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Institute of Political Studies

Department of International Relations

Bc. Dorota Šuráňová

Global and Local Initiatives:

Advantages of "the Global" in Development Education Programmes

Master Thesis

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Author: **Bc. Dorota Šuráňová**

Supervisor: **Michal Parízek, Ph.D.**

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Abstrakt

Mezinárodní rozvojová spolupráce tvoří součást mezinárodních vztahů a politiky již od 50. let 20. století, kdy se institucionalizovala pomocí mezinárodních organizací. Míra zapojení globálních aktérů se postupně měnila v závislosti na vývoji rozvojových paradigmat, nicméně i přes dosažené úspěchy byl mezinárodní přístup čím dál častěji terčem kritiky. Kritici jí zejména vytýkali zobecňující metodické přístupy, které nereflektovaly specifické místní podmínky a nedokázaly tak prostředky rozvojové spolupráce dostatečně adaptovat. Centralizované programové postupy vedly k nejasným výsledkům a zároveň se začaly prosazovat lokální programy. Navzdory růstu lokálních přístupů k rozvoji však stále neubývá mezinárodních iniciativ. Tato práce se snaží ukázat výhody a přínosy mezinárodních programů oproti lokálním programům na příkladu jejich vlivu na vzdělávací systémy v rozvojových zemích a zodpovídá následující výzkumnou otázku: Jaké výhody přinášejí mezinárodní organizace a instituce národním vzdělávacím systémům? Na základě zúčastněného pozorování vzdělávacích programů na Filipínách a v Myanmaru diplomová práce vyhodnocuje přínosy mezinárodních rozvojových programů na příkladech dvou mezinárodních nevládních organizací, konkrétně Asia South Pacific Association for Basic a Adult Education (ASPBAE) a Save the Children. Práce předkládá konkrétní přínosy přítomnosti mezinárodních organizací v rámci prosazování politických zájmů a posilování místních kapacit.

Klíčová slova

Výhody mezinárodního zázemí, rozvojové země, vzdělávání, mezinárodní neziskové organizace, podpora a realizace politik, podpora kapacit, Filipíny, Myanmar, ASPBAE, Save the Children.

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ŠURÁŇOVÁ, Dorota. *Global and Local Initiatives:Advantages of "the Global" in Development Education Programmesorporate tax rates: A new area of international cooperation?* Prague: Charles University, Faculty of Social Sciences, Institute of Political Sciences, 2016. 79 p. Master thesis supervisor Michal Parízek, Ph.D.

Abstract

International development aid is one of the main elements of international relations and politics. It has taken place since the 1950´s through great international organisations and institutions. Nevertheless, the international approach towards development has been considerably criticized. Critics have pointed out the generality of methods of development and the "one size fits all" paradigm. These programmes did not reflect and adapt enough to the conditions of specific areas, and preferred centralised approaches. At the same time a range of regional and local development initiatives has emerged. Despite the great success of local forms of aid, the international aid is still widely in demand and not decreasing. The aim of this thesis is to demonstrate the advantages of international presence in developing education programmes, with the following research question: What benefits do international organisations or institutions bring to national education programmes? Based on participatory observation of education systems in the Philippines and Myanmar, the thesis assesses the main advantages of international development programmes and the benefits for their participants. On the example of two international non-governmental organisations, namely Asia South Pacific Association for Basic and Adult Education and Save the Children, the thesis shows the contribution of international presence in the field advocacy and capacity building.

Keywords

Extent of thesis: 18 554 words, 128 486 characters including spaces

Declaration of Authorship

The author hereby declares that she compiled this thesis independently, using only the listed resources and literature, and the thesis has not been used to obtain a different or the same degree.

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In Prague, 11th May 2016

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Content

Acronyms

ADB	Asian Development Bank
ASPBAE	Asia South Pacific Association for Basic and Adult Education
CSOs	Civil Society Organisations
EFA	Education for All
HDI	Human development index
IGOs	Intergovernmental Organizations
IMF	International Monetary Fund
IOs	International Organisations
INGOs	International Non-Governmental Organisations
NGOs	Non-Governmental Organisations
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Emergency Fund
WB	World Bank

Introduction

International development aid remains one of the main elements of international relations and politics. Development paradigms have been changing over the decades. Different theories have brought a variety of approaches towards the role of development actors; therefore the role of international actors in the development process and international aid have been changing as well. Despite the fact that the latest development approaches prefer stronger engagement of local and national actors over international ones, the role of international actors is not decreasing. On the contrary, their activities have increased. The thesis follows the role of international non-governmental organisations (INGOs) in developing countries in the field of education.

The thesis assesses the possible advantages and contributions of international organisations in education systems in developing countries. It is focused on the benefits of global education actors that, in comparison with the international ones, dispose of a greater financial aid and material and informational resources. Even though there is a fair criticism of the global approaches in development aid, they still have irreplaceable benefits for the education systems that cannot be provided by national or local agents. The aim of this thesis is to demonstrate the advantages of international presence in developing education programmes, with the following research question: What benefits do international organisations or institutions bring to national education programmes?

By using qualitative methods, the thesis describes the beneficial contributions of international organisations in national education systems. The first hypothesis evaluates the role of INGOs in the alignment of national education systems with international standards and practices. The second hypothesis assesses the mechanisms of supporting resource stability and subsequently quality.

Firstly, the findings of the thesis bring the evidence of an important role of transantional advocacy networks and norm diffusion for the interconnection of national education systems with international standards and practices. Secondly, the fidings support the role of capacity development for improving resource stability.

The thesis is a theory-guided description of four case studies. Findings of the thesis are based on a direct participatory observation of education programmes in developing countries, namely in the Philippines and Myanmar. The observations took place between July 2015 and December 2015. The examples were chosen because of the personal experience of the author.

Thanks to her temporary personal participation in the Filipino and Myanmar education systems, she had a unique opportunity to experience and get to know the local education programmes, their problems, and the roles of international organisations there. Personal engagement led to data collection. Apart from participatory observations, the findings are based on official materials of the organisations and interviews conducted with representatives of international non-governmental organisations working in the field of education, namely Asia South Pacific Association for Basic and Adult Education and Save the Children.

The thesis is divided into four parts. The first chapter covers the introduction of the topic by theories and accessible literature, and it outlines the hypotheses. The second chapter introduces the observed cases which serve as a basis for assessing the hypotheses. The third chapter brings the findings of increased alignment of national education systems with international standards and practices which are achieved through international advocacy and norm diffusion. Lastly, in the fourth chapter, increased resources of national education systems through international capacity development are evaluated.

1. Education, Development and International Actors: Theories and Methods

International development aid forms one of the main parts of international relations and politics. Its roots can be tracked to the period of colonialism but it was broadly institutionalised during the post-war period. Since then, several approaches have emerged with changing role of international actors. The importance of education programmes has varied over the years, but it can be said that interconnection between education and development is inherent. High-quality education is essential for the sustained social and economic development of countries and for the realisation of individual human potential.[1] This concept is widely shared by different actors including civil societies, national states and international governmental and non-governmental organisations. This thesis is focused on the role of international actors and their advantages compared to local actors.

In this chapter, the interconnection of education and development is outlined, followed by the role and statements of international actors in the process. In the second half, hypotheses and theories are introduced.

1.1. Role of Education in Development

The assumption that "…one key social institution believed to make a significant and positive difference in the way societies and individuals behave and develop is education. Formal education has been linked to different theories and practices of development because schools help to create the citizens and workforce of the future and therefore to define the direction of development,"[2] is widely shared and practised by national governments, global institutions or international aid agencies. In general, international organisations agree on the beneficial aspects of education in development. It increases opportunities for poverty reduction and further

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[1] SCHAFER, M. J. International Nongovernmental Organisations and Third World Education in 1990: A Cross-National Study. Sociology of Education. Vol. 72, April, 1999. 69 p.

[2] HARBER, C. Education and International Development: theory, practice and issues. Southampton: Syposium Books Ltd, 2014. 16p .

development in economic[3], social[4] or health aspects[5].[6] National states also share the idea of education as means for development and therefore they influence national education programmes.[7]

Targets for successful education as well as development are increasingly set at a global level. The United Nations (UN) is considered a main player in this field. United Nations Educational, Scientific and Cultural Organisation (UNESCO) describes their approach towards the role of education as following: "UNESCO's mission has been to contribute to the building of peace, poverty eradication, lasting development and intercultural dialogue, with education as one of its principal activities to achieve this aim."[8]

The Education for All Movement (EFA), formed under the auspices of UNESCO, is one of the most significant projects focusing on education in developing countries. The EFA is a global commitment to provide quality basic education for all children, youth and adults. Governments of 164 countries pledge to achieve education for all and fulfil six international goals[9] in the name of higher quality living and further human development. Governments, development agencies, civil society and the private sector are working together in the fields of Policy dialogue, Monitoring, Advocacy, Funding and Capacity Development.[10] Advocacy and Capacity Development is precisely what this thesis focuses on.

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[3] First of all, education gives people better job perspectives and skills they need to help themselves out of poverty, it can also reduce inequality and lay the basis for sustained economic growth and effective institutions.

HARBER, C.: Education and International Development: theory, practice and issues. Southampton: Syposium Books Ltd, 2014. 16 – 18 p.

[4] It gives them an opportunity to participate in society and control their environment.

HARBER, C. Ibid,. 16 – 18 p.

[5] Big contribution comes with disease prevention, for example, young people who have completed primary education are less than half as likely to contract HIV as those who have little or no schooling.

Center for Global Development, Education and Developing World [online]. [cit. 2016-05-01]. Available at <http://www.cgdev.org/publication/education-and-developing-world>.

[6] HARBER, C.: Education and International Development: theory, practice and issues. Southampton: Syposium Books Ltd, 2014. 16 – 18 p.

[7] WISAWED, W. The Buddhist Philosophy on Education: Approaches and Problems. The Chulalongkorn Journal of Buddhist Studies. Vol. 2, No. 2, 2003. 159 p.

[8] UNESCO, Education for 21st century [online]. [cit. 2016-03-20]. Available at <http://en.unesco.org/themes/education-21st-century>.

[9] Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

[10] UNESCO, Education for All Goals [online]. [cit. 2016-03-20]. Available at <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>.

The importance of education was also appreciated when it became one of the Millennium Development Goals (MDGs), i.e. one of the main features in the fight to eradicate poverty in the world. Despite the great progress all around the world[11], the aim to "[e]nsure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling"[12], was not successfully completed. The theme of education as an integral part of ending poverty in the world is further developed in Sustainable Development Goals[13].

Education, specifically years of enrolment in schooling, is a part of the Human Development Index (HDI) under the United Nations Development Programme (UNDP).[14] The HDI focuses on "knowledge" in general, which refers to Expected years of schooling, Mean years of schooling. This particular example shows the interconnection between the essentials of education for further individual and society development.

The status of well-respected international organisations concerning education only highlights its role in the society and for development.

1.1.1. Education and development paradigms

Over the years many different development paradigms have emerged. Politicians, theorists, scholars and many others have been asking questions about the best approaches towards development. The answers varied over the years. The development community has been learning about what development means and how to achieve it.[15] The extent to which

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[11] Among youth aged 15 to 24, the literacy rate has improved globally from 83 per cent to 91 per cent between 1990 and 2015, and the gap between women and men has narrowed. Enrolment in primary education in developing regions reached 91 per cent in 2015, up from 83 per cent in 2000.

UN Millennium Goals, Achieve Universal Primary Education [online]. [cit. 2016-03-20]. Available at <http://www.un.org/millenniumgoals/education.shtml>.

[12] Ibid.

[13] In 2015 MDGs came to an end and Sustainable Development Goals took their place. They enlarge previous goals and specify 17 goals to „to end poverty, protect the planet, and ensure prosperity for all".

UN, Sustainable Development Goals [online]. [cit. 2016-03-20]. Available at <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

[14] The HDI was created to emphasise that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The HDI consists of Life expectancy at birth, Knowledge features (Expected years of schooling, Mean years of schooling) and Gross national income per capita. UNDP, Human Development Index [online]. [cit. 2016-05-01]. Available at <http://hdr.undp.org/en/content/human-development-index-hdi>.

[15] A Case for Aid: Building a Consensus for Development Assistance. Washington: The World Bank, 2002. 57 – 58 p.

international actors are involved has been changing, as was the role of education within development programmes.

The history of official development aid comes back to the development activities of colonial powers in their overseas territories. The institutional process came in the 1940s with the establishment of the United Nations and its organisations, International Bank for Reconstruction and Development (World Bank) and the International Monetary Fund (IMF).[16]

The 1950s and 1960s were a period of great confidence in government and state planning. "Development practitioners and thinkers trusted governments both for its intentions and for its ability to make economic happen, whether in the richer or poorer countries."[17] Educational planning in developing countries dates back to the 1960s when education was considered an "engine for economic growth". Education was approached as an essential investment for economic and social development. The Organisation for Economic Co-operation and Development (OECD) and UNESCO spearheaded educational planning in the 1960s and 1970s, working closely together in formulating concepts and methodologies.[18]

"As a result of the disappointment with the state-led approach, the 1980s and early 1990s saw a strong reaction that stresses the primacy of markets in development."[19] The early 1980s to the mid-1990s were a period of structural adjustment policies, set of policies from the IMF and the WB, in developing countries.[20] Structural adjustment policies considered achieving economic growth by focusing on savings in the non-productive sectors and on rates of economic growth. Consequently they included cuts in social sector budgets and investment programmes, including education. Spill-over effects from economic growth were supposed to solve of social development issues. Unfortunately, the spill-over effect did not occurr the ways it was

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[16] HARBER, C.: Education and International Development: theory, practice and issues. Southampton: Syposium Books Ltd, 2014. 119 p.

[17] A Case for Aid: Building a Consensus for Development Assistance. Washington: The World Bank, 2002. 59 p.

[18] Ibid., 59 – 60 p.

[19] Ibid., 57 – 60 p.

[20] By the mid 1980s three-quarters of South American and two-thirds of African countries were under IMF or World Bank supervision.

HARBER, C.: Education and International Development: theory, practice and issues. Southampton: Syposium Books Ltd, 2014. 121 p.

expected.[21] Budget cuts led to negative consequences for education systems in many developing countries.[22]

The subsequent development framework was known as the Poverty reduction strategy (PRS) and gained significance in the mid-1990s. PRS was also initiated by the IMF and the WB. Poverty reduction and human development have been put at the centre of the development process have been placed. Education has gained a very important role as one of the key elements leading to human capital for economic growth. The Millennium Development Goals and World Education Forum on Education for All reflect this basic needs approach and concern for poverty reduction.[23] Those programmes are widely followed by many organisations and governments.

By the end of the Cold War, development aid got new impulses as well. On the one hand World Bank has learned from its experience of development that popular participation is important to the success of its programmes. On the other hand increasing public awareness and concern about development has been one of the most important driving forces for increasing public participation.[24] It sparked a growing number of development NGOs in both industrialised and developing countries.[25] NGOs were appreciated as more effective at reaching low-income groups. The participatory approach has involved good initial planning and early discussion with local people about the priorities and objectives of any proposed programmes and projects.[26] Education programmes were no exceptions and apart from the schooling itself has provided the opportunity for all education actors, including INGOs, to meet and discuss common problems and possibilities.

