

Re: Request for US-East Asian Geopolitics Discussion

Dear Dr. ...,

I am writing on behalf of the university's International Field Workshop team to request an opportunity to meet with researchers at Center of East Asia Policy Studies during our stay in Washington, D.C. from January 30 to February 2, 2017. If we are given such an opportunity at the Brookings Institution, we would like to discuss the following three issues.

US-Japan alliance.

While the US-Japan alliance is a key cornerstone of US rebalancing and security policy in East Asia, the US-Japan alliance needs to stay relevant amidst science/technology advancement and the 21st century developments. The recent presidential election result with Donald Trump has further deepened concerns about the durability of the alliance. Socio-political and economic challenges arising from potential reinterpretation of Article 9 of Japan's Constitution and relocation of Futenma Air Base warrant more attention and urgency. The questions to be discussed are (a) how the US and Japan should recalibrate its alliance to deal with the 21st century challenges and (b) how the US and Japan should deal with the local outcries over Futenma Air Base, and c) what Japan could do, with the imminent Trump administration, to strengthen its alliance with the US and further peace in East Asia.

US-China relations.

Realist scholars such as John Mearsheimer (2001) in "The Tragedy of Great Power Politics" argued that a rising China will inevitably challenge and rival incumbent power, the US. Furthermore, Trump's election rhetoric seems troubling for Chinese leaders. While Chinese leaders prioritizes stability, Trump's recent call with the Taiwanese leader exemplifies his unpredictability and potential to put Sino-US relations on a collision course. The questions to be discussed are (a) whether conflicts are inevitable between the US and China, (b) how Japan, as an East Asian security partner of the US, should approach China and (c) whether the US can do more to mediate territorial and historical differences in East Asia.

Trans-Pacific Partnership. The US-led 12-nation Trans-Pacific Partnership (TPP) covering 40% world trade was once dubbed as "Gold" Standards for the world trade. On the other hand, the TPP represents one of the arrows of "Abenomics." While the TPP might transform both the Japanese economy and international trade scene, social challenges (e.g., oppositions from the agricultural sector in Japan and the labor sector in the US) in ratification of the TPP agreement need more discussion to bridge the gap and the public policy tools are required for both Japan and US to ratify the agreement. More troublingly, Trump's election rhetoric has been to unilaterally pull out of the TPP in the first 100 days of taking office. The questions to discuss are (a) whether the TPP, and more importantly free trade, remains relevant, (b) how TPP partners can convince the Trump administration of the benefits of the TPP, (c) whether the TPP is the gold standards of trade and (d) how the US and Japan should deal with social problems with regards to ratification.

I am confident that the session at Center of East Asia Policy Studies will be mutually beneficial.

Sincerely yours,

National Institutes of Health

Re: Request for discussion on the control of emerging infectious diseases

To whom it may concern,

I am writing on behalf of the university's International Field Workshop team to request an opportunity to meet with experts at NIH during our stay in Washington, D.C. (January 29-March 1). The key members of the team have background and competence in medicine and frontier science.

We are interested in "how to control emerging infectious diseases—the roles of public and medical policies in preventing emerging infectious disease epidemic." I understand that global society is now facing the increased risk of rapid expansion of newly emerging or re-emerging infectious diseases which pose a serious threat to our society (e.g., Influenza, Ebola, Dengue, Zika). There are, however, some concerns related to public and medical policies in preventing emerging infectious disease epidemic. I would like to ask for an opportunity to cover two topics for discussion: (1) risk management in response to newly emerging infectious diseases, and (2) regulation of highly pathogenic virus handling in the laboratories.

Sincerely yours,

Request for discussing the challenges in SDGs implementation and educational sustainability

Dear ...,

We are writing on behalf of the university's International Field Workshop team to request an opportunity to meet with World Bank staff in Educational Global Practice. Our academic and practical background in educational development and policy would surely allow us to provide a valuable contribution to the SDG4 goal which states, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

We would like to discuss the following policy-based analyses for short-term (implementation) and long-term (sustainability) strategies for attaining country-level quality education.

Implementation of SDG4 at country level. Seventeen SDGs, including SDG4, were adopted in September 2015. The Education 2030 Framework for Action outlines how to translate into practice the commitments made at country level and provides guidance for implementing SDG4. Yet, implementing SDG4 at country level implies an effort to align national policies and existing nationally-owned education sector coordination mechanisms. This is a difficult challenge. SDG4 may be possibly implemented by improved utilization and understanding of Education for Sustainability (ESD). At the World Bank, the Education for All initiative has been of huge attention and assisted by specific implementation policy programs such as the Bank's System Approach for Better Education Results Initiative (SABER). We look forward to addressing issues of policy implementation with a direct focus on SDG4 through country level analysis.

