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INSTITUT DE HAUTES  
ÉTUDES INTERNATIONALES  
ET DU DÉVELOPPEMENT  
GRADUATE INSTITUTE  
OF INTERNATIONAL AND  
DEVELOPMENT STUDIES



## EXPLORING THE GLOBAL REFORM SCRIPTS OF DEVELOPMENT PARTNERS: COMPARATIVE RETROSPECTIVE ANALYSES

**Hybrid International Symposium: Kobe University, Japan & ZOOM**  
**Thursday, May 9, 2024, 10:00 am – 12:00 pm Japan Standard Time (JST)**

In-Person: The Main Conference Room in Graduate School of International Cooperation Studies

Online: <https://norrag.zoom.us/meeting/register/tZAlc-GhqjgqHNGDjRx3KKJVoFF4DWlpnkxK>

Kobe University's Graduate School of International Cooperation Studies (GSICS), hosts a hybrid symposium on the topic "Exploring the global scripts of development partners." The symposium is jointly organized by Kobe University and the KIX EMAP Hub, with support from Teachers College, Columbia University and the UNESCO Chair at the Geneva Graduate Institute and in collaboration with numerous universities, ministries of education, think tanks, and development partners.

Registration for online participation is required and will be handled by the KIX EMAP (Knowledge and Innovation Exchange Europe, Middle East and North Africa, Asia and Pacific) Hub, an initiative funded by the Global Partnership for Education and administered globally by the International Development Research Centre in Ottawa. Register here: <https://norrag.zoom.us/meeting/register/tZAlc-GhqjgqHNGDjRx3KKJVoFF4DWlpnkxK>. Simultaneous translation into Arabic, Russian, and Khmer will be provided.

The symposium provides a forum for a retrospective reflection and discussion on education reforms in countries of the Global South that were implemented with external funding from development partners over the past forty years. As a result of the remarkable research initiative of Stanford University (Patricia Bromley) and the University of Toronto (Rie Kijima), we are able to compare education reforms across countries and over a fifty-year time period. The two scholars made the World Education Reform Database (WERD) publicly available. WERD contains over 10,000 policy documents from 189 countries and territories, mainly issued over the period 1970 – 2020. First findings have been published. For example, Bromley et al. (2023) identified the period 1990 - 2006 as the period in which worldwide neoliberal reforms were issued. Overbey (2023) demonstrates how policies related to access declined and those related to quality increased over the period 1970 – 2018. Drawing on Verger et al.'s important work on the global School-Autonomy-with-Accountability (SAWA) reform movement, Steiner-Khamsi et al. encourage to compare policy decisions at country level with the global SAWA script (2024). There is a need to also compare the reform packages or reform scripts that development partners (international governmental organizations but also international NGOs and private foundations) support and fund in countries of the Global South (see, for example, OECD, 2011, World Bank, 2011). The invited speakers and panelists draw on empirical data or examples to address the following questions:

1. Which features of School-Autonomy-with-Accountability were actively promoted and funded by development partners? Notably, were certain features of school autonomy (school-based management, per-capita financing, professionalization of school management, grants for school program, school development plans, etc.) and/or school accountability (national competency-based curriculum, school evaluation, student testing, school boards, etc.) given priority? Why were they pursued, and which impact did they have?
2. Did the development partners' reform priorities change over time? For example, was there a shift from access to quality in school reforms of countries that they financially supported? What accounted for these and other shifts, if any? What impact did the shift(s) have, or are likely to have in the future?
3. Comparing reform priorities of development partners, are there similarities and differences?

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## PROGRAM

### Welcome and Introduction:

5 minutes Dr. Keiichi Ogawa, Professor/ Department Chair, Graduate School of International Cooperation Studies, Kobe University

5 minutes Dr. Arushi Terway, NORRAG and KIX EMAP, Canberra, Australia

### Keynote Presentations:

20 minutes *“The World Education Reform Database: Overview and first findings”*  
Dr. Rie Kijima, Assistant Professor, Munk School of Global Affairs and Public Policy, University of Toronto, Canada  
Dr. Patricia Bromley, Associate Professor, Graduate School of Education, Stanford University

20 minutes *“The global reform packages in education: Variations and changes over time”*  
Dr. Gita Steiner-Khamsi, Professor, Teachers College, Columbia University, UNESCO Chair in Comparative Education Policy, Geneva Graduate Institute, Lead Researcher, KIX EMAP

### Open Discussion:

10 minutes Facilitator:  
Dr. Arushi Terway

### Panel Discussion: *“Objectives, challenges, and encounters with global reform packages”*

30 minutes Facilitator:  
Dr. Keiichi Ogawa

#### Discussants:

Dr. Yume Yamaguchi, Director, Institute for the Advanced Study of Sustainability, United Nations University

Dr. Kazuo Kuroda, Professor, Graduate School of Asia-Pacific Studies, Waseda University, and Vice-President CIES (Comparative and International Education Society)

Dr. Sam Sideth Dy, Deputy Director-General for Education, Cambodia Ministry of Education, Youth and Sports

Dr. Harry Patrinos, Senior Adviser, World Bank

### Open Discussion:

30 minutes Facilitator:  
Dr. Keiichi Ogawa

## BIOGRAPHICAL NOTES OF SPEAKERS

**Gita Steiner-Khamsi**, PhD, Professor, Teachers College, Columbia University, New York, and honorary UNESCO Chair in Comparative Education Policy of the Geneva Graduate Institute. A past president of the US Comparative and International Education Society (CIES), she published fourteen books and numerous articles on policy transfer, comparative methodology, and global governance in education. She is the Lead Researcher for the KIX EMAP Hub.



