

## 付属資料②

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2. 出席者リスト
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## EFA Global Monitoring Report 2007

### Experts Meeting

### Program

**Date** : 10<sup>th</sup> February 2007

**Time** : 10:00 – 12:30

**Place** : Conference Room #1 & 2 (2<sup>nd</sup> Floor)  
Institute for International Cooperation, JICA

#### **Program:**

*Chaired by Professor Kazuo KURODA, Waseda Univ.*

#### Topic 1: Financial Support and Technical Cooperation

Comments from Mr. YOSHIDA and Mr. KITAMURA  
Discussions

#### Topic 2: ECCE

Comments from Ms. MIWA  
Discussions

## 2. 出席者リスト

### GMR専門家会合出席者リスト（敬称略、五十音順）

	分類	氏名		所属先
1	UNESCO	ニコラス・バーネット	Nicholas Burnett	EFAグローバルモニタリングレポートチーム ディレクター
2	大学	勝間 靖	Yasushi KATSUMA	早稲田大学大学院 アジア太平洋研究科
3	大学	北村 友人	Yuto KITAMURA	名古屋大学大学院 国際開発研究科
4	大学	黒田 一雄	Kazuo KURODA	早稲田大学大学院 アジア太平洋研究科
5	大学	小松 太郎	Taro KOMATSU	九州大学大学院 言語文化研究院
6	大学	澤村 信英	Nobuhide SAWAMURA	広島大学 教育開発国際協力研究センター
7	大学	三輪 千明	Chiaki MIWA	浜松学院大学 短期大学部
8	大学	山田 肖子	Shoko YAMADA	政策研究大学院大学
9	大学	吉田 和浩	Kazuhiro YOSHIDA	広島大学 教育開発国際協力研究センター
10	省庁	松田 徳子	Noriko MATSUDA	外務省 国際協力局多国間協力課
11	民間	結城 貴子	Takako YUKI	株式会社グローバルリンクマネジメント
12	JBIC	早川 友歩	Yuho HAYAKAWA	JBIC 開発セクター部 課長
13	JICA	萱島 信子	Nobuko KAYASHIMA	JICA 人間開発部 基礎教育第一グループ長
14	JICA	水野 敬子	Keiko MIZUNO	JICA 国際協力総合研修所 国際協力専門員
15	JICA	又地 淳	Atsushi MATACHI	JICA 国際協力総合研修所 国際協力専門員

**EFA Global Monitoring Report 2007**  
**Experts Meeting**  
(Summary)

Date: 10 February 2006

Venue: Institute for International Cooperation, JICA

### **TOPIC 1: FINANCIAL SUPPORT AND TECHNICAL COOPERATION**

*Participant 1* remarked that the current expert meeting had special meaning for JICA, which had recently been increasing cooperation in basic education to contribute to achieving the Millennium Development Goals (MDGs). Basic education accounted for over 40% of JICA's educational operations, and 8% of total operations, and JICA had a strong interest in these issues up to and beyond 2015, as some of loan and grant programs from JBIC and the Ministry of Foreign Affairs would be shifted to JICA in 2008. This reorganization would present new opportunities. The organization was eager to know how to improve its financial and technical contributions and better understand the implications of early childhood development (ECD) for Japanese official development assistance (ODA).

#### **Comments by Professor Yuto Kitamura**

Professor Kitamura shared general ideas about financial support and technical cooperation issues. Recently the field of international education development had seen a trend of a shift from the project-based to the program-based or sector-wide approach, based on recognition of the limitations of project-based approaches such as the school effectiveness model. The key point was no longer input and output, but modalities, with emphasis placed on efficiency and equity issues. Donors have been promoting decentralization and good governance in recipient countries, but effective and efficient education could not be achieved without proper capacity. With JICA set to handle wider modalities from 2008, Japan would be in a good position for dealing with these challenges.

Two types of transaction costs are relevant to increasing the effectiveness and efficiency of aid cooperation: financial costs and political/institution costs, some of which are external. Mutual relationships among stakeholders need to be considered on multiple levels: geographical, horizontal (public/private), and capacity. The framework for identification would need to remain dynamic. Promoting effective and efficient stakeholder relationships would harness the full range of capacities for promotion of EFA, and lead to increased local government ownership.

A number of international commitments had been made with this aim, notably the 2006 Global Action Plan to Achieve the EFA Goals, which sought to clarify division of roles and capacities among the complex web of many and diverse stakeholders. This accurate, mutual recognition of comparative strengths would be key to efficiency, and in addition to coordination UNESCO could play a key monitoring and evaluation role, including through the EFA Global Monitoring Report and the EFA Development Index.

UN reform could be expected to promote cooperation both within the UN and with other organizations and donors, hopefully mobilizing additional financial resources, including for education. There was great potential for Japan to play a catalytic role in educational capacity

### 3. EFA Global Monitoring Report 2007 Experts Meeting (Summary)

development, which remains the biggest challenge for many developing countries. Major issues are education in post-conflict countries, sustainable systems for developing teacher capacity, education planning and finance, and school management systems. Japan should adopt an integrated, program-based approach to address in particular three aspects of capacity building: access (which would rely primarily on financial resources) and quality and management (for which technical assistance could be utilized more effectively).

Japan must also promote flexible integration among various donors and agencies in a holistic approach that took into consideration all levels, from policy formulation to the school level, and make best use of the various strengths of multiple donors. In addition, there is already an effort underway among Japanese institutions to mobilize more internal coordination among JICA, JBIC, JETRO, and the various Japanese embassies around the world. Further collaboration could be promoted with universities and other stakeholders, such as civil society and private sector.

Japan's efforts in assistance are still not widely known by its partners in the field. In order to implement effective and efficient aid, Japan would need to engage in more active advocacy, appealing its strengths and areas of experience (such as technical cooperation) to other donors.

#### **Comments by Professor Kazuhiro Yoshida**

Professor Yoshida pointed out that although the current meeting represented leading experts in the field of international education cooperation, there were many other players from executing agencies and universities who were active in the field not present, and noted the need to draw on their experience and knowledge when holding international and policy-level discussions.

