

The Concept and Implementation Characteristics of Japan's International Education Aid

Qian Zhou

School of foreign languages, Zhaoqing University, Zhaoqing 524041, China

Abstract

As the goal of sustainable development, Japan's international education aid, on the one hand, reduces poverty and social conflicts caused by education imbalance, and more importantly, focuses on improving its own political image in the international community, making it a key path for the construction of soft power. The idea of Japan's educational assistance is to safeguard Japan's interests and enhance its international status as the core, attach importance to the utilization of Japanese educational experience, and promote the internationalization of Japanese education. We should adhere to inclusive and peaceful education aid and ensure the high-quality development of education in both donor and recipient countries. The implementation of educational aid is characterized by the transboundary of the aid field, the time and continuity of the aid, the diversity of cooperative subjects, and the integration of empirical research and propaganda.

Keywords

Sustainable development; Implementation characteristics; Soft power building; Internationalization of education.

1. Introduction

Japan has accumulated rich experience in international educational aid and formed a relatively mature international educational aid system. Since joining the Colombo Plan in 1954, the Japanese government has provided official development assistance to developing countries, covering economic, technological, educational, medical and other social aspects. In the 1960s, Japan supported the "Karachi Project" led by THE United Nations Educational, Scientific and Cultural Organization (UNESCO), which accelerated the pace of international education assistance and made it an important strategy for the country's diplomatic and economic development. After the Dakar Forum, a new global education for All campaign (EFA) was launched. The announcement of the Basic Education Initiative for Growth (BEGIN) in 2002 for the first time clarified the concept and focus areas of Japan's education assistance. In September 2015, faced with the "Education for All" goals and "Millennium Development Goals (MDGs)", and the establishment of the "2030 Agenda for Sustainable Development", Japan proposed a new strategy for international cooperation in education -- "Learning Strategy for Peace and Growth" at the UN Sustainable Summit. In October of the same year, The Japan International Cooperation Agency (JICA), which is responsible for Japan's international education assistance, issued the JICA Education Cooperation Report, which elaborated in detail the concept and characteristics of Japan's international education assistance in the future based on the new phenomenon of today's global development. Throughout the strategic documents of Japan's international education aid established on the basis of the international trend and the "national interest theory", it is clear that the concept and implementation characteristics of Japan's international education aid are conducive to Japan's education "going global", accelerating the development of Japan's domestic industry, and strengthening Japan's economic interests and national security.

2. The Concept of Japan's International Education Aid

Japan's international education aid has lasted for more than 60 years. The adjustment and change of its aid strategy follow the trend of the international community and reflects the strong background of the Times, but also highlights the relatively consistent interest theory: improve and enhance the image and status of Japan in the international community, strengthen the construction of soft power, and solve a series of social problems caused by backward education in recipient countries, in line with the sustainable development goals.

2.1. Improve Japan's International Image, Enhance Japan's International Status and Safeguard Japan's Interests

In the mid-1950s, some Asian and African countries that had become independent after World War II joined UNESCO one after another, its backward and weak education has become one of UNESCO's top priorities. In January 1960, under the leadership of UNESCO, representatives of 17 Asian governments gathered in Karachi to discuss education issues in the Asian region and draw up a plan for the development of education in the Asian region, namely the "Karachi Plan". At that time, Japan had completed nine years of compulsory education and was no longer a target country for the Karachi Project. However, the Japanese government and the Ministry of Education accepted the invitation from UNESCO and Other Asian countries in order to enhance the international image of the UNESCO-led activities. Before the Karachi Project, Japan's biggest goal was to surpass the developed countries and paid special attention to the education trend in Europe and the United States. Since the Karachi Project, Japan has begun to focus on the education of Asian countries. By joining the Colombo Plan, Japan's status as a donor has been recognized internationally, which is of strategic significance in the history of Japan's development to change its unfavorable image of low international status after World War II (Saito yasuo, 2008). Created in 1992 and 2003, modify the time background of government aid program is "after the September 11 terrorist attacks", emerging countries on the international stage, and all the world multi-polarization pattern formation, and Japan's economic stagnation, public opinion negative state changes, the Japanese government to ensure understanding of ODA, in various forms to deal with complex stakes, The purpose is to emphasize the importance of national interest and ensure the security and prosperity of Japan and the interests of the Japanese people. Abe cabinet revised outline of government aid, 2015 new outline "in aid implementation system, strengthen the cooperation, the first is the officer of the people cooperation, commune and cooperation, enterprises and local commune access to resources, promote the enterprise economic growth and effectively promote the economic development of developing countries, it also led to the development of Japan's own". The Japanese government emphasizes the importance of economic growth to Japan, believing that foreign aid will create more opportunities for Japanese enterprises to invest overseas, thus enhancing the vitality of the Japanese economy. Japan has always believed that education plays a very important role in economic growth, and the so-called "education plan theory" and "education investment theory" have been rising (Saito yasuo, 2008). Thus, educational aid itself is an efficient and strategic investment. First, Japan's education aid from higher education, to basic education, then extended to the vocational technical training, secondary education, at the same time to recruit foreign students to study abroad in Japan, sending Japanese expert Japanese popularization in the recipient countries, won the reputation at the same time, and develop "pro-japanese elements" and "day", is the important measure of construction of soft power. Japan's educational assistance includes the training of talents from the governments of Vietnam and the Philippines. The Japanese government provides scholarships to send young civil servants selected from the two countries to further their studies in Japanese universities. The purpose is to cultivate a sense of closeness to Japan among the civil servants of these recipient countries, so that Japan can benefit from various government decisions in the