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[21] A Case for Aid: Building a Consensus for Development Assistance. Washington: The World Bank, 2002. 60 – 61 p.

[22] With structural adjustment programmes they typically underwent the following experiences as a result: "cuts in the education budget; a shift from public finance of education to greater private financing, including more fees and other payments by parents; a sharp increase in private schooling; a decline in the value of teachers´ salaries; stagnation and reduction in teacher employment; a slowdown in progress towards education for all; an increase in the student-teacher ratio; a reduction in spending on teaching materials such as textbooks; a decline in access to education for poor and a reduction in the power of teacher unions."

HARBER, C.: Education and International Development: theory, practice and issues. Southampton: Syposium Books Ltd, 2014. 121 p.

[23] A Case for Aid: Building a Consensus for Development Assistance. Washington: The World Bank, 2002. 62 p.

[24] FEENEY, P. Accountable Aid: Local Participation in Major Projects. Oxford: Oxfam GB, 1998. 9 – 14 p.

[25] The number of registred development NGOs based in industralised countries has grown from 1 600 in 1980 to 22 970 in 1993. There has been a comparable explosion status in developing countries. The number of NGOs with the consultative status in the UN systém has increased five-fold during the period 1963 – 1998.

FEENEY, P. Ibid., 25 p.

[26] . FEENEY, P. Ibid., 24 – 28 p.

Current role of education in development is still very important. It is perceived as an integral part of further individual and social development. A variety of international programmes with focus on school enrolment, on basic education and on improvement of education quality exists. Those programmes are created in cooperation with a whole scale of actors. National governments, international organisations and NGOs all have their important place there.

1.2. *International Organisations*

The international political scene is constantly changing. During the past century international organisations have become an integral part of our international regime and they come to play a growing role in formulating international policies. Intergovernmental and non-governmental organisations have an important role. This thesis is focused only on non-religious[27] international organisations, namely on the work of International non-governmental organisations (INGOs).

Despite some shared features, intergovernmental organizations (IGOs) and INGOs differ in membership, purpose, practices and many other aspects. Nevertheless, the work of both groups of international organisation is closely interconnected. "IGOs provide frameworks within which governments can achieve agreement about the elements of international public policy. INGOs play a role in the achievement and maintenance of these agreements."[28] This thesis focuses on INGOs which "…are private voluntary organisations whose members are individuals or associations that come together to achieve a common purpose."[29]

Functions of international organisations, IGOs and INGOs, can be grouped into five major categories.[30] *Informational* functions involve the gathering, analysis, exchange, and dissemination of data and points of view. *Normative* functions involve the definition and

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[27] Churches also should be mentioned here as international actors. Christian Churches have played a very important role in the field of development or humanitarian aid. They have had great influence on education in developing countries as well. Their system of schooling came to the countries together with their transnational religious missions and they had a significant impact on the formation of early modern education in further areas.

[28] JACOBSON, H. K. Networks of interdependence: international organizations and the global political system. 2nd ed. New York: McGraw-Hill, 1984. 7 p.

[29] KARNS, M. P.; MINGST, K. A. International Organisations: The Politics and Processes of Global Governance. Boulder, Colo. : Lynne Rienner Publishers, 2004. 10 p.

[30] JACOBSON, H. K. Networks of interdependence: international organizations and the global political system. 2nd ed. New York: McGraw-Hill, 1984. 83 p.

declaration of standards. *Rule-creating* functions similarly involve the definition and declaration of standards; however, the purpose is to frame instruments than can have a legally binding effect. *Rule-supervisory* functions involve measures taken to insure compliance with the rules that are in force by those subject to them. *Operational* functions involve the use of the resources at the organisation's disposal, for example financial and technical assistance.[31] Those functions stress out the ability of international organisations to influence national politics.

Those functions are shared by both national and international actors. Nevertheless, international actors practice them on both global and local levels, therefore their impacts are greater. Concrete means[32] of INGOs are significant in the field of development and education as well. This thesis focuses on networking and sharing of culture norms.

Ability of networking and coalitions-making is one of the main benefits of international organisations for international politics. Without the adequate connections at different levels there would be no further impact of their work. "They [INGOs] create and mobilize global networks, gathering information on local conditions and mobilizing pressures both within states and transnationally. In fact, they have become key sources of information and technical expertise on a wide variety of international issues from the environment to human rights."[33]

"INGOs are loci of transnational contextual knowledge."[34] Sharing the world norms give them the possibility to take global ideas and programmes and introduce them to local actors. The following five basic world-cultural principles underline INGOs ideologies and structures: universalism, individualism, rational voluntaristic authority, human purposes of rationalising progress, and world citizenship.[35] Those universal principles help INGOs in enforcing their advocacy.

Despite the growing numbers and influence of INGOs, there are still obstacles they have to face. They have to keep in mind their diversity, their biggest advantage is also their biggest obstacle. As INGOs represent different interests and actors, they may represent opposing

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[31] JACOBSON, H. K. Networks of interdependence: international organizations and the global political system. 2nd ed. New York: McGraw-Hill, 1984. 83 p.

[32] Collecting and publishing information; creating and mobilizing new resources; supporting new and effective norms; monitoring human rights and environmental situations; participating in global conferences – bringing new topics and suggestions; encouraging public into civil participation; distribution of humanitarian aid; implementation of new development projects.

[33] KARNS, M. P.; MINGST, K. A. International Organisations: The Politics and Processes of Global Governance. Boulder, Colo. : Lynne Rienner Publishers, 2004. 12 p.

[34] BOLI, J.; THOMAS, G. M. World Culture in the world polity: a century of international non-governmental organization. American Sociological Review. Vol. 62, No. 2, April 1997. 180 p.

[35] BOLI, J.; THOMAS, G. M. Ibid., 180 – 182 p.

opinions. This contradiction may lead to a decrease in their influence.[36] Another limit is represented by a complexity of international politics. Having an influence over the right actors and decision makers can be a long process. And a long process also has to be well paid. Fundraising for INGOs (as well as NGOs) is a long-term problem and despite an increase in state financing this obstacle still remains. The last but not least problem is bureaucracy. INGOs do not exist apart from governmental actors, but they do have to find a mutual balance of their competences.[37]

1.2.1. International Non-Governmental Organisations and Education

"Educational development INGOs can be defined as those seeking to improve education in developing countries."[38] INGOs have been a part of the educational development since the establishment[39] of formal a schooling system. The number of educational INGOs has grown significantly after the Second World War, as did that of educational development organisations and related global movements which emerged and expanded during the twentieth century.[40]

Their main activities in the educational development field today may be characterised by a scientific approach concerning schooling as a tool for measurable and generalisable knowledge. Most of its leaders believe that this knowledge can be transported by experts and internationally across diverse contexts.[41] "The organizations and professionals pursuing scientific, expert, and knowledge-based activities have become a powerful international force and are increasingly the key players shaping global policies and practices in educational

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[36] MAKARIUSOVÁ, R. Globální vládnutí a nestátní aktéři. Plzeň: Vydavatelství a nakladatelství Aleš Čeněk, 2015. 113 – 115 p.

[37] MAKARIUSOVÁ, R. Ibid., 113 – 115 p.

[38] BROMLEY, P. The Rationalization of Educational Development: Scientific Activity among International Nongovernmental Organizations. Comparative Education Review. Vol. 54, No. 4, 2010. 577 p.

[39] Apart from the Christian organisations we may consider Servantes des Pauvres de Jeanne Delanoue, established in France in 1709, as an example of early developmental INGOs. It claimed its aims as: "to provide education and assistance to children and youth; provide nursing and caring of the old, the sick or handicapped people; and give assistance to people suffering from exclusion, such as migrants, gypsies, prisoners."

[40] BROMLEY, P. The Rationalization of Educational Development: Scientific Activity among International Nongovernmental Organizations. Comparative Education Review. Vol. 54, No. 4, 2010. 577 p.

[41] BROMLEY, P. Ibid., 577 – 578 p.

development, as evident from the global benchmarks laid out in the Education for All movement, as well as in international testing programs."[42]

Apart from today's education aid in developing countries, INGOs played an important role in the process of spreading mass education as well. World institutional theories explain educational expansion as it happened everywhere as a part of world-wide culture and social movements closely linked to Western ideals of individual development and nation building. Education systems become more standardised in the same way all across the world and pressure other states and citizens to accept global standards for education as a mechanism for progress towards "modern world citizens". Through INGOs and their advocacy the international standards and ideas can spread easily. Global cultural influence is demonstrated by accepting this assumption and in homogeneity of educational institutions across diverse Third World nations.[43]

1.2.2. International Non-Governmental Organisations and Development

INGOs play an unreplaceable role in development, both in policies and practices. As was already mentioned, one of the biggest benefits of INGOs is their capability for networking. They can provide very solid networks which help them carry out their own goals. They work very closely with civil society organisations (CSOs) using different approaches. "INGOs in donor countries are different from other national CSOs in donor and recipient countries in several respects, including in terms of their global operations, their size, scale, geographic reach, access to funds, budgets, and roles in development."[44] The main key factor distinguishing them from each other is that INGOs operate in several countries at the same time and they also have extensive global programmatic reach as a result of their membership of global confederations. They also come from different backgrounds which gives them better possibilities in terms of budget and staff capacity. Nevertheless, they closely cooperate within

[42] BROMLEY, P. The Rationalization of Educational Development: Scientific Activity among International Nongovernmental Organizations. Comparative Education Review. Vol. 54, No. 4, 2010. 577 p.

[43] SCHAFER, M. J. International Nongovernmental Organisations and Third World Education in 1990: A Cross-National Study. Sociology of Education. Vol. 72, April, 1999. 71 – 72 p.

[44] MORTON, B. An Overview of International NOGs in Development Cooperation. [online]. [cit. 2016-03-20]. Available at: <http://www.cn.undp.org/content/dam/china/docs/Publications/UNDP-CH11%20An%20Overview%20of%20International%20NGOs%20in%20Development%20Cooperation.pdf>.

developing mandates and missions.[45] The key objectives of development INGOs traditionally comprise "the reduction of poverty and inequality, the realization of rights, the promotion of gender equality and social justice, protection of the environment and strengthening of civil society and democratic governance."[46]

INGOs can influence and support development through directly or indirectly. Direct influence brings the efforts of development INGOs to help economic growth through providing access to capital, supporting entrepreneurship, and facilitating economic stability. On the contrary, the indirect influence of INGOs is represented especially by increase of human capital.[47] One of the most acknowledged ways of indirect influence in development is investment in education.

1.3. *Critics of global development aid*

Development and economic growth of the countries all around the world has always been a major interest for scholars and politicians. Many developing agencies have covered different developing areas with larger or smaller success.[48] Nevertheless, over the years, several criticisms of international approaches have emerged. Critics have pointed out the generality of methods of international programmes and the "one size fits all"[49] paradigm. Programmes did not reflect and adapt enough to the conditions of specific areas, and preferred centralised

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[45] MORTON, B. An Overview of International NOGs in Development Cooperation. [online]. [cit. 2016-03-20]. Available at: <http://www.cn.undp.org/content/dam/china/docs/Publications/UNDP-CH11%20An%20Overview%20of%20International%20NGOs%20in%20Development%20Cooperation.pdf>.

[46] MORTON, B. Ibid.

[47] MURDIE, A. M.; KAKIETEK, J. Do Development INGOs Really Work? The Impact of International Development NGOs on Human Capital and Economic Growth. Journal of Sustainable Society. Vol. 1, No. 1, 2012. 1 p.

[48] Standards of living have increased in many countries. Measurement can be taken in the field of economic situation, health or education. More succesful stories can be found in the UNDP publications, e.g. Supporting Transnational Change.

[49] Cambridge dictionary: (intended to be) suitable for everyone or every purpose; e.g. a one-size-fits-all approach to education.< http://dictionary.cambridge.org/dictionary/english/one-size-fits-all>

approaches[50]. Despite trillions of US dollars spent on international development aid, programmes have often led to unconvincing results.[51]

Surely there were several failures in the way international aid is provided, but it would be incorrect to mark the targets of international programmes as "easily set but never met". Global targets still made a difference in the past. The developed world may try its best but the responsibility for development progress will always lie primarily with the developing country itself; therefore the current paradigm focuses more on local cooperation.[52] "The balance of the support has moved toward providing large-scale aid to those that can use it well and focusing on knowledge and capacity-building support in other countries."[53]

But in the end, we can still find several studies which can present evidence that foreign assistance is an increasingly effective tool for reducing poverty and building a more inclusive world.[54] This is also the assumption this thesis works with. Bearing in mind all the right and justifiable critics of global and international approach toward development programmes, there are still some advantages which local development aid cannot offer. Those benefits of international background of different organisations and programmes are in the centre of the following hypotheses.

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[50] Other problems include, among others: problems belong no following local needs, isolation of many development programmes without any contribution to poverty reduction efforts, neglecting quality of the programmes, underestimation of concerns of local governments, narrow focus on economic growth, or geopolitical aims of aid allocation.

A Case for Aid: Building a Consensus for Development Assistance. Washington: The World Bank, 2002. 60 – 61 p.

[51] EASTERLY, W. Břímě bílého muže: Proč pomoc Západu třetímu světu nepomáhá? Praha: Academia, 2010. 18 – 23 p.

[52]Supporting Capacity Development: UNDP approach. New York: UNDP, 2009. 3 p.

[53] A Case for Aid: Building a Consensus for Development Assistance. Washington: The World Bank, 2002. 42 p.

[54] For example the study of the World Bank, A Case for Aid, Building a Consensus for Development Assistance, 2002.

1.4. *International Standards and Practices*

In the following two chapters, the hypotheses and methods used fot assessing them are introduced.

The first thesis concerns the contribution of international background in the field of international standards and practices. It works with the advantages of international organisations for the alignment of local practices and international standards. The hypothesis states:

The fact that education programmes are backed by an international organisation leads to their increased alignment with international standards and practices, as compared to local education programmes.

This assumption comes from the recognition of our interconnected world. This chapter introduces influences of globalisation on education, transnational advocacy and norm diffusion like mechanisms for spreading of international standards.

1.4.1. The Role of Globalisation in Education

We have been part of the worldwide phenomenon called globalisation already for decades. It influences our lives in a variety of aspects; the economic, the political, the ecological and the environmental, the technological, the cultural, travel, business, labour, and many others. We can also notice the growing features of globalisation in the field of education.[55] In fact, the school itself is a global phenomenon, its shapes and curricula are similar across the world.

By spreading the acknowledged norms of development, the countries across the world accept those indicators of modernity. "Countries wishing to open up have no choice but to compete with other countries, and one of the most important factors for helping them in this competition is knowledge."[56]

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[55] HARBER, C.: Education and International Development: theory, practice and issues. Southampton: Syposium Books Ltd, 2014. 19 p.

[56] WISAWED, W. The Buddhist Philosophy on Education: Approaches and Problems. The Chulalongkorn Journal of Buddhist Studies. Vol. 2, No. 2, 2003. 160 p.

Together with globalisation and modernisation comes also changes in traditional approaches in education in developing countries. Leaving and transforming the traditional in the name of the modern and further potential development is happening on the whole scale.[57] Developing countries perceive the Western way of education as a method for catching up with the developed countries, therefore new approaches are applied in their educational systems.

