

Human Resource Development for Society 5.0 ~Changes to Society, Changes to Learning~ (Summary)



2018.6.5

Minister's Meeting on Human Resource Development for Society
Task Force on Developing Skills to Live Prosperously in the New Age



文部科学省

MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

1. Vision of society for Society 5.0, and the kinds of human resources and forms of learning needed (Building upon discussions in Minister's Meeting on Human Resource Development for Society 5.0)

Vision of society for Society 5.0

Development of AI technology ⇒ AI technology can provide alternatives for routinized work and work that can be expressed numerically
⇒ Changes to industry, changes to ways of working

Issues for Japan

Lack of human resources engaged in AI research and development; declining birthrate and societal aging; weakening of bonds; decreasing opportunities to experience nature

Strengths as human beings

Sensitivity and ethics to understand and give meaning to the real world;
ability to confront and adapt to conflicting demands and the unexpected;
ability to take responsible action

Forms of learning in Society 5.0 and the kinds of human resources needed in Society 5.0

How AI and other advanced technologies will affect education ⇒ **Transformation of forms of learning**

- (Ex.)
- Offering study plans and study content based on an understanding and analysis of study logs, etc.
 - Supporting study in more sophisticated ways based on study log records (provision of content tailored to study conditions, matching of study environments, etc.)

Changes to schools / Changes to learning ⇒ Society 5.0 schools (age of “learning”)

- Schools with one-size-fits-all classes → Sites of learning where individuals learn according to their own pace, ability and interests, while steadily attaining fundamental academic abilities such as reading comprehension
- Studying in groups based on school-year grade-level → Expansion of learning beyond grade levels to include more collaborative learning in mixed-age, mixed-grade groups based on level of attainment, subject matter, etc.
- Studying in school classrooms → Diverse learning programs that also utilize universities, research institutes, corporations, NPOs, education/culture/sports facilities, and so on

Skills commonly needed: Ability to accurately interpret and respond to writing and information

Ability to engage in and apply scientific thinking and inquiry

Sensitivity and ability to discover and create value; curiosity and the inquisitiveness

Human resources to lead a new society: Human resources who discover and create leaps in knowledge that are the sources of technological innovation and creation of value

Human resources that create platforms that connect technological innovations to societal issues and create platforms

Human resources that can leverage and extend AI and data in various fields

2. Direction of policy measures to pursue specific to Society 5.0

(Outline of discussions within the Task Force on Developing Skills to Live Prosperously in the New Age)

< Kinds of human resources and forms of learning needed >

< Current conditions, issues, etc. >

< Direction of policy measures to pursue >

Transformation of forms of learning

Development of commonly needed skills

Development of human resources to lead a new society

[At all stages of learning]

- Lack of self-guided, independent learning in collaboration with others while steadily mastering fundamental academic abilities

[Elementary and lower secondary school]

- High level of achievement on OECD/PISA
- On the other hand, amid changes in home and information environments, there are issues in reading comprehension—the ability to understand and think about what writing and information mean
- The chain of poverty must be broken and steady progress made toward attaining fundamental skills needed by all children in Society 5.0

[Upper secondary school]

- General courses are 70% (800k persons), specialized courses are 30% (300k persons)
- Humanities make up 70% of general courses (500k persons) and many students split into either the humanities or sciences in their second year. As a result, students tend not to learn enough on specific subjects.
 - ※ For instance, only 20% (140k persons) of all general course students take “physics.”
- Potential of various kinds of learning regardless of grade level (collaboration with institutions of higher learning, industry, etc.)

[From high school graduation to working member of society]

- Four-year universities are 50% humanities and social sciences (300k persons), 20% science and engineering (120k persons), 10% health, and 20% education, arts, etc.
 - ※ Other countries: Science and engineering make up nearly 40% in Germany and nearly 30% in Finland and Korea
- STEAM and Design Thinking are needed in education
 - ※STEAM=Science, Technology, Engineering, Art, Mathematics

I. Provide a variety of learning opportunities and spaces to achieve **“fair, individually optimized learning”**

II. Ensure that all children and students acquire fundamental academic abilities—e.g. **basic reading comprehension, mathematical thinking, etc.—and information competency**

III. **Transcend the humanities/sciences divide**

3. Leading Project (1) for Society 5.0

I. Provide a variety of learning opportunities and spaces to achieve “fair, individually optimized learning”

○ Development of a pilot project for a variety of collaborative kinds of learning, including individually optimized and mixed-age/mixed-grade learning

※ Elementary, middle and high schools nationwide will participate (Number of schools to be determined in the future)

- To achieve **individually optimized learning tailored to the abilities and aptitudes** of each individual child or student, practical research and development will be conducted based on individual learning tendencies and current activities (including sports, culture, special activities, club activities, volunteering, etc.), as well as the characteristics of each subject/unit, **using learning portfolios** (see below) **that track study logs, etc.** (e.g. individually optimized learning to ensure steady attainment of basic literacy and mathematical thinking)
- Practical research and development will also be conducted on collaborative learning in **mixed-age/mixed-grade groups** (e.g. mixed-age/mixed-grade collaborative learning based on English-language ability)
- The project collaborates with regional human resources and others to advance a “team school” and provide a varied learning program that includes hands-on activities
- The use of practices such as Advanced Placement, early matriculation, and early graduation will be encouraged to ensure that child/student learning environments are more individually optimized. To engender a desire for varied learning in students, the use of gap years at universities and leaves-of-absence to engage in diverse learning outside of school will also be encouraged with a view to advancing individually optimized learning.

