

# 国際開発アジェンダとT20 Japan

TF1: 2030アジェンダ（SDG s）  
～教育～

萱島 信子  
JICA上級審議役／主席研究員

# Sustainable Development Goal 4

## Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 4 has **10 targets** encompassing many different aspects of education, seven of which targets are **expected outcomes** and three of which targets are **means of achieving these targets**.

- 4.1 Universal primary and secondary education
- 4.2 Early childhood development and universal pre-primary education
- 4.3 Equal access to technical/vocational and higher education
- 4.4 Relevant skills for decent work
- 4.5 Gender equality and inclusion
- 4.6 Universal youth literacy
- 4.7 Education for sustainable development and global citizenship
- 4.a Effective learning environments
- 4.b Scholarships
- 4.c Teachers and educators<sub>1</sub>

# Progress of Goal 4 in 2018

More than half of children and adolescents worldwide are not **meeting minimum proficiency standards in reading and mathematics**. Refocused efforts are needed to improve the **quality of education**. Disparities in education along the lines of **gender**, urban-rural location and other dimensions still run deep, and more investments in education infrastructure are required, particularly in LDCs.

- An estimated 617 million children and adolescents of primary and lower secondary school age worldwide—58 per cent of that age group—are not achieving minimum proficiency in reading and mathematics.
- At the global level, the participation rate in early childhood and primary education was 70 per cent in 2016, up from 63 per cent in 2010. The lowest rates are found in sub-Saharan Africa (41 per cent) and Northern Africa and Western Asia (52 per cent).
- In 2016, an estimated 85 per cent of primary school teachers worldwide were trained; the proportion was only 71 per cent for Southern Asia and 61 per cent for sub-Saharan Africa
- In 2016, only 34 per cent of primary schools in LDCs had electricity and less than 40 per cent were equipped with basic handwashing facilities.

# Education Policy Briefs

## **1. Transforming education towards equitable quality education to achieve the SDGs**

**Shinichiro Tanaka** (JICA)

**Shimpei Taguchi** (JICA)

**Kazuhiro Yoshida** (Hiroshima University)

**Alejandra Cardini** (CIPPEC)

**Nobuko Kayashima** (JICA)

**Hiromichi Morishita** (JICA)

## **2. Early childhood development education and care: the future is what we build today**

**Mathias Urban** (Dublin City University)

**Alejandra Cardini** (CIPPEC)

**Jennifer Guevara** (CIPPEC)

**Lynette Okengo** (African Early Childhood Network)

**Rita Flórez Romero** (Universidad Nacional de Colombia)

# Education Policy Briefs

## 3. Developing National Agendas in Order to Achieve Gender Equality in Education (SDG 4)

**Natasha Ridge** (Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research)

**Susan Kippels** (Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research)

**Alejandra Cardini** (CIPPEC)

**Joannes Paulus Yimbesalu** (Women's Economic Imperative)

## 4. Measuring Transformational Pedagogies Across G20 Countries to Achieve Breakthrough Learning: The Case for Collaboration

**David Istance** (Brookings Institution)

**Anthony Mackay** (National Center on Education and the Economy)

**Rebecca Winthrop** (Brookings Institution)

# Education Policy Briefs

## 5. Teacher professional skills: key strategies to advance in better learning opportunities

Javier González D., (SUMMA)

Dante Castillo C., (SUMMA)

Claudia Costin, (Center for Excellence and Innovation of Education Policies)

Alejandra Cardini, (CIPPEC)



2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

### Transforming Education towards Equitable Quality Education to Achieve the SDGs

Shinichiro Tanaka (JICA: Japan International Cooperation Agency)  
Shimpei Taguchi (JICA: Japan International Cooperation Agency)  
Kazuhiro Yoshida (Hiroshima University)  
Alejandra Cardini (CIPPEC: Centro de Implementación de Políticas Públicas para la Equidad y el Crecimiento)  
Nobuko Kayashima (JICA: Japan International Cooperation Agency)  
Hiromichi Morishita (JICA: Japan International Cooperation Agency)

March 15, 2019

#### Abstract

Schooling systems face some limitations in providing quality education for all. The gap between the dominant and the marginalized in access to education is getting wider, and accessing education does not guarantee real learning. Furthermore, in this rapidly changing world, delivering quality education does not only mean raising cognitive knowledge but also equipping learners with socioemotional skills. Many researchers find the development of socioemotional skills requires care in early childhood development. STEM education is also vital, considering that SDGs will never be achieved without taking full advantage of advanced technology.



FOR SUSTAINABLE DEVELOPMENT

### 1g Transformational Across G20 Countries to kthrough Learning: The for Collaboration

ter for Universal Education at the okings Institution)  
National Center on Education and the Economy)  
(Center for Universal Education at rookings Institution)

March 15, 2019

#### Abstract

o transform traditional teaching and learning re students with the breadth of skills needed for t G20 countries collaborate quickly to develop a sures to track pedagogical transformation. the data or assessments it needs to track if these happening and whether students are mastering itional and national education assessments use indicate whether a country is headed in the right d the G20 establish a Task Force made up of e G20 and around the globe to develop these



OR SUSTAINABLE DEVELOPMENT

### 1g National Agendas to Achieve Gender 1 Education (SDG 4)

ikh Saud bin Saqr Al Qasimi Foundation for Policy Research)  
ikh Saud bin Saqr Al Qasimi Foundation for Policy Research)  
andra Cardini (CIPPEC)  
esalu (Women's Economic Imperative)

March 15, 2019

#### Abstract

nder inequality in education are generally based on a one-redominantly focused on girls' education. However, there lies in education impacting boys in regions, such as the It is therefore necessary to take a more holistic look at ildren who are most at risk of being unable to access ' (UN, 2018, p. 1). This brief calls for the establishment of interventions to benefit the most marginalized girls and der equality in education.