1.4.2. Transnational Advocacy Networks

Advocacy represents the way of "public support for or recommendation of a particular cause or policy"[58] and it is typical for the work of INGOs. Further, transnational advocacy networks symbolise the mechanism of implementation of international standards and practices into national systems. "Networks are forms of organization characterized by voluntary, reciprocal, and horizontal patterns of communication and exchange."[59] At the core of each network is an informational exchange.[60] Thanks to information the actors can help to create issues and topics for debates and to present their points of view. They are not always successful in their effort, but they are increasingly relevant players in policy debates.[61]

All actors are trying to influence other actors and systems along the way they want to. We identify the following types or stages of network influence: 1) issue creation and agenda setting; 2) influence on discursive position of states and international organisations; 3) influence on institutional procedures; 4) influence on policy change in "target actors" (i.e. states, international organisations, or private actors); 5) influence on state behaviour.[62] Specialised groups including INGOs are trying to implement their ideas into practice especially through networking.

Network actors bring new ideas, norms and discourses into policy debates and they use their influence to change the behaviour of states and international organisations. They try to

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[57] HARBER, C.: Education and International Development: theory, practice and issues. Southampton: Syposium Books Ltd, 2014. 21 p.

[58] Oxofrd dictionary, Advocacy [online]. [cit. 2016-05-08]. Available at <http://www.oxforddictionaries.com/definition/english/advocacy>.

[59] KECK, M. E.; SIKKINK, K. Activists Beyond Borders. The United States of America: Cornell University Press, 1998. 8 p.

[60] KECK, M. E.; SIKKINK, K. Ibid., 2 p.

[61] KECK, M. E.; SIKKINK, K. Ibid., 2 p.

[62] KECK, M. E.; SIKKINK, K. Ibid., 25 p.

promote norm implementation by pressuring target actors and by monitoring compliance with international standards.[63] This statement can be implemented into the education in developing countries as well.

Transnational advocacy networks are no new phenomenon.[64] The major boom of national and as well as international NGOs (in terms of number, size, professionalism, and complexity of international linkage) has come significantly in the last three decades.[65] With the interconnection of our world we may assume that their role stays the same or even increases.

Transnational advocacy comes hand in hand with diffusion of international norms.

1.4.3. Norm Diffusion

Diffusion is described as a consequence of interdependence. As follows, international interdependence is in the core of international disciplines.[66] Thanks to mutual coexistence, diffusion can take place on different levels, on the international one or within countries themselves. It happens among a wide range of public and private actors, and it can lead to the spread of all kinds of things, from specific instruments, standards, and institutions, both public and private, to broad policy models, ideational frameworks, and institutional settings.[67] This thesis mainly focuses on the spread of policies for the aim of catching up with the international standards and practices.

One of the main actors of norm diffusion are international organisations (IOs) which act through establishing regimes, forming international agendas, constructing discourse, enforcing rules, and mediating between states.[68] IOs are also not influenced only by their member states

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[63] KECK, M. E.; SIKKINK, K. Activists Beyond Borders. The United States of America: Cornell University Press, 1998. 2 – 3 p.

[64] We can track examples back to the 19th century, to the campaign for the abolition of slavery.

[65] KECK, M. E.; SIKKINK, K. Activists Beyond Borders. The United States of America: Cornell University Press, 1998. 10 p.

[66] International interdependence is premised upon the fact that states interact with one another and examines the nature, causes, and consequences of different types of cooperative and conflictive interactions.
CARLSNAES, W.; RISSE-KAPPEN, T.; SIMMONS, B. A. Handbook of international relations. London: SAGE Publications, 2002. 483 p.

[67] CARLSNAES, W.; RISSE-KAPPEN, T.; SIMMONS, B. A. Ibid., 454 p.

[68] PARK, S. Norm Diffusion within International Organisations: How Non-state Actors shape World Politics. Conference Papers - International Studies Association. 2004 Annual Meeting, Montreal, Cana. 4 p.

but by the social structure in which IOs exist and operate. This includes both, states and non-states actors.[69] Therefore there is space for transnational activists as well.

The priority of developing countries is to integrate with the existing international norms which are already accepted by the international society. Thus, learning new norms would benefit the newcomers.[70] Therefore, developing countries try to implement the international norms, standards and practices.

Western system of education and schooling as well as the way of thinking about education are norms which spread around the world. "The rise of higher education was influenced by the consolidation of international societal models putting emphasis on the development of human capital, as well as by integration within transnational networks."[71] It is assumed that Western ways are the ones which can bring development to the least developed regions in the world. The 1999 Bologna Declaration from can be used as a perfect example. This declaration tries to synchronise higher education standards in European states.[72] But the set standards have several consequences for the developing countries which decided to accept Bologna. Several actors participated in acceptance process, including INGOs.

1.4.3.1. Ways of norm diffusion

As it was said, diffusion occurs by interdependence, but it does not specify how exactly. In general, we can identify the following four types of norm diffusion: coercion, competition, emulation, and learning. The first two are not significant for INGOs, but emulation and learning are.

Emulation can be explained as "the process whereby policies diffuse because of their normative and socially constructed properties instead of their objective characteristics."[73] Those norms are diffused and accepted because they are believed to be the right ones, the moral ones.

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[69] PARK, S. Norm Diffusion within International Organisations: How Non-state Actors shape World Politics. Conference Papers - International Studies Association. 2004 Annual Meeting, Montreal, Cana. 6 p.

[70] XIAOYU, P. Socialisation as a Two-way Process: Emerging Powers and the Diffusion of International Norms. Chinese Journal of International Politics. Vol. 5, No. 4, 2012. 354 p.

[71] CARLSNAES, W.; RISSE-KAPPEN, T.; SIMMONS, B. A. Handbook of international relations. London: SAGE Publications, 2002. 456 p.

[72] Bologna Declaration [online]. [cit. 2016-03-20]. Available at < http://www.magna-charta.org/resources/files/text-of-the-bologna-declaration>.

[73] CARLSNAES, W.; RISSE-KAPPEN, T.; SIMMONS, B. A. Handbook of international relations. London: SAGE Publications, 2002. 466 p.

The world interconnection causes that states are sensitive to the reaction of the international community. It can affect their international and domestic legitimation and power. Finally, if this process is strong enough, norms may become so deeply accepted that they end up being taken for granted as the only appropriate type of behaviour.[74]

Learning represents the "process whereby policy makers use the experience of other countries to estimate the likely consequences of policy change."[75] Policy makers within one county have at disposal their own expert reports and other assessments, but they can still use for inspiration a useful source of international or transnational studies. They may use as examples the results from the countries which they have already adopted a desirable policy and evaluate possible happen consequences. Empirical evidence tends to support the idea that policy makers are more likely to adopt a policy if it was successful elsewhere[76], which suggests that they learn from the experience of others.[77]

The last approach is the one INGOs use the most in the case of education and development. Evaluating their own experiences in different countries and regions may help them to be more concrete and effective with new policy making in implementing state. Thanks to their wide networks they are able to collect important data and analyse them. Their international background gives INGOs a great advantage over national organisations. National agents usually do not have access to the international studies and resources, therefore their impact is limited. Nevertheless, the cooperation with national actors is crucial for INGOs as well. Together with national and local governments as well as with national NGOs they are able to finalise their proposals accordingly to the national needs and help with their implementation as well.

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[74] CARLSNAES, W.; RISSE-KAPPEN, T.; SIMMONS, B. A. Handbook of international relations. London: SAGE Publications, 2002. 467 p.

[75] CARLSNAES, W.; RISSE-KAPPEN, T.; SIMMONS, B. A. Ibid., 463 p.

[76] They use different kind of experiences: outcomes in the same country ("own experience"), in the same region ("regional experience"), and in the whole world ("world experience").
CARLSNAES, W.; RISSE-KAPPEN, T.; SIMMONS, B. A. Handbook of international relations. London: SAGE Publications, 2002. 464 p.

[77] CARLSNAES, W.; RISSE-KAPPEN, T.; SIMMONS, B. A. Ibid., 464 p.

1.5. Resources Stability and Quality

Only diffusion of norms and advocacy do not change education systems. Interventions are made at many different levels. As it is cited in UNESCO materials, "Education reforms can only be effective if countries have the capacities to make them operational, with not just trained staff, but with effective organizational processes, functioning institutions and the existence of tools and resources to develop, implement and manage education policies and plans."[78] Further development in education cannot occur without accurate preparation, without proper capacity development.

The second hypothesis is focused on capacity development of education programmes in developing countries and it stays the following:

The fact that education programmes are backed by an international organisation leads to their increased resource stability and subsequently quality, as compared to local education programmes.

For this assumption the feature of globalisation in education is very important as well. Allocation of different resources takes its place to support stability and quality of education systems. Good practices and know-how serve as inspiration in different environments and are followed by many practitioners.

This chapter offers approaches of international capacity development as means for fulfilling resources stability and quality of education programmes.

1.5.1. Capacity Development

UNDP sees capacity development as "the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time."[79]

This is the current point of view, but it has been changing over time including the role of international agents. Capacity development emerged already after the Second World War

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[78] Translating Theory Into Practice: The CapEFA Programme. Paris: UNESCO, 2011. 45 p.

[79] Supporting Capacity Development: UNDP approach. New York: UNDP, 2009. 4 p.

with reconstructions programmes. In the 1960s and 1970s attempts at capacity development focused on the individual; providing training and skills, tools and equipment for individuals in key positions, but by the late 1970s it was recognised that this had not improved capacity significantly. In the 1980s the focus shifted to the role of the organisation - focus on getting organisations re-structured and sometimes redesigned. In the early 1990s the importance of ideas underpinning the role of institutions began to be acknowledged and it became clear that without institutional support the change may not be successful. By then, capacity building is taken very complexly and the focus is on all aspects – individual, organisational and institutional.[80] Current means of capacity development start from the principle that people are best empowered to reach their full potential when the means of development are sustainable – home-grown, long-term, and generated and managed collectively by those who stand to benefit.[81]

The case of development assistance and research capacity strengthening in East Africa can be used as an interesting example here.[82] Research capacity strengthening was classified as a key strategy to address the problem of health inequity and development in East Africa. This idea went beyond classical capacity development approaches, it went beyond facilitating or funding a research project to the broader objectives of research process, such as state and institutional support, specialised training, infrastructural development, networking opportunities, publications and career paths.[83] This example shows the possible areas of capacity development and the importance of its interconnection. INGOs can easily reach different groups of stakeholders during the process of capacity building.

Capacity development is a very complex process, not only a single act with individual adjustments. It may be captured in five step cycle.[84] It is not used exactly in the same way and it also has to respect the local current needs. The usual five steps used by UNDP in the capacity development process are: engage stakeholders on capacity development, assess capacity assets

[80] The World Bank. Where do we stand now? [online]. [cit. 2016-03-20].   Available at: <http://info.worldbank.org/etools/docs/library/114227/CD-DFID-Where%20Do%20We%20Stand%20Final.doc>

[81] Supporting Capacity Development: UNDP approach. New York: UNDP, 2009. 4 p.

[82] NURSE, K., WIGHT, D. Development Assistance and research capacity strenghtening: the commissioning of health research in East Africa. Journal of Eastern African Studies. Vol. 5, No. 2, May 2011. 233 p.

[83] NURSE, K., WIGHT, D. Ibid., 233 p.

[84] Capacity Development: Practice Note. New York: UNDP, 2008. 8 p.

and needs, formulate a capacity development response, implement a capacity development response, and evaluate capacity development.[85]

The example of integrated learning of Cambodian NGOs reflects the evolution of local capacity development.[86] Local NGOs used to get core funding from the Dutch inter-church organisation for development cooperation (ICCO). Those funds also included budget allocation for organisational and staff development and other forms of support and advices, especially through trainings and consultancies. Unfortunately, they often did not meet the donors' requirements, therefore they might put themselves into the position of losing funds. Therefore the ICCO adopted a holistic plan for better outcomes of their capacity building processes. They came with complex partnership programmes which covered the areas of organisational management[87], project management[88], and strategic relationships[89]. Through the partnership capacity development project NGOs became more sustainable.[90] Thanks to international contacts and greater resources, INGOs can afford this kind of complex capacity development programmes.

1.5.1.1. Capacity Development and Education

Capacity development is a core activity also in the field of education. It is happening at different levels, from local support to national one to international and universal ones. The official statement of UNESCO serves as a useful example: "One of the missions of UNESCO is to assist countries in building institutional capacities in its fields of competence."[91] It tries to provide a variety of capacity building services within the ministries in charge of education as

[85] Capacity Development: Practice Note. New York: UNDP, 2008. 8 - 16 p.

[86] PEARSON, J. Integrating learning into organisational capacity development of Cambodian NGOs. Development in Practice. Vol. 21, No. 8, November 2011. 1039 p.

NURSE, K., WIGHT, D. Development Assistance and research capacity strenghtening: the commissioning of health research in East Africa. Journal of Eastern African Studies. Vol. 5, No. 2, May 2011. 233 p.

[87] legal basis and governance; values; culture; strategic, planning; leadership, management and decision making; staff capacity and management; administration and finance

[88] project design and planning; implementation; reporting and documentation; monitoring and evaluation; learning and adaptation; gender mainstreaming

[89] strategic relationships and advocacy; and resource development

[90] PEARSON, J. Integrating learning into organisational capacity development of Cambodian NGOs. Development in Practice. Vol. 21, No. 8, November 2011. 1039 - 1041 p.

[91] UNESCO, Capacity Development [online]. [cit. 2016-03-20]. Available at <http://www.unesco.org/new/en/education/themes/planning-and-managing-education/policy-and-planning/capacity-development/>.

well as within a scale of national stakeholders through its networked units, institutes and field offices. Its current focus is placed on strengthening national capacities to design coherent policies and credible development plans.[92]

International global level is only one level of capacity building. The international interconnection is very important, but it would have no real impact without the regional, national and local cooperation where the role of INGOs is significant. Their bridging role here is very important especially for making the communication easier, both horizontal and vertical. INGOs also make international resources available to national and local education actors.

Example of UNESCO's capacity building illustrates the extent of possible capacity development in education: education management information systems; education sector analyses and policy assessment; education policy formulation; policy simulation and resource projection techniques; educational expenditure and finance frameworks; macro-economic frameworks; or monitoring and evaluation mechanism. According to countries' requests for support in these areas, UNESCO organises a series of training workshops considering the above mentioned, especially on policy development, simulation, planning and implementation.[93] The main programme for an increase of capacity building under the name of UNESCO is the Education for All movement.

Capacity Development for Education for All, or the CapEFA Programme, is a successful programme of international capacity development carried out in developing coutries. It is widely recognised that for fulfilling the EFA goals mere increase in funding is unsufficient. New financial resources are essential, but not sufficient and alone do not lead to greater and sustainable change in education systems.[94]

The main focus of INGOs is on capacities in education systems in general. Specifically, their institutional, organisational and knowledge capacities.[95] Their effort is supposed to lead to sufficient capacities with not just trained staff, but with effective organisational processes, functioning institutions and the existence of tools and resources to develop, implement and

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[92] UNESCO, Capacity Development [online]. [cit. 2016-03-20]. Available at <http://www.unesco.org/new/en/education/themes/planning-and-managing-education/policy-and-planning/capacity-development/>.