A recent report had concluded that overall an additional US\$11 billion would be needed to achieve the education MDGs for universal primary education completion, with certain costs that increased due to unpreventable circumstances such as the war and subsequent reconstruction in Iraq and Afghanistan, and the HIV/AIDS pandemic and the need to focus on education for girls, early childhood care, and literacy. According to the indicative framework, 55% would be devoted to recurrent costs and 45% to capital expenditure. It would be useful to consider whether Japan's aid distribution was in alignment with this framework. Unit costs would increase from US\$32 to US\$75 by 2015 when the goals were to be achieved, representing an attempt to increase both efficiency and quality.

In addition to this type of estimate, however, it was important to project into the long-term. In many developing countries there was an impression that developing countries depended too much on external financing. Further efforts would be needed so that reliance on external donors declines after 2015. If it is shown that reliance on donors will decline in the future, donor funds can then be used for some recurrent costs justified as short-term requirements.

### 3. EFA Global Monitoring Report 2007 Experts Meeting (Summary)

As to who should bear the costs, private contributions would be necessary in addition to the developing country's government and donors. At the same time, impoverished and marginal groups could often not afford to pay the costs of education, including additional high opportunity costs, and someone must take on their burden. Similarly, the financial capacity of governments to support education had to be evaluated on a case-by-case basis, as the indicative framework was not necessarily ideal for all governments. Donors must be realistic how fully the poorest countries could achieve the goals..

Furthermore, not only funding but also quality and efficiency gains must also be taken into consideration. The World Bank had acknowledged that public expenditure on education did not correspond to learning achievement. Provision of additional resources alone would not improve efficiency and quality, and so additional efforts and donor coordination were needed.

In terms of Japan's contribution, the country's commitment to education for all (EFA) goals had been increasing since the year 2000, with a focus on Africa. JBIC loans to the educational sector were also on an increasing trend, but the vast majority were dedicated to higher education in a limited number of countries, most of them in Asia.

He concluded by saying that the consolidation of resources in JICA in 2008 was a good opportunity for Japan to synergize efforts. Japan's comparative international advantage included a large number of experts who rarely appear in international dialogue, and their knowledge needed to be introduced to the international arena.

#### **Discussion**

*Participant 2* noted that Professors Kitamura and Yoshida had emphasized two sections of the EFA report that he as an author, considered among the least rigorous: the index and that aid gap estimation. He also remarked that the relation of finance and technical assistance with respect issues of access, quality, and management were more interrelated than Professor Kitamura had indicated, especially given the importance of teacher salaries.

*Participant 2* further clarified that the US\$11 billion mentioned in the report was not current aid gap, but rather the external financing requirement. Nevertheless, it was not the exact size of the gap that experts should worry about, as however conservatively estimated, it was huge and major action would be needed to have any significant effect.

He then noted that in recent discussions with Japanese officials about international assistance for primary education, several important political factors were brought up again and again: the need for visibility; the decline in ODA; and the public perception that poor governments should take responsibility for funding primary education on their own.

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Another point of increasing concern was a capacity problem on side of donors as well as countries, which would be an issue as Japan merged its aid institutions. People with the right background and a certain level of understanding were necessary to implement aid affectively. Also, many donor institutions are reducing staff of sector experts as they move away from project support.

*Participant 3* noted the need to be clear about what role Japanese ODA could actually play in accomplishing the goals.

*Participant 4* said that she agrees with Prof. Kitamura on the importance of “capacity development” in the assistance to achieve EFA goals. She pointed out that “capacity development” itself is not new to Japan and, in fact, Japanese ODA had accumulated good experience in this area. Most of JICA’s technical cooperation projects, not only in education but in all sectors, had some activities to improve the capacity of the counterpart institutions of the governments. What has lacked, however, is the clear focus in the “capacity development” activities. Now Japan needed to think about how to send the message to the outside world about which areas of “capacity building” Japanese assistance is focused on and how such objectives will be achieved.

*Participant 5*, by touching the issue of inclination for Japanese visibility, drew attention on two elements of Japanese philosophy on aid: (1) ODA is linked with diplomacy; and (2) ODA is to help the self-help, based on the own country’s post-war experience of starting from an ODA recipient and becoming one of the biggest donors. We are now trying to develop good argument for Japanese education cooperation. In doing so, a question we should ask ourselves might be whether our argument is strong enough to address to the ODA philosophy, which prevails in the mindsets of policymakers.

*Participant 6* said that the best form of Japanese assistance to any country was highly dependent on that country’s context. The Japanese development community should take advantage of JICA reorganization to develop the capacity in the Japanese Government to undertake continuous and effective policy dialogue with development partners (including development countries’ governments, other donors, and NGOs). This would contribute to the positive perception of the development partners towards Japan (e.g. in terms of how the Japanese government is assisting a development country in both thinking and acting better towards the country’s EFA goals), and ultimately convince taxpayers to contribute to international EFA goals.

*Participant 6* proposed that Japanese educational aid in each country be unified under an experienced individual dedicated to leading sector dialogue who would serve as a first point of contact between that country and JICA. JICA could also ensure accountability for the responsibilities through a personnel evaluation system linked to wage scale. She urged that the



### 3. EFA Global Monitoring Report 2007 Experts Meeting (Summary)

Government undertake thorough organizational reform of JICA at the same time as expanding its responsibilities in 2008.

*Participant 7* said he was not sure that more finance would lead to achievement of EFA, but efficiency undoubtedly would. He also raised the question of whether JICA represented Japanese ODA as a whole, while there have been Japan's multilateral support to basic education through UNICEF, UNESCO and IFIs. It was also pointed out that having to work separately with each of the Japanese aid organizations placed burdens on coordinators in recipient countries. The merging of the agencies might in Japan's more support to basic education, while facilitating Japanese taxpayers' understanding of and support for ODA.

*Participant 8* expressed his dismay that Mr. Burnett had gotten the impression from government officials that the Japanese people were hesitant to provide assistance to basic education, and stressed that attitudes and opinions differed between policymakers and agencies such as JICA and JBIC.

*Participant 9* said that while such opinions were outdated, they remained among the generation still in the decision-making posts. JICA, JBIC, and the middle layer of managers were more open to current trends. It was important, however, not to immediately reject the value of the old opinions.

*Participant 3* said that Professor Yoshida's data on the decreasing reliance of developing countries on external aid for basic education after 2015 should be shown to policymakers.

