

## [Question and Answers with Keynote Speakers]

**Riho Sakurai (Associate Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University)**

We would now like to start the open-floor discussions and the question-and-answer session with the speakers, which will last until 4:15 p.m. In this session, Prof. Kazuo Kuroda will serve as moderator again.

**Kazuo Kuroda (Professor of the Graduate School of Asia-Pacific Studies and Director of the Center for the Study of International Cooperation in Education, Waseda University)**

Thank you. We would now like to have a discussion session. As this is a discussion session, I would like to hear not only questions and answers but also discussion. There are many experts participating here. In many cases, experts express their opinions in the form of questions, but we welcome your frank opinions and comments. First, I would like to invite questions and comments from the floor and then ask the panelists to respond. Please raise your hands. I see two people there who are raising their hands. Please tell us your names and organizations, first.

### *Question 1*

**Takafumi Miyake (Japan NGO Network for Education)**

Prof. Chege pointed out the importance of legislation. I quite agree that legislation is really important. Finance is actually discussed a little in the proposal made by the open working group on the SDGs and in the Muscat Agreement, a draft for the upcoming World Education Forum in Incheon, but I don't hear much discussion on governance. As Mr. Raya said, basic education is a human right, and the government is primarily responsible for it. I believe that the next educational targets for the SDGs must include protection of human rights by enacting legislation to provide, for example, free compulsory primary and lower secondary education as is done in Japan and that the targets must be clearly set by indices. Then I think the necessary funds will be provided depending on the situation in each country.

### *Question 2*

**Yuho Matsuura (International Christian University)**

I am a student, and I feel honored to be given this opportunity to ask questions at such a respectable forum. I have two questions. I am studying Paulo Freire, who wrote "Pedagogy of the Oppressed," and how and under what conditions his thoughts can or cannot contribute to human security. So I am interested in the power of education. In Prof. Chege's presentation, she mentioned performance and gender. She raised the issue that in Kenyan society mathematics is commonly believed to be a subject for boys. I would like to ask you two questions. First, what do parents and girl students think about this kind of inequality based on gender? In other words, I wonder if girls internalize the belief that mathematics is for boys. My second question is: What approach should education take in order to overcome these inequalities attributable to gender differences? I'd like to hear your comment insofar as time allows. Thank you.

### *Question 3*

**Wayne Ellsworth (Institute of Cultural Affairs in Japan)**

When I was working with the Institute of Cultural Affairs in Japan, I was in Kenya five years ago and dialoging about education. There were thousands of unemployed college graduates. We wanted to know the reason and asked many people. They said that they all know their school work very well, but they cannot think how to change their situation. They have little knowledge and experience of how to think outside of their box, how to create,

how to make new jobs and so on. They appeared to have no method to unite themselves, to create a meaningful vision, to look deeper at their problems to the root causes, and to create united action plans. Furthermore, they did not appear to have united assertive leadership skills to move ahead. I'm wondering is that universally true, or was this only in Kenya where the education process appears to have severe limits in ways of promoting creative thinking and acting. Why not 'import' the Russian Tekos model school, perhaps the most advanced learning system in the world? I would love to be a part of such a transformational venture! Thank you.

#### *Question 4*

##### **Katsuyuki Inoue (Kumon Institute of Education)**

Thank you for your wonderful lectures. You mentioned more than once that collaboration with the private sector and the role played by private education industries are becoming more important. I would like to ask you about this point. Kumon has opened franchise classrooms in different countries. All of us at Kumon would like to contribute to the world in whatever way we can in the field of educational cooperation. It is, however, difficult, for us to be an active player. In this sense, I am very glad to know that experts in this field are supporting collaboration with the private education sector. I would like to ask what the private sector, including our company, should do to establish good collaborative relationships with all of you. Your ideas, hints and suggestions are appreciated.

##### **Kazuo Kuroda (Professor of the Graduate School of Asia-Pacific Studies and Director of the Center for the Study of International Cooperation in Education, Waseda University)**

Thank you. We have received very interesting questions and comments. There are many panelists, so I don't think we need answers from all of them, but if you have answers to these questions, I'd like to ask the panelists to raise their hands, but first I would like to ask Prof. Chege and Mr. Raya to answer the questions. Prof. Chege, please.