○ Use of learning portfolios to track study logs, etc.

- Using EdTech, **study logs** that record individual learning will be digitized and tracked as **learning portfolios**, which will not only accelerate the integration of instruction and assessment but also enable their use by children and students themselves. For this reason, improved surveys of nationwide academic ability and learning conditions and a smooth introduction of basic diagnostics of learning, including the introduction of CBT, will create a cycle of assessment and improvement by enabling an ongoing awareness of individual child/student attainment in fundamental academic abilities and information competency, as well as the ability to provide rapid feedback.

○ Improved educational quality and more enriched learning environments through the use of EdTech and Big Data

- To promote the use of **EdTech and big data**, discussions will be held on drafting necessary guidelines and on building a platform to collect, share and use data.
- Preparation of **ICT environments and development/hiring of ICT human resources will also be accelerated** to keep pace with digital textbooks, digital instructional materials, CBT adoption, and so forth.

3. Leading Project (2) for Society 5.0

II. Ensure that all children and students acquire fundamental academic abilities—e.g. basic reading comprehension, mathematical thinking—and information competency

○ Steady attainment under new National Curriculum Standards

- Steady attainment under the **new National Curriculum Standards** stresses mastery of fundamental academic abilities, including vocabulary knowledge, structural awareness of sentences, literacy, arithmetic and mathematical thinking. (Surveys of nationwide academic ability and learning conditions, Common Test for University Admissions, basic diagnostics of learning likewise stress these abilities.) For this reason, support for learning will be strengthened by accelerating the preparation of instructional materials, ICT environments, and EdTech that improve instructional methods, such as individually optimized review, and support more effective instruction.
- Mastery of academic abilities will be promoted through the use of **learning portfolios that track study logs, etc.** (see I.).

○ Attainment of information competency

- Discussions will be initiated regarding the **addition of “information” as a subject** to be tested on the Common Test for University Admissions (from 2024).
- Data science and statistics education will be strengthened across elementary, lower and upper secondary school.

○ Instructional procedures will be established at schools and the teaching certification system will be improved to ensure that fundamental academic abilities are steadily mastered.

- **Establish instructional procedures as schools** such as assigning single-subject teachers to upper elementary grade levels
- Given that the elementary school teacher employment exam has become less competitive than the lower and upper secondary school teacher employment exams and that relatively few teachers have certificates for specific subjects such as technology and information at the lower and upper secondary school levels, **the teaching certification system will be updated** in order to enhance and strengthen instructional procedures, both qualitatively and quantitatively (e.g. flexibility in obtaining teaching certificates for multiple types of school or subjects and enabling candidates to obtain certificates for specific subjects more flexibly based on years of experience and area of specialization).

3. Leading Project (3) for Society 5.0

III. Transcend the humanities/sciences divide

○ Reforming high school-to-university articulation to enable study of both the humanities and sciences

- **Human resources with understanding of both the humanities and sciences** will be developed not only by ensuring steady attainment of the new National Curriculum Standards, which requires the basic skills—probability, statistics, and basic programming, as well as science and social science—that are needed in a variety of academic disciplines, but also by having in place conditions to serve students who wish to pursue more advanced topics, such as differential equations, linear algebra, Bayesian statistics, and data mining.

→ Creation of a Consortium for World-Wide Learning (WWL)

- Consortia for WWL will be created to offer study programs/courses in advanced and varied subjects, including AP (Advanced Placement), that individuals can take based on their interests, traits, etc. (approximately one location per 60,000 upper secondary school students will be created, with each center to be housed in national / public / private upper secondary school and/or technical college campuses in each prefectures around the country).
- Short / long-term study abroad at foreign partner schools will be mandatory, high-level human resources accepted from abroad and classes and research conducted in English with exchange students

- Given the need to reform the dividing situation between the humanities and sciences in upper secondary schools, the needs of society, and international trends, universities will be encouraged to review their educational programs to provide the kind of education that many students will need in the future (e.g. STEAM, Design Thinking, etc.).

Transition to a framework that can provide across departments **liberal arts** that are studied in common by all students and specialized fields (e.g. **human and social sciences, STEAM**, healthcare, etc.) that are selected by students.