uality, education and promote lifelong learning opportunities for all' - 33N, 2018, p. 1)

o like to acknowledge and thank Callum Printsmith for his contribution



SUSTAINABLE DEVELOPMENT

### 100d Development n and Care: The What We Build Today

Chair of Early Childhood Education, Early ch Centre, Dublin City University)  
C: Centro de Implementación de Políticas la Equidad y el Crecimiento)  
; Centro de Implementación de Políticas la Equidad y el Crecimiento)  
frican Early Childhood Network)  
resora Titular, Universidad Nacional de Colombia)

March 15, 2019

#### Abstract

ication and Care (ECD/ECCE) has become a priority for dies. ECD/ECCE is explicitly included in the Sustainable y, underlining the global consensus. In 2018, G20 ) and, in their Leaders' Declaration, announced a G20 ity early childhood development, education and care and within countries, which remains a major cause for of local and global sustainability a new focus on the me a complementing priority of the G20 process.



SUSTAINABLE DEVELOPMENT

### rofessional Skills: gies to Advance in ing Opportunities

MMA: Laboratorio de Investigación e ion para America Latina y el Caribe)  
(MA: Laboratorio de Investigación e ion para America Latina y el Caribe)  
'enter for Excellence and Innovation of ucation Policies)  
'; Centro de Implementación de Políticas la Equidad y el Crecimiento)

March 15, 2019

#### Abstract

'eaching is a key driver to improve students' is the importance of teachers and the urgency of pre and in-service training. This policy brief ons related to initial training improvement, teaching practices, rethinking the use of ICTs laborative approach for teacher professional American perspective. This is particularly the 2030 agenda which recognizes teacher (UNESCO 2016) and the need to address the

# Key Recommendations

## 1. Transforming education towards equitable quality education to achieve the SDGs

- Still 264 million out-of-school children, and often those are marginalized children due to their gender, ethnicity, and disabilities, or children under challenging circumstances.
- In emergencies such as conflicts and natural disasters, educational provision is crucial, but often resources are too restrained to prioritize education. For instance, 3.7 million refugee children are out-of-school.
- The reasons why children do not or cannot attend school are usually quite contextually or individually unique.
- This is particularly true for OOS children in marginalized situations or difficult circumstances.

⇒ Any possible policy intervention should be aligned with the specific contexts where the educational transformations take place. No panacea can be applied to all situations.

# Key Recommendations

## **2. Transform education system to cover skills, which are necessary to this 21centry**

- The era of SDGs marks a rapid socioeconomic transformation accelerated by new technologies and globalization.
- The changing nature of society necessitates changes in what education delivers and how this is done.

⇒ Schooling systems should support “skills” being expanded from a traditional cognitive perspective, acquisition and use of academic skills, to the inclusion of non-cognitive skills, “socioemotional skills.”

⇒ Fostering socioemotional skills through education system is quite a new area of interest, and not much has been spoken and demonstrated in a “scientific” way. As such, we should promote research on education systems and practices that foster socioemotional skills and share these experiences of different countries among G20 educational policy-makers and practitioners.



# Key Recommendations

## 3. Transform education system to provide quality Early Childhood Education (ECD)

- Many research identifies the importance of ECD in children's future success.
- Currently, pre-primary education only covers 40% of children in developing countries.

⇒ The quality of ECD should be raised and also it should be provided to vulnerable children. We should transform ECD from a private luxury for wealthier families to an enabler for all children, including vulnerable and marginalized groups.



Ms. Sakai, Japan Overseas Cooperation Volunteer, telling the importance of picture books and encouraging teachers to read them to children at Ratnapura, Sri Lanka

Picture credit: Mika Tanimoto

# Key Recommendations

## 4. Transform education system to strengthen Science, Technology, Engineering, and Mathematics education (STEM education)

- Advanced technology plays a vital role in achieving the SDGs. But, the quality of STEM education, which is the foundation of technologies, differs significantly among and within countries. The nature of STEM education requires the accumulation of knowledge and skills from the basic level.
- There remain many developing countries where many of the students in upper primary school or even in middle school still use their fingers to manipulate very simple math calculations.

⇒ We should consider promoting and strengthening STEM education; and should immediately make policy interventions, particularly in basic level mathematics and sciences.

⇒ Also, creativity, reasoning skills, and logical thinking are also crucial for success in STEM education. So, we should also foster those skills by changing the nature of mathematics and science.

# Key Recommendations

## 5. Transform education system to achieve gender equality

- Approaches to addressing gender inequality in education are generally based on a one-size-fits-all model that has predominantly focused on girls' education.
- However, there are growing gender disparities in education impacting boys in regions, such as the Caribbean and the Middle East.
- Despite significant differences in patterns of gender equality, global agendas often overlook local, regional, and national realities.

⇒ It is necessary to take a more holistic look at gender and target those children who are most at risk of being unable to access "equitable quality education."

⇒ As such, countries need to develop context-based approaches to achieving gender parity and formulate educational priorities that address specific national (or even sub-national) contexts.

**Thank You Very Much.**  
**We Welcome Your Feedbacks !**

**JICA RI T20 Team:**  
**[jicari\\_t20@jica.go.jp](mailto:jicari_t20@jica.go.jp)**

**Please visit T20 website of JICA Research Institute**  
**(The 2030 Agenda & Cooperation with Africa)**

**[https://www.jica.go.jp/jica-ri/news/topics/20181205\\_01.html](https://www.jica.go.jp/jica-ri/news/topics/20181205_01.html)**