*Participant 10* questioned the value of distinguishing the project approach and the sector approach, since there were clear links between them and the semantic difference was difficult to pin down. A major place for improvement was increasing Japan's profile not only as a large donor, but also as an active participant in the field. One of JICA's strengths is the ability to work not only on policy, but at all levels, with policymakers, management, and individual school communities as a facilitator and guide for the development process. The upcoming merger could have the extremely positive effect of expanding JICA's financial resources and experience, making a real impact on Japanese contribution to achievement of EFA.

*Participant 11* said some believed that visibility should not be over-discussed, as it was a diplomatic issue, but pointed out budget support could raise visibility by giving access to ministers and senior officials of other countries.

*Participant 12* said that the knowledge gained from activities accumulated in the field, which are the strong assets Japan has, should be collected and organized so that the policy-level implications could be extracted and disseminated to policy coordination level.. Japan should

### 3. EFA Global Monitoring Report 2007 Experts Meeting (Summary)

step forward from ensuring physical visibility to enhancing policy-level visibility, paying stronger attention to the fungibility of aid funds. While coming JICA-JBIC merger will give Japan's technical assistance more opportunities to mobilize larger-scale ODA loan program, Japan should also focus more on influencing the multilateral policy-level dialogues in order to mobilize even other donors' funds. Facilitation of collaboration among the various arms of the Japanese international education sector should be a point of focus.

*Participant 7* said that budget support was a simple solution for improving assistance, and was the focus of all the government ministries' efforts for visibility. JICA needed to collaborate with other agencies and NGO partners around the world, and dispatch experts to ensure visibility. 2008 would be an important year, and the changes to the organization of Japanese aid needed to be approached creatively.

*Participant 1* said that although much left to be accomplished, JICA had carried out several good projects in basic education. to strengthen capacity at all levels. Often financial resources disbursed from external budget support were tied up in recipient governments due to lack of capacity to apply them at the local level, and so JICA might need to make more efforts to share its experience. In the past, Japanese ODA policymakers had been reluctant to provide assistance in basic education operations, but that had changed. This was reflected already by JICA, but not yet in JBIC. More efforts are needed to change Japanese yen loan policy and provide it more for educational programs.

*Participant 2* said that financing and training of teachers would be a key for Japanese assistance going forward. He also pointed out that the strong emphasis that the Ministry of Education, as opposed to JICA and JBIC, places on higher education development was a major influence in how international observers interpreted Japan's education ODA. Noting that the G8 Summit would be held in Japan in 2008, he asked participants to think about how Japan could take advantage of that occasion.

#### **TOPIC 2: EARLY CHILDHOOD CARE AND EDUCATION (ECCE)**

##### **Comments by Professor Chiaki Miwa**

Professor Miwa presented to the meeting on the need for strategic approach to early childhood development (ECD), which encompasses, by definition, care and education in formal, non-formal and informal settings, including health, nutrition and hygiene, and in many cases, targeting not only infants and children but also mothers and communities.

At present, people still need to be convinced of the importance of ECD, although it has been declared in a number of international conventions. Only in the late 1990s did people first put

### 3. EFA Global Monitoring Report 2007 Experts Meeting (Summary)

more focus on ECD and realized its importance. Many still see ECD as a luxury to be implemented only after Universal Primary Completion (UPC) is achieved.

The proven long-term effects of ECD are achieved through cognitive, socio-emotional, and physical development, as well as synergies among them, all of which improve school readiness on the individual level and lead to reduced dropout and juvenile delinquency rates, improved learning achievement and physical and mental health, increased years of schooling, and ultimately to higher earning ability. On the social level, ECD contributes to an improved social sector and efficiency, equity, and foundations for economic development, in addition to better protection of children and women's rights.

ECD's importance is growing, as more and more countries are reaching the final stage of achieving UPC. Against this background, it will be increasingly important to reach those who have not yet been reached by policies and programs, and help them be better prepared for schooling through ECD service. The proven effects of ECD also suggest their broad implications for achieving MDGs, and making more equitable society.

Major challenges for ECD in developing countries include expansion of access, especially for poor, rural, and ethnic minority children; raising demand for ECD; improvement of teacher quality; improved protection of children with special needs, such as those affected with HIV/AIDS; and developing government policy for ECD so as to meet children's integrated needs.

Some multilateral organizations, such as the World Bank, UNICEF, and UNESCO, have been increasing assistance for ECD, but few bilateral organizations are independently committed to it. JICA for its part has been dispatching ECD teachers as JOCVs for decades, and recently implemented a pilot project in Africa.

Within ECD there are a number of different approaches for service provision, both center-based and home-based, which are complementary to each other. Experience has shown that effective ECD assistance is characterized by being multi-sector and community based, including cost-recovery strategies, and taking into consideration local traditions and customs.

Japan's strengths in contributing to ECD lie in its child-centered approach long practiced in both nursery schools and kindergartens, which promotes child development through the environment, and multiple generations of JOCVs and some Japanese NGOs with important field experience. Japan's weaknesses are its lack of experience in the integrated approach, as care and education have been handled separately by different ministries. There is also a tendency to focus on quality improvement as opposed to access expansion in low-income areas. Finally, much of the public consider ECD a luxury. Thus aid for ECD needs a strategic approach with emphasis on priorities.

### 3. EFA Global Monitoring Report 2007 Experts Meeting (Summary)

Japan's future assistance for ECD should place a high priority on access expansion for poorer segments of society. In order to ensure that aid is used effectively, care should be given to the questions of who the beneficiaries are, who would manage the programs, and how they would sustain it. Creation of knowledge-based strategies would be a key.

ECD, a highly important but under-served field, presents an opportunity for JICA to express strong support for ECD on the international level. JICA must also convince the Japanese public that the money really is going to the most vulnerable groups in the neediest areas.

#### **Discussion**

*Participant 2* noted that central issue in terms of ECD was that while the benefits were the greatest for the poorest populations, those who tended to be enrolled were the richest. Also, as ECD was cross-sectoral, neither developing countries nor aid agencies were well organized to implement it because of the great number of variety of elements involved. The question of who was in charge was a central issue for both countries and the donors. Additionally, a major reason for lack of donor support for ECD programs was that the respective roles of the government, family, and local communities in early childhood were a culturally-sensitive issue, and donors were more likely to support specific projects than the kinds of program packages involved in ECD.