- In addition to the development of leader and expert AI human resources majoring in STEAM, human resources majoring in the human and social sciences will also be developed to acquire needed AI-related knowledge through studying both the humanities and sciences. Expert human resources in AI will also be developed at colleges of technology and specialized training college, not only universities.

→ Development of advanced expert human resources in areas like AI

- Expansion and strengthening of cross-curricular mathematics and data science education (e.g. centers created, standardized curriculum, etc.) etc.
- Offering practical education and developing expert human resources through industry-academia collaboration
 - Development and delivery of practical educational programs through industry-academia collaboration; incentives to attract investment from industry etc.

○ Developing human resources that study the merits of local regions and support communities

- Collaborative courses involving upper secondary schools, local municipalities, institutions of higher education, and industry will **promote the development of local human resources** by creating environments in which students can study various fields such as welfare, the agricultural, forestry and fishery industries, and tourism.

→ Creation of Region³ High Schools^{*} (Region-Cubic High Schools) ^{*}Upper secondary schools of the region, by the region, for the region

- By building a consortium between high schools, local governments, institutions of higher education, corporations, medical and caregiving facilities, the agricultural, forestry, and fishing industries, and so on and requiring students to take distinctive subjects specific to the industries and culture of their region (e.g. tourism studies) through discovery-oriented learning, etc., educational institutions will be transformed into places where students can discover “what they want to do.”
- To promote collaboration between prefectures and municipalities, efforts will be required to include local mayors and/or superintendents as members of the school management council at prefectural upper secondary schools that are community schools

What is the nature of learning that effectively uses cutting-edge technology in the new age? ~Education called for in the new age~

Advent of Society 5.0

Abilities required

- Ability to drive a new society forward through dramatic discoveries and the creation of knowledge
- Basic scholastic aptitude, including the ability to read, calculate and think mathematically

Structural transformation of society

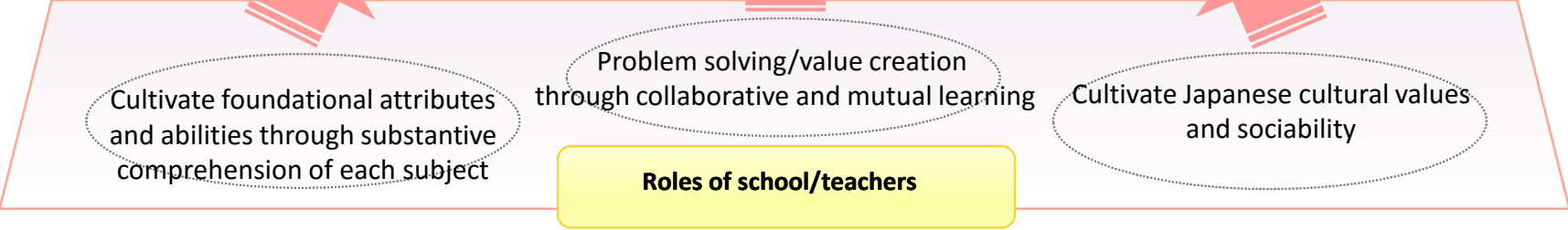
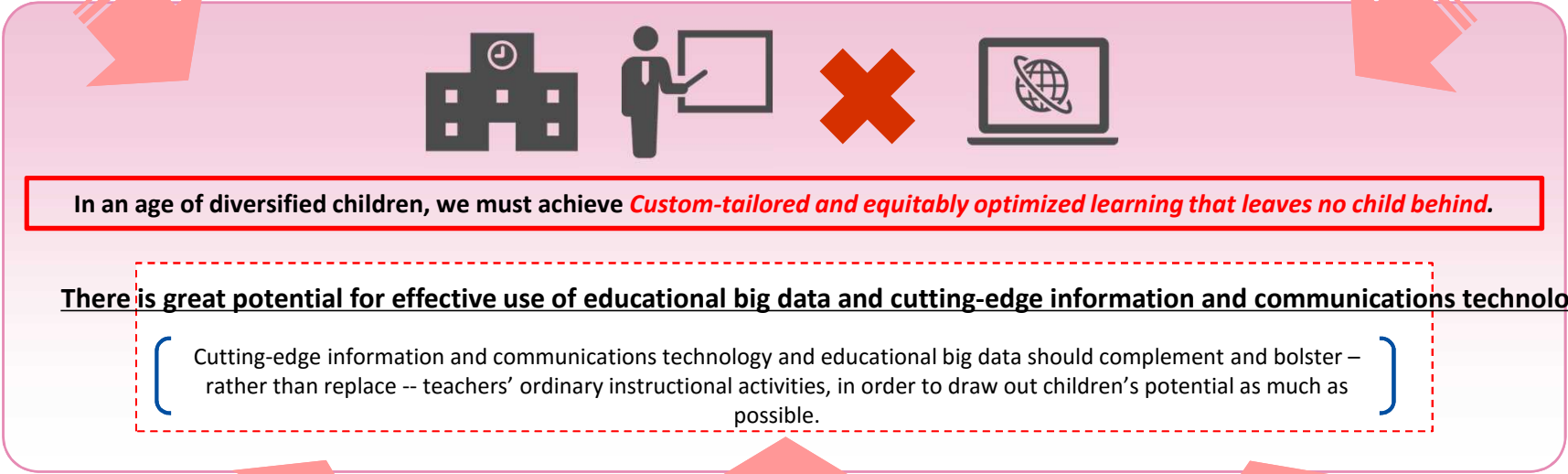
- Services innovated through the use of real-world data on the activities of individual people
- New business expansion through the development of big data and artificial intelligence

