

Let's try! "The World's Biggest Lesson" Quiz!

Q1 How many children in the world do not attend primary school?

- A. One out of five (Approximately 140 million)
- B. One out of eleven (Approximately 61 million)
- C. One out of twenty five (Approximately 27 million)
- D. One out of fifty (Approximately 14 million)

The population of Japan is approximately 130 million. The world's population is 7.3 billion. Of those, the number of primary school age children is 700 million.

Q2 What are the possible reasons why children cannot attend primary school?

- A. Because there are not enough schools and teachers
- B. Because they have to work as their family is poor
- C. Because parents or neighbors told them they do not need to go.
- D. Because the school is destroyed by wars and conflicts or unavailable because of the army.

Q3 How many children in the world drop out of primary school?

- A. One out of three
- B. One out of four
- C. One out of ten
- D. One out of twenty



Q4 How many teachers are needed to have all children educated at school?

- A. 30 thousand
- B. 300 thousand
- C. 1 million
- D. 1.3 million

Q5 Approximately how many adults are there in the world cannot read or write?

- A. One out of two (Approximately 2.53 billion)
- B. One out of seven (Approximately 760 million)
- C. One out of eighteen (Approximately 280 million)
- D. One out of sixty (Approximately 80 million)



<For elementary/ junior high school students – Choose the bottle>

Story

Your mother is suffering from a high fever. However, there is no doctor in the village. To get to a doctor, you have to walk through mountain roads for a whole day and take a bus for seven hours. In the village, a teacher keeps a little bit of medicine at her house and she shares them in emergency situations. You visit the teacher's place but she is out to town. You see some medicine bottles on the shelf but no one except the teacher can read what is written on the bottles. Though there are three familiar bottles which the teacher gave to you when you had a fever before, you cannot tell the difference. What do you do? What would happen if your mother drank from the bottle you picked?

<For high school/university students – Job Hunting>

1. Preparation: Print out the three advertisements A to C for all participants. Cut them into two pieces, along the dotted line (Thai / Japanese).
2. Read the advertisement: Pass out the Thai parts on the left to the groups and ask them to try to read them.
3. As a group, they decide which job they would apply for.
4. Share with the whole class about the advertisement they chose and why they chose them as a group.
5. The facilitator should explain the meaning of the advertisements A to C.
6. Reflection: Discuss with the whole class how they felt when they chose the adverts and found out the meaning of them.
7. Ask the questions below and discuss with the whole class.

■Ask questions

“What do you think you cannot do if you are unable to read or write?”

Cannot read books/ cannot write your own names/ cannot calculate/ cannot read maps/ cannot behave confidently etc.

“What can you do when you are able to read and write?”

Can study, read books, use the internet, write letters, write emails, write novels, express yourself, get access to new information

■Worksheet/Help-wanted Ads

In the Thai job descriptions below, A says “Good pay,” B says “Fair conditions” and C does not provide enough information.

A	<p>ลักษณะงาน: งานในสำนักงาน</p> <p>ระยะเวลาทำงาน: 6 ชั่วโมงต่อวัน</p> <p>ค่าจ้าง: 550 บาท</p>	<p>Job Offer A</p> <ul style="list-style-type: none"> ▪ Job content: Desk work ▪ Working hours: 6 hours/day ▪ Salary: 550 Bhat
B	<p>ลักษณะงาน: งานในสำนักงาน</p> <p>ระยะเวลาทำงาน: 10 ชั่วโมงต่อวัน</p> <p>ค่าจ้าง: 250 บาท</p>	<p>Job Offer B</p> <ul style="list-style-type: none"> ▪ Job Content: Desk Work ▪ Working hours: 10 hours/day ▪ Salary: 250 Bhat
C	<p>ลักษณะงาน: พนักงานเสิร์ฟ</p> <p>ระยะเวลาทำงาน: 8 ชั่วโมงต่อวัน</p> <p>ระยะทาง: 500 เมตรจากสถานี</p>	<p>Job Offer C</p> <ul style="list-style-type: none"> ▪ Job Content: Waiter/Waitress ▪ Working hours: 8 hours/day ▪ Distance: 500 meters from the station

■Printing Labels (You can print out and attach it to the end of each ribbon)