*Participant 2* also noted that with the release of the EFA report and the holding of this meeting, among other things, there appeared to be a global change in attitudes towards ECD, so the time was ripe for reviewing Japan's role in the field and the possibility that a global framework was needed.

*Participant 3* asked about how to ensure that ECD services could be delivered to the poorest populations, as there were no existing models.

*Participant 11* commented on the cross-sector approach and the question of whether ECD should be dealt with in education sector or perhaps in the health sector. In the poorest regions, much ECD support might be going to the household level, possibly making health or social welfare a more appropriate field to lead ECD.

*Participant 12* asked two questions: (i) whether priority should be given to ECD over secondary education or not under the constraint of resources, from the viewpoint of cost-effectiveness and (ii) rather than institute ECD programs, primary education could be started earlier to achieve some of the same results.

*Participant 13* said that inequality started in the early stages of life, and that unlike secondary education, ECD benefited not only individuals, but society as a whole. Starting primary

### 3. EFA Global Monitoring Report 2007 Experts Meeting (Summary)

education earlier instead of engaging in ECD would not give the same benefits to mothers, who headed some of the poorest households.

*Participant 2* remarked that increasingly around the world, ministries of education were being made accountable for ECD, although they tend not to have as much power or money to address the issue as ministries of education. As to the relative benefits of secondary education and ECD, that depended on circumstances in the country in question.

*Participant 8* cited the example of Kenya to show that the poor could benefit from ECD. He also said that ECD was critical to achieving EFA, as it provided an important transition between the home and primary school in terms of socialization. He reiterated the prediction that Japanese provision of ECD assistance would likely focus on quality as opposed to expansion of access, which would benefit fewer people.

*Participant 7* noted that in particularly remote or impoverished areas, ECD programs would be more important to increase enrollment in primary education. In such situations, ECD programs could be applied even by local people without formal training, as witnessed in Chittagon Hills Track in Bangladesh.

*Participant 6* stressed the challenges involved in ECD, and said that it was important to conduct research in collaboration with health experts to assess the feasibility of any plans and whether ECD was the most appropriate way to mobilize resources for each country. By providing funding to be channeled through NGOs, both Japanese and foreign, Japan could increase its visibility.

*Participant 14* said that in many cases programs charge parents a fee for ECD, reinforcing the impression among donor countries that ECD is only for people who can afford it. Taking a strategic approach, it might be feasible to create a one-year program to prepare children and their parents for primary school. Under the new scheme, JICA should promote dialogue among its own staff about the approaches that should be taken in ECD.

*Participant 2* said that ECD could be useful in poorer populations, but that it was a culturally and politically difficult and sensitive issue. However, ECD could potentially exert the single most important influence on the lives of the next generation of poor, promoting equity and increasing health and future opportunity, and it was crucial that it be tackled. Japan should make an effort to engage in discussion of ECD internationally, to overcome the image of being separate from the rest of the donor community.

*Participant 2* also cautioned that in other countries, agency mergers like the upcoming one in 2008 has inadvertently resulted in a decrease in aid, and urged Japan to avoid the same outcome.

E-1

**EFA Global Monitoring Report 2007  
Expert Meeting (10 February 2007)**

**Financial Support and  
Technical Cooperation:  
Integrated Approaches for  
Capacity Development**

Yuto Kitamura, Ph.D.  
Graduate School of International Development  
Nagoya University, Japan

1

E-2

**Changes in Aid Policies, Modalities and Methods**

- Emergence of Poverty Reduction Regime
- Project Approach - Limitations of the Education Production Model (incl. School Effectiveness Model)
- Program-Based Approach/SWAp and Sector Program Support
- Need to combine the Efficiency and Equity Approaches in educational development to achieve EFA goals and Education MDGs (the Question of "Quality" of Education)
- Focus of attention on Decentralization and Governance Improvement  
⇒ Capacity development (Individual, Institutional, System) at local-levels
- ODA reform in Japan ⇒ Establishment of "New JICA" in 2008

E-3

**Current Trend of International Commitments  
(since 2001)**

**A New Focus on EFA** (G8 Kananaskis Summit, June 2002)

- (1) Political and resource commitments by developing countries
- (2) Issues of access, equity and quality
- (3) Effective on-the-ground delivery and unlocking resources for EFA
- (4) A more coherent int'l process and better assessment and monitoring

**Education for the Innovative Societies in the 21<sup>st</sup> Century**  
(G8 St. Petersburg Summit, July 2006)

- (1) Building skills for life and work through quality education
- (2) Effective implementation of the EFA Fast-Track Initiative (FTI)
- (3) Global innovation society (4) Social cohesion and immigrant integration

**Global Action Plan to achieve the EFA goals** (2006)

- (1) Commitment to education: Higher profile of education
- (2) Coherence of policies: Clear alignment of actions with priorities
- (3) Convergence of strategies: Sharing good/bad practices
- (4) Coordination among agencies: More effective cooperation and coordination
- (5) Complementary action: Avoiding duplication and ensuring mutual recognition

E-4

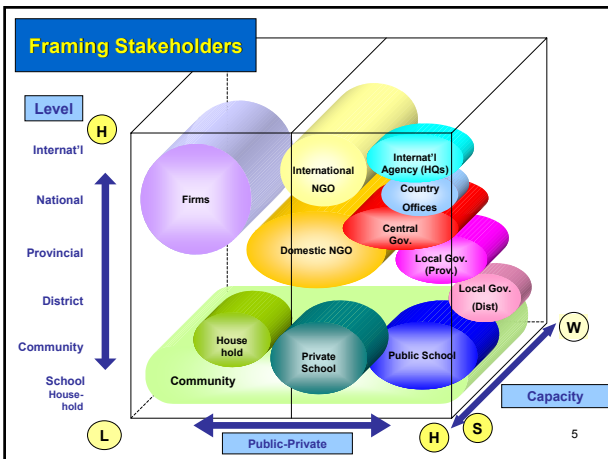
**Effectiveness and Efficiency of Aid Coordination**