Transformation of employment environment

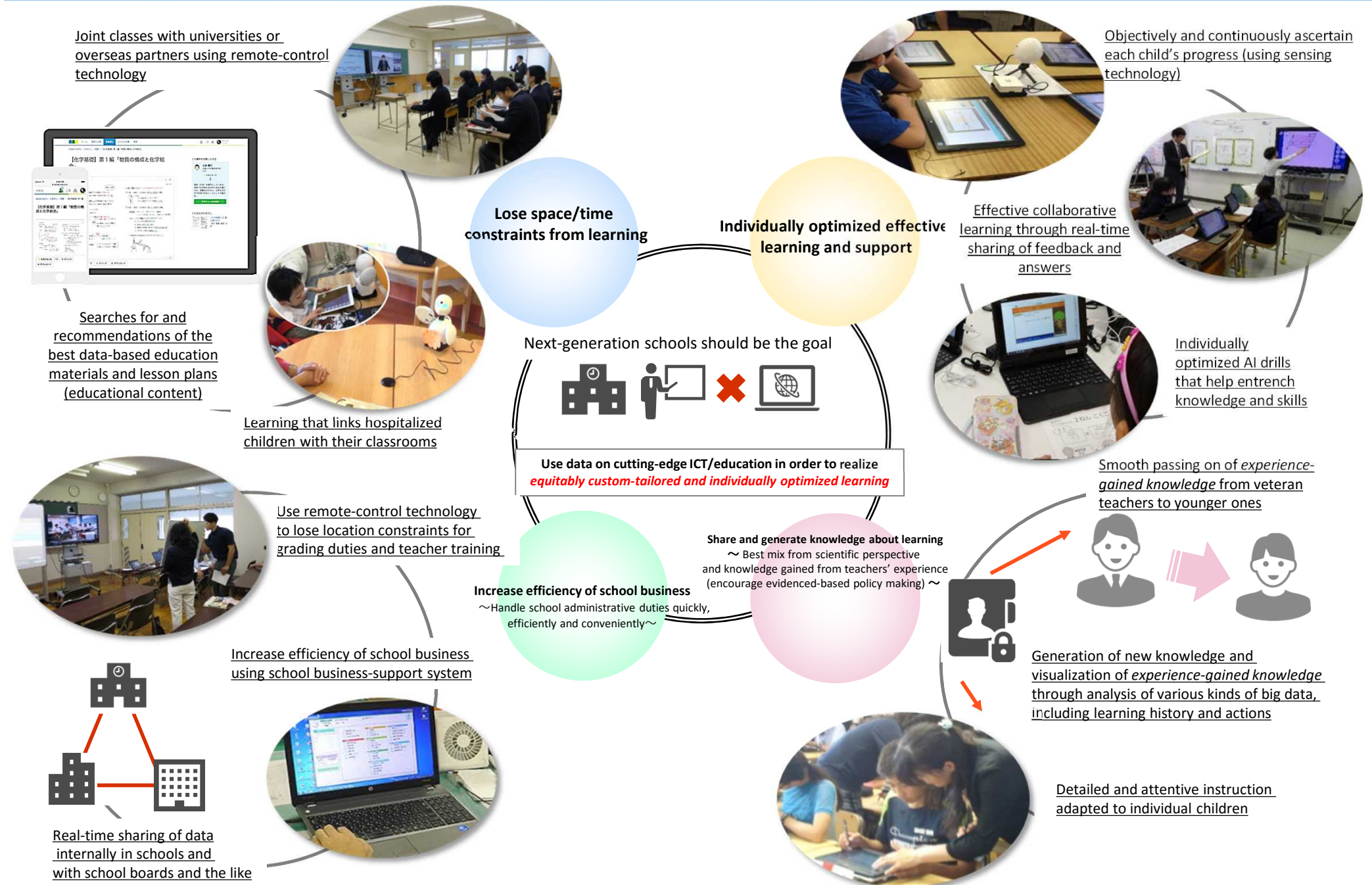
- Impact of the development of artificial intelligence and robotics, particularly on unskilled labor
- Human beings will undertake work that requires creativity and coordination as well as non-conformist work