[93] Ibid.

[94] Translating Theory Into Practice: The CapEFA Programme. Paris: UNESCO, 2011. 49 – 50 p.

[95] Ibid., 49 – 50 p.

manage education policies and plans which are supposed to increase the quality of education programmes and therefore contribute to further development and poverty reduction. [96]

Education for All movement is followed also in many South Asian, also in both observed countries, the Philippines and Myanmar.

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[96] UNESCO, Capacity Development for EFA [online]. [cit. 2016-03-20]. Available at <http://www.unesco.org/new/en/education/themes/planning-and-managing-education/policy-and-planning/capacity-development/capefa/>.

1.6.   Methodology and Data Collection

By using qualitative methods, the thesis is composed as a theory guided description of four observed cases. Theoretical part is based on accessible literature, from primary and secondary resources. The hypotheses are evaluated by the empirical findings made by the author during her stay in the South Asia region. The thesis is based on four different cases, on the work of two INGOs in two countries. The plausibility of declared hypotheses is evaluated by all four cases all together. The work is considered as four different stand-alne case studies, not as a comparative work

Findings are based on participatory observation of education programmes in developing countries the author made during her stay in South East Asia. The observations took place between July 2015 and December 2015.The examples were chosen because of the personal experience of the author which led to data collection.

During her studies at City University of Hong Kong the author negotiated possible internship opportunities with her professors. She accepted an internship and actively joined the work of the Asia South Pacific Association for Basic and Adult Education (ASPBAE) in the Philippines where she helped with administrative background of the organisation and in exchange she had a chance to get to know local education programmes and to visit Filipino schools. Thanks to the networking of the hosting organisations the author could learn about the work of Save the Children in the Philippines. Both organisations are representatives of international non-governmental organisations. ASPBAE is focused on educational aspects at different and holistic perspective. Save the Children is specialised on improving children's lives in many different aspects including education. Despite their different basics, they meet their activities in attempts to improve national education system.

In Myanmar the author was teaching in Phaung Daw Oo, monastic high school in Mandalay. She became familiar with the system of Myanmar education and thanks to her already existing contact from the Philippines, she was able to contact local representatives of education programmes from international organisations, and the workers of the ASPBAE and Save the Children.

Apart from the participatory observation the author uses the interviews she made with representatives of Filipino and Myanmar education programmes. The interviews were conducted with educational workers, employees of the INGOs and partner NGOs, volunteers and teachers. The questionnaires and following questions were focused on international

backgrounds of the organisations, their connections and cooperation on international and national levels, and on the benefits and working possibilities coming from their international and global engagement.

The respondents the author made the interviews[97] with:

Maria Lourdes Garcia	ASPBAE	August 2015, Manila
René Raya	ASPBAE	September 2015, Manila
Addie Unsi	Education Network	September 2015, Manila
Insagani Serrano	Philippine Rural Reconstruction Movement	September 2015, Manila
Bonna Duron	Save the Children	September 2015, Manila
Christalina R. Piers	Polytechnic University of the Philippines	September 2015, Manila
Helen Dabu	ASPBAE	September 2015, Manila
Dr. Thein Lwin	ASPBAE	December 2015, Yangon
Alte Bester	Myanmar Education Consortium	December 2015, Yangon
Sam Lu	Save the Children	December 2015, Yangon

Table n. 1. List of interviews

Except for the participatory observations and interviews, the thesis also works with the official materials of the organisations, especially annual reports of their activities. The reports of the UN agencies, UNESCO, UNICEF and UNDP are also included in the thesis.

For further information, the author asked the organisations for additional materials. Unfortunately, the latter written communication between the author and the organisations were not successful and the response rate was low, therefore the author did not obtain some information she has requested.

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[97] Details of the interviews can be found in the appendinx n. 1.

2.   Cases Description

The observed cases are presented in this part of the thesis. This chapter outlines the current situation in the two countries where observations took place, the Philippines and Myanmar. Both states are representatives of developing countries in South East Asia. On the one hand, the profiles of their political, economic and education situations are different from each other. On the other hand, both countries have to deal with similar problems in the education environment coming from the changing world.

Despite the diversity of the South East Asia region, there are several aspects the countries have in common and issues they have to face. Similarities of education problems enable South East Asia to cooperate closely. Thanks to regional meetings and networking between countries, the countries can share their advocacy procedures and tackle similar issues together.[98] INGOs arrange and mediate a platform for common meetings and enable dealing with the issues on global level.

This chapter further gives basic information about the two observed INGOs working in both observed countries; Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Save the Children. Both organisations are important actors in the field of education in South East Asia, nevertheless they both work differently. ASPBAE is a relatively small organisation itself but works with hundreds of national and local education organisations across the region. Save the Children is backed by a great international apparatus.

2.1.   The Philippines

According to the United Nations country economic classification, the Philippines belongs to the group of developing countries.[99] Its situation looks better considering its

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[98] UNESCO, Education Policy Research Series Discussion Document No. 5: Education Systems in ASEAN+6 Countries: A Comparative Analysis of Selected Educational Issues [online]. [cit. 2016-04-12]. Available at <http://unesdoc.unesco.org/images/0022/002267/226757E.pdf>.

[99] UN Country Classification [online]. [cit. 2016-04-03]. Available at <http://www.un.org/en/development/desa/policy/wesp/wesp_current/2014wesp_country_classification.pdf>.

economic condition per capita GNI where the Philippines obtained the status of Lower middle income country.[100]

On the one hand, the composition of the economy (10.7% agriculture, 31.6% industry and 57.6% services)[101] shows a strong importance of the services sector and an orientation towards development. But on the other hand, agriculture still gives employment to 30% of labour force (labour force in industry represents 16%, in services 54%).[102] Also the prognoses of the economic future are optimistic and it is said that by 2030 the Philippines will have become the strongest economy in the South East Asia region. With its 100 million inhabitants and important part of remittances coming back to the Filipino economy from abroad, this dynamic state represents a great regional economic actor.

Despite the promising economic growth of the country, people still have to face unfavourable social conditions. One out of four persons still lives below the poverty line. The Gini coefficient reaches 43.0 which indicates noticeable social differences.[103] Especially rural and urban living conditions vary significantly. The focus on health indicators demonstrates difficult conditions, high infant mortality rate or low life expectancy at birth. The conditions are also captured by the Human development index (HDI). "The Philippines HDI value for 2014 is 0.668— which put the country in the medium human development category— positioning it at 115 out of 188 countries and territories. Between 1980 and 2014, the Philippines HDI value increased from 0.557 to 0.668, an increase of 20.0 percent or an average annual increase of about 0.54 percent."[104]

Conditions of Filipino education are also improving. Despite relatively low state budget support (2.7% of GDP), literacy rate reaches almost 98%. Secondary enrolment is above 61% and it is still increasing especially among girls.[105] Overall, Filipino education is undergoing great reforms and it is already on a progressive path.

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[100]   UN   Country   Classification   [online].   [cit.   2016-04-03].   Available   at <http://www.un.org/en/development/desa/policy/wesp/wesp_current/2014wesp_country_classification.pdf>.

[101]   The   World   Factbook,   the   Philippines   [online].   [cit.   2016-04-03].   Available   at <https://www.cia.gov/library/publications/the-world-factbook/geos/rp.html>.

[102] Ibid.

[103] Ibid.

[104]   Human   Development   Report   2015,   the   Philippines   [online].   [cit.   2016-04-03].   Available   at <http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/PHL.pdf/>.

[105]   Youth   Policies,   the   Philippines   [online].   [cit.   2016-04-03].   Available   at <http://www.youthpolicy.org/factsheets/country/philippines/>.

The Philippines are recently undergoing a great education reforms, K to 12 (education coverin kindergadens and 12 years of basic education, which tries to react to global changes in education. Apart from adding two more years to basic education (12 years in total), it also brings changes in curricula and new languages policies, which is greatly welcomed, considering a wide language scale of different ethnic groups in the country. The reform was prepared in consultation with stakeholders from different sectors, wchich means with representatives of INGOs as well. The reform has been accepted in order to catch with the rest of the world (hitherto the Philippines had had only 10 years of basic education) which is also supposed to lead to a better efficacy in the country's economy as well as an improvement of living standards of the Filipinos.[106] Situation in the Philippines is also complicated by a civil war on the southern islands. It is very difficult to implement regular education, which is why the Department of Education cooperates with the INGOs in question of education in emergency.[107]

2.2. Myanmar

As well as the Philippines, Myanmar has the status of a developing country according the classification of the United Nations.[108] With its significantly rural population, long-term political repressions and international economic sanctions, Myanmar is still ranked as a Low-income country considering its economic conditions per capita GNI.[109]

Despite the shift towards services in Myanmar, agriculture is still key part of the country's economy. It may represent by only 36.1% in the national economy, but it employs of 70% of all active labour force in the country. Industry represents 22.3% of the national economy and gives jobs to 7% of the labour force, services have their share of 41.6% in the national economy and 23% of labour force.[110] This data shows the importance of agriculture in the country. Overall, the rather unfavourable economic situation is primarily caused by political conditions. Since 1962 the country has been controlled by a non-democratic government and

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[106] Observation within ASPBAE

[107] Interview with Bonna Duron, 9. 9. 2015, Manila.

[108] UN Country Classification [online]. [cit. 2016-04-03]. Available at <http://www.un.org/en/development/desa/policy/wesp/wesp_current/2014wesp_country_classification.pdf>.

[109] Ibid.

[110] The World Factbook, Myanmar [online]. [cit. 2016-04-03]. Available at <https://www.cia.gov/library/publications/the-world-factbook/geos/bm.html>.

placed under a changing international economic sanctions regime. Despite the opening of the country since the last decade, Myanmar still ranks among the poorest countries in the world.

There are also problems of data collection in Myanmar. Because of its partly missing administration, hilly terrain and long-time civil war, it is very hard to keep evidence in the way typical in Western countries. The same can be stated about the official poverty line. Officially, 32.7% of people live under poverty line[111], but in reality the conditions may vary. Unemployment officially reaches 5%[112], but in this very agricultural country it is not really measurable. In general, socio-economic conditions in Myanmar are difficult, as is the situation in health care or education.

State education expenditure represents only 0.8% of national budget. Education is not a state priority. It may all change with the new non-military government, but even so, it would still take time. Lately, tge education standards have seen some progress and the official literacy rate reaches 93%. Secondary enrolment rate however remains below 47%.[113] Overall, Myanmar education system is very rigid and even though education's prestige improves in people's mind, its importance is still doubted by many in the country.

Despite the fact that Myanmar primary education is free, the expenditures for school supplies, uniforms, or traveling costs can still be a problem for many students, especially from rural areas. The universities already charge tution fees, which is seen as an obstacle for many students. One of the biggest problems of Myanmar education is its memorising approach which does not really support any personal development. Other problem arises as a consequences of the lack of professional teachers. Moreover, Myanmar is a country with 135 ethnic groups and even more languages. The situation of language diversity as well as the presence of an ongoing civil war complicate education in many regions. All these problems have already been noticed and there are tendencies to improve them, by attempts of national reform or through INGOs programmes.

Since 2010 working groups hve been preparing a reform of the current education system. The way of schooling is not efficient and education itself still has a problematic value despite

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[111] The World Factbook, Myanmar [online]. [cit. 2016-04-03]. Available at <https://www.cia.gov/library/publications/the-world-factbook/geos/bm.html>.

[112] Ibid.

[113] Youth Policies, Myanmar [online]. [cit. 2016-04-03]. Available at <http://www.youthpolicy.org/factsheets/country/myanmar/>.

its increasing status. The previous reformative proposal did not pass in the parliament. With the change of government in autumn 2015, reforms are currently in an unpredictable state.[114]

The following data outline the economic and social situation in observed countries:

	The Phillipines	Myanmar	Resources
Economic classification of the country	developing economy	developing economy	*UN*
Economies by per capita GNI	lower middle income	low-income	*UN*
GDP (purchasing power parity)	$742.2 billion	$267.7 billion	*WB*
GDP/PPP	$7,500	$5,200	*WB*
Composition of economic sectors:			
agriculture	10.7%	36.1%	*WB*
industry	31.6%	22.3%	*WB*
services	57.6%	41.6%	*WB*
Population	100,998,376	56,320,206	*WB*
Urban population	44.4%	34.1%	*WB*
Unemployment rate	6.5%	5%	*WB*
Population below poverty line	25.2%	32.7%	*WB*
Gini coefficient	43.0	N/A	*UNDP*
Labor force	41.75 million	36.18 million	*WB*
Labor force - by occupation			
agriculture	30%	70%	*WB*
industry	16%	7%	*WB*
services	54%	23%	*WB*
Health expenditure	4.4% of GDP	1.8% of GDP	*UNICEF*
Infant mortality rate (deaths/1,000 live births)	22.34	43.55	*UNICEF*
Life expectency at birth	68.96 years	66.29 years	*UNICEF*
Total fertility rate (born/woman)	3.09	2.16	*UNIVEF*
Hospital bed density (beds/1000 persons)	1	0.6	*CIA*
Education expenditures	2.7% of GDP	0.8% of GDP	*WB*
Literacy	97.9%	93.1%	*Youth Policy*
Enrollment rate in secondary education	61.40%	46.99%	*Youth Policy*

Table n. 2: Filipino and Myanmar economic information

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[114] Interview with Dr. Thein Lwin, 17. 12. 2015, Yangon.

2.3.   *Asia South Pacific Association for Basic and Adult Education (ASPBAE)*

Asia South Pacific Association for Basic and Adult Education (ASPBAE) is an association of more than 200 organisations and individuals working together to promote quality education for all. It was established in Sydney, Australia, in 1964 by a group of adult educators inspired by the idea of promoting adult education in the region.[115]

"That education is a fundamental human right, and that governments are responsible for providing free, good quality basic education and learning opportunities to all citizens, especially to poor and marginal people and communities"[116], states the core belief of ASPBAE. This basic statement is followed by guiding principles; education is an essential mean to combat poverty and fight all forms of discrimination; it helps to equip citizens to actively participate in development, and it supports and enables safe learning environments at homes and communities because only then human advancement may be fulfilled, or that through education all the individuals and communities can be empowered to improve their lives, and transform their conditions.[117] Together with other global and local actors they try to achieve them.

ASPBAE works directly or through their members with governments of their member countries. Their major goals include:

- "Ensure the right of all to an education
- Uphold education as an empowering tool to combat poverty and all forms of exclusion and discrimination
- Enable active and meaningful participation in governance
- Build a culture of peace and international understanding"[118]

ASPBAE tries to fulfil its goals by several means which are described in the following chapter.

Networking is one of the strongest ASPBAE aspects. Thanks to its very good international and local relations ASPBAE is able to connect a variety of actors coming from different backgrounds. "ASPBAE is a network of organizations and individuals involved in

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[115] ASPBAE, Who We Are [online]. [cit. 2016-04-03]. Available at < http://www.aspbae.org/node/1>.

[116] ASPBAE, Our Core Beliefs [online]. [cit. 2016-04-03]. Available at < http://www.aspbae.org/node/22>.