##### **Fatuma Chege (Dean, School of Education, Kenyatta University, Kenya)**

Thank you. Thank you very much for the questions and the comments. Firstly, let me start from our colleague who got the answer that the young unemployed do not think. That is a tough comment. My worry would be about who gave that response because we have been working with young people, adolescents and youth between 18 and 25. They think a lot about why their education is not giving them employment. They place their blame on the government system itself. I never found anyone who says I'm not able to think. They think a lot, and with a lot of research around young people, I would say it's really important to get the answers from the person who is suffering due unemployment. Ask why they feel their education is not giving them the expected outcomes. Then, very briefly, I want to touch on legislation. I won't go into the depth. It is so important to understand how the legislation is made particularly in the area of gender equality in education. That's the area I was talking about. To ensure there are policies that are planned for implementation and whoever is accountable, it should be made very clear. Importantly, ensuring that policies are not inconsistent with other legislation is critical. I want to give an example of Tanzania where we know there is a legislation that allows marriage at the age of 16. Yet there is the policy of gender and education in the same country that says every child girl and boy must have an education up to the highest level. This means that the legislation allows that a 16-year-old girl to get out of school and get married to someone, thus ending her education. These inconsistencies really need to be resolved.

Now, our education student, thank you for asking that question. You've mentioned quite a few things about what we need to do as educators to ensure that there is gender equality in the work that we do. But firstly, about the math and English, about whether girls internalize this. It's a very complex process whereby the teacher as the main change agent. As teachers, we have a duty to change some of these things. These are portrayed to young people, girls and boys, showing them the path of positive outcomes and where they will go. They actually should be given a space to actualize themselves rather than being led. Importantly, we have to implement gender responsive

pedagogy in how we do the business of education as teachers. We need that knowledge and skill. I mentioned that really we can't expect the teacher to change the gender dynamics if the teachers themselves are in the same situations like the students. Many teachers are in that situation. They only know how to count girls and boys but not how to analyse gender dynamics in class. But the dynamics, the social dynamics of what it means to be a successful man in the future and that this is being created in the classroom is not easy to decipher. How to be a successful woman in the future is also created in the classroom. So, teachers in terms of teacher education need an education and a training that enables them to use a gender responsive pedagogy in addressing these cases in the classroom and to be always aware that we have girls and boys who have different learning and social needs and reflect on how to respond to these. Thank you.

**Rene Raya (Lead Policy Analyst, Asian South Pacific Association for Basic and Adult Education (ASPBAE))**

I also would like to respond to the question of youth unemployment which is also true in most countries in Asia-Pacific and in my country, the Philippines, as well. But as mentioned by my colleague, it is more the problem of the education and economic system that prevents the youth from gaining full and creative employment. At the same time I would like to also point out the aspects of quality that pertains to critical thinking, human rights, peace, and global citizenship which are being ignored and undermined in the school curricula. For example the premier university in the Philippines, the University of the Philippines, has reduced or practically abolished liberal education - - meaning the teaching of general subjects such as political science, sociology, history, humanities, philosophy and culture which broadens the learning horizon of the youth to deal with the complexities of the real world. . Now, they have evaluated the reduction of liberal education and found out that it is not working well for the youth because it narrowed down their political awareness, creativity, social responsibility, problem solving and communication skills.

As mentioned also earlier this morning, the problems related to the poor quality of education must be addressed. We have been pushing too much on access to the neglect of quality that is comprehensive and holistic.. I think quality is something that we should look into in the post-2015 education agenda.

Related to the question of how private sector can meaningfully engage in education sector, I think that if private for-profit enterprises can develop really good, equitable corporate social responsibility programs in cooperation with government and with civil society, then there is space for collaboration. There is space where there can be fruitful contribution coming from the private sector through such innovative schemes. But again, often times, corporate interest becomes the principal reason for engagement. Promoting equity, respecting the right to education and reaching out to the most vulnerable and marginalized sectors of society should be the priority target for any corporate engagement. Given this framework for engagement, then, I think that private sector involvement in education will be workable and feasible. Thank you.