Diversification of children

- Some have difficulty learning with other children
- Some have developmental disabilities such as learning disability and autism spectrum
- Some need to be taught Japanese
- Some have special aptitudes



Significance of using educational big data and cutting-edge ICT infrastructure at school



Overview of measures to be taken to create an ICT environment and for effective use of cutting-edge technology/educational big data

Cutting-edge technology

Must cultivate the attributes and abilities required by the National Curriculum Standards and figure out how to use them effectively to draw out children's potential as much as possible



Draw up Guidelines for school use of cutting-edge technology
based on the basic thinking of the *final draft*

Instruction and support using big data
(such as study logs)



Collect educational big data



Educational big data

- We need effective collection, storage, and analysis of educational big data acquired through the use of cutting-edge ICT infrastructure.
- We need to consider how best to use educational big data.



Consider specifics of how best to use learning histories (study logs) and how to standardize educational data

ICT environment at schools

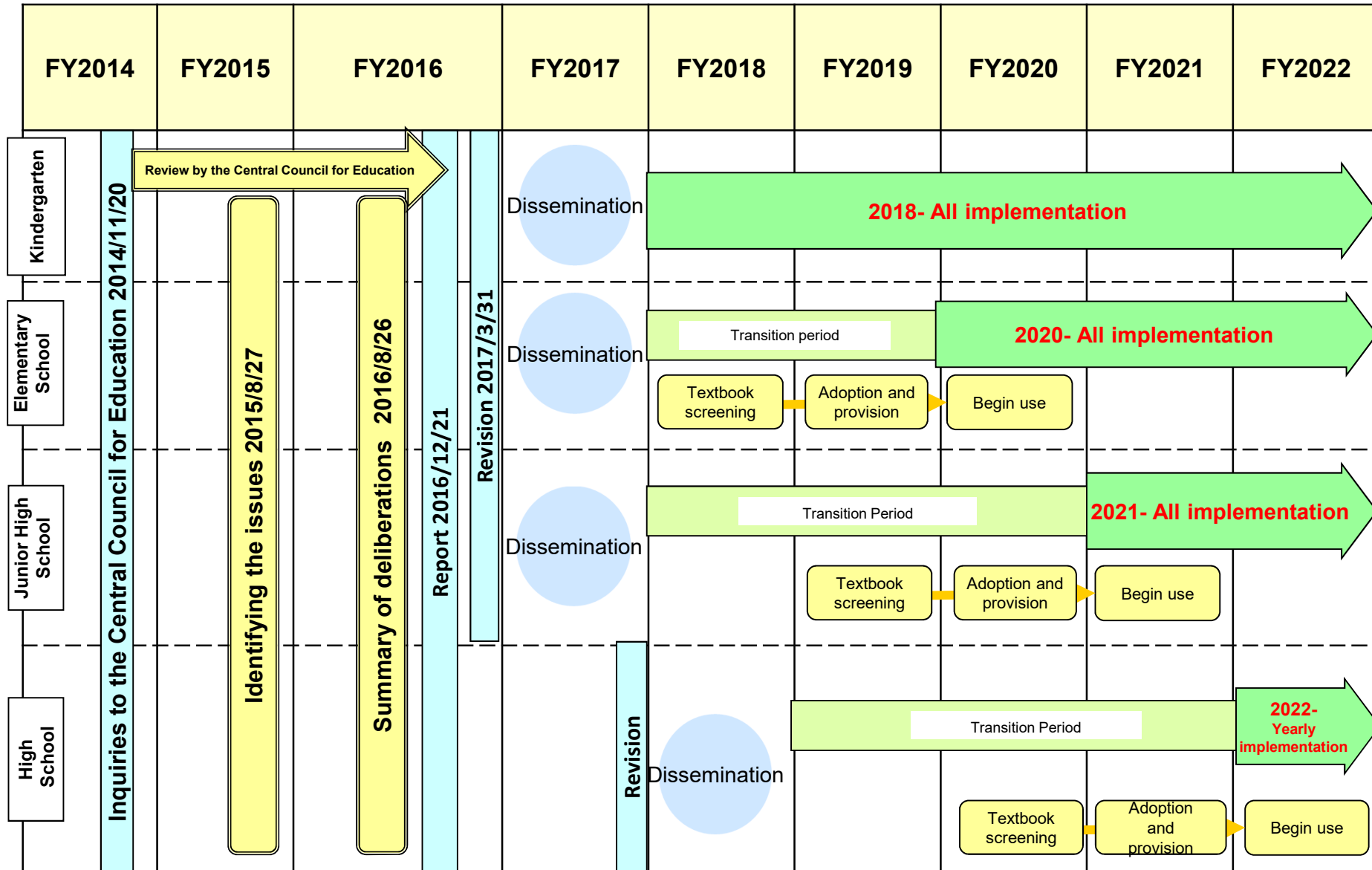
The ICT environment at schools that are assumed to use cutting-edge technology and educational big data is inadequate and requires prompt upgrading.