Attaining educational sustainability. Long-term investment towards educational programs are crucial mainly because human capital can only be passed down after individuals complete the entire educational curriculum. Thus, we would like to gear our discussion towards practical methods of building financial security in the educational sector and ways of achieving intergenerational equality. We define sustainability to be a long term feasibility and practicality and thus we would also like to examine particular educational sectors that require priority or further attention. Through a case study of the World Bank Education Sector Strategy 2020–Learning for All, we look forward to addressing the underlying factors in prioritizing policies towards achieving quality education and the challenges to

improve overall access.

Other challenges including multi-level coordination and cooperation. As international organizations aim towards the same goal—promoting international peace and security, we would like to call upon World Bank experts to share their insights into whether direct cooperation and coordination among international organizations exists and, if not, what sort of overlaps inevitably form. Extending upon this, we would also like to host a discussion on a comparative analysis between the private and governmental sectors towards its approaches in education. For instance, the World Bank's System Approach for Better Education Results (SABER)–Engaging the Private Sector program (EPS) is known for its focus towards the private sector. However, due to its short span of the program, thorough effectiveness through factual evidence and results are yet to be yielded. If time allows, we would also like to call upon a free discussion of this matter.

Sincerely yours,

Re: Request for discussing health projects by The World Bank

Dear Sir/Madam,

We are writing on behalf of the university's International Field Workshop team to request an opportunity to meet with World Bank staff in its Health, Nutrition and Population Unit during our stay in Washington, D.C. (January 29-March 1). Our team's background and competence in medicine and frontier science would surely allow us to provide a valuable and intriguing discussion in alignment with the World Bank's goal and the Sustainable Development Goals.

We would like to understand World Bank's leadership in SDGs including global health, followed by a deep exploration of two priorities: universal health coverage in Africa and pandemic response through Pandemic Emergency Financing Facility (PEFF).

Role of the World Bank in SDGs. We would like to know an overview World Bank's current work towards achieving SDGs. All projects should have limitations in budget, human resources and periods of support. How can people get effective support from the World Bank, or how do you support people after the completion of projects? The support for global health is also provided by other international organizations, and we think sustainability of projects is a common problem in all organizations. We would like to hold discussion on how the project is planned not to discontinue further development.

PEFF. Discussion will focus on the launch of PEFF in May 2016 following the G7 Ise-Shima Summit, where Japan made commitment as a founding financier. What kind of emergency responses does PEFF provide support for? Why did they launch this project at this timing? The role of PEFF in treatment, isolation of patients, traffic restriction and laboratory diagnosis will be explained. Do they put stress only on recovery? We wonder how they think about the prevention of the infectious disease included in PEFF. We will explore how PEFF can strengthen national health systems through mobilizing a faster and more effective coordinated response. Furthermore, we discuss what opportunities exist in advancing global health security through international collaboration and leadership. Recent pandemic outbreaks of Ebola and Zika virus remind us of lessons learnt from previous delayed responses. Additionally, we will use example of SFTS virus which has been missed because of difficulty to distinguish the novel virus from similar existing pathogens. This will raise the issue of how to respond properly to pandemics of unknown pathogens.

Universal health coverage. Discussion will cover an overview and strategy of the World Bank to achieve universal health coverage (UHC) in Africa through the cooperation of Japan's development assistance following the Sixth Tokyo International Conference on African

Development (TICAD-IV). We will examine what components of Japan's health systems can be applied to achieving UHC, and what challenges and risks faced by policy makers in Africa in a different phase of demographic transition. Lastly, how can UHC in Africa shape the economic and human development policies and contribute to improved financial markets regionally and globally?

Sincerely yours,

Re: Request for discussing electrification and electric sector reform in developing countries

Dear Sir/Madam,

We are writing on behalf of the university's International Field Workshop team to request a meeting with World Bank's Environment and Energy Team, Development Research Group. We hope that our economics, policy and legal backgrounds will contribute to World Bank's efforts to promote electrification in developing countries. We would like to discuss the following two topics.

Electrification and electric sector reform. Electrification and electric sector reform are crucial for developing countries to achieve economic growth, alleviate poverty and enhance international competitiveness. The popularity of market-oriented electric reform has encouraged many developing countries to implement electric sector reform. The World Bank, IMF and other international organizations made such reform as required conditions for financial help. The new model calls for an increasing reliance on the private sector to improve efficiency, promote innovation, and enhance services quality. Most developing countries, however, lack institutional preconditions for adopting the model. Designing pricing schemes to strike a better balance between economic efficiency and social equity remains a big challenge. Another challenge is to meet global energy needs while reducing the threat of climate change disruption. We would like to discuss how to properly reform the electric sector to promote electrification based on the cases of ASEAN countries.