**Enhanced Aid Effectiveness**  
*Paris Declaration (2005):*  
Harmonization, Alignment, Ownership,  
Results & Mutual Accountability

**Capacity Development**

Increasing the aid effectiveness by reducing the transaction cost  
↓  
Required to improve the governance of developing country  
in order to reduce the political cost or the institutional cost  
(= external cost)  
↓  
Effective and efficient mutual relationship between stakeholders  
for ensuring the ownership of the gov't of developing country and  
establishing the partnership among different stakeholders

E-5

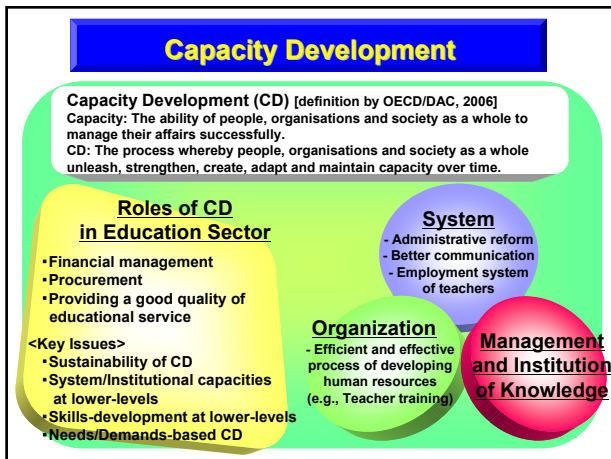


E-6

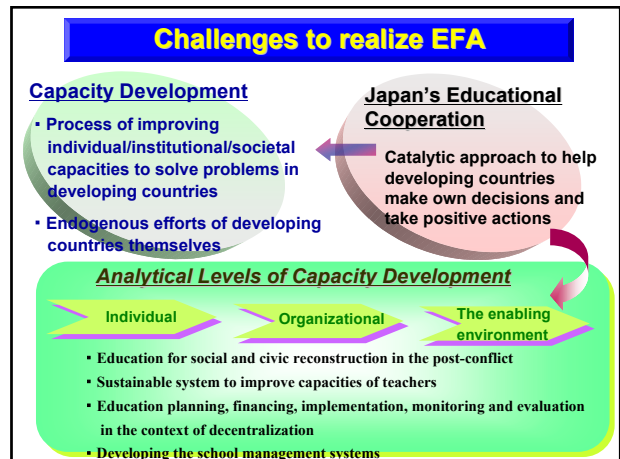
**Mutual Recognition of  
Comparative Advantage and Strengths**

- **Roles of UNESCO**
  - Coordinator
  - Technical assistance to the policy formulation process
  - Monitoring and evaluation  
(e.g., EFA Global Monitoring Report [EFA Development Index])  
(Roles of institutes: IIEP, UIS, etc.)
- **Multilateral/Bilateral Donors**
  - Supporting national priorities through their comparative advantages
  - UN reform ⇒ "One UN"
  - Mobilizing financial resources through the poverty reduction strategies and/or the process of SWAp
- **Civil Society/Private Sector**
  - Maximizing their comparative advantage and uniqueness
  - More flexible support, particularly at local-levels

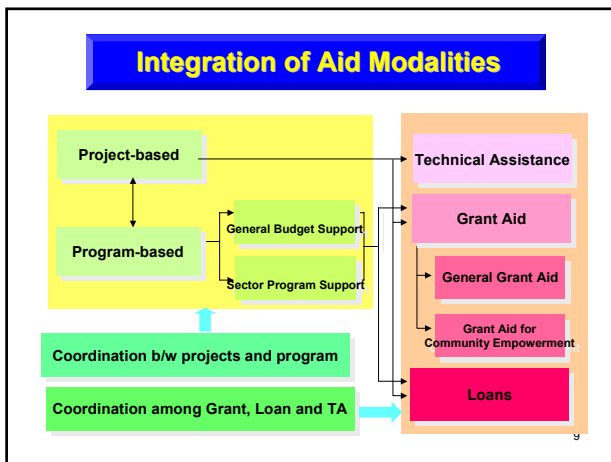
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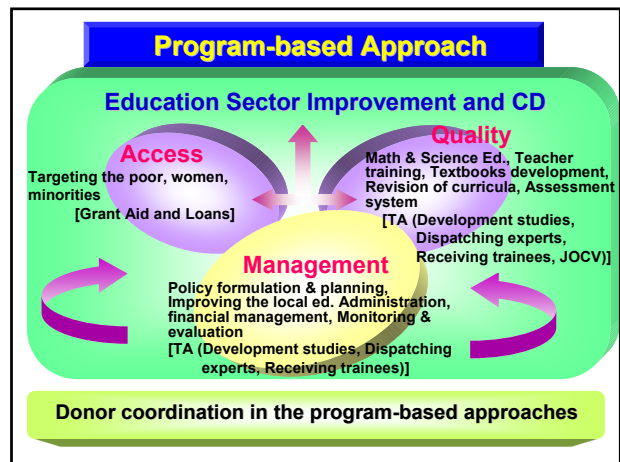
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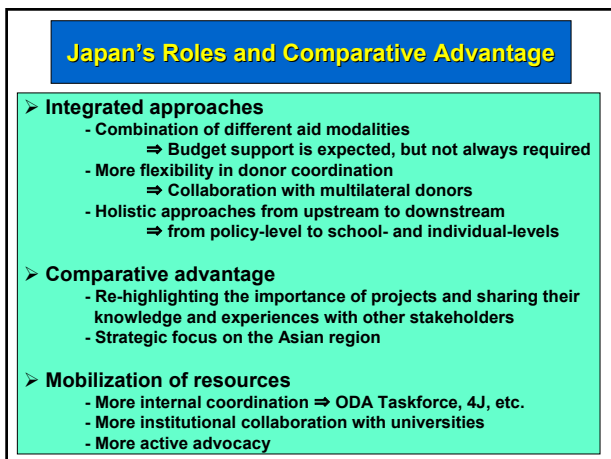
E-9