©



Education



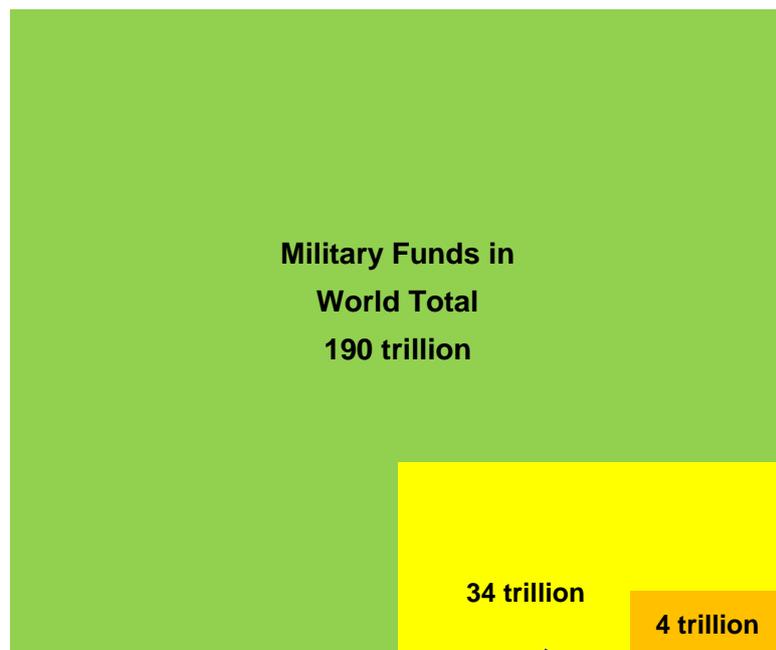
Video Games



Military Funds

■Material

A map comparing military funds with the amount of money needed for all children in the world to receive education



The amount of money needed for all children in developing countries to go to high school

The aid required is equivalent to the money used in 8 days by the military

Watch a video on how to proceed with this activity.
<https://www.youtube.com/watch?v=E7mB-MIQ0SI>

Malala Yousafzai's speech at the Nobel Peace Prize Award Ceremony December 10, 2014

I am proud, well in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award.

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.



©A World at School 2013

Fifteen years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved. However, the world focused only on primary education, and progress did not reach everyone. In year 2015, representatives from all around the world will meet in the United Nations to set the next set of goals, the Sustainable Development Goals. This will set the world's ambition for the next generations.

The world can no longer accept, the world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics? Leaders must seize this opportunity to guarantee a free, quality, primary and secondary education for every child.

Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call "strong" are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it, why is it that making tanks is so easy, but building schools is so hard.

We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and maybe will soon land on Mars. Then, in this 21st century, we must be able to give every child quality education.

Dear sisters and brothers, dear fellow children, we must work... not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty.

Let this be the last time that a girl is forced into early child marriage.

Let this be the last time that a child loses life in war.

Let this be the last time that we see a child out of school.

Let this end with us. Let's begin this ending ... together ... today ... right here, right now.

Let's begin this ending now. ❖

The story of the Japanese children

Free The Children - children working on children's issues

Do you know there are Japanese teenagers who are playing an active role, wishing to do something to make the world better?

An international organization called "Free The Children" aims at empowering children in hoping to release children from poverty and child labor. This organization follows the motto of "Children helping Children" and the founder of this organization is a young 12 year old boy named Craig Kielburger.

20 years ago, in 1995, one morning a boy named Craig Kielburger from Canada happened to see an article in a newspaper. It told of a Pakistani boy, who was the same age as Craig, was forced to do hard labor but he escaped From the factory and urged opposition to child labor. But one day he was shot and killed by someone. It was really a shocking news for Craig.



The members of Free the Children have petitioned for ending child labor. Craig is in the middle of the back row.

He therefore stood up as a child to work on children's problems and called out to his friends. Then, 11 friends gathered, and that was the start of "Free The Children".

The action started by a boy spread out as a global network and children not only in Canada but also in 45 countries including America, Europe and Japan. More than 2.3 million children have joined this action. Though Craig was once told that "there is nothing that you as a child can do", but he continued to believe that "there is a thing only child can do." As a result of his consistent work, he has constructed more than 1,000 schools in developing countries and aided for about 200 thousand of children to attend schools. There are over 20 thousand children in Japan participating in the action.

In Japan, young students conduct "the world's biggest lessons" for Diet members every year. This special class may seem unusual because junior high and high school students play the role of "teachers" and Diet members play the role of "students." The students prepare the content after school by having many meetings. In 2016, it was held at the House of Representatives second building on 25th of May and 5 Diet members and 6 representatives.

The students playing the role as the teacher vigorously said "being a children does not necessarily mean that they can do nothing. Only children can report from their own perspectives. I wish our voices would reach the members of the national diet, affect the policy, develop the educational assistance and let children all over the world go to school".



The world's biggest lesson for Diet members 2016

A movement started from one child wishing to do what they can to make the world better place continues to spread in Japan and the world. Would you like to try to make a better world with us? ❖

How I am feeling now...

After reading the essays, circle the three that best fit what you are feeling now.

You can also write down any other feelings you have in the empty spaces.

Surprised	Amazed!	How sad...
Angry	Lost	Worried
Not my concern	Unconvinced	Excited

Why did you choose those three?

1. Françoise, a girl in Rwanda was told by her family "girls do not need to go to school". Jan, a boy in the same class was never told this.



2. Takafumi attends to local secondary school. Toru who is the same age goes to a free school next town.



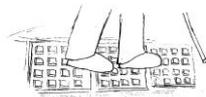
3. Schools in Japan are used for education, local activities and shelters in times of natural disasters.

Schools in Afghanistan are sometimes used for military bases.



4. Abdul from South Sudan has fled as a refugee to Ethiopia but he is not sure where he will be living or if he will be able to attend university to become a doctor. Naoko from Japan with the same age has already decided with specialized school she wants to attend and has started to prepare for it.