[117] Ibid.

[118] ASPBAE, Who We Are [online]. [cit. 2016-04-03]. Available at < http://www.aspbae.org/node/1>.

formal and non-formal adult education, working with and through NGOs, community organizations, government agencies, universities, trade unions, indigenous people, women's organizations, the media, and other institutions of civil society across the Asia Pacific."[119] Altogether it makes a very powerful and capable environment.

Apart from a very close cooperation on the national level, ASPBAE is a mediator for regional and international initiatives and works as a mediator of global initiatives within the national level. It is in close cooperation with UNESCO and its programmes, especially Education for All (EFA). It works in the EFA Steering Committee as one of the three civil society representatives, participates in Global EFA meetings and is a member of UNESCO Thematic Working Groups.[120] In 2014 ASPBAE was a part of the Drafting Committee and was represented in several plenary and workshop panels at the Asia Pacific Regional Education Conference (6-8 August 2014 in Bangkok).[121] Together with international actors, but also with local ones, ASPBAE plays one of the leading roles in the region on advocacy for education financing, on advocacy for education for sustainable development, and on advocacy for lifelong learning.[122]

The strength of the networking is also very clear considering the number of the official employees of the organisations itself. It is a unique regional organisation in the field of education and while delegating the competences, the organisation covers the whole working area with only 28 core staff members. For closer and better cooperation, ASPBAE divides its work between four regions. The regions are South and Central Asia[123], East Asia[124], South East Asia[125] and South Pacific[126].[127] The incomes of ASPBAE for the year 2014 were 949,043 USD. All above mentioned makes ASPBAE a unique and important organisation in the Asian region.

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[119] ASPBAE, Who We Are [online]. [cit. 2016-04-03]. Available at < http://www.aspbae.org/node/1>.

[120] ASPBAE, Activity Report [online]. [cit. 2016-04-08]. Available at <http://aspbae.org/userfiles/jul15/ASPBAE_Activity_Report_2014.pdf>.

[121] Ibid.

[122] Ibid.

[123] Member countries are Bangladesh, India, Nepal, Pakistan, Afghanistan, Tajikistan, Uzbekistan, and Sri Lanka.

[124] Member countries are China, Mongolia, Hong Kong SAR, and Japan.

[125] Member countries are Indonesia, Timor – Leste, Malaysia, the Philippines, Singapore, Thailand, Vietnam, and Cambodia. ASPBAE works in Myanmar only indirectly.

[126] Member countries are Australia, Fiji, New Zeland, Solomon Islands, Samoa, Cook Islands, Tonga, Papua New Guinea, and Vanuatu.

[127] ASPBAE, Where We Work [online]. [cit. 2016-04-03]. Available at < http://www.aspbae.org/node/49>.

2.4. *Save the Children*

Save the Children is a global non-governmental organisation which puts children into the centre of all interests. It has been fighting for children rights and tries to fulfil their potential since 1919. From the organisation trying to help war child victims it has evolved into a well respected organisation with a wide range of activities.[128] Nowadays, Save the Children is the leading independent organisation for children in need, with a staff of more than 14,000 people working in over 120 countries and with the budget of 693,207,000 USD[129] for the year 2014.[130]

"A world in which every child attains the right to survival, protection, development and participation."[131] That is the vision of Save the Children which the organisation tres to achieve by the mission "[t]o inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives."[132] To achieve its mission and fulfil its vision Save the Children keeps its focus on holistic sustainable results. Save the Children around the world strives to:

- "Provide lifesaving supplies and emotional support for children caught up in disasters like floods, famine and wars
- campaign for long-term change to improve children's lives
- improve children's access to the food and healthcare they need to thrive
- secure a good quality education for the children who need it most
- protect the world's most vulnerable children, including those separated from their families because of war, natural disasters, extreme poverty and exploitation

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[128] Save the Children, History [online]. [cit. 2016-04-03]. Available at <http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6229507/k.C571/History.htm>.

[129] For example, the yearly budget for the period 04/2013 – 03/2014 of Oxfam, a comparable INGO working with children's rights, was 1,196,330 USD.

Oxfam, Annual Report 2013 – 2014 [online]. [cit. 2016-04-09]. Available at <https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/story/oxfam_annual_report_2014_-_2015_final.pdf>.

[130] Save the Children, Jobs [online]. [cit. 2016-04-09]. Available at <http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6226565/k.5717/Save_the_Children_Jobs.htm>.

[131] Save the Children, Our Vision, Mission and Values [online]. [cit. 2016-04-03]. Available at <https://www.savethechildren.net/about-us/our-vision-mission-and-values>.

[132] Ibid.

- work in the poorest countries to help families out of the poverty cycle, so they can feed and support their children."[133]

Its main activities in Asia are connected principally to emergency responses, reactions to immediate problems such as earthquakes, tsunamis or cyclones. There are Save the Children units in each of 51 member Asian countries.[134] Save the Children, as well as ASPBAE, cooperates closely with other national and international actors. Thanks to their networking they perfectly arrange spreading the global and international visions among local education actors.

Save the Children belongs among the world's biggest INGOs and together with organisations such as Oxfam International, World Vision International, Plan International, Médecins Sans Frontières, CARE International, CARITAS International and ActionAid International "represent a major presence in many developing countries, receive substantial sums from donors to carry out humanitarian assistance and development work, and are an increasingly influential actor in policy processes and in the global governance of aid."[135]

Both organisations, ASPBAE and Save the Children, play an important role in the field of education in Asian countries. As the ASPBAE is focused on education in general, Save the Children is in contrast concerned with the protection of quality of children's lives in all aspects. Therefore, improving the quality of education in developing countries is the key point where both organisations meet. Their areas of interests are closely connected; therefore they have to cooperate very often. Different backgrounds of the organisations as well as their various networking make their partnership very efficient.

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[133] Save the Children, What We Do [online]. [cit. 2016-04-03]. Available at <https://www.savethechildren.net/what-we-do>.

[134] Save the Children, Our Work in Asia [online]. [cit. 2016-04-03]. Available at <http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6150489/k.C017/Asia.htm>.

[135] UNDP, An overview of international NGOs in development cooperation [online]. [cit. 2016-04-03]. Available at <http://www.cn.undp.org/content/dam/china/docs/Publications/UNDP-CH11%20An%20Overview%20of%20International%20NGOs%20in%20Development%20Cooperation.pdf>.

3.   International Standards and Practices

The following chapter evaluates the plausibility of the first hypothesis:

The fact that education programmes are backed by an international organisation leads to their increased alignment with international standards and practices, as compared to local education programmes.

Alignment with international standards and practices happens through a variety of ways. Lately it occurs because of the influence of globalisation where norm diffusion takes place. INGOs react to global changes and support alignment of national and international standards through advocacy networks.

The structure of the chapter is divided by themes the countries and INGOs have in common. This part is based on empirical observation by the author, interviews, and accessible official literature of the observed and other international organisations and programmes.

Educatin systems are still evolving. INGOs as well as other international, national, or regional education actors try to point out major issues and problems in education systems through advocacy. Together and through a variety of mechanisms they can influence current educational discourse and make positive changes in education programmes. INGOs' advocacy is important for the countries because it brings international views on domestic issues.

ASPBAE declares advocacy as its main priority. Its efforts are focused on building greater public awareness and continued policy attention to issues related to education in the Asia South Pacific countries, especially on the neglected Education For All goals, decentralisation, good governance, and the protection of quality education in the light of the financial, food, energy, and climate crises.[136] "ASPBAE's advocacy work covers the areas of policy analysis and research, monitoring, lobbying, alliance and constituency-building, and promoting public education and awareness."[137] The role of networking and cooperation is essential for ASPBAE because it pursues advocacy through its partnerships with national

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[136] ASPBAE, Policy Advocacy [online]. [cit. 2016-04-25]. Available at <http://www.aspbae.org/node/44>.

[137] Ibid.

education campaign coalitions, adult education advocates, and other civil society movements supporting a change in the Asia Pacific.[138]

For Save the Children, advocacy is not their first priority but it is still a very influential way of achieving positive change in children's lives. Its advocacy and campaigns are built on the insights generated by their programmes around the world.[139] The statement of Save the Children says: "[w]e know that we can only sustain the impact of our programmes, and take that impact to scale, by persuading and challenging governments and other institutions with power and resources to change their own policies and practice."[140] The advocacy of Save the Children encompasses research and policy analysis, lobbying, communications, public campaigning, as well as securing formal policy changes; driving implementation; or creating an enabling environment for changes.[141]

The following paragraphs reflect the mechanisms the INGOs interconnect national education with international standards.

3.1. *Global influences*

Global influences play an important role in forming new national education policies. As mass education is a world-wide phenomenon itself, it is not surprising that schooling is getting more and more similar all around the world. Global processes are international practices, therefore INGOs play a significant role in the adaptation process. Already coming from international background, they are close to the international procedures and it is easier for them to adopt those processes and implement them into national education systems.

The Bologna Process[142] was initiated in 1999 with the objective of enhancing comparability and compatibility of higher education structures and degrees in Europe. It brought several rules and conditions for schooling and it declared its view on education: "[a]s a key element in social and labour market policy, education is perceived to play a central role in the transformation into a knowledge-based economy. Capable [high education] institutions

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[138] ASPBAE, Policy Advocacy [online]. [cit. 2016-04-25]. Available at <http://www.aspbae.org/node/44>.

[139] Save the Children, Advocacy [online]. [cit. 2016-04-25]. Available at <https://www.savethechildren.net/advocacy>.

[140] Ibid.

[141] Ibid.

[142] A similar process took place in the USA. The American final document is called Washington Accord.

are envisioned as having the potential to increase the competitiveness of the overall economy and further economic growth through research and innovation. Thus, the [Bologna Process] can be conceived as one of the greatest socio-economic reform initiatives of the last decade."[143] This point of view was also accepted outside of Europe[144] and the Bologna Accord started to influence higher education systems "…which nonetheless voluntarily adopt policies promoted by the [Bologna Process] as well as Bologna-style reform initiatives."[145] The reform took place also in the Asia-Pacific region. As Christalina R. Piers from the Polytechnic University of Philippines says, non-European countries have to adapt their education system according to the Bologna Accord if they wanted to stay competitive.[146] Failure to respect the basic conditions of Bologna Accords would exclude Filipino basic education graduates from the possibility of going to any European university. Therefore, it was in the best interests of the Filipino government to accept the Bologna requisites in order not to lose the competitiveness of the country.

The Bologna process is a very good example of globalisation and its influences on education across the world. INGOs are important participants in those processes as well. Apart from the official countries' representatives, INGOs are also present at international meetings, thus familiarising themselves with international processes. They are very helpful in the implementation of international requirements into national systems. They contribute by research and analysis, but especially by information and knowledge sharing from elsewhere.

3.2.   *Reforms*

Both observed countries have recently undergone the process of educational reforms. INGOs participated in reforms preparation processes as well. Their great contributions were the experiences with reform proposals and education systems from abroad. Thanks to their

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[143] VOGTLE, E. M., MARTENS, K. The Bologna Process as a template for transnational policy coordination. Policy Studies. Vol 35, No. 3, 2014, p. 246.

[144] It was also officially declared that European Higher Education Area (EHEA) should be open to other parts of the world and allow exchange with other higher education systems and regions, debate fora of several education representatives took place. At those meetings education actors from different regions had a chance to participate and come informed about the changes and Accord's requisites.

[145] VOGTLE, E. M., MARTENS, K. The Bologna Process as a template for transnational policy coordination. Policy Studies. Vol 35, No. 3, 2014, p 247.

[146] Interview with Christalina R. Piers, 9. 9. 2015, Manila, the Philippines.

international backgrounds, they could also support their requirements and statements by good practices from elsewhere as well as quality research and reports. In the Philippines, they were able to bring ideas for two additional years of schooling based on experience in other countries as well as possible approaches to accepting new languages policies. In Myanmar, as the local education actors usually lack experience with other education systems, INGOs had a chance to represent and mediate possible alternatives which Myanmar reform proposal could be based on.

3.2.1. The Philippines

The K to 12 is a great reform already taking place in the Philippines. The reform was introduced by the Department of Education in 2011. The biggest change is probably in extending basic schooling to include a two-year senior high school. The programme was replacing the 10-years[147] basic education curriculum which was deemed insufficient for the current and changing needs. Another improvement proposals included language policies, or incorporation of basic science, technology, business, social sciences and other subjects into curricula.[148] The need for a greater education reform was also formed as a mean to: "…a strong future for the country that would enhance our competitiveness in the global community and would advance the competencies of Filipino graduates to stand an par with global practices and be equipped with relevant skills and knowledge in their chosen professions."[149]

Aditionally, K to 12 reform took place also because of the Bologna Accord. 10 years of basic education did not meet the requirement of the minimum number of years of basic education needed to enter European higher education. Successful completion of the whole Filipino basic education cycle was therefore insufficient for entering European universities. The government had to act to prevent Filipino students' exclusion from global education. Adding two more years into the basic education opened the international education door again.[150]

Education actors were invited into the discussion over the planned reform steps. Among invited members were representatives of INGOs as well. Through their official position as

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[147] The others only remaining countries with 10 years of basic education are Angola and Djibouti.

[148] *Reforms in the Philippine education system: The K to 12 Program* [online]. [cit. 2016-04-25]. Available at <http://www.businessmirror.com.ph/reforms-in-the-philippine-education-system-the-k-to-12-program/>.

[149] Ibid.

[150] Interview with Christalina R. Piers, 9. 9. 2015, Manila, the Philippines.

members of the preparatory group, INGOs had a chance to put their advocacy into effect and to bring their own ideas and proposals into the debate. Thanks to their international backgrounds they also contributed to the debate also with examples of good practices andlessons learned from past experience. Christalina R. Piers adds that other big contribution of INGOs presence in the preparation team was their connection with local organisations and civil society. They had a chance to mediate local proposals to the government as well as mediate the government's requirements back to the local actors.

Apart from advocacy efforts, a greater contribution of the INGOs to the K to 12 programme lies in capacity development. Programmes for further capacity development within K to 12 programmes are described in the next chapter.

3.2.2. Myanmar

The state of Myanmar education is also problematic, there have been attempts at refoms. The long term rule of the junta, state expenditure to military and putting education aside of country's main interests have caused a lot of damage to the educational system. The quality of schooling varies across the country and in the most problematic regions (e.g. those under the control of separatist military groups or those affected by the civil war) is sometimes completely out of central control. As Helen Dabu from ASPBAE concludes, low quality of schooling, insufficient equipment, untrained teachers, memorising or financial expenses are among the most significant problems.[151]

In 2011 a dialogue between the government and civil society started in the name of overcoming capacity challenges in education.[152] The education thematic working group preparing a new national education law in Myanmar was created in 2013. The committee has mediated the between state and civil representatives on the current situation of education. Among members of working group there were also representatives of civil society, non-governmental organisations and education associations including Dr. Lwin, a member of the board of ASPBAE and a teacher, and Alte Bester from Myanmar Education Consortium cooperating closely on its projects with Save the Children Myanmar.[153, 154]

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[151] Interview with Helen Dabu, 10. 9. 2015, Manila, the Philippines.