E-10



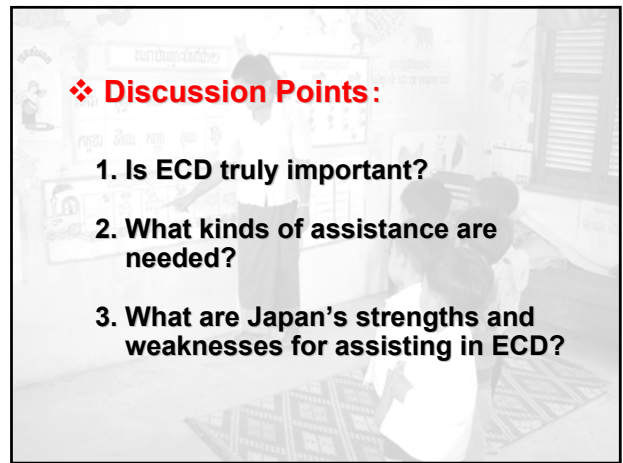
E-11



F-1



F-2

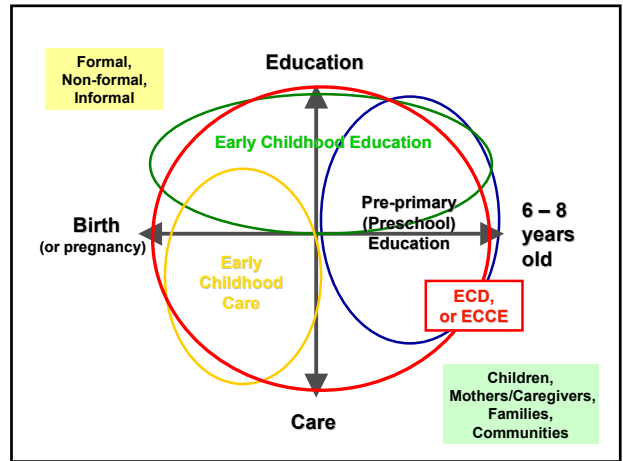


F-3

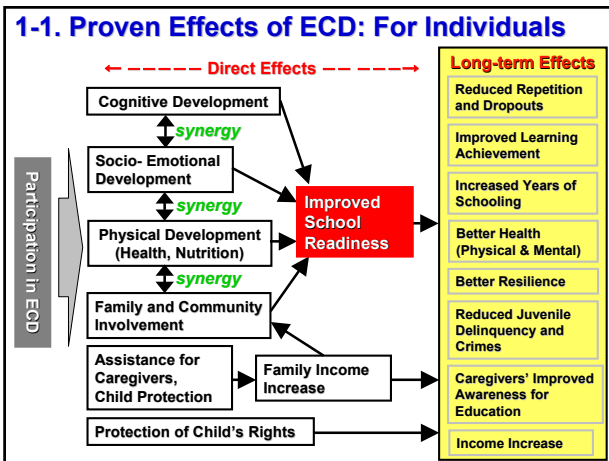
❖ Different terms being used

	Care	Edu.	Used by
Early Childhood <b>Care</b> (ECC)	×		MoH
Early Childhood <b>Education</b> (ECE)		×	MoE
Early Childhood <b>Care and Education</b> (ECCE)	×	×	UNESCO
Early Childhood <b>Education and Care</b> (ECEC)	×	×	OECD
Early Childhood <b>Development</b> (ECD)	×	×	WB, UNICEF
Early Childhood <b>Care and Development</b> (ECCD)	×	×	ECCD CG
Early Childhood <b>Care for Development</b> (ECCD)	×	×	

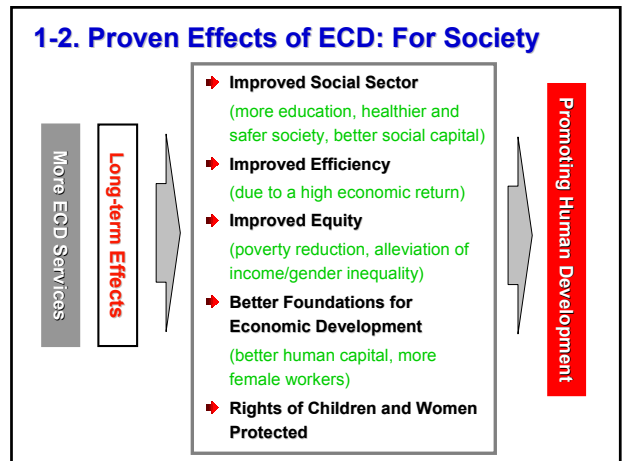
F-4



F-5



F-6





F-7

**1-3. Growing Importance of ECD, when considering:**

- 1) **More countries at the last stage** of achieving universal completion of primary education  
 ⇒ Reaching **the unreached**  
 ⇒ Helping **the educationally deprived** learn better
- 2) Fulfilling the goals of EFA and MDGs, including **poverty reduction**
- 3) **Poor health and nutrition** of children
- 4) **Unequal access to ECD** b/w rich and poor, urban and rural children, thus further exacerbating the **existing inequality**
- 5) Growing emphasis on **learning results** worldwide

**1-4. Cautions:**

- 1) High return of ECD (**US\$12.90 per dollar invested**) is a result from a **quality service** in U.S.
- 2) Improved achievement, but still being **below the average** in U.S.
- 3) **Weakening** cognitive gains over the years in U.S.

F-8

**2-1. Major Challenges for ECD in Developing Countries**

Current Situation	Challenges
<ul style="list-style-type: none"> <li>• Overall low coverage</li> <li>• Gap in access b/w urban-rural, and income groups</li> </ul>	<b>Expansion of access (esp. for poor / rural / ethnic minority children)</b>
<ul style="list-style-type: none"> <li>• Low demand</li> </ul>	<b>Raising demand for education (esp. for poor / rural / ethnic minority families)</b>
<ul style="list-style-type: none"> <li>• Teacher-centered, rote learning method</li> <li>• Lack of materials and training opportunities</li> </ul>	<b>Quality improvement</b>
<ul style="list-style-type: none"> <li>• Weak lasting effects of ECD in primary schools</li> </ul>	<b>Better linkages with primary schools</b>
<ul style="list-style-type: none"> <li>• More children affected with AIDS/HIV</li> </ul>	<b>Protection of children with special needs</b>
<ul style="list-style-type: none"> <li>• Low policy priority, or lack of gov'n't policy</li> </ul>	<b>Policy development for children based on their integrated needs / Capacity building</b>