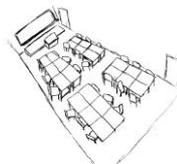
5. Visually impaired Japanese Junior High School student Yukari attends local school for the blind. Visually impaired Maria in Philippines cannot attend school because there are no local school for the blinds.



6. Ronald, a high school student in Brazil is aiming to attend to graduate school. Tom who attends to agricultural high school wants to become a farmer after graduation.



7. In Japanese junior high school on average there are 33 students in a class. In Korea there are 35, in Brazil 25 and 20 in France.



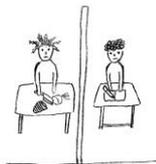
8. Carlos in Argentina rides a horse for two hours to attend to the closest junior high school. Mary in France takes a school bus for 10 minute to school.



9. The percentage of people who can read and write is 95% in East Asia, 68% in South Asia, 61% in Sub-Sahara Africa.



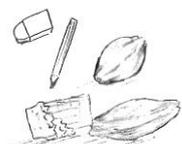
10. Fatmata from Sierra Leone in west Africa was forced to marry when she was 14 and as a result she needed to quit junior high school. Eiko in Japan who is the same age has never been told to get married.



11. When people are questioned "Are you happy?" 85% of people in Colombia in South America answered they are happy. Only 52% of Japanese people answered they are happy.



12. 10 years old Emmanuel in Ghana is working in a cacao farm and he does not attend school. Takeshi in Japan who is the same age has been going to school since he was 6 years old.



 **A meeting on “educational assistance” for country C is held**

We are in country C. Today, a meeting about educational assistance is going to be held.

6 people, (1) provider of assistance: government of country A, (2) citizen of country A (donor), (3) provider of assistance: government of country B, (4) recipient of assistance: government of country C, (5) primary school principal in country C, (6) international NGO staff are attending this meeting.



 **What is country C like?**

Country C is a “developing country”. It doesn’t have natural resources such as oil, natural gases, minerals, and it hasn’t developed industrially. This country has been independent for 30 years but civil war still continues.

Although 80% of citizens live on farming, due to instability of the weather and environment farmers are unable to have steady income. In addition, the literacy rate is only 60% and there are many additional problems regarding education.

 **Take notes of claims and points in the meeting**

Participants	Claims and points
(1) provider of assistance: government of country A	
(2) citizen of country A (donor)	
(3) provider of assistance: the government of country B	
(4) recipient of assistance: the government of country C	
(5) primary school principal in country C	
(6) international NGO staff	
Write here anything you noticed	

**Provider of assistance:
government of country A**

(role card 1)

Citizen of country A (donor)

(role card 2)

**Recipient of assistance:
government of country C**

(role card 3)

**Provider of assistance:
government of country B**

(role card 4)

International NGO stuff

(role card 5)

**Primary school principal in
country C**

(role card 6)

**Citizen of country C
Primary school teacher**

(role card 7)

**Citizen of country C
Mother with three kids**

(role card 8)

**Citizen of country C
Father with two daughters**

(role card 9)

**Citizen of country C
15 year-old boy**

(role card 10)

**Citizen of country C
13 year-old girl**

(role card 11)

**Citizen of country C
11 year-old boy**

(role card 12)

**Citizen of country C
9 year-old girl**

(role card 13)

**Citizen of country C
8 year-old boy**

(role card 14)

Role card 1

Provider of assistance: government of country A**[Self-introduction]**

- Please be the first one to speak.
- Follow the instructions below and show support card 1.
- Bold letters are the statements that you want to claim, please emphasize them.

(*clear throat*) Hello everyone,

I am ○○(your name), a representative of country A.

Our country has developed industrially after the war, grown rapidly, and become a member of the developed countries. We have donated money called ODA to developing countries and supported them. From this year, we will begin to support country C in the field of education as well. We are planning to **focus on supporting higher education*** and preparing the budget for that. (→ Show the Aid card “higher education” and put it on the table.)

I will give answers to any questions regarding the details of the support later on. More youth will be able to study in universities in our country through our support!

- There is time for questions later, so refer to the question examples below.

[Question examples] Feel free to ask other questions.

☞ To the government of country B:

What kind of educational support has your country given to country C before?

[Information about country A]

Refer to this information when you answer the questions. If you can't answer the questions, you should say “I'll look into it later”.

Follow the instructions below and show support card 2.

- ✓ The citizen of country A has little awareness and interests in ODA.
- ✓ Country A has only been supporting higher education in middle income countries and not in low income countries.
- ✓ Last year, Country A provided 25 million yen of educational support for basic education in Africa and 400 million yen for higher education in East Asia and the Pacific.

The concrete contents of the support: Accept 100 foreign students from Country C to universities in country A. Cover the cost of the grants, travel expenses and living expenses for all the students coming from country C.

(→ Show the Aid card 2 “Accept 100 foreign students” and put it on the table.)

*Higher education means grants for universities, graduate schools and scholarships for exchange student from abroad.

[Aid card (For the Provider)]

Aid card 1
Higher education

Aid card 2
Accept 100 foreign students

Role card 2 Citizen of country A (donor)

[Self-introduction]

- You are the second one to speak.
- Follow the instructions below and show support cards 3 and 4.
- Bold letters are the statements that you want to claim, please emphasize them.