Some of what is needed to create a world cutting-edge ICT environment:

Connection to the SINET – one of the fastest academic telecommunications networks in the world;
Proactive use of cloud technology/presentation of specific models to build an environment cheaply

Schedule for National Curriculum Standards Revisions (Chart)



The Educational Objectives of Education

Solid academic ability

Pupils are proficient in basic and fundamental knowledge and has substantial ability to find their subjects to be challenged, learn by themselves, think for themselves, make independent judgments, carry out actions, and find a better solution.

[competency for living]
(*Ikiru Chikara*)

Pupils are self-disciplined, cooperative with others, and have a heart that is impressionable and considerate of others.

Richness in
humanity

Pupils have a healthy body
for healthy living.

Healthy body

“Competencies for living” (“*ikiru chikara*”), which consists of three fundamental objectives, has been at the center of Japan’s education.

Three Pillars of competencies required in each subjects



Motivation to learn (including meta-cognitive skills, self-regulation), humanities etc.

How can I lead a better life and how can I interact with society and the world?

“Solid academic ability”, “rich sense of humanity” and “sound body” are comprehensively structured.

**What do I know?
What can I do?**

knowledge and skills

How can I use what I know and can do?

Ability to think, make decisions, express one's thoughts

Reform of University Admissions System

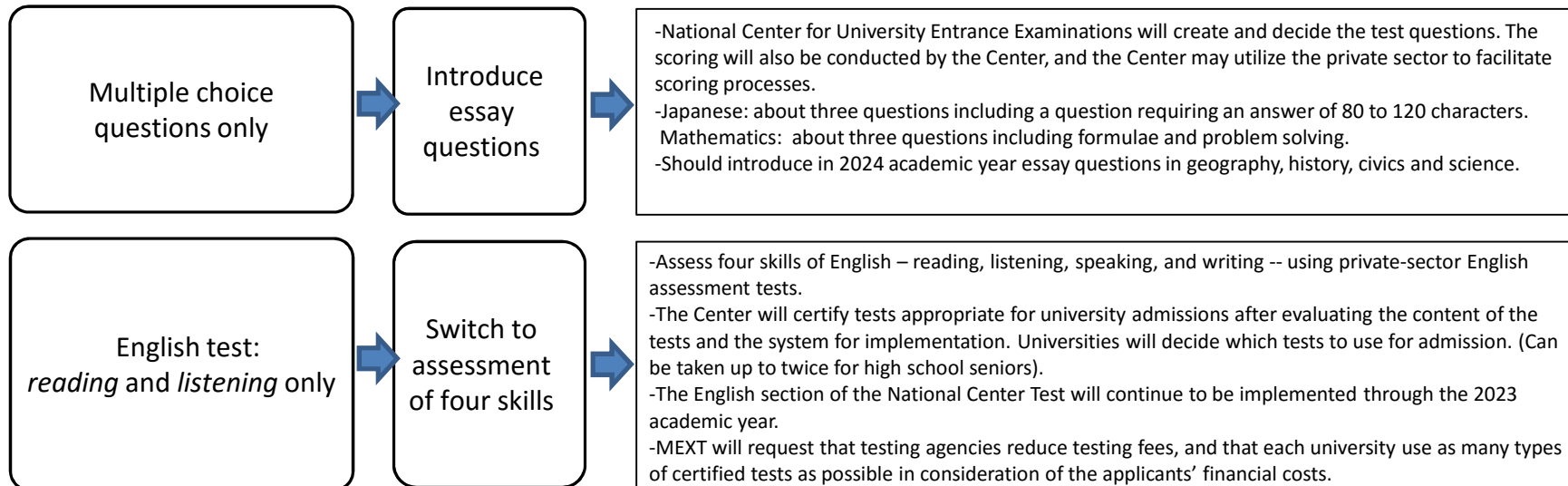
Outline of reform

- ◆ Switch to entrance exams that evaluate the *three elements of students' academic abilities (below) through* multifaceted and comprehensive assessments: 1) Solid acquisition of knowledge, skills; 2) Power of critical thinking, judgement, self-expression; 3) Willingness to learn through both cooperation with diverse range of people and self-direction
- ◆ Promote reforms for the selection of university applicants in line with the High School/University Articulation Reform Plan and the Final Report of the Council for High School/University Articulation System Reform
- ◆ AY 2020 Introduce Common Test for University Admissions *With essay questions and assessment of four English skills
AY 2024 Implement further changes based on the New Courses of Study