future(Guo Wei, Li Guangping,& Liu Laiju,2016) . Therefore, When Japan provides educational aid, it fully considers the overall national strategy, which is closely related to national security and national economy.

2.2. Attach Importance to the Utilization of Japanese Educational Experience and Promote the Internationalization of Japanese Education

Japan attaches importance to education and has accumulated a large number of educational experience since the Meiji period. Its "Mihtawara spirit" proves that education plays a huge role in the development of Japan and becomes the driving force for Japan to win development after the war, which is worthy of learning and reference by developing countries. In order to improve Japan's influence in the international community and promote the internationalization of Japanese education, Japan seized the opportunity of international education aid, identified the reuse of educational experience as one of the ideas of education aid, exported Japanese education model, and publicized Japan from various angles. JICA believes that The Japanese education model refers to "the accumulation and sharing of knowledge and technology in a certain scale of organizations through educational policies and practices in Japan, and to some extent, it is systematized, abstracted and integrated"(Miki Sugimura,2019) . It fully shows the formation, connotation and characteristics of Japanese education model: its formation cannot be separated from practice and policy, practice is consistent with Japan international education aid attaches importance to "aid site", policy is flexible use, need to carry out relevant empirical research; At the micro level, it can refer to the curriculum plan, teacher training, textbooks and teaching tools of recipient countries. At the macro level, it refers to the introduction of school systems, universities and vocational schools. Its characteristics are systematic, not disordered. These innovative achievements have become examples of how aid workers and institutions in Japan and abroad can be used in international cooperation and provide a strong theoretical guarantee for the internationalization of Japanese education. JICA's multi-dimensional analysis of the experience and knowledge accumulated in the process of assisting 150 countries has accumulated rich experience in solving problems in the field of education and expanded the added value of education aid. JICA, for example, uses the Lesson Study approach to establish mutual learning mechanisms at the teacher, school, regional and global levels, foster the formation of professional communities and provide solutions to educational issues. The results were disseminated through presentations and books at international conferences. In May 2018, the Japan-Vietnam Joint Statement on human resources development proposed to study and apply the Education model of Japanese Specialized schools (KOSEN), create a good Japanese training environment and increase the number of Japanese teachers. These mature education models make up for Vietnam's shortcomings in higher education and vocational skills training, expand the opportunities for Vietnamese people to receive higher education and vocational skills education, and improve the learning effect. Meanwhile, the construction of Japanese education model in Vietnam is inevitable, which is undoubtedly expected by the Japanese government.

2.3. Education Aid Should Be Inclusive and Equitable to Cultivate Talents Conducive to Social Peace

As globalization accelerates and lifestyles converge, it makes more sense to care for, understand and accept foreign cultures. Both donor and recipient countries need to recognize cultural diversity and promote mutual understanding. In BEGIN 2002, the Japanese government made it clear that it emphasized the particularity of regions, countries and localities, promoted the smooth progress of aid from the perspective of recipient countries, and "worked together" with recipient countries. In the "Learning Strategy for Peace and Growth" announced in 2015, "Achieving inclusive, fair and high-quality education cooperation" is the first of three principles of the new education cooperation strategy. Therefore, in order to achieve the 2030 Sustainable