Foster competition in the electric sector and regional power integration. There is a general understanding that the generation and retail sectors can be opened to competition. Most developing countries, however, fail to deliver proper competition in the electric sector and end up with monopolistic or oligopolistic structure due to the reality of technological, economic as well as political factors. Against this background, we would like to discuss policy tools to help foster competition structure in domestic electric markets and how to properly design policy to adapt to regional power integration on the premise that the regional power integration provides opportunities to further utilize markets to allocate resources, provide mutual benefits and achieve sectoral optimization.

Sincerely yours,

Re: Proposal for a discussion on the open markets in East Asia and Japan

Dear Sir/Madam,

We are writing on behalf of University of Tokyo's International Field Workshop team to request an opportunity to meet with your experts in Open Markets Program during our stay in Washington, DC from January 30 to February 2 (morning), 2017.

Our motivation for requesting a discussion session encompassing Open Markets Program's focus on de-monopolization, closely aligns with our experience and research interests. Our team members' diversified background (legal, economics, engineering and public policies) might contribute to recent research projects in your program. Hereby we would like to propose a twofold discussion.

How open markets have achieved in East Asia. East Asia has been through great progress in de-monopolization in the recent decades. But how much openness has East Asia's markets achieved? China's economy is heavily driven by state-owned-enterprises, South Korea's *chaebols* still dominate large-scale monopoly capitalism, and Japan's system is based on mega corporations and financial consortiums. Is the de-monopolization good for big East Asian markets and why aren't they open as expected?

Japan's modern monopolization—to reshape or not. Japan has been benefiting greatly from the concentrated big companies or *keiretsu* of industries both politically and economically. A specific case for discussion is the power sector reform in Japan in recent years. Some areas fail to deliver proper competition and end up with monopolistic or oligopolistic structure due to the reality of technological, economic and political factors. Is the modern monopolization mechanism in Japan a sustainable help or a chronic harm? Should the situation be reshaped or maintain the status quo?

We are very much looking forward to our meeting and discussion.

Sincerely yours,

Request for discussing the challenges in SDGs implementation and educational sustainability

Dear Sir/Madam,

We are writing on behalf of the university's International Field Workshop team to request an opportunity to meet with UNESCO staff specialized in education. Our academic and practical background in educational development and policy would surely allow us to provide a valuable contribution to the SDG4 goal which states, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

We would like to discuss the following policy-based analyses for short-term (implementation) and long-term (sustainability) strategies for attaining country-level quality education.

Implementation of SDG4 at Country Levels. Seventeen SDGs, including SDG4, were adopted in September 2015. The Education 2030 Framework for Action outlines how to translate into practice the commitments made at country level and provides guidance for implementing SDG4. Yet, implementing SDG4 at country level implies an effort to align national policies and existing nationally-owned education sector coordination mechanisms. This is a difficult challenge. SDG4 may be possibly implemented by improved utilization and understanding of Education for Sustainability (ESD).

UNESCO advises policymakers on how to integrate ESD into education plans and curricula. It develops ESD tools and materials for decision-makers, teachers and students to contribute to making education relevant for today's world in each country. Through examining such actions taken by UNESCO, we look forward to addressing the major challenges and success factors in implementing SDG4 at country level and the role of ESD in its process.

Attaining educational sustainability. Long-term investment towards educational programs are crucial mainly because human capital can only be passed down after individuals complete the entire educational curriculum. Thus, we would like to gear our discussion towards practical methods of building financial security in the educational sector and ways of achieving intergenerational equality. We define sustainability to be a long term feasibility and practicality and thus we would also like to examine particular educational sectors that require priority or further attention. Through a case study of UNESCO's coordination for implementation of Global Action Programme (GAP) on Education for Sustainable Development (ESD), we look forward to addressing the underlying factors of what policies should prioritize towards achieving quality education and acknowledge the failures and challenges to improve overall access.

Other challenges including multi-level coordination and cooperation. As international organizations aim towards the same goal—promoting international peace and security, we would like to call upon UNESCO experts to share their insights into whether direct cooperation and coordination among international organizations exists and, if not, what sort of overlaps inevitably form. Extending upon this, we would also like to host a discussion on a comparative analysis between the private and governmental sectors towards its approaches in education. UNESCO has played a catalytic role in developing an avenue for public-private partnerships in order to help meet the needs of the countries least likely to achieve Education for All (EFA). For instance, the project on Promoting Public-Private Partnership in Basic Education in partnership with the World Economic Forum, or the project on

Promotion for Basic Education for Malagasy Children in partnership with Rotary International, the Coca-Cola Company, and the French - Malagasy Chamber of Commerce. If time allows, we would also like to call upon a free discussion of this matter.

Sincerely yours,