F-9

**2-2. International Assistance to ECD**

- 1) **Multilateral Organizations: Some are increasing assistance**  
 World Bank: US\$1,500 M during 1990-2006, 74 projects since 1990  
 UNICEF: Integrated ECD with community participation  
 UNESCO: Policy review, Capacity building, Knowledge building
- 2) **Bilateral Organizations: Still few assistance of their own**  
 Dutch Gov'n't: Funding support to Unicef, ECCD CG  
 CIDA: C\$15 M for ECE during 2006-10 in Egypt  
**JICA: ECD pilot project in Senegal during 2001-04, ECD teachers as JOCVs since 1967 (near 500), Training course for ECD administrators from Africa in 2006 Support thru Japanese NGOs**
- 3) **International Foundations/NGOs: Community-based, long-term assistance in relatively small areas**  
**Japanese NGOs: ECD projects in Cambodia, Sri Lanka, Bolivia**

F-10

❖ **Senegal: “Development Studies for improving children’s living environment”**

F-11

**2-3. Different Approaches for Service Provision**

Base	Type	Mainly managed by	Examples / Belongs to / Assisted by
Center-based	ECD centers	1) Private entities	Mostly for middle and upper class in urban areas
		2) Government organizations	2a) Kindergartens/Nurseries 2b) Annexed to existing facilities (e.g. primary schools) 2c) Community-based programs
		3) Community	3a) Government orgs. 3b) Foundations/NGOs
	4) Use of individual's home	Community/Individuals	Government orgs.
Home-based	5) Annexed to an office	Private companies/ Government org./ NGOs	---
	6) Assisting caregivers	Government org./ NGOs	6a) Assistance to caregivers 6b) Child-to-Child 6c) Home visits
	7) Distance services	Government org./ NGOs	7a) Use of radio 7b) Use of television

F-12

**2-4. Effective Programs and Assistance for ECD are Characterized by:**

- ◆ Multi-sector approach
- ◆ Community-based
- ◆ Ownership enhancement through participation
- ◆ Importance on the roles of caregivers and families
- ◆ Cost-recovery strategies embedded
- ◆ Local tradition and customs of child-rearing taken into consideration
- ◆ Partnerships with other agencies

(ECD Networks: ECCD Consultative Group, ADEA ECD Working Group, etc.)

F-13

### 3-1. Japan's Strengths and Weaknesses for Assisting in ECD

#### <Strengths>

- Japan's ECD: **Child-centered**, Child's development promoted through environment (Emphasis on socio-emotional development).
- **A number of JOCVs** with important ECD experiences in developing countries, and their solidarity
- Important knowledge and skills accumulated by some **Japanese NGOs**.

#### <Weaknesses>


- Japan's ECD: **Lack of experiences** in an integrated approach (Care and education services have been separately developed)
- **Few experiences** of assisting in community-based ECD programs.
- **Tendency to focus on quality improvement** rather than access expansion in needy areas.
- No direct emphasis on cognitive development in Japan's ECD **not easily accepted**.
- Not enough public support: ECD still seen **as luxuries** by many

F-14

### 3-2. Need of Strategic Approach in Japan's Possible Future Assistance in ECD


- **Priority on access expansion** in underserved areas
  - "How to *raise caregivers' demand* for ECD?" <= Strategies needed
  - Government's financial support required in the poorest areas
- When assisting in quality enhancement:
  - "Who are beneficiaries?" <= Careful needs assessment needed
- When assisting in **community-based programs**:
  - "Who will *manage* the program?"
  - "Who will *coordinate* among multi-sector stakeholders?"
  - "How to *sustain* the program?" <= Various cost recovery methods
  - "How to provide local training for ECD teachers?"
- Creation of **knowledge base** on effective ECD services and strategies, with Japanese NGOs and JOCVs
- Assistance in **central policy development for ECD**
- Strengthening **partnerships** with other donor agencies

G-1



## EFA Financing Issues and the Implications to Japans ODA

February 10, 2007  
Kazuhiro Yoshida  
yoshidak@hiroshima-u.ac.jp  
CICE@Hiroshima University





1

G-2

## Main Issues

- How much more is needed?
- Who should bear the costs?
- What needs to be done?
- Implications to Japan






2

G-3

## How much more?

- Total external financing gap for low-income 47 countries: \$2.5 billion per year (using the Indicative FW, including HIV/AIDS and Afghan effects, WB=Brun and Mignat, 2003) o/w 55% recurrent
- Unit costs increases from \$32 to \$76 per pupil (constant 2000 \$) in 2015.






3

G-4

## Indicative Framework

Average teacher salary	3.5 times pcGDP
PTR	40:1
Non-salary spending	33% of recur spending
Repetition	10% or lower
Government education spending	20%/Gov revenue
Primary education spending	43-50% / total ed. recur. spending
Private enrollments	10%

4

G-5

## \$11 billion a year more!

- \$3.7b: annual external gap for UPC
- \$3.1b: girls and poor, HIV/AIDS, conflicts
- \$2.2b: 2000-04 deficiency
- \$1b: ECCD
- \$1b: Literacy
- \$11b: Total EFA goals




5



G-6

*Table 4.15*  
A Global Estimate of the Annual Incremental Costs to Achieve the Education MDG and Likely Financing Gap

	ESTIMATED INCREMENTAL COST (ANNUAL AVERAGE)	ESTIMATED EXTERNAL GAP (ANNUAL AVERAGE)
Estimate for 47 countries	\$8 billion	\$2.4 billion
Rehabilitation	\$0.8 billion	\$0.8 billion
System expansion	\$0.3 billion	\$0.3 billion
Other low-income countries	\$0.2 billion	\$0.2 billion
All low-income countries	\$9.7 billion	\$3.7 billion
Middle-income countries	\$23-28 billion	\$1-\$3 billion
All developing countries	\$33-38 billion	\$5-\$7 billion