Hello, my name is ○○(your name) and I come from country A. Nice to meet you.

I've been really looking forward to hear from Country C about how the kids are doing.

My hobby is travelling and I visit foreign countries every year when I have long vacation. I have been wanting to visit Country C for a long time and recently I finally had a chance to visit. The kids. I can't forget the kids I met. They were running around cheerfully with sparkling eyes. I talked to them and they said that they don't go to school. I want those **poor children to study at school** therefore I started thinking about what I could do after coming home. Then, I came up with an idea to **donate unnecessary stationery gathered** from my friends and relatives. I got 300 unused pencils to donate so please use them!

(→ Show the Aid card 3 "donating 300 unused pencils" and put it on the table.)

If it's necessary, you can gather and donate stationaries like notebooks for kids in country C.

(→ Show the Aid card 4 "donating stationary and notebooks" and put it on the table.)

I can do anything for poor children!

- There is time for questions later, so refer the question examples below.

👉 **[Question examples]** Feel free to ask other questions.

👉 To the government of country C: What are you particularly struggling with?

[Aid card (For the Provider)]

Aid card 3
300 pencils

Aid card 4
Notebooks and stationaries



Role card 3

Recipient of assistance: government of country C**[self-introduction]**

- You are the third one to speak, after the citizen of country A (donor).
- Follow the instructions below and show support card 5.
- Bold letters are the statements that you want to claim, please emphasize them.

Hello everyone, welcome to this poor country and thank you for coming all the way. I'm ○○(your name). Mr./Ms. ○○(name of the person who spoke before you), a citizen of country A, I really appreciate your material donation, but in fact, we have pencils and stationaries in country C.

My country' natural environment is very beautiful. However, we are an **extremely poor country** because resources are limited. Many children cannot go to school. In my country, there is no budget for **the educational field**.

(→ Show the Aid card 5 “budget for education” and put it on the table.)

However, thanks to the support from developed countries that started a few years ago, many kids can now go to primary school. I appreciate it.

If children study at school, their dreams will come true. My country **will develop like country A and country B and my people can have rich lives**. I believe that, but **the budget for education is still small so we are not being able to hire enough teachers**.

I truly appreciate your continue support.

Please lend us your strength! **We really rely on your support**.

- There is time for questions later, so refer the question examples below.

[Question examples] Feel free to ask other questions.

☞ To the government of country A: specifically what kind of educational support do you mean when you mention those that focus on higher education?

[Information about country C]

Refer to this information when you answer the questions. If you can't answer the questions, you should say “I'll look into it later.”

- ✓ The budget for the education sector is 10% of the national budget (the world average is 15% and it's said that at least 20% of the national budget should be distributed for education.) Two thirds of girls have never been to school. One out of four schools are equipped with toilets, but only a third of them provide female toilet.
- ✓ Most boys coming from the upper class live in urban cities and enter primary school. 90% of them finish it and 70% of them finish secondary school. However, 50% of the poorest girls live in farming villages and only a small percentage enter elementary school. Only 25% of them finish it and only 10% of them finish secondary school. The gap between rich and poor expands widely between urban cities and farming villages.

[Aid card (For the Recipient)]

Aid card 5
Budget for education

Role card 4

Provider of assistance: government of country B**[self-introduction]**

- You are the fourth one to speak, after the recipient of assistance: government of country C.
- Follow the instructions below and show support card 6.
- Bold letters are the statements that you want to claim, please emphasize them.

I came here to represent country B, I'm ○○(your name). Nice to meet you.

Country B has been supporting country C. As a result, **the enrolment rate of elementary school in country C has increased in the past 10 years**. It's really great! We've gradually increased the amount of financial support for basic education in country C*.

We are going to continue support the basic education field of country C.

(→ Show the Aid card 6 “basic education” and put it on the table.)

Today, I came here to ask the people from country C what kind of support you need. Please tell me.

- There is time for questions later, so refer the question examples below.

[Question examples] Feel free to ask any other questions.

☞ To the government of country A: In which area and how long have you provided educational support?

[Information about country C]

Refer to this information when you answer the questions. If you can't answer the questions, you should say “I'll look into it later.”

- ✓ Focused on supporting basic education through educational support for country C.
- ✓ The amount of financial support of basic education for country C is three times larger than country A and the amount of financial support for higher education is half of country A.

*Basic education includes literacy education for nursery, primary school and adults.

[Aid card (For the Provider)]

Aid card 6
Basic education



Role card

International NGO Staff

[self-introduction]

- Please speak at the fifth turn. It will be after the representative of country B.
- Bold letters are the statements that you want to claim, please emphasize them.

Hello. I'm ○○(your name). I'm working at an educational NGO.

Everyone, do you know "Sustainable Development Goals" called SDGs were adopted at the United Nations in September 2015? The 4th of 17 goals in this agenda is to enhance the quality of education and it was agreed among all the world leaders that all children should go to pre-school, primary school and secondary school. We advocate the goals to governments and inspire people to achieve these goals.

Today, we are going to discuss the educational assistance for country C. As an NGO, we believe that **country C should increase the budget for education**. Later we would like to ask questions to the donor countries, the governments of country A and B. Thank you.