[152] Interview with Alte Bester, 17. 12. 2015, Yangon, Myanmar.

[153] Interview with Dr. Thein Lwin, 17. 12. 2015, Yangon, Myanmar.

[154] Interview with Alte Bester, 17. 12. 2015, Yangon, Myanmar.

The group was working on a national reform to improve the state of Myanmar education. Dr. Thein Lwin explains that the members of the working group prepared many meetings and seminars where teachers, students, parents, and other education actors were invited, and had the opportunity to discuss and listen to each other's ideas. Recommendations for the planned reform came from those meetings. Based on consensus, the working group presented a draft reform to the parliament. In the end in March 2015 the first proposal for the reform did not pass. However, the working group had already been working on the following one.[155]

The members of the education thematic working group coming from INGOs brought information about education systems in different countries. For the closed off regime, there had been almost non-existing knowledge about any other education systems. Having adapted to the national conditions and needs, INGOs had a chance to introduce possible changes to improve Myanmar education system and align it with international standards. INGOs can also use their good practices from implementing norms in different countries and systems.

Apart from their international background based on their association with INGOs, those members also benefited from other international experiences. Several international organisations voluntarily trained Myanmar education representatives. One of the international actors helping Dr. Lwin with the proposal was a Czech organisation People in Need (Člověk v tísni). Apart from aid on advocacy, other international organisations have been providing technical and financial support.[156] Solid preparation gave INGOs a big advantage and helped them to bring quality contributions to the reform.

With the 2015 election, great changes came to Myanmar. The military rule of junta is weakening, and more democratic forces are assuming its place. But it is hard to say what those changes can bring to the new proposal of education reform. The process has been suspended (as declared in December 2015) and by the time of this writng its continuation is unknown. Aung San Suu Kyi and her currently ruling party, National League for Democracy belongs among the great supporters of education reforms, but they have defined their primary goals differently, therefore postponing a procedure of the law approval is possible as well as preparation of a new proposal.[157] In this case INGOs can play a stable role. They are not directly connected with any political regime and they keep their independence. No matter what happens

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[155] Interview with Dr. Thein Lwin, 17. 12. 2015, Yangon, Myanmar.

[156] Ibid.

[157] Interview with Dr. Thein Lwin, 17. 12. 2015, Yangon, Myanmar.

in Myanmar, considering the great political changes, INGOs can keep the stable line in the reform process.

In the cases of reform activities, we can observe all the types of transnational advocacy described by M. E. Keck and K. Sikkink.[158] Putting global topics such as gender or language equality into the reform agenda is considered as issue creation and agenda setting. Influence on discursive position of states and international organisations is made by INGOs advocacy campaigns, where being a part of a working group symbolises direct influence on institutional procedures, close cooperating with variety of non-state actors represents influence over policy change in "target actors", and being a part of a group which is forming discourse and has an influence on state behaviour. The role of INGOs is already deeply integrated in the discourse and thanks to their international background and experiences they help to form a better quality process.

3.3. Networking activities

One of the main strength of INGOs is their networking system which enables information exchange and sharing of good practices which leads to norm diffusion. Networks can be established at two different levels, horizontal (international) one and vertical (national) one. The information exchange and standards setting take place among the international actors where INGOs have the perfect position to mediate their founding to the local actors and implement them.

3.3.1. International networking activities

Both observed organisations are international ones; they are regularly active on the international scene. Their activities at the national level are influenced by their global aim and approach. Save the Children Philippines declares: "As part of the Save the Children International network, we share a global vision and strategy for creating better lives for children

[158] KECK, M. E.; SIKKINK, K. Activists Beyond Borders. The United States of America: Cornell University Press, 1998. 25 p.

in the Philippines and across the world."[159] Those general statements are shared by all independent units of the organisations and are adapted to the local nature. But whatever the global vision and strategy can be (e.g. education as human right), it is still a global norm which is promoted by INGOs at the national level.

Both organisations are respected on the international scene and they are regular participants at international (global or Asian) education meetings, including conferences held by UNESCO. They are also members of international education working groups[160]. International meetings serve as a perfect place for norms making and sharing. Mutual consensus on the international scene leads to a creation of new norms which can be easily accepted by INGOs. As the following step, these international organisations try to implement these norms into their national education systems and get them closer to the international standards.

Helen Dabu, member of ASPBAE responsible for Myanmar, describes a special case of the influence of the INGO on improving the state of education in a country. The case happened at the World Education Forum 2015 which took place in Incheon, Republic of Korea. During this forum the possible future of Education for All was discussed and a new vision, Education 2030, was accepted. The Forum, held under the auspices of UNESCO, was a core meeting about future leadership in global education efforts. Over 1500 participants were present[161] and the participants discussed five major issues in current global education[162].[163] The members of ASPBAE were invited and present as well.

An interesting situation occurred with the representation from Myanmar. The state had a chance to send official political representatives as well as representatives of the non-governmental sector. Unfortunately, because of the regime in Myanmar, all participants had to

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[159] Save the Childre, Who We Are [online]. [cit. 2016-04-25]. Available at <http://www.savethechildren.org.ph/about-us/who-we-are>.

[160] For example in the case of ASPBAE: „ASPBAE participates in various international policy arenas on education such as the Education For All High-Level Group and the Education For All Working Group. It is represented on the Advisory Board of the Education For All Global Monitoring Report (GMR) and is a member of the Global Advisory Committee of the UN Girls Education Initiative (UGEI). It is an important partner of CONFINTEA 6. ASPBAE also lobbies with sub-regional and regional bodies, such as ASEAN (Association of Southeast Asian Nations), SEAMEO (Southeast Asian Ministers of Education Organization), the Pacific Forum, and the Asia-Pacific Parliamentarians Forum, to advance the right of citizens to quality education." ASPBAE Policy Advocacy [online]. [cit. 2016-04-25]. Available at <http://www.aspbae.org/node/44>.

[161] Including ministries of education, politicians, international organisations and institutions, NGOs, representatives of civil society, and many others.

[162] Right to Education, Equity in Education, Inclusive Education, Quality Education, Lifelong Learning

World Education Forum 2015 [online]. [cit. 2016-04-25]. Available at <http://en.unesco.org/world-education-forum-2015/>.

[163] Ibid.

be approved by the military government. In reality this meant that the representatives of civil society and NGOs were strictly selected by the government and those who would not support the official junta were not allowed to participate in the conference. ASPBAE tried to act on its own and through a series of negotiations it gained separate places at the conference for other Myanmar delegates who did not have to be approved by the government.[164]

As Helen Dabu explained those steps, the presence of non-governmental participants was very important. They had a chance to see what their government accepted at the international level. Just because something is accepted by their government it does not mean that the country would automatically follow it, especially if there is no civil control over the process. By inviting non-government approved education actors to the conference, they got to know the declaration their state accepted and they might be able to insist on achieving the declared goals. And they would be able to also share the outcomes among other education actors for further cooperation.[165]

This is not a typical example of the work of INGO, but it shows a specific illustration what role an INGO may play at the advocacy scene. An INGO may be a mediator who arranges the environment for further contributions. Myanmar representatives of civil society would probably have no other chance of attending the Incheon conference. Thanks to ASPBAE they profited from the presence and now they have a chance to further influence the national education system by the inspiration they got during the conference. The case demonstrates the power of international organisations in influencing national education from afar.

3.3.2. National networking activities

Apart from their international connections, both organisations could not work without their national networks as Maria Lourdes Garcia from (ASPBAE) and Bonna Duron (Save the Children, the Philippines) confirm.[166] International organisations cannot reach all local issues, therefore they cooperate with local agents for better understanding. As Addie Unsi says,[167] the partnership is mutually beneficial: international actors get closer to the local needs which would

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[164] Interview with Helen Dabu, 10. 9. 2015, Manila, the Philippines.

[165] Ibid.

[166] Interview with Maria Lourdes Garcia, 25. 8. Manila, the Philippines. And Interview with Bonna Duron, 9. 9. 2015, Manila, the Philippines.

[167] Interview with Addie Unsi, 7. 9. 2015, Manila, the Philippines.

be hard to analyse without any local help, while local actors get to know international principles which they can implement and sometimes they can reach financial aid as well. Mutual beneficial cooperation with partners differs for both observed organisations.

Networking and strategic partnership as key activities are also stressed by Cecilia Victorino-Soriano, ASPBAE Programmes and Operations Coordinator. At the national level, "[i]t works primarily with and through its member organisations - NGOs, community and people's organizations, national education campaign coalitions, popular education organisation, education research and resource centres and other civil society groups and institutions - operating in around 30 countries in the Asia South Pacific region."[168] ASPBAE has a close cooperation with E.Net, a large national education non-governmental organisation. Addie Unsi from E.Net explains that through E.Net, ASPBAE can communicate with hundreds of national and local education actors which are E.Net members. Cooperation happens especially on the level of regular meetings, common projects, and mutual sharing. Thanks to this mechanism, ASPBAE can influence activities and values of hundreds E.Net members and implement international standards and norms.[169]

In Myanmar, ASPBAE still cannot be present officially. It is also the reason why Helen Dabu, who is in charge of Myanmar within ASPBAE, works from the Philippines. Nevertheless, the organisation is still trying to cooperate with as many national actors as possible; the only difference is that they are working from abroad. Helen Dabu explains that ASPBAE workers are not in a position from which they may directly negotiate with the government members and be a part of official working groups, but their partners are. ASPBAE introduces international norms to national and local actors. Once local actors accept and adopt international norms themselves, they may try to implement them into the national system. The influential role of ASPBAE in advocacy is not direct here, but it is still happening through its members.[170]

Save the Children also works with national education actors. Networking is not its primary principle, but the organisation still uses it and needs it for a better impact of its activities. Despite the universal Save the Children values, the national programmes are always adjusted to national needs. Those programmes are prepared and finalised while taking into consideration the national specific conditions as Bonna Duron form the Philippines as well as

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[168] ASPBAE, Strategic partnership [online]. [cit. 2016-04-25]. Available at <http://www.aspbae.org/node/47>.

[169] Interview with Addie Unsi, 7. 9. 2015, Manila, the Philippines.

[170] Interview with Helen Dabsu, 10. 9. 2015, Manila, the Philippines.

Sam Lu from Myanmar confirm. Save the Children may also help national education actors financially as it used to be in the case of E.Net. Therefore in this case the cooperation went in several directions: informational exchange and financial support. In Myanmar, Save the Children played an important facilitating role while preparing new school curricula in 2007 – 2014.[171]

As stated in the theoretical part of the thesis, INGOs primarly use a learning method for norms diffusion. In the presented cases tendencies to introduce and explain international ideas and not forcing them can be observed. INGOs use their great international network to share good practices and research to introduce them anywhere.

Via transnational advocacy and norm diffusion, INGOs get national education systems closer to international standards and practices. On the one hand, thanks to their international background and networks they are already a part of the international norms process. On the other hand, their networks with local education actors make the implementation of international norms easier and possible. Those are their major benefits which give them advantage over any other national actor without any international experience.

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[171] Interview with Sam Lu, 17. 12. 2015, Yangon, Myanmar.

4.   **Resources Stability and Quality**

The following chapter evaluates the plausibility of the second hypothesis:

The fact that education programmes are backed by an international organisation leads to their increased resource stability and subsequently quality, as compared to local education programmes.

Resources stability and quality by capacity development is a very important contribution of international organisations in the field of education.

This part is based on empirical observations by the author, interviews, and accessible literature of the observed and other international organisations and programmes. The structure follows the practices in particular countries.

Education systems in both countries, the Philippines and Myanmar, still have certain deficiencies and therefore opportunities to improve. Because of complicated histories of the countries[172], education was not a priority for many years. Many educational and political actors have been trying to improve the systems and support the development. One of the most effective ways of helping to improve and to stabilise national education is capacity development. Both observed INGOs adopt capacity development as one of its core activities.

Apart from the previsously discussed areas of the work of ASPBAE, Policy Advocacy and Strategic Partnership, it declares its other priorities as Leadership & Capacity Building and Institutional Capacity Building.[173] The specific activities of ASPBE to support capacity development include Basic leadership development course (a significant learning event hosted by ASPBAE for its members), NeXT (a programme for widening a pool of leaders in adult education), Quality Adult Education initiative (to help advocates to deepen analysis etc.), supporting education for sustainable development and climate change, or strengthening national

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[172] Marcos' dictatorship in the Philippines, 1972 – 1981; rule of military junta in Myanmar, 1962 – cca 2010.

[173] ASPBAE, What We Do [online]. [cit. 2016-04-25]. Available at <http://www.aspbae.org/node/2>.

education campaign coalitions.[174] Institutional Capacity Building is mainly focused on the capacity development of ASPBAE itself which is supposed to lead to more quality outcomes.[175]

Save the Children focuses its activities on capacity building as well. This is not declared directly by the organisation, but it is a part of its activities of supporting education programmes for children in classrooms and at home. Save the Children purpots its intent to train teachers to engage their students through more effective teaching practices, to coach parents and caregivers to help their children learn early on, to offer ways for parents and community volunteers to get children reading and doing math outside of school hours, to introduce children to the power of artistic expression, and to make sure that children do not stop learning during a crisis.[176] Save the Children is a leading organisation in education in emergencies in the region.

Considering capacity development, the Education for All Movement is an important framework for education INGOs. This programme has tried to fulfil its commitment to provide quality basic education for all children, youth and adults and reaching six concrete goals[177] by 2015. It is a massive movement where governments, development agencies, civil society and private sector have been working together. One of the key coordination priorities is also capacity development[178]. It is described as "[t]he development of capacity at the national level to plan and manage education systems is crucial for advancing towards the EFA goals."[179] Therefore, INGOs as well as national education actors find the EFA movement very helpful and cooperate with it closely in variety of areas.

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[174] ASPBAE, Leadership and Capacity building [online]. [cit. 2016-04-25]. Available at <http://www.aspbae.org/node/46>.

[175] ASPBAE, Institutional capacity building [online]. [cit. 2016-04-25]. Available at <http://www.aspbae.org/node/48>.

[176] Save the Children, Child Education [online]. [cit. 2016-04-25]. Available at <http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6153015/k.81AF/Child_Education.htm>.

[177] Goals can be found under the apendix n. 5.

[178] The others are Promoting partnership, Mobilizing resources, Ensuring effective use of aid, Commnication and advocacy, and Monitoring progress.

Education for All, Strategy [online]. [cit. 2016-04-25]. Available at <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/strategy/>.

[179] Ibid.

4.1.   *Philippines*

The Filipino government tries to improve the current state by introducing new education programmes by K to 12 reform which was already described in the previous chapter. The latest main recent focus of capacity development in the Philippines is on the implementation of K to 12 programme into practice.