**Rie Kijima**, PhD, Assistant Professor at the Munk School of Global Affairs & Public Policy, University of Toronto. She is also the Director of the Trudeau Centre for Peace, Conflict, and Justice; Initiative for Education Policy and Innovation; and Munk One. Her research addresses topics such as the politics of international assessments, global trends and impact of education reforms, and STEAM education.



**Patricia Bromley**, PhD, Associate Professor in Stanford's Graduate School of Education (GSE), the Doerr School of Sustainability, and (by courtesy) Sociology. She is also Co-Director of the Center on Philanthropy and Civil Society (PACS) and Director of the Scandinavian Consortium for Organizational Research (SCANCOR) at Stanford.



**Yume Yamaguchi**, PhD, Director of the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS). Her fields of specialization include international development and cooperation, ICT in education, education policy, science and technology policy, and the application of technology in world heritage site preservation. She also served as a member of the International Advisory Board of the UNESCO flagship programme Futures of Education.



**Kazuo Kuroda**, PhD, Professor, Graduate School of Asia-Pacific Studies, Waseda University. He held positions at the Overseas Development Council in Washington, D.C. and Hiroshima University before coming to Waseda University. Currently, he also serves as Visiting Research Fellow at the JICA Ogata Sadako Research Institute for Peace and Development. His most recent edited book publication is Sustainable Development Disciplines for Humanity (2023) by Springer.



**Sam Sideth Dy**, PhD, Secretary-General of the National Committee for Life-Long Learning and Deputy Director-General for Education, Ministry of Education, Youth and Sport, Cambodia. He graduated his Master's degree in Comparative and International Education and his PhD in Education from Hiroshima University in March 2002 and 2005 respectively. After working as education specialist for UNESCO and ADB, he returned to the Royal University of Phnom Penh as Founding Dean of the Faculty of Education.



**Harry Patrinos**, PhD, Senior Adviser, Education, at the World Bank. He specializes in the economics of education, especially school-based management, demand-side financing, and public-private partnerships. Previously, he worked in the Office of the Chief Economist for Europe and Central Asia. He managed education teams in Europe and Central Asia, East Asia and the Pacific, Middle East and North Africa, and the Global Unit. He led lending operations and analytical work programs in Latin America.



**Arushi Terway**, Ed.D, Theme Lead for Private Sector Approaches at NORRAG. She launched and directs NORRAG's work in Innovative Financing in Education, including a multi-year research project (funded by the Swiss Agency for Development and Cooperation) and an Executive Education Program on the topic, offered at the Geneva Graduate Institute. She is also Senior Advisor in the KIX EMAP hub with a particular focus on the Asia-Pacific region.



**Keiichi Ogawa**, PhD, Professor/Department Chair, Graduate School of International Cooperation Studies, Kobe University, Governing Board Member of the UNESCO International Institute for Educational Planning (IIEP), an Honorary Professor at Kyrgyz National University/ University of Dhaka. He has authored or co-edited eight books and over 100 journal articles/book chapters in economics of education, education finance, and education policy.



## REFERENCES

Bromley, P., Furuta, J., Kijima, R., Overbey, L., Choi, M. & Santos, H. (2023). Global Determinants of Education Reform, 1960 to 2017. *Sociology of Education*, 96 (2), 149-167. DOI: 10.1177/00380407221146773

OECD. (2011). School Autonomy and Accountability: Are They Related to Student Performance? *PISA in Focus*, 9, 1–4.

Overbey, L. (2024). What's in a wave? The content of neoliberal education reforms, 1970–2018. In A. Wiseman (ed.), *Annual review of comparative and international education*. *International perspectives on education and society*, 46A, 91–105.

Steiner-Khamsi, G, Jóhannesdóttir, K., & Berglind Rós Magnúsdóttir, B. R. (2024, forthcoming). The school-autonomy-with-accountability reform in Iceland: Looking back and making sense. *Nordic Journal of Studies in Educational Policy*.

Verger, A., Fontdevila, C., & Parcerisa, L. (2019). Reforming governance through policy instruments: How and to what extent standards, tests and accountability in education spread worldwide. *Discourse: Studies in the Cultural Politics of Education*, 40(2), 248–270. <https://doi.org/10.1080/01596306.2019.1569882>

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