Development Goals (SDG4) and ensure that everyone has equal access to quality education and is free from exclusion by others, lifelong learning, equity and inclusion are at the heart of Japan's international education assistance (JICA, 2015). Japan provides education aid with different focuses to vulnerable groups and countries affected by wars and natural disasters, so as to reduce the recurrence of educational inequities, stabilize the social environment and avoid unnecessary conflicts. The educational aid for the disadvantaged groups is mainly reflected in the expansion of educational opportunities and the improvement of learning environment. Needs assessment and construction of relevant schools around the education of children with intellectual disabilities; Setting up special education curriculum and developing relevant textbooks. Facing the war-torn and disaster-stricken countries, we actively participated in the earthquake-resistant construction and maintenance of school infrastructure, improved the learning environment of post-war schools, provided psychological counseling and disaster prevention education to victims, and improved the life skills of marginalized vulnerable groups in war-torn countries.

2.4. On the Basis of Mutual Trust, Ensure the Quality Development of Education

JICA believes that only mutual trust can improve the quality of education. The value goal of global education governance is to extend the "good governance" advocated by domestic education governance to the international level, strive to solve the common education problems of mankind, ensure the maximization of public interest in education worldwide, involving education order, education efficiency, education efficiency, education fairness, education freedom and many other aspects (Fan Guorui, 2018). In order to maximize the public interest of education, mutual trust is the foundation. Only trust can make educational resources run freely in the world to the maximum extent. For example, the improvement of school operations requires the school and the community to work together to discuss the same educational issues in the process of improving the quality of children's education. The premise is the trust relationship between the school and the community. In the field of vocational and technical education and training, based on the trust of vocational and technical schools and enterprises, social needs are truly projected in the training, so that there is a tacit understanding between schools and enterprises suitable for students' development. In the field of engineering education, university researchers in Japan and the developing world have established networks of social relationship capital to conduct joint research and mentor students based on this trust. On the other hand, Japan ensures high-quality educational cooperation through knowledge co-creation. Knowledge co-creation does not mean abandoning the basic education of science and engineering completely, but on the premise of strengthening science ability, on the one hand, cultivating innovative talents of science and technology to meet social needs and global development; On the other hand, we should make full use of Japan's advantages in engineering education and science and technology to promote the joint research and knowledge network among Asian key universities.

3. The Implementation Characteristics of Japan's International Education Aid

Japan attaches great importance to the international education aid, during the four years from 2017 to 2020, the new JICA through technical cooperation and free capital together to aid of human resources, human resources in technical cooperation investment proportion and amount after public public welfare undertakings, and accounted for in free capital together also not low, far higher than agriculture, forestry and fisheries, business travel, and energy. Human resources accounted for 10.3 percent of technology cooperation in 2020, or 135 trillion yen; The share of voluntary fund cooperation was 15.7%, 132 trillion yen (JICA, 2021). Although the amount of aid provided by international cooperation agencies has been reduced in recent years,

it can be seen from the proportion of aid fields that education is still an important aid object. Starting from The concept of Japan's educational aid and the goal of sustainable development, combined with the concrete implementation of Japan's international educational aid over the years, the implementation characteristics of Japan's international educational aid are summarized in the following aspects:

3.1. Educational Aid Presents the Characteristics of Cross - Boundary in the Field Of Aid

It has to do with the nature of education. Education is not an independent factor in the development of human society. To improve education, it also depends on continuous economic, social and cultural changes, all of which are interrelated and interwoven (Dong Jianhong, 2007). The improvement of education involves many fields, such as policy system, talent cultivation, infrastructure and culture of recipient countries. In order to achieve the sustainable Development Goals, Japan has put education in the areas of disaster prevention, peace, health care and infrastructure, established an important position in education, and strengthened coordination and cooperation between education and other fields. Take, for example, Japan's earthquake cooperation with Peru. Japan is a country with frequent earthquakes and has rich experience in dealing with earthquakes. Through this project, seismological experts will be sent to Peru to impart experience in earthquake preparedness and disaster relief and establish an earthquake prevention center.