- You will have time to ask questions later. Please refer to the example questions.
- Please ask questions actively, if others do not.

[Example questions] Feel free to ask other questions

- ✎ To country C: The enrolment rate of children in country C has improved, but does this include "ALL" children? Do you take into account the entire situation such as girls and children in rural areas?
- ✎ To country A: You have mentioned your support for higher education. However, we suppose the financial support will be used in country A as you are accepting international students from country C to your country. What do you think about this point?

[Information that the NGO has]

Please refer to this information if needed and when you answering the questions.

- ✓ The cost for a person from country C to study in country A equals to the cost for 230 students to receive secondary education in country C.
- ✓ The number of children who do not attend school is: Africa, 3.4 million; Asia, 2.1 million.
- ✓ A third of 700 million of primary school age children have not acquired basic reading and arithmetic skills. Although half of them do go to school, they have not reached the minimum learning standard.

Role card 6

Recipient: principal of a primary school in country C**[self-introduction]**

- Please speak when they get close to a conclusion after Q&A session.
- Your facilitator will let you know when to speak.
- Please present aid cards 7 and 8, following the directions below.
- Bold letters are the statements that you want to claim, please emphasize them.

Thank you so much for inviting me to such an honorable place. I am ○○ (your name) I am the principal of a primary school at a town in country C. I came here to represent all the teachers of our country.

Few years ago, my primary school accept 60 children every year, but now, we accept 130 children every year because the enrolment rate has increased twofold thanks to the educational assistances from foreign countries. This is a great improvement. **However, since then the class rooms are always full, and the teachers and textbooks are in short supply.**

(→ Present the aid card 7 “aid for teachers and materials” on a table.

Also, the salary of teachers has not changed, so they cannot provide for their families. I myself have to work at a factory twice a week. Every teacher hopes to teach at school every day, but it is absolutely impossible with the current salary.

(→ Present the aid card 8 “improvement of teachers’ salaries” on the table.

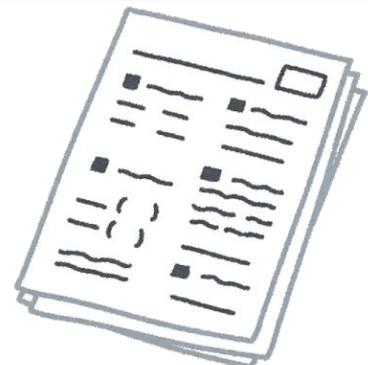
Well, it is about time to start our class. I have to go to school and ring the bell to start class. It was a great pleasure to listen to this precious discussion. I truly wish that all members here would understand the situation of our children. We hope that we would be able to receive educational support after full discussion about who needs what type of support and what we can do for all people to receive education. Thank you so much.

- This is the end of the meeting.

[Aid card (For the Recipient)]

Aid card 7
Teachers • materials

Aid card 8
Improvement of
teachers’ salaries



Role card 7 Citizen in country C: Father	Role card 8 Citizen in country C: Mother
I don't think my children need education, because I just have two girls. They will be brides in a few years. If I have a son, I want him to go to school.	I myself didn't go to school. I want my three children to go to school and learn how to write and calculate, but they need to help me with housework like caring livestock and nursing their brothers and sisters. We don't have time and money to send them to school.
Role card 9 Citizen in country C: Teacher	Role card 10 Citizen in country C: 15-year-old boy
I am working at a school under School Principal○○(mentioned above). Actually, I have never received teacher training. More than that, I don't have a high school diploma. I don't know how to teach students. I hope the government of country C would increase the budget for the educational sector such as teacher training and salary. (→Please present the assistance card 9 on the table.)	When I was younger, a primary school was built in my village. I went there every day. I made new friends, and I really enjoyed school. But, I was not good at studying, and I couldn't understand what my teacher was saying at all. At the end, I couldn't even understand easy sentences. I heard foreigners say "if the teachers could teach better..." I'm now 15 years old, but I don't go to secondary school. (Please present the assistance card 10 on the table.)
Role card 11 Citizen in country C: 13-year-old girl	Role card 12 Citizen in country C: 11-year-old boy
My family is poor, and I need to help out my family. I dropped out school, and now I sew clothes on a machine at a factory every day. When I work, I lie and say that I'm 17 years old, because my work would be called "child labor". I wonder who wears the clothes that I make. (Please present the assistance card⑪ on the table.)	Going to school is fun. I can read letters, and I can calculate. My future dream is to be a doctor. But now, the army is using the school building, so we can't go to school. My friends are inviting me to join the army. I don't know what to do... (Please present the assistance card⑫ on the table.)
Role card 13 Citizen in country C: 9-year-old girl	Role card 14 Citizen in country C: 8-year-old boy
My village is far from the school. I have to walk two hours every day. There is no bathroom for girls at the school, and the classrooms are packed with too many students. We don't have a place to sit, and I can't see the small black board well. Even when I go to school, sometimes my teacher doesn't come. It's sad. If there are more teachers, I can ask many questions and I can study more. (Please present the assistance card⑬ on the table.)	I have difficulty walking. I can only go to school in wheelchairs. I've never gone to school, but I'm sure I would be the best in the class! But, the closest school rejected me. All of my friends go to school... (Please present the assistance card⑭ on the table.)