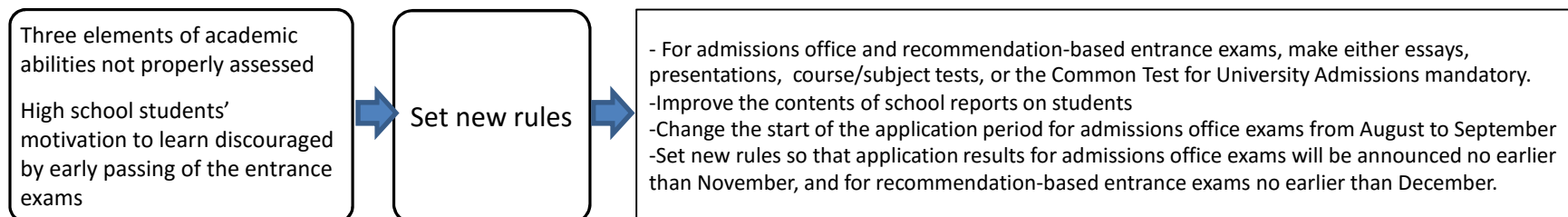
Current System

System after academic year 2020

Common exam (currently the National Center Test)



Individual admissions by Institutions



Kurashiki Declaration



KURASHIKI
Education Ministers' Meeting in Okayama

***G7 Kurashiki Education Ministers' Meeting in Okayama
14-15 May 2016***

Kurashiki Declaration Index

Introduction	1
はじめに	
I: The New Role of Education	2
教育の果たすべき新たな役割	
Social Inclusion and Harmonious Coexistence through Education	2
(教育を通じた社会的包摂と調和のとれた共生の実現)	
Competencies Required in the New Era	3
(新しい時代に求められる資質・能力)	
International Collaboration for the New Role of Education	4
(教育の新たな役割を果たすための国際協働)	
Education as a Priority Policy Agenda	4
(優先的アジェンダとしての教育)	
II: How to Improve and Enhance Teaching and Learning	5
教えや学びの改善・向上策	
Diversity Education	5
(教育における多様性の尊重)	
Promoting Girls' and Women's Empowerment for Sustainable, Inclusive and Equitable Growth	5
(包摂的かつ公平で持続可能な成長のための女子・女性のエンパワーメントの促進)	
Links between Education, Employment and Society	6
(教育と雇用・社会の接続)	
Education that Accommodates Technological Advance	7
(技術革新に対応した教育)	
Enhancing and Supporting Teaching Profession	8
(教職の向上と支援)	
Evidence-Based Education Policy	9
(客観的根拠に基づく教育政策の推進)	
III: New Paradigm for International Cooperation	10
新たな国際協働の在り方	
Internationalization of Education	10
(教育の国際化)	
Sustainable Development Goals	11
(持続可能な開発目標)	
Conclusion	13
終わりに	

Kurashiki Declaration

倉敷宣言

Introduction

はじめに

1. We, the G7 ministers responsible for education, met for our G7 Education Ministers' Meeting on 14 and 15 May 2016 in Kurashiki, Okayama, a city with a rich history, tradition, and a community that supports education in a unified manner. We appreciate that, through dialogue, we reached consensus on many aspects of the education paradigm for the future.

我々、G7 各国の教育大臣は、G7 教育大臣会合のため、2016 年 5 月 14 日、15 日に岡山県倉敷市に集まった。歴史と伝統文化が息づく地域一体で教育を支える、この倉敷において、教育の課題について深く議論し、今後の教育の在り方の多くの側面について合意を得るに至ったことを感謝したい。

2. Today's rapidly evolving social and economic development has brought about significant changes. Globalization and technological innovation have opened doors for more diverse societies and new opportunities for wider access to knowledge, for more exchange between people and for a better quality of life. Research findings suggest technological advances, including AI (artificial intelligence) and the Internet of Everything (IoE), have the potential to increase productivity, automate some jobs and create new ones. We face challenges from global issues such as poverty and the widening of income disparity, conflicts, terrorism, massive flows of refugees and migrants, environmental degradation, and climate change.

今日の急速な社会・経済的な発展は、我々の社会に多大な変化をもたらしている。グローバル化や技術革新により、多様な社会、より広く情報にアクセスする新たな機会、人々の交流の活発化、生活の質の向上への扉が開かれた。AI(人工知能)やインターネット・オブ・エブリシング(IoE)を含む技術的進歩により、生産性が増し、一部の仕事が自動化され、新たな仕事が創出される可能性を指摘する研究もある。一方で、我々は、貧困、拡大する収入格差、紛争、テロ、難民・移民の大量流入、環境・気候変動問題などの地球規模課題に直面している。

3. In light of these developments and issues, we acknowledge the importance of discussion on the direction of education policy from global perspectives. We must not ignore income disparities and severity of various confrontations. It is self-evident that education should help people follow ethical principles, understand others, be considerate of human rights (in particular in the case of social minorities), and act voluntarily in order to keep the international society peaceful and to promote its sustainable development. Education has an essential role in helping people fulfil their potential and dreams and in advancing society.