**Aaron Benavot (Director, EFA Global Monitoring Report, UNESCO)**

I'd like to address three of the questions. The one about legislation and about unemployment. Also the one asked by the colleague from the Kumon Institute. I would like to begin by noting that the proposed target 4.1, in many ways the most important target that's being proposed by the Open Working Group at the UN, states "Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes." Notice the word that is missing from this target, compulsory. This is not an accident. In all the United Nation documents beginning with the UN Declaration for Human Rights, states were obligated to provide free and *compulsory* elementary education and fundamental education. Compulsory has been a basic aspect of the international policy. So, this target undermines this commitment by indicating that states are not be obligated through compulsory legislation to provide education both at the primary and secondary levels. And I think this is an important point for us to keep in mind. It is not by chance that this word is missing from this target. And the fact

is that 90% or something of countries in the world have compulsory school laws covering primary education. Almost all countries except for about 30 or 25 have compulsory legislation for the lower secondary education. So, adding the word compulsory would not be a revolution. I'm not saying that compulsory school legislation is always followed and obviously not all children are in school, even if you have a compulsory school law. But states should be obligated to compel attendance. Governments should be obligated to provide free basic education, of good quality. So, that is the first point that I would make here.

Secondly, with respect to unemployment, if we think that the only purpose of schools and schooling is to enable people to get jobs in the labor market, then we have a problem. There is also the issue of short-term unemployment, and whether one remains unemployed over the course of one's life. There may be a lot of young people who--we see this in France, and in Europe, it isn't something you only see in Africa, it could even happen here in Japan--who finish their formal schooling and can't find a job right away. It doesn't mean that they go through the rest of their life unemployed. But beyond this, I think that it is a rather impoverished view to think that education is only about ensuring that young people who acquire educational qualifications are able to get a job. We expect people who are educated to be good citizens, to be good parents, to contribute to the community, to have a certain moral compass that helps their society go forward socially, politically and ethically. So, I think that we should not lose sight of the broader purposes of education beyond just employment. That is true for Japan. It's true for Kenya. It's true for all countries in the world.

Thirdly around the Kumon Institute question. For me, when business sector indicates its willingness to support international policies in education, my first question is, what is the attitude that the business sector brings with it to educational policy making? If the attitude is that education challenges can be solved with a magic bullet, like money or some other innovation, then I have a problem. Much activity in the business world revolves around this notion: Here's a practical problem and here's the solution. We're going to provide a solution and the market will take it to scale. However, education is not like health. There is no magic bullet for getting kids to learn. It takes time. It can take 10 years. It may take a generation. For me then, the question is, what is the business sector's commitment to the kind of solutions that may be more or less effective for education? If they possess a short-term, bottom line attitude, it may be difficult for businesses to become engaged in constructive ways with educational policies or interventions that take time to have effects. They need time to ferment. Furthermore, many are beginning to understand that a narrowly focused, solution-oriented intervention--for example, by private foundations like the Gates Foundation in the health area--is not necessarily productive in the broader scheme of things. It may mean that what we really need to do to provide better healthcare for African citizens is to improve the provision of the health system not just to deal with malaria in the narrow sense. That may also be true for education. What we need is to find ways to enhance the capacities of education systems to provide better quality education, not just look for a narrowly defined solution in the business model. So for me, and this is my final point, I wish to know whether people from the high tech community, who have made quite a bit of money, feel that technology is the magic bullet. That it is the answer. And do they feel that teachers are an obstacle or a key part of the solution? Do they feel that technology is the sole solution--for example the Khan Academy and other possible platforms in which children can learn without teachers or without real face-to-face engagement? I personally think -- and the evidence would bear this out--that we should call into question any technologically prevalent or predominant solution to the global learning challenge we face. Solutions to today's learning challenges need to be facilitated through empowered teachers. Perhaps also with technology, but it must start with good teachers.

**Shinichi Ishihara (Deputy Director General, Human Development Department, Japan International Cooperation Agency (JICA))**

I would first like to comment on education industries such as Kumon, and then answer the question on unemployment. First, let me give you some specific examples of how JICA and education industries are going to

collaborate. The first step is to receive innovative proposals from the education industries in Japan that have acquired expertise in various methods and ways to benefit disadvantaged people. Then we support their feasibility studies to see what exactly can be done next. For example, JICA's math and science projects have already involved textbook companies and development consultants. JICA works with them as partners and introduces the expertise gained in Japan to developing countries in the most suitable ways.

