

Universalization of Primary Education
in the Historical and Developmental Perspective

Edited by
Akio Yonemura

2007

Institute of Developing Economies

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Acknowledgments

In 2000, the World Education Forum in Dakar agreed on the goal of universalization of primary education throughout the world by 2015. Inspired by this, the Institute of Developing Economies, Makuhari, Japan, in 2004 organized a two year research project to analyze the perspective of the international movement “Education For All”.

Japanese experts invited to participate as Project members were Dr. Morikazu Ushiogi (Obirin University), Dr. Motohisa Kaneko (University of Tokyo), Dr. Takashi Hamano (Ochanomizu University), Dr. Masato Noda (Chubu University), Dr. Miki Sugimura (Sophia University), and Dr. Chiaki Miwa (Nagoya University). These members and I had various meetings for discussion of this work throughout the Project’s period and contributed chapters to this book.

In the second year, the following outstanding foreign researchers were also invited to participate in the project through correspondence: Dr. Ernesto Schiefelbein (Centro de Investigación y Desarrollo de Educación, Universidad Alberto Hurtado, Chile), Dr. Carlos Muñoz Izquierdo (Universidad Iberoamericana, Mexico), Dr. Guadalupe Villarreal Guevara (Tecnológico de Monterrey, Mexico), and Dr. Waraiporn Sangnapaboworn (Office of Education Council, Thailand).

All their contributions constitute this book. I, as organizer of the project and editor, would like to thank all the invited scholars and the project members for their active participation in the project and their excellent contributions to this book. I would also like to extend our gratitude to Dr. Mark Bray (International Institute for Educational Planning, France) for giving us valuable feedback on our drafts.

Part I of this book deals with historical and theoretical perspectives of the universalization of primary education. Part II and Part III are case studies of Latin American and East Asian countries, respectively. Although the results are satisfactory for publication, I am aware that a deeper discussion, especially one that further explores the interconnection between the theoretical framework and case studies, would be beneficial to these studies. Therefore, I will welcome any further comments or arguments on the present articles not only from Project's participants but also from readers.

I must also apologize to the participants for the delay in the publication of our results. However, as the half way mark between the World Education Forum in 2000 and the goal of universalization of primary education by 2015 approaches, I believe our analyses will continue to gain importance. We are now at an opportune time to reflect on the goal and the difficulties that still remain to be overcome. I hope our research efforts shown in this book can serve the enterprises to solve problems as they arise.

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Akio Yonemura

Senior Research Fellow

Development Studies Center

Institute of Developing Economies

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