CHAPTER FOUR • COSTING THE MDG OF UNIVERSAL PRIMARY COMPLETION 111

Bruns and Mignat 2003

G-7

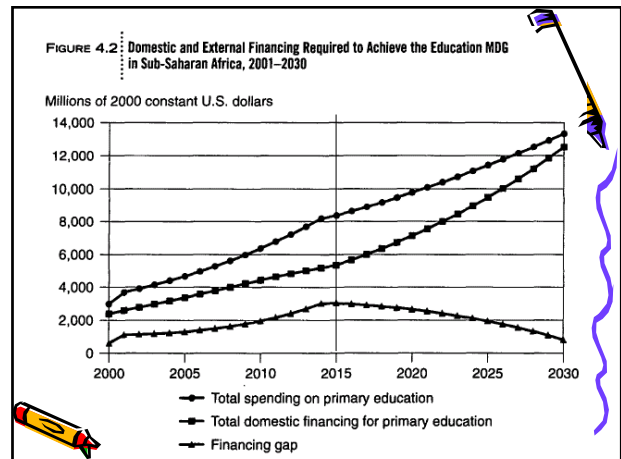
### Breakdown of Costs

*Table 4.14*  
Estimated Annual Financing Gap to Achieve the Education MDG, by Region (Scenario C2)  
(millions of 2000 constant U.S. dollars)

Type of Financing	Africa	South Asia	Latin America and the Caribbean	East Asia and the Pacific	Middle East and North Africa	Europe and Central Asia	Total	Percentage of Total Financing Gap
Recurrent	1,127	97	14	30	21	34	1,323	55
Operation	841	97	14	30	21	34	1,037	43
AIDS	286	0	0	0	0	0	286	12
Capital	725	300	34	6	49	0	1,114	45
<b>Total</b>	<b>1,852</b>	<b>397</b>	<b>48</b>	<b>36</b>	<b>70</b>	<b>34</b>	<b>2,437</b>	<b>100</b>

7

G-8



G-9

### Who should bear the costs?

- Government
- Donors
- Household and community: more by the affordable, no more by the poor

9

G-10

### Internal challenges and questions

- Indicative FW: universally justified?
- Efficiency: improves without costs?
- Donor coordination:
- Countries with low spending
  - PrimEd/PubEx 5% > 10 countries
- Low Primary Completion < 50%
  - 50% > 25/55 low income; 30% > 9, Africa: 45%

10

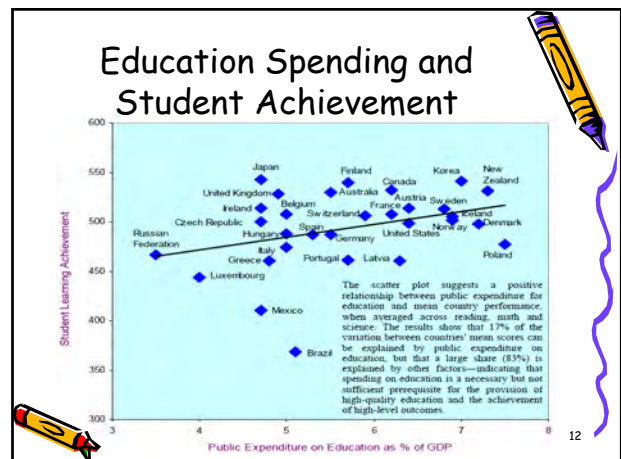
G-11

### Factors beyond control

- Conflicts and wars
- HIV/AIDS pandemic
- GDP growth

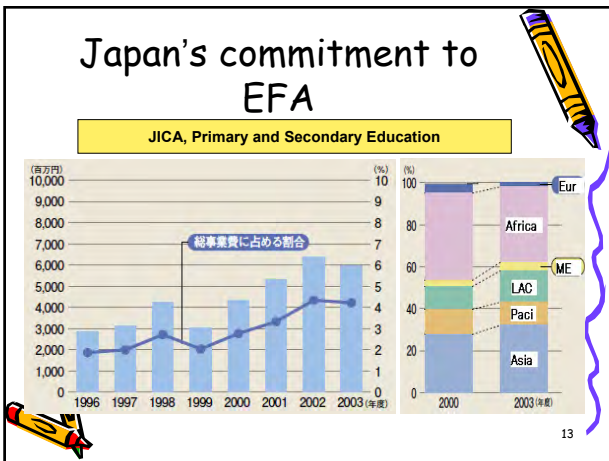
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G-12

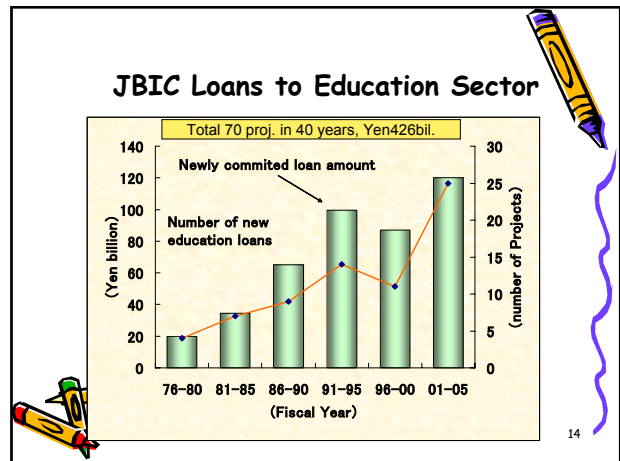


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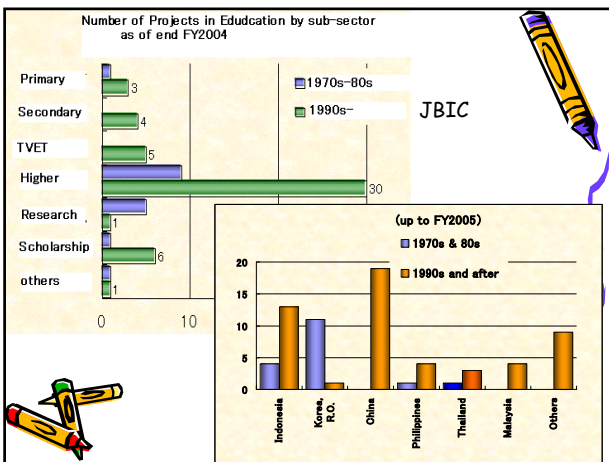
G-13



G-14



G-15



G-16

### Discussions

- More finance=UPC? And =EFA?
- Where to start? --- whose priority?
- 2008: Great opportunities for Japan

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