Higher Education

(Donor • Government of country A

/Aid card ①)

Acceptance of 100 international students

(Donor • Government of country A

/Aid card ②)

300 used pencils

(Citizen in country A

/Aid card ③)

Donation of notebooks and stationaries

(Citizens in country A

/Aid card ④)

Budget for education

(Recipient • Government of country C

/Aid card ⑤)

Basic education

(Donor • Government of country B

/Aid card ⑥)

Support for teachers and teaching materials

(School principal in country C

/Aid card ⑦)

Improvement of Teachers' salaries

(Primary school principal in country C

/Aid card ⑧)

Improvement of teachers' salaries and teacher training

(Citizen in country C • Teacher

/Aid card ⑨)

A teacher who is good at teaching

(Citizen in country C • 15-year-old boy

/Aid card ⑩)

**Abolition of child labor
Education opportunity for girls**

(Citizen in country C • 13-years-old girl

/Aid card ⑪)

Prohibition of military use of educational facilities

(Citizen in country C • 11-year-old boy

/Aid card ⑫)

Sufficient number of teachers

(Citizen in country C • 9-year-old girl

/Aid card ⑬)

Education opportunity for handicapped children

(Citizen in country C • 8-year-old boy

/Aid card ⑭)

Four proposals for Japan's aid to basic education by NGOs

©

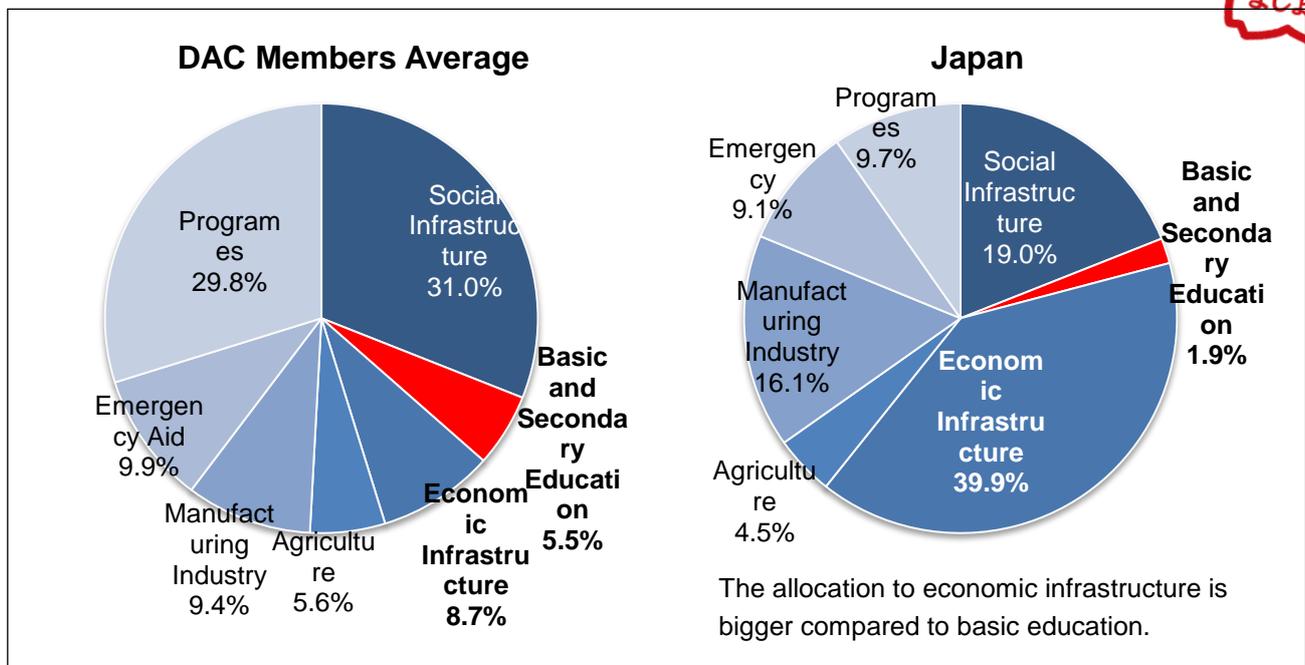
JNNE, Japanese NGO Network, which is working for education, strongly urges the Japanese government to:

- 1 : Increase allocation of ODA to basic education
- 2 : Prioritize low income countries and fragile states.
- 3 : Expand both technical cooperation and financial support in order to meet the demands of developing countries.
- 4 : More contribution to Global Partnership for Education Fund (GPE Fund).