Kumon has been conducting a pilot project to introduce a model in Bangladesh. As you may know, this is a project involving BRAC schools, run by a very large NGO, using the Kumon method, to see how it can be used to teach disadvantaged students. JICA is serving as a go-between and conducting research. Where it is difficult for private companies to conduct projects by themselves, they could work with international NGOs and/or development consultants. There are various ways to conduct projects.

Another example is a project we are starting in Sri Lanka. In Japan, there have been activities to support dropouts or those who cannot catch up with others by developing software. Efforts are now being made to help children overseas, employing similar methods using computer networks. I believe we can develop innovative ways by hearing various ideas and developing new methods. Then we consider what will take place to move on to the next step. Supporting children with disabilities and promoting preschool education are very important areas but difficult for the public sector alone to address. JICA would like to investigate how to tap the wisdom acquired by the private sector. Through dialogues like this, new wisdom can be shared, and we can come up with various ideas to help support the public sector, including not only JICA but also global funds and recipient governments. JICA would like to be a part of this to investigate various ideas.

With regard to the second question on unemployment, the content of vocational training is important, but what is more important is to bridge the gap between schools and enterprises. In Japan, we give training to students, considering what they will face after graduating from school. For example, teachers actually visit companies, listen to people, and see what is needed. The teachers provide feedback, which is reflected in the curricula, and students receive practical training in the form of "short-term attachment" to acquire skills. In this way, bridging the gap between schools and enterprises will lead to employment. We are working to systemize such activities so that they will not be limited to providing training.

**Eshetu Asfaw (Director, Plan and Resources Mobilization Directorate, Ministry of Education, Ethiopia)**

Thank you. I'd like to say something about unemployment from the perspective of developing countries. Unemployment of those who graduate from any level of education has a negative impact on the expansion of education. In our country, 15 or 20 years ago, it was a serious problem for the education system. In rural areas, when we asked people, particularly farmers, why they didn't send their children to school, they said, "I don't want to because my older children are still unemployed. Why do I have to send my children to school just to be unemployed at the end of the day?" This was what we were told. They were right. In a third world country, parents want to see an immediate benefit of education. We were forced to examine our curriculum. We were forced to examine our education system, and we came up with a new policy. What we have done is after general education, a graduate should have some skills that enable him to join the labor market. Besides that, 80 percent of those who graduate from secondary school go to technical or vocational schools. The courses in technical and vocational schools were based on the needs of the market. We assessed the market needs, and based on that we offer different training so that the graduates will be able to get jobs easily. They are not only finding jobs. Those who graduate, particularly from technical and vocational schools, are now creating jobs. We want them to create their own jobs. There is a policy direction from the government supporting those who are trying to create their own jobs. There is special support for this. So, in the third world developing countries, the situation is quite different. Unless there is an advantage, unless parents see some advantage, they don't want to send their children to school. So you have to

examine your curriculum and your education system. That is what we've done, and we are still working on it. Fortunately, it seems that the labor market is now rapidly growing. We have a lot of jobs, particularly for the mid-level skilled manpower. Most college graduates find jobs in this segment of the labor market. This may also be saturated. Then we may face this problem again. For the time being, this is what we are doing. Thank you.

**Kazuo Kuroda (Professor of the Graduate School of Asia-Pacific Studies and Director of the Center for the Study of International Cooperation in Education, Waseda University)**

I would like to invite a second round of questions. Please raise your hands if you have any questions or comments. May I ask the two there?

*Question 5*

**Etsuko Chida (International Youth Exchange Organization of Japan)**

I have a question for Prof. Baldin. As Brazil is one of the BRICs nations, it is expected to contribute to building the global society of the future. I was surprised to hear your presentation, in which you mentioned population growth, educational challenges due to poverty in rural and urban areas and declining quality of education, and issues of primary education. Amid such circumstances, you said that the National Plan of Education was established in 2013 with a target of guaranteeing the enrollment of all children up to 14 years old by 2016. There are only two years left. I would like to ask you what the specific policies are for improving the enrollment rate. I am not an expert on education, so I would like to ask you about your biography. It says that you are a coordinator of the Klein Project in Portuguese and a member of the Design Team. Could you explain briefly what you mean by the Klein Project in Portuguese?