3.2. Educational Aid Shows the Characteristics of Time and Continuity

Japan's educational aid is based on the actual needs of the recipient countries' economic and social development, and its contents are different. After World War II, Japan's aid to Southeast Asia was limited to trade, investment and economic cooperation and was called "economic animal". In order to enhance its political image in the world, Japan conducts exchanges with ASEAN countries in culture, academia and regional research, subsidizes students from ASEAN countries studying in Japan, and vigorously supports cultural exchanges among Southeast Asian countries. In 1997, the financial crisis broke out in Southeast Asia, resulting in increased demand for higher education and lack of educational resources. Japan has changed the focus of its aid strategy to carry out knowledge co-creation education, promote the ASSOCIATION of Asean universities, carry out joint research, realize the sharing of information resources, improve the quality of higher education, and solve the problem of resource shortage. This is true not only in Southeast Asia, but also in Africa, where Japan has contributed a lot of aid. It can be seen that Japan's education aid strategy is also progressive. On the premise of recognizing the differences among countries and the limitations of the international community in effectively protecting human rights, the international education aid strategy needs to be flexibly adjusted according to the development stage of developing countries.

3.3. The Main Body of Education Aid Should Be Diversified

In addition to the Ministry of Foreign Affairs, JICA and the Ministry of Education, Culture, Sports, Science and Technology, the main bodies of international education aid also involve Japanese local governments, universities, school legal persons, private enterprises, foreign embassies in Japan and so on. In the era of global education governance, public-private cooperation has been fully developed under the concept of international education aid. ICT is utilized by the collaborators to establish university networks in multiple countries or regions, form learning communities within the region, and promote international cooperation. For example, "Fukui Education from Japan to the World" -- Teacher Education Cooperation project in Africa, Middle East and Japan organized by Fukui University (Miki sugimura, 2019). The project was set up because schools in Africa and the Middle East are facing reforms that are being hampered by a shortage of teachers. Through the establishment of professional education network, Japan will

enhance the research and development capacity of teachers in Africa and the Middle East, and accelerate the implementation of the scale of new schools in the new era.

3.4. Educational Aid Is An Organic Combination of Research and Publicity

Japan has taken the lead in international aid by actively disclosing its research results. Among UNESCO, Japan initiated the "education for Sustainable Development" (ESD), aiming at cultivating social bearers capable of sustainable development, which has become one of the main work contents of UNESCO (Zhou Jianga, 2012). One way to strengthen the research function is fieldwork. Japanese educational research in Southeast Asia pays more attention to collecting first-hand information and conducting interviews. With the development of transportation, the stable national conditions of recipient countries bring more opportunities for field investigation and research for young researchers and students. Most of the investigation methods are "hypothesis testing", that is, questions are raised based on prior research and theory, and hypotheses are tested in a short period of time. Recently, there has been an increase in the research paradigm of hypothesis generation, in which data collection and hypothesis formulation are combined to fill in verification contents over a period of time. In the opinion of Yutaka Otsuka, as for the educational research in Southeast Asia, the influence of sorting out secondary data without being familiar with local languages is meager (Yutaka Otsuka, 1994). With its rich experience in aid and field strategic research, Japan conveys to the international community the needs and ideas of recipient countries in the process of education governance.

4. Conclusion

Under the guidance of the concept, JICA-led international education aid implements the "going out" strategy with the help of diversified collaborators, improves Japan's soft power and guarantees its influence in the world, which has become an effective way for Japan to participate in international education governance.

China is an important emerging aid country. In the process of building a community with a shared future for mankind and promoting the implementation of the Belt and Road Initiative, how to better participate in global education governance and strengthen international communication capacity are issues worthy of consideration and discussion by educators, international education experts and practitioners. The author thinks that China's foreign education aid is an effective way to participate in global education governance, and we can selectively "take" Japan's international education aid for China's education aid. Establishing a "community with a shared future for mankind" is the concept of foreign education aid, so that everyone can enjoy fair education, realize that education is a basic human right, and achieve the "good governance" of global education. Construct cross-boundary cooperation aid pattern, strengthen the cooperative relationship between the government and institutions of higher learning, research institutions and enterprises. Pay attention to the training of soft power, familiar with international knowledge, domestic feelings, cross-cultural ability and leadership, communication skills of international talents. The Japanese government updates the annual report on the official website of the International Cooperation Agency every year, with detailed records of foreign aid information including funding, the number of experts dispatched, and the composition of fields. China should also release its foreign aid information in a timely manner to increase its transparency and help win the understanding and support of all sectors of society. At the same time, in the process of foreign aid, We spread Chinese culture, let Chinese traditional culture "go out", tell Chinese stories well, and create a good environment for foreign aid.

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