4.1.1. Preparing for a new system

It has been already discussed that the Philippines are currently dealing with great changes in their education system. Unfortunately, in many cases the reform was accepted faster than the state had a chance to adjust. This has led to a very difficult situation of unpreparedness. For example, in spite of adding two more years into official basic education, new teachers were not trained and new classrooms or buildings were not built.[180]

The immediate problem which had to be solved, as described by Christina R. Piers form the Polytechnic University of the Philippines and a member of Alliance of teachers supported by ASPBAE, was teachers' trainings. Teachers were not ready for a new curriculum and techniques. By providing teachers trainings, the Alliance of teachers together with ASPBAE prepare education actors for the new challenges arriving with K to 12.[181] In general, ASPBAE itself and via their members contributes to capacity building in order to provide a less complicated transition into a new education system, administrative and finance ASPBAE Officer Maria Lourdes Garcia explains.[182]

Save the Children also actively trains and schools new teachers and education workers to be prepared for the reform. Apart from general trainings, it is specialised on the are of language. K to 12 programme brings great languages changes, the most numerou minorities now have a chance to pass first years of basic education in their native minority language. As

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[180] Interview with Christalina R. Piers, 9. 9. 2015, Manila, the Philippines.

[181] Ibid.

[182] Interview with Maria Loudres Garcia, 25. 8. 2015, Manila, the Philippines.

Bonna Duron explains, Save the Children procures translations of official education materials into all minority languages which can be newly used in basic education.[183]

The role of national and local actors during the period of reform implementation cannot be underestimated, but INGOs still have had a special role thanks to their global background. They can mediate the international experiences from abroad and significantly make the process of implementation easier and more successful. They also dispose of their own financial resources.

4.1.2. Technical and Financial support

Technical and financial support represents an integral part of capacity development. Stable technical background of INGOs enables them to support national and local actors. They often provide material and manual aid.[184] Apart from material support, INGOs contribute significantly to the national programmes by their research and recommendations. INGOs have more resources to act.[185]

Very important movement for capacity development is Education for All. Through this programme, INGOs have a chance to reach a great technical and financial support. Many teachers' and non-teachers' training workshop were held under the auspice of EFA movements. During those events participants are trained according to the current world education trends. INGOs may also receive financial support from EFA movement for its further activities. INGOs are financed also by different international resources not only by funds coming from the UN agencies.[186] Both ASPBAE and Save the Children Philippines mobilise international funds and redistribute them to smaller national and local actors.[187]

EFA also has a motivational effect for local education actors. As Addie Unsi mentioned, being a part of worldwide international movement gives people a feeling of being a part of a great change, where everybody wants to contribute. The movement and its programmes are

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[183] Interview with Bonna Duron, 9. 9. 2015, Manila, the Philippines.

[184] Ibid.

[185] Interview with Addie Unsi, 7. 9. 2015, Manila, the Philippines.

[186] ASPBAE does not take any national funding, all its finances come from international donnors or international financial grants. Interview with Maria Loudres Garcia, 25. 8. 2015, Manila, the Philippines.

[187] Interview with Bonna Duron, 9. 9. 2015, Manila, the Philippines./ Interview with Addie Unsi, 7. 9. 2015, Manila, the Philippines.

trustworthy, therefore local actors are willing to join and work together under the name of EFA.[188]

In general, international actors have access to global resources, both material or financial. Therefore, they enable their redistribution in developing countries. Nevertheless, they still need national and local co-operators for better allocation.

4.2. *Myanmar*

Myanmar education system is unfortunately still far from good. Basic education is free, but expenses for student textbooks or uniforms and especially travel costs still present a significant problem, for some families even insurmountable. Many teachers are not educated enough and the quality of their teaching is very poor. Memorizing also seems to be a big obstacle. When any alternative way of schooling is brought to Myanmar schools (i.e. not memorising, but education based on critical thinking), children may not pass the final exam still based on memorised definitions. Last but not least, several Myanmar regions are still in the midst of a civil war. Quality of schooling in those regions is very unstable.

Futhermore, the value of education itself is still not fully appreciated. When the author spoke with her students about benefits that education can bring later in their lives or careers, they agreed on a great personal enrichment, but not on ensuring a good career starting point. Thanks to schools they only have possibilities to move to cities and try to get a profitable job there. Majority of the students dream about future in tourism which would bring them possibilities to meet foreigners and make an above average salary. Nevertheless, the most common profession after finishing the basic education cycle is a taxi driver. It brings good money and requires nothing but a vehicle that they know how to drive. Achieving higher education still does not lead to better living conditions in Myanmar.

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[188] Interview with Addie Unsi, 7. 9. 2015, Manila, the Philippines.

4.2.1. Teachers' trainings

Many of the capacity development programmes in Myanmar are oriented on teachers' trainings.[189] Programmes of ASPBAE and Dr. Lwin are focused on trainings for teachers from monastic schools. In this strongly Buddhist country, the role of monasteries in providing education is irreplaceable. Monastic education leads to the very positive effect that the elementary education is provided to everyone. On the contrary its quality does not always reach required standards which ASPBAE, Dr. Lwin and teachers' associations are trying to improve.[190] Save the Children Myanmar cooperates with local education actors and meets teachers' associations for special trainings for kindergarten teachers.[191]

Helen Dabu from ASPBAE also mentioned specially focused trainings for local trainers. Their aim is to train Myanmar education actors in capacity building trainings. Trainings from INGOs would eventually not be necessary at all and Myanmar trainers could provide capacity building trainings on their own.[192]

Apart from special trainings for kindergarten teachers, Save the Children Myanmar helps the government with the decentralisation of education. Sam Lu explain sthat they assist the creation of the regional education centres in different townships[193]. Those decentralised units try to improve education conditions while cooperating with local schools and teachers. Moreover, the centres share their findings and advice at regular meetings. Save the Children Myanmar helps those teachers and centres' workers in traning and preparing them for their missions. The organisation usually stays for 2 – 3 years, supports the centres, and leaves afterwards.[194]

Certainly, the local and national organisations can provide quality trainings as well. Nevertheless, the international actors have already existing experience from elsewhere. Especially in counties like Myanmar, where there is almost no training experience, INGOs bring undisputable benefits. They have access to greater knowledge and good practices form

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[189] Phaung Daw Oo, the school where the author collected the data for the thesis, is planning to open its own university focused only on pedagogical education.

[190] Interview with Dr. Thein Lwin, 17. 12. 2015, Yangon, Myanmar.

[191] Interview with Sam Lu, 17. 12. 2015, Yangon, Myanmar.

[192] Interview with Helen Dabu, 10. 9. 2015, Manila, the Philippines.

[193] Myanmar equivalent of regions.

[194] Interview with Sam Lu, 17. 12. 2015, Yangon, Myanmar.

abroad which they may put into practice. Already verified models can take place almost immediately and bring further quality.

4.2.2. Cross-border capacity building

The situation in Myanmar is now more auspicious for any kind of change and development than ever in recent decades. Even the work of INGOs is becoming easier and more accessible. Capacity development aid through official ways used to be almost impossible until 2011. Alte Bester from Myanmar Education Consortium explains that all non-governmental organisations had needed an official approval of existence from the government, which greatly complicated any INGOs activities.[195] Luckily for Myanmar, the regime in neighbouring Thailand was willing to tolerate education training centres on its territory. The complicated and unclear border situation on Thai – Myanmar frontier also helped the cross-border activities.

Sam Lu from Save the Children Myanmar describes the practice based on close cooperation with Save the Children Thailand. The programme took place along the borders of North West Thailand and Myanmar Karen state. Officially and administratively based in Thailand, the programme was providing training for Myanmar teachers who had a chance to cross the border. The trainings were focused on the prevention of school abandonment. Out of school children are a widespread phenomenon in Myanmar, mainly because of the strong agricultural and rural culture. Even if Save the Children could not directly influence Myanmar education system, it was helping with its issues from abroad by developing its teachers' capacities.[196] Also Dr. Lwin used to provide cross-border trainings for Myanmar teachers. Those programmes were supported by ASPBAE.[197]

4.2.3. Technical and Financial support

As in the case of the Philippines, INGOs in Myanmar are very important for capacity development by technical and financial support. The principle of technical and financial support is still the same. Organisations try to provide material support as well as research and

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[195] Interview with Alte Bester, 17. 12. 2015, Yangon, Myanmar.

[196] Interview with Sam Lu, 17. 12. 2015, Yangon, Myanmar.

[197] Interview with Dr. Thein Lwin, 17. 12. 2015, Yangon, Myanmar.

recommendations based on lessons learned from elsewhere.[198] Many programmes are held under the auspice of EFA goals.

In Myanmar INGOs also play an important role in the redistribution of funds coming from EFA or UN agencies as well as from a variety of international funds. For example, Save the Children Myanmar manages finances coming from the World Bank. Finding and redistributing financial aid is one of the significant activities of the organisation in the country.[199]

INGOs are also members of Education Global Campaign (EGC)[200] working group under UNICEF. Thanks to their participation they have first-hand contact with current issues and possibilities how the global community would like to deal with them. Though EGC organisations have a chance to coordinate capacity development activities. In Myanmar this opportunity was used in 2008 after the cyclone Nargis. UNICEF offered emergency response to help the country deal with education in an emergency. Aid happened with the contribution and implementation of Save the Children.[201]

INGOs support capacity development through variety of ways. They provide capacity building training for local education actors while using their own budget and while sharing knowledge and information. INGOs also gladly offer material aid, in terms of physical materials as well as research and information resources. In the special case of Myanmar INGOs together with local organisations arrange cross-boarders capacity building. Apart from direct financial support of national actors, the important role of INGOs lies in redistribution of international financial funds. Thanks to the international background of the organisations, INGOs may use their global resources and materials which are usually not directly available to non-international actors. All in all, it may be stated that international presence increases resource stability which subsequently boosts the quality of education programmes.

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[198] Interview with Alte Bester, 17. 12. 2015, Yangon, Myanmar.

[199] Interview with Sam Lu, 17. 12. 2015, Yangon, Myanmar.

[200] "The Global Campaign for Education (GCE) is a civil society movement working to end the global education crisis. Our mission is to make sure that States act now to deliver the right of everyone to a free, quality public education."
Global Campaign for Education [online]. [cit. 2016-04-25]. Available at <http://www.campaignforeducation.org/en/>.

[201] Interview with Sam Lu, 17. 12. 2015, Yangon, Myanmar.

Conclusion

Development paradigms are changing over the decades and the role of international actors is changing as well. Quality education is still perceived as an important part of economic or social development. This is the reason education is in the centre of interest of this thesis as well. The latest development approaches prefer stronger engagement of local and national actors over international ones. Nevertheless, the number and activities of INGOs are still increasing. The thesis follows the advantages of global and international presence in education programmes in developing countries.

The thesis is written as a theory guided description assessing four case studies. The four cases observe the work of two INGOs, ASPBAE and Save the Children, in two developing countries, the Philippines and Myanmar. These cases were chosen because of the personal engagement and author's data collection during her stay in South East Asia.

The findings confirm the first hypothesis concerning the contribution of INGOs in connection to Filipino and Myanmar education systems with international standards and practices. Globalisation and spreading of international standards strongly influence national education systems all over the world and INGOs can offer the way to catch up with the changing world, mainly through transnational advocacy processes and norm diffusion.

The evaluation of the second hypothesis confirms the importance of INGOs in capacity building in Filipino and Myanmar education systems. Education has not been a priority in either country, which led to potential lack of material resources and capacities. Thanks to their international structures and resources, INGOs can significantly cover those shortages by providing training, material and financial aid and thus contribute to the overall improvement in the quality of schooling and education.

Despite the fact that selection of the examined projects was done carefully with focus on their relevance, the thesis is still focused only on four case studies. For a better illustration of problems and benefits of the global engagement in education systems in developing countries, we would have to assess greater a variety of cases from different countries, subsequently continents. Other limiting factor was the lack of author's knowledge of the local languages.

Also the research work also raises the question about the cooperation with different political regimes. Many of the developing countries undergo political changes, so is there any

period within transformation when advocacy and capacity building in education are the most effective?

To conclude, it does not seem likely that the influence of INGOs would decrease anytime soon, but their role will still possibly evolve and change. INGOs already do not usually carry out any education programmes on their own. They cooperate closely with regional, national or local actors and interconnect all the important education and development stakeholders. As the thesis shows, INGOs provide the knowledge of international standards and practices, shared information, quality research, as well as material and financial support. The thesis also demonstrates INGOs dependency on national and local actors for specifying local conditions and connecting them with their target groups. The cooperation of national agents and INGOs brings mutual benefits, therefore shifts towards further arrangements of cooperation between national and international education actors are likely possible. All in all, the role of INGOs in the education process in developing countries is still irreplaceable.

Summary

Development paradigms and theories are changing over the decades. The role of international actors is varying as well. The latest development approaches prefer stronger engagement of local and national actors over international ones. Nevertheless, the number and activities of international non-governmental organisations (INOGs) are still increasing. The thesis assesses the possible advantages and contributions of international organisations in education systems in developing countries.

The thesis follows four case studies. Findings are based on the author's personal engagement in education systems in the Philippines and Myanmar. It outlines the work of two INGOs, Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Save the Children.

The findings show that the international presence is significant in variety of ways. Firstly, through its advocacy and networking INGOs align national education system with international standards and practices. Secondly, by the support of capacity development INGOs positively influence states' resources stability and subsequently quality of education programmes.

It does not seem likely that the influence of INGOs would decrease anytime soon, more likely their role will still possibly evolve and change. Through their networking with regional and local organisations INGOs significantly contribute to the national education systems. The mutual engagement of international and local agents leads to quality outcomes. The role of INGOs is especially in providing the knowledge of international standards and practices, shared information, quality researches, as well as material and financial support. All in all, the role of INGOs in education process in developing countries is still irreplaceable.