*Question 6*

**Yokuo Murata (The Future Education Research Institute)**

I would like to ask Mr. Raya about financing education. I know financing education will continue to be very important, but you also said that public-private partnership (PPP) is very important and that it is expanding. I would like to ask you what the private sector actually encompasses. Does it include private companies and schools? NGOs and NPOs? Could you explain in more detail? I don't know if this is included in private partner, but in some cases local people and local communities have built schools, such as Barangay High School in the Philippines. I think such schools were built in Thailand and Bangladesh, too, with funds raised by local people. I don't think there are many examples today as the government is now building schools. Considering the importance of collaboration between schools and local communities, I think building schools with funds raised by local people is a good option. What do you think?

*Question 7*

**Noriko Shibata (World Vision Japan)**

Thank you so much for these very important presentations. We heard many interesting presentations, but I would like to ask questions on the post-2015 agenda and on disparities. Redressing disparities is one of the major themes of the post-2015 agenda. As the major targets on education are about to be finalized at the World Education Forum, many speakers mentioned today that the educational gap is widening in many cases. In order to bridge the gap, Mr. Raya talked about the idea of innovative financing to ensure equity. I would like to ask you how exactly innovative financing can contribute to redressing educational disparities. My second question is on private funds. The amount of private funds going into education in developing countries is increasing more than that of ODA. I'd like to hear your ideas on how the private sector can collaborate with the public sector to contribute to narrowing

the educational gap when private funds go into education.

*Question 8*

**Toshiyuki Oike (MAY Asaka Center)** I think cooperation in the field of education should not be one directional support but should be mutual as Mr. Ishihara mentioned.

I have been engaged in international relations for many years, and my wife is a social educator employed by the city, so I am interested in regional international cooperation in education and international exchanges. Although it may not be correct to say that Japan is a homogeneous country, Japan is a country in which the same language is spoken, and internationalization is called for. In our activities, we would like to promote educational cooperation in which we can complement each other in a comprehensive way and motivate each other. We have used pictures in promoting exchanges with Malaysia for 27 years, as we don't need language to communicate if we use pictures. Children in Japan look at the pictures sent from Malaysia and become interested in the ethnic and cultural differences, which they understand and feel by looking at the pictures. We also invite children from Malaysia to come to Japan from time to time. Because of the differences in curricula, we have been asked to conduct seminars and workshops using pictures through private organizations. I have visited developing countries many times. Through these visits, I have concluded that we could conduct interesting activities if we could promote cooperation from various viewpoints, including not only reading, writing and arithmetic but also emotional development and observation. I would like to hear Mr. Ishihara's comments on this point.

**Kazuo Kuroda (Professor of the Graduate School of Asia-Pacific Studies and Director of the Center for the Study of International Cooperation in Education, Waseda University)**

Thank you. May I ask Prof. Baldin to answer the questions first?

**Yuriko Yamamoto Baldin (Professor, Universidade Federal de São Carlos, Brazil)**

Thank you for your questions. Brazil is a developing country, and it is called a country of the future. I am concerned as the future seems to grow more and more distant. Still, as an educator involved in teacher training, I think it is my mission to do what I must do. I believe teacher education is a key to the future. There are issues of disparity, school system and school management, but I believe teachers must change in this 21st century. Therefore I am involved in teacher education. One of the targets for 2016 is to enroll all children. From the viewpoint of the quantity of education, when Brazil changed from a dictatorship to a democracy in the 1980s, the people of Brazil gained an important victory as primary and lower secondary education became compulsory. It was important, just as Dr. Benavot said.

Until the early 1980s, school education was a privilege for a very few rich people in the elite class. Ordinary citizens could not afford to go to school. When people were given access to education, Brazil saw industrial development in the 1970s and 80s. Many children now go to school, and the demand for schools has greatly increased. Teacher education, however, has not caught up with the growing demand, and there is a shortage of teachers. We may be able to enroll the remaining 8 percent of children by 2016, but that would be just on paper. Dropping out of school remains an issue. Children become unable to come to school and drop out.