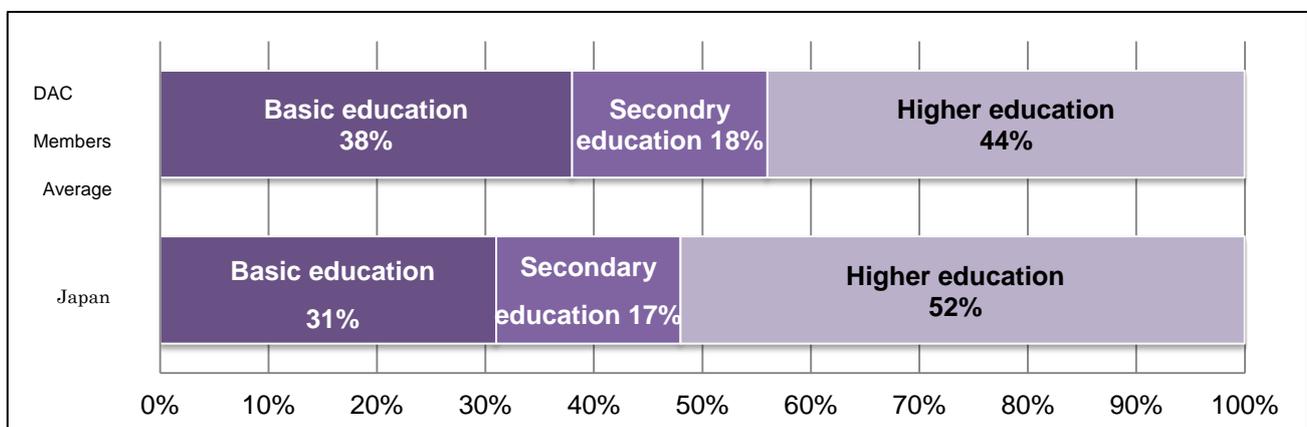
※GPE Fund : The multilateral partnership devoted to getting all children in the poorest countries into school for a quality education.

[Proposal 1] Increase allocation of ODA to basic education

Allocation of Bilateral Official Development Assistance (ODA)



Breakdown of ODA for educational sector

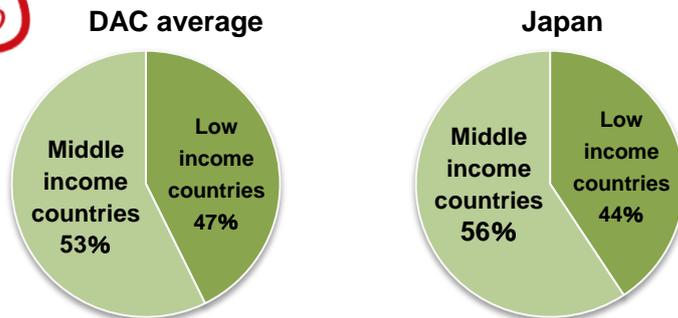


The allocation to higher education (specifically to scholarships for international students) is bigger than basic education.

[Proposal 2] Prioritize Low Income Countries and Fragile States

⑥

Breakdown of ODA for educational sector



The trend of Japanese aid used to be mainly for low and middle income countries such as Sub-Saharan Africa however, the allocation for low income countries has been increased recently. It is important for this trend to continue and improve.

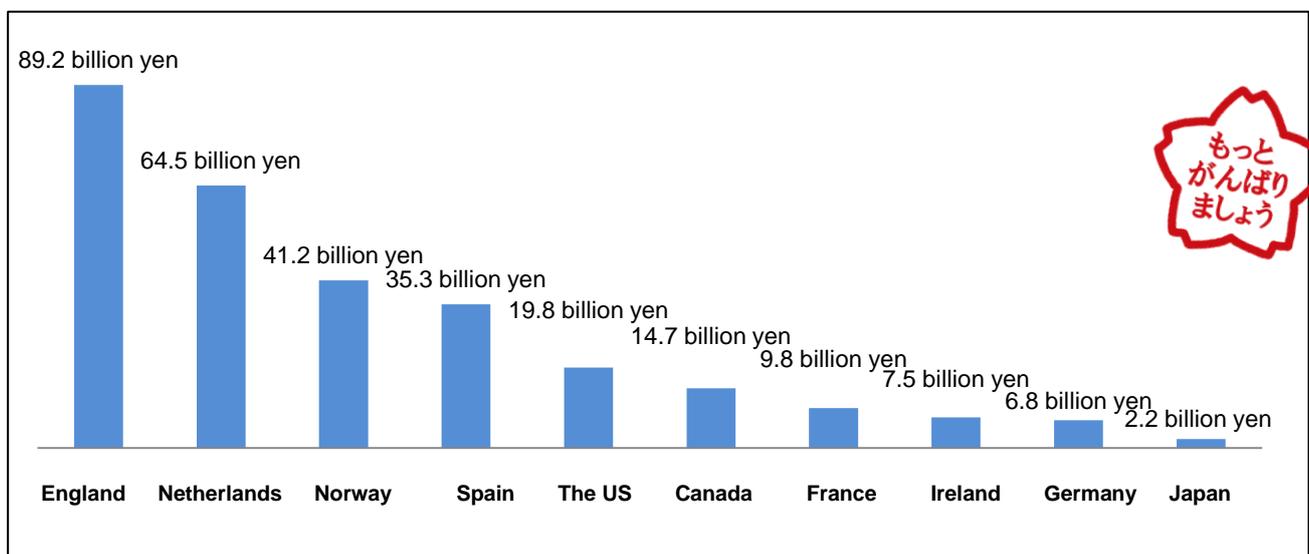
- Unclassifiable parts are excluded.
- Low income countries are defined as those with a GNI per capita of \$1,045 or less in 2013, and middle income countries are defined as those with a GNI per capita of more than \$1,045 but less than \$12,745 in 2013.