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Appendix n. 1. List of Interviews

<u>Interviews taken in the Philippines</u>

Maria Lourdes Garcia

- Administrative and Finance Officer, ASPBAE

- Date of the interview: 25. 8. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: *email communication*

- Principles of the work of ASPBAE in general and ASPBAE in the Philippines
- Financing of ASPBAE
- Cooperation with other education actors and support of civil societies
- Strategic partnerships

René Raya

- Lead Policy Analyst, ASPBAE

- Date of the interview: 4. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 45 minutes

- Historic development of education in the Philippines during the last century and special focus on the era of dictatorship of former president Marcos
- Problems of education financing in the Philippines
- Complication with international funding
- Cooperation with UNESCO in the field of sharing and learning, following the international frameworks

Addie Unsi

- National coordinator of E-Net (Education Network), Philippines

- Date of the interview: 7. 9. 2015

- Place of the interview: Manila, the Philippines
- Duration of the interview: 60 minutes

- Description of E-Net structures, priorities, working groups and projects
- Goals are coming from official EFA goals, their fulfilment in the Philippines
- Finding compromises between international goals and national conditions
- Technical capacities and financial resources for local programmes
- Financing from bilateral aid
- Education in emergency in Filipino context

Insagani Serrano
- President of Philippine Rural Reconstruction Movement (PRRM)

- Date of the interview: 7. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 45 minutes

- Organisation for special education and trainings for peasants
- Trainings for PRRM members
- Interconnection with international rural movements

Bonna Duron
- Basic Education Advisor, Save the Children, Philippines

- Date of the interview: 9. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 42 minutes

- Main priorities of Save the Children´s work in the Philippines
- Early Childhood Development
- Advisory partnership with the government
- Supporting Kto12 implementations, especially in languages areas
- Network with different education actors
- Fulfilling the gap in education

- Cooperation with the centre of Save the Children in the areas of mobilizing funding and technical support
- Motivation of the participants

Christalina R. Piers
- Alliance of Teachers, Polytechnic University of the Philippines

- Date of the interview: 9. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 50 minutes

- Teachers associations and unions, involvement of other education employees
- Advocating issues
- Planning the strategies for reaching EFA goals
- International networking (OSF, OXFAM, Save the Children, ASPBAE, WB….)
- Kto12 – training teachers, idea of producing manpower to contribute world community
- Lack of transparency in international funding for education
- Bologna and Washing Accords

Helen Dabu
- Capacity Support and Advocacy Adviser, ASPBAE

- Date of the interview: 10. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 28 minutes

- Capacity building and advocacy in Myanmar
- Searching the local need of each country and community
- Spreading the idea of alternative education reforms
- Capacity building workshops and sharing good practices
- Policy advocacy through local actors
- Exchange of information between different countries
- Myanmar representation in Asian education forum in Incheon, 2015

Interviews taken in Myanmar

Dr. Thein Lwin

- Executive member of the board for South East Asia, ASPBAE

- Date of the interview: 17. 12. 2015
- Place of the interview: Yangon, Myanmar
- Duration of the interview: 46 minutes

- Description of education conditions in Myanmar and their development during the last twenty years
- Teachers trainings for monastic schools, decentralisation of Myanmar education
- Advocacy at national level, working committees
- Proposal of law for new education reform
- Networking thanks to ASPBAE
- Technical support for Global Campaign for Education
- 11/2015 election results and their impact on education reforms

Alte Bester

- Myanmar Education Consortium

- Date of the interview: 17. 12. 2015
- Place of the interview: Yangon, Myanmar
- Duration of the interview: 26 minutes

- Operation within cooperation with Save the Children, Myanmar
- Technical support and sharing learned lessons from surrounding countries
- Support of capacity in advocacy
- Education Thematic Working Group and draft of new education law
- Facilitating the dialogue between government and civil society
- Focus on inclusion and equity, especially in the questions of minorities

Sam Lu

- Save the Children, Myanmar

- Date of the interview: 17. 12. 2015
- Place of the interview: Yangon, Myanmar
- Duration of the interview: 49 minutes

- Early Childhood Development, focus on kindergartens
- Working especially in rural areas
- Support of teachers associations, teachers trainings
- Help with preparing reform KG to K12
- Working groups on new curriculums
- Towniship committees for early childhood development, facilitating role
- Advocacy at regional level in the case of implementing reforms
- Participating in Asian Save the Children meetings

Appendix n. 2. Questionnaire for organisations

<u>Questions used during the interviews with the representatives of INGOs.</u>

- Is there any direct connection between the system of the programs (background of the organisation) and its resources? Especially in the area of
    - o Human resources (Teachers' training, Knowledge sharing)
    - o Financial (Stability of programs, Increasing number of participants)
    - o Material (Providing school tools, Building new schools)
- How does your organisation approach the fact of interconnection with other organisation/within international system?
    - o Is this a beneficial system?
    - o Would it be possible for this education program to exist without the interconnected system and its support?
    - o How does the interconnection influence the form of the programs/the whole organisation?
- Where do you see the main benefits and advantages of the interconnected system and further international presence?
    - o With the comparison to the simple local initiatives?
    - o Are there any disadvantages as well?
- How are the structures of your programs set up?
    - o Who contributes to their structures?
    - o Is there any international framework followed?
- Are there any international requirements or standards to be met?
    - o Are those international standards beneficial or required for the system as well?
- Can international standards and practices lead to higher competitiveness of the whole state economy?

Appendix n. 3. Picture documentation

Phaung Daw Oo, classic classroom, usually for 120 – 150 students, Mandalay,
Myanmar.

Phaung Daw Oo, modern classroom of Bridging project funded by a Dutch NGO,
learning in English, Mandalay, Myanmar.

Phaung Daw Oo, Class of New teachers' training centre funded by a German NGO, maximum of 30 kids in one class, learning in English, Mandalay, Myanmar.

Phaung Daw Oo, lesson of Buddhism in newly built library funded by a British NGO, Mandalay, Myanmar.

Lakas community, English class in newly built school, partner project of ASPBAE, Botolan, the Philippines.

Lakas community, strong emphasis on community and national feelings, partner project of ASPBAE, Botolan, the Philippines.

Community elementary school in poor neighbourhood of Pasig, partner project of ASBPABE, Manila, the Philippines.

Community volunteer teachers from Christian school in poor neighbourhood of Pasig, partner project of ASBPABE, Manila, the Philippines.

Resources: personal pictures of the author

Appendix n. 4. Bologna declaration

<u>The Bologna Declaration of 19 June 1999</u>

Joint declaration of the European Ministers of Education

The European process, thanks to the extraordinary achievements of the last few years, has become an increasingly concrete and relevant reality for the Union and its citizens. Enlargement prospects together with deepening relations with other European countries, provide even wider dimensions to that reality. Meanwhile, we are witnessing a growing awareness in large parts of the political and academic world and in public opinion of the need to establish a more complete and far-reaching Europe, in particular building upon and strengthening its intellectual, cultural, social and scientific and technological dimensions. A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space.

The importance of education and educational co-operation in the development and strengthening of stable, peaceful and democratic societies is universally acknowledged as paramount, the more so in view of the situation in South East Europe.

The Sorbonne declaration of 25th of May 1998, which was underpinned by these considerations, stressed the Universities' central role in developing European cultural dimensions. It emphasised the creation of the European area of higher education as a key way to promote citizens' mobility and employability and the continent's overall development.

Several European countries have accepted the invitation to commit themselves to achieving the objectives set out in the declaration, by signing it or expressing their agreement in principle. The direction taken by several higher education reforms launched in the meantime in Europe has proved many Governments' determination to act.

European higher education institutions, for their part, have accepted the challenge and taken up a main role in constructing the European area of higher education, also in the wake of the fundamental principles laid down in the Bologna Magna Charta Universitatum of 1988. This is of the highest importance, given that Universities' independence and autonomy ensure

that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge.

The course has been set in the right direction and with meaningful purpose. The achievement of greater compatibility and comparability of the systems of higher education nevertheless requires continual momentum in order to be fully accomplished. We need to support it through promoting concrete measures to achieve tangible forward steps. The 18th June meeting saw participation by authoritative experts and scholars from all our countries and provides us with very useful suggestions on the initiatives to be taken.

We must in particular look at the objective of increasing the international competitiveness of the European system of higher education. The vitality and efficiency of any civilisation can be measured by the appeal that its culture has for other countries. We need to ensure that the European higher education system acquires a world-wide degree of attraction equal to our extraordinary cultural and scientific traditions.

While affirming our support to the general principles laid down in the Sorbonne declaration, we engage in co-ordinating our policies to reach in the short term, and in any case within the first decade of the third millennium, the following objectives, which we consider to be of primary relevance in order to establish the European area of higher education and to promote the European system of higher education world-wide:

Adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement, in order to promote European citizens' employability and the international competitiveness of the European higher education system

Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.

Establishment of a system of credits - such as in the ECTS system – as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned.

Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:
• for students, access to study and training opportunities and to related services

• for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their

statutory rights.

Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies.

Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, interinstitutional co-operation, mobility schemes and integrated programmes of study, training and research.

We hereby undertake to attain these objectives - within the framework of our institutional competences and taking full respect of the diversity of cultures, languages, national education systems and of University autonomy – to consolidate the European area of higher education. To that end, we will pursue the ways of intergovernmental co-operation, together with those of non-governmental European organisations with competence on higher education. We expect Universities again to respond promptly and positively and to contribute actively to the success of our endeavour.

Convinced that the establishment of the European area of higher education requires constant support, supervision and adaptation to the continuously evolving needs, we decide to meet again within two years in order to assess the progress achieved and the new steps to be taken.

Resources: Bologna declaration [online]. [cit. 2016-05-10]. Available at <http://www.magna-charta.org/resources/files/text-of-the-bologna-declaration>.

Appendix n. 5. Education for All goals

Education for All Goals

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Resources: Education for All Goals [online]. [cit. 2016-05-10]. Available at < http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>.

Master Thesis Proposal

International development aid forms one of the main parts of international relations and politics. Its roots can be tracked to the period of colonialism but it was broadly institutionalized during the post-war period, in the 1950´s. Since then several international and regional initiatives have emerged with a wide range of specialization concerning economic and societal development.

Approaches towards international development aid have been changing over the years according to current dominant development paradigms. The development community has been learning about what development means and how to achieve it (The World Bank, 2002). Changing role of education within development programmes and planning has reflected current dominant development paradigms.

Educational planning in developing countries dates back to the 1960s when education was considered as an "engine for economic growth". Education was approached as an essential investment for economic and social development. The Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) spearheaded educational planning in the 1960s and 1970s, working closely together in developing concepts and methodologies (UNESCO, 2010; The World Bank, 2002).

The early 1980s to the mid-1990s was the period of structural adjustment policies, set of policies from the International Monetary Fund (IMF) and the World Bank (WB), in developing countries. Structural adjustment policies considered to achieve economic growth by focusing on savings in the non-productive sectors and on rates of economic growth. Spill-over effects from economic growth were supposed to take care of social development issues. Consequently, they included cuts in social sector budgets and investment programmes, including education. Cutting led to negative effects on education systems in many developing countries, especially in the question of enrolment rates and education quality. Unfortunately, the spill-over effect did not occurred as was expected (UNESCO, 2010; The World Bank, 2002).

Following development framework has been known as the 'poverty reduction strategy' (PRS) and took place since the mid-1990s. PRS was also initiated by the IMF and WB (IMF, 2015). At the centre of the development process was placed poverty reduction and human development. Education has gained very important role as one of the key elements of human development leading to human capital for economic growth. The Millennium Development

Goals and World Education Forum on Education for All reflect this basic needs approach and concern for poverty reduction (UNESCO, 2010; The World Bank, 2002). Those programmes are widely followed by many organisations and governments. Lately the role of international organisations and institutions also includes providing a platform for meeting of all education actors.

Over the years several criticisms of international approaches have emerged. Critics have pointed out the generality of methods of international programmes and the "one size fits all" paradigm. Programmes did not reflect and adapt enough to conditions of specific areas, and preferred centralised approaches. Despite trillions of US dollars spent on international development aid, programmes have often led to unconvincing results (Easterly, 2010).

It is true that there were several failures in the way of providing international aid, but it would be incorrect to mark the targets of international programmes as "easily set but never met". Global targets still made a difference in the past (Vandemoortele, 2007). Also the World Bank is the world´s largest external funder of education and its projects had significant positive results and were often replicated outside the original project area (The World Bank, 2002). The role of international agents in education programmes is still irreplaceable.

The thesis chooses to focus on advantages which can be brought to national education programmes by international organisations or institutions.

As it was said, education plays an important role in development and therefore also in developing programmes since early 1950´s. The Right to Education is considered as one of the human rights (International Covenant on Economic, Social and Cultural Rights, 1966) and primary education shall be compulsory and available free to all. Despite this statement, governments and local authorities are not able to secure it completely all the time, therefore its monitoring, evaluation or implementation is sometimes held by international organisations or institutions.

International agents can provide several roles within national education systems, for example delivering alternative primary education, social mobilization, coordination of communication to identify and respond needs or building community capacity to interface with other actors. Their international background brings several advantages such as innovation, reaching the hard to reach, community and social mobilization, cross-national sharing of lessons learned or flexibility (Brinkerhoff, 2007). But this thesis will mainly focus on their role with the cooperation with national and local governments and other key actors of education programmes in developing countries.

This thesis will focus on benefits which are provided to national education systems through international organisations or institutions. Especially the contribution of international organisations or institutions on national capacity building, knowledge sharing and advocacy will be discussed.

Research question

The thesis will answer the following research question: What benefits do international organisations or institutions bring to national education programmes?

The thesis will discuss different fields where international organisations or institutions contribute to national education systems in developing countries. It will also describe how international organisations or institutions provide support to national education systems.

Hypotheses

International organisations or institutions provide several ways of support in the field of education. They can introduce their own education programmes as well as they can intervene to established national systems.

The thesis assumes the following hypotheses:

1) **International organisations or institutions can contribute to national education programmes by capacity-building and knowledge sharing.**

International organisations or institutions can enrich national education programmes by stronger capacity building and sharing their know-how which leads to increasing quality of education programmes.

International organisations and institutions work at national levels with different actors. They cooperate with national governments, local governments, local organisations, civil society, education organisations and other actors. Thanks to respectable international background of international organisations, they can easily connect all above mentioned actors and provide the platform for knowledge sharing among them (ASPBAE).

Also thanks to their international background and cooperation between different countries, they provide their shared guidelines and know-how to national and local actors (Khalifa, Sandholz, 2012). Thanks to spreading ideas, knowledge and visions, national education programmes can be enriched in each country.

2) International organisations or institutions can contribute to national education programmes by their alignment with international standard and practices through advocacy.

International organisations are at the core of an evolving and increasingly coherent world culture that promotes universally recognised norms of development and education in the Third Worlds. They work directly with governments, local governments and local communities in many sectors. They also propagate world education standards and goals (Schafer, 1999). By international standards and practices are understood these frameworks which are adopted by an international organisation and which are implemented in different countries. There is a belief that these standards and practices lead to better quality programmes and their satisfactory outcomes, fit into the needs of programmes´ participants and therefore these international frameworks are worth following (Global Campaign for Education, 2015).

International organisations and institutions are contributors and consultant for national education systems. They are monitoring national systems and trying to improve it by cooperation with national governments, local governments, local initiative and civil society. Very important role of international organisation is filling gaps in national education programmes and by their actions pushing the education towards international standards (Tota, 2014).

Also for local agents, the international environment also works like a motivation. They have a chance to participate in greater projects or receive its resources. Trustworthy background of international organisations can make networking with local organisations easier and therefore simplify the implementation of international standards (Beaton, 1999).

Also because international organisations are very often authors of different frameworks, it is easy for them to implement these standards and practices into curriculums of their programmes.

<u>Methodology</u>

Qualitative methods will be used in the thesis.

The thesis will work with two main resources: analysing accessible literature and reports and findings coming from its own research and a participatory observation.

The thesis will offer an overview of a theoretical literature about the topic as well as analysis of official reports of international organisations and institutions about their activities, programmes and outcomes.

Finding of the thesis will be also based on participatory observation of activities of international organisations or institutions as well as on observation of education programmes in developing countries.

The major findings coming from the international organisations or institution will be based on observation of their work, analysing their official materials or reports and interviewing workers and participants of their programmes.

Chosen observed education programmes will come from different backgrounds. The first programme will be backed by an international organisation and the second one will come from the background of a local initiative. The focus of the thesis will be on benefits international agents can provide to national education programmes.

By literature reflection and comparison of the results of participatory observations, the thesis will answer the research question, test the hypotheses and present main benefits international organisation or institution can bring to national education programmes.

Expected structure of the thesis

Introduction
1) Theoretical framework
   a. Evolution of development aid and its criticism
   b. Introduction of the hypotheses
2) Introduction of the observed projects
   a. Observed projects in the Philippines
   b. Observed projects in Myanmar
3) The influence of international organisations or institutions on capacity-building and knowledge sharing of national education programmes.
4) The influence of international organisations or institutions on alignment with international standard and practices of national education programmes.

Conclusion

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