As Dr. Benavot said, about 30 percent of children in the world are dropping out. In Brazil, the ratio of dropouts is as high as 60 percent. This is very serious. This means that more than half of children who enter school drop out. Even if they graduate from school, they cannot find jobs as there are not enough good teachers. Brazil brings in medical doctors from Cuba. I think Brazil will have to bring in engineers, too.

Then, what is school education for? I believe Brazil has to make a nationwide effort to improve the quality of teachers. There are two ways to do this. First, we must review the current curricula for teacher training programs. In-service teachers face difficult situations. There are middle-school students who don't understand elementary-

school arithmetic. Teacher-centered instruction can no longer help students learn what they haven't learned in elementary school. I am engaged in two projects for in-service teachers to educate the students of today to become citizens who will have relevant skills in ten years. One is the Klein Project, which is an internationally-recognized project. I am an executive committee member of the International Commission on Mathematical Instruction (ICMI). Before I became an executive committee member, I attended ICMI committee meetings as a representative from Brazil.

When I saw various issues of the world, I was able to broaden my views on common issues of education faced by not only Brazil but also many other countries. In the Klein Project, we discussed the vision of teachers in the 21st century. In the 20th century a remarkable technological development took place much more rapidly than it had in the preceding 200 or 300 years. What should school education offer to cope with such development? Children acquire knowledge not just from textbooks. Teachers play important roles in imparting knowledge.

The Klein Project is an excellent project to help teachers understand the content and offer good, relevant lessons in classrooms. The project was supported by scholars of applied and pure mathematics to introduce advanced mathematics to school curricula. I was the coordinator of the project's Portuguese program. This project has been translated into many languages. Please take a look at the project's blog. It is offered in different languages including Chinese, English, French and Italian. Japanese may be included. This is an excellent project to help secondary school teachers introduce the most advanced mathematics to school curricula around the world. I am working to disseminate the outcomes of the Klein Project to teachers in Brazil so that they can also participate in the development of mathematics.

The ICMI has another project called the Capacity and Networking Project (CANP). The content of the project fits what we are discussing at JEF. The CANP has just had a meeting in Tanzania. The fifth CANP project will be held in February next year in Lima, Peru. It aims to address new challenges by establishing networks of collaboration in Paraguay, Bolivia, Peru and Ecuador. The project had a meeting in Cambodia in East Asia, two nations in Africa, and nations in South America and the Caribbean, such as Costa Rica, Venezuela, Colombia, El Salvador, and Honduras. Scholars of mathematics, university researchers and school teachers collaborate by establishing networks to address common issues.

**Rene Raya (Lead Policy Analyst, Asian South Pacific Association for Basic and Adult Education (ASPBAE))**

I would like to clarify when I say and used the term private. Commonly private would mean all that are non-government or non-state. In this case, I would like to define more clearly what private means in my presentation. Private can have the component of for-profit corporations and enterprises. This is one sub-sector within the private sector. The others are the non-state, non-governmental organizations or commonly called NGOs. Communities are also part of the private sector and so with individuals, parents and so on. When I say public-private partnership, I would mean mainly the for-profit corporate enterprises that are partnering with government for the provision and financing of education. These are the types of public-private partnership which we are critical about, because there are problems about affordability, issues about segregation, and issues about equity of such programs and projects. We think that there should be a clear regulatory mechanism, monitoring and evaluation to ensure that such partnership are delivering education of good quality for all and not only for a certain segment of society, usually the elite and the middle class to the exclusion of the poor and disadvantaged groups in society.

Now, with respect to community volunteerism, parents' mobilization for education, NGOs putting up schools, these are actually very positive activities coming from the private or non-government sector that should be encouraged. But at the same time, we know that community-finance schools are just stop gap measures. In situations where there is really no government, there is a vacuum of governance, for example, in war-torn communities, then that should be a good alternative to fill up a very important gap, a very urgent need as what happened in Nepal, what happened in East Timor, what happened in my parts of the Philippines which have been affected by armed conflict.