OECD Creditor reporting system 2016

[Proposal 4] More Contribution to Global Partnership for Education

Fund

Amount of contribution to GPE Fund (accumulated amount till Sept. 2016)

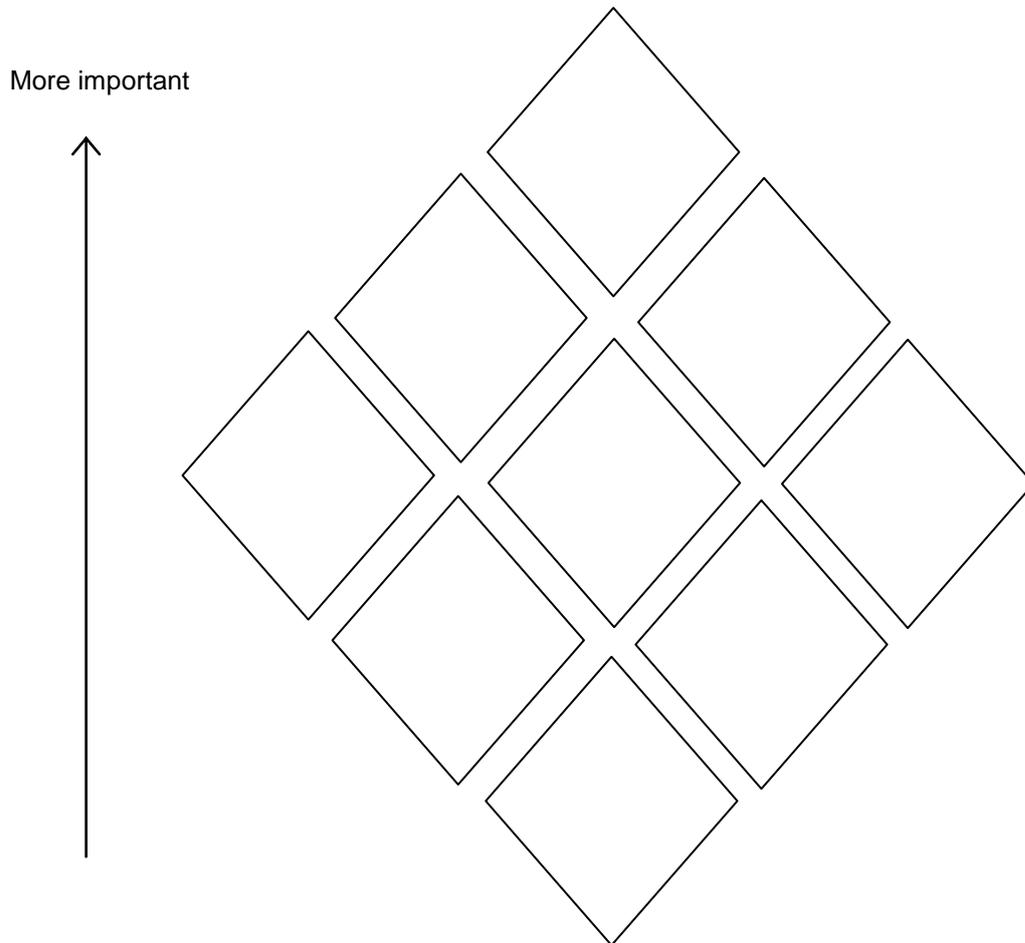


GPE Fund is an international organization to support the deficiency of funds devoted to primary education and to ensure that every child can go to school and learn. It targets 65 low-income countries. Japan's contribution is smaller than Ireland whose population is 4.8 million.

Japanese government also allocates funds for multilateral organization such as educational aid programs of World Bank and UNICEF.

GPE Donor Contribution (<http://www.globalpartnership.org/content/gpe-donor-contributions>) .
(The amount of contribution was converted to Japanese yen using the exchange rate in January, 2017.)

For all the children to be in school...
Choose what you think is important from A to I and put them into each diamond,
with the most important one at the very top.



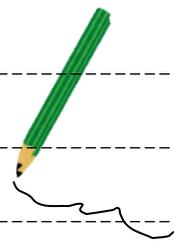
- A. Appeal to Japanese politicians so that all children in the world can go to school.
- B. Donate money and goods to education related NGOs.
- C. Go and build schools in developing countries.
- D. Do more research on the importance of education and life style in developing countries.
- E. Share the importance of education with many people at school festivals.
- F. Do nothing in particular.
- G. Promote activities of international cultural exchange and make friends with people from other countries.
- H. Share my thoughts with family and friends.
- I. Post my opinion on newspapers or SNS.

If there are any other ideas, you can write them down in the empty spaces!

Our proposal

For all the children in the world to go to school,

I wish the Japanese Government would consider...



Our opinions and thoughts upon taking “The World’s Biggest Lesson”



School/ Group: _____

Number of people: ()

Names : _____