provided by participating institutions. The course was initiated as a part of WSSD Type II commitment entitled "Asia Pacific Initiative for Sustainable Development" by LEAD Japan Program with its host institution Keio University. The commitment is composed of three pillars, namely (1) joint research, (2) joint curriculum, and (3) outreach through next generation

broadcasting.

SLIDE WTO: Cross-Border Trade in Services

WTO recognizes four kinds of cross-border trade in services (including education).

(1) "Consumption abroad" is the most important of the four. Studying abroad is considered an export of educational services.

(2) "Cross-border supply" means the sale of courses on the Internet or in the form of CD-ROMs and DVDs.

(3) "Commercial presence" means opening private training schools run by foreign firms.

(4) "Presence of natural persons" means employing foreign teachers. (UNESCO, *Education Today*, No3, October-December 2002)

(5) Alternative:

Our approach would be to offer joint curriculum over INTERNET.

SLIDES on Lecture Series

Course Management System (UoH)

Syllabus, Profile of Lecturers

Teaching Material 1, 2

Coverage Asia Pacific

Based on On-Going Projects

Case Approach to Sustainable Development in Asia Pacific

The focus of this lecture series is placed on raising awareness for sustainable development in Asia Pacific which covers a large span of land and oceans. This is the region that is experiencing rapid economic expansion, with its impact on environment.

Learning opportunities are enhanced by the application of information and communication technologies (ICT) which is the tool to have access to the intellectual assets and to produce new knowledge. Scientific exploration and field-based cases can be linked seamlessly by the use of ICT. New knowledge can be accumulated in the form of multimedia contents (and not