I think such volunteerism must be supported as they are positive gestures coming from community that must be encouraged. But at the same time, at the end of the day, it is still the government's principal responsibility in financing and provisioning of education. And the role of community - the role of parents - transcends from that of financing and building the school to one of participating in education governance; participation more actively in school management committees to ensure transparency, to ensure implementation of programs and not necessarily financing and putting up school buildings. We think that such are very important initiatives. At the end of the day, it is still the government, the community and parents that have to take the responsibility of governance, monitoring and evaluation.

Now, going on to the issue of innovative financing - this is really something that is challenging that need more research and piloting to find out which types of financing strategies can really deliver good quality education and . At the same time, such financing initiative must ensure equity and should not result to any segregation. We also put premium on domestic resource mobilization to lessen the dependence on external assistance even as we encourage quality aid for education. One such a way to increase domestic resource mobilization is through progressive taxation. Our taxation system in many developing countries is very regressive. We need to ensure that corporations are properly taxed and pay more for public funding of essential services. There is also the need to develop mechanism to check on tax avoidance which is a common practice by the big corporations, by the rich in developing as well as in developed countries. You know, the amount that has been avoided using various tax avoidance schemes can definitely pay for education and for health. This is also one area that we should all work together for transparency and for accountability. There are other measures such as taxing the extractive industry and monitoring/publishing what they pay. This had been done in a few countries. I think Brazil is one example where the extractive industry has been taxed and the proceeds of which are earmarked specifically for key public services such as education and health. In the Philippines we have these Sin Taxes which have been approved only recently about a year ago. This is a levy on tobacco and alcohol. The additional revenues generated from the Sin Taxes have been specifically earmarked for health to achieve universal health care. The scheme has generated billions of Pesos equivalent to about 25% of the national health budget. And so, if parts of the Sin Taxes can go to education, then that can provide resources to cover the gaps in financing education. In India, there is the CESS which is the additional tax that is specifically earmarked for education. In the Philippines, we have the additional tax levy on real property. The fund generated from this tax levy is also earmarked for local education. I think many countries may have good experiences in innovative financing that we need to study and replicate if these are good examples for generating resources for education. Thank you.

**Kazuo Kuroda (Professor of the Graduate School of Asia-Pacific Studies and Director of the Center for the Study of International Cooperation in Education, Waseda University)**

Finally, I'd like to ask Mr. Ishihara to answer the questions.

**Shinichi Ishihara (Deputy Director General, Human Development Department, Japan International Cooperation Agency (JICA))**

Thank you. I would like to answer the question asked by Mr. Oike from the MAY Asaka Center. As I said in my presentation, international cooperation is shifting from vertical cooperation between developed and developing countries to horizontal cooperation. In this situation, JICA's activities will probably change from cooperation to those similar to exchanges. What is important in promoting exchanges is to accept diversity in educational activities. In that sense, the exchanges with Malaysia using pictures contribute to education through children's emotional development, too. JICA has many networks. It is important to offer children educational opportunities that they can enjoy. Japanese children's thinking may gradually change through various opportunities such as sister school relationships between primary schools in Japan and Africa, communication via Skype or video camera, visits by

Japanese volunteers to developing countries, inviting people from developing countries to Japan, and inviting English teachers from Kenya to Japan. I don't think it's good for JICA to do everything. JICA should serve as a catalyst for various people to promote international cooperation or educational cooperation. The cooperation activities don't have to be particularly special but should foster mutual relationships that will benefit not only Japanese people but also other nations. I think this is what JICA should do in the post-2015 years.

**Toshiyuki Oike (MAY Asaka Center)**

With the subsidy from Asia Center of Japan Foundation, we are planning to send middle school teachers to Malaysia for the first time to conduct demonstration lessons based on the Japanese curriculum and to hold a workshop seminar on art. I would like to report to you about it on another occasion.

**Kazuo Kuroda (Professor of the Graduate School of Asia-Pacific Studies and Director of the Center for the Study of International Cooperation in Education, Waseda University)**

Thanks to your kind cooperation, we have been able to have active discussions. Now I'd like to give Prof. Sakurai the floor.