このような(社会の)発展及び課題を踏まえ、グローバルな視点から教育政策の方向性を議論する重要性を認識する。私たちはこれ以上、収入格差や対立の根深さを放置することは許されない。国際社会の平和を守り、持続可能な発展を促進するためにも、倫理を尊び、他者を理解し、(特に社会的少数者の)人権に配慮し、主体的に行動するには、ひとえに教育の力に拠らなければならないことは自明の理である。人々が自らの可能性や夢を実現し、社会を発展させる上で、教育は極めて重要な役割を果たす。

4. In particular, in our coordinated efforts to prevent and counter violent extremism, radicalisation, and terrorism, it is crucial that education promote the fundamental values of respect for one's own and

others' lives, freedom, democracy, pluralism, tolerance, the rule of law, respect for human rights, social inclusion and non-discrimination, gender equality as well as active citizenship education.

特に、暴力的な過激化・急進化、テロを阻止し、これらに対抗するため、我々が協調して取り組む中で、教育によって、基本的な価値観である生命の尊重、自由、民主主義、多元的共存、寛容、法の支配、人権の尊重、社会的包摂、無差別、ジェンダー間の平等を促進するとともにシティズンシップを育成することは、極めて重要である。

5. Based on the importance of education, we declare the following and establish the Guiding Principle of G7 Education Ministers, which outlines how to put the following into practice on a global scale.

教育の重要性に基づき、我々は、以下について宣言するとともに、それを世界的にどのように実行に移していくかを示す G7 教育大臣の行動指針を設定する。

I: The New Role of Education

教育の果たすべき新たな役割

Social Inclusion and Harmonious Coexistence through Education

(教育を通じた社会的包摂と調和のとれた共生の実現)

6. Facing the persistent and emerging issues such as poverty, youth unemployment, social and economic inequalities, and more recently, the historic cross-border flows of migrants and refugees and the manifestation of violent extremism and radicalisation among some segments of young population, we believe that education can play an important role in realizing *social inclusion and respect for common values*. We recognize that education helps transform societies so that no one is excluded and all people develop social and life competencies to meet their full potential, and dynamically engage in and contribute to the development of societies and local communities with a sense of well-being. We commit to devote every effort to achieve equitable and quality education for all people within a lifelong learning approach. We note that the recognition and commitment stated here is in line with the 2015 Incheon Declaration and the new Sustainable Development Goals.

貧困、若者の失業や社会経済的不平等、最近の国境を越える移民・難民 のかつてないほどの増大、一部の若者の間での暴力的な過激化・急進化等、根深い課題や新たな課題と対峙している我々は、「社会的包摂」、「共通価値の尊重」を促進する上で、教育が重要な役割を果たすことができると信じる。誰ひとり排除せず、すべての人が最大限の可能性を發揮できるよう、社会を生き抜いていくために必要な力を培うとともに、社会形成や地方創生に積極的に貢献し、生きがいを感じることができるよう、教育がそうした社会への変革を支えていくことを我々は認識する。そして、生涯学習を通じた、すべての人に対する公平で質の高い教育の実現に向け、我々はあらゆる努力を尽くしていくことを約束する。ここに述べた認識やコミットメントは、2015 年の仁川宣言及び新たな「持続可能な開発目標」に即していることに言及する。

7. Acknowledging the critical role of education in promoting values and behaviour that counter all forms of violence against human dignity, including violent extremism and radicalisation, any form of discrimination and racism and in realizing an inclusive society of harmonious coexistence, we reaffirm the importance of ensuring that future generations learn and comprehend our commonly shared values of respect for one's own and others' lives, freedom, tolerance, democracy, the rule of law, and respect for human rights. We express our firm commitment to promoting educational practices to foster good "citizenship" on the basis of these common values.

暴力的な過激化・急進化を含む、人間の尊厳を損なうあらゆる暴力、人種差別をはじめとするあらゆる

る差別を阻止する価値観や行動を促進し、共生社会を実現する上で、教育が果たすべき役割の重要性を認識し、我々は、ここに改めて、我々の共通価値である生命の尊重、自由、寛容、民主主義、法の支配、人権の尊重について未来の世代が確実に学び、理解する重要性を再確認する。我々は、こうした共通価値に基づいて、よい「シティズンシップ」を育成する教育実践を推進する確固たるコミットメントを表明する。

8. Considering the importance of values as drivers of behaviour, we affirm that education should promote cross-cultural dialogue, mutual understanding and nurture moral goods such as empathy towards others and a spirit of hospitality that values the feelings of others. We, in unity as G7 members, therefore will take collaborative action to promote such education by sharing good practices and further advancing international exchange.

行動の原動力となる価値観の重要性を踏まえ、我々は、教育によって文化間の対話や相互理解を促進し、思いやりや相手の気持ちに寄り添うホスピタリティの精神などの道徳心を醸成していくべきことを強く断言する。よって、我々G7が一致団結して、グッドプラクティスの共有や更なる国際交流の推進によって、こうした教育を促進していくため、共に行動する。

Competencies Required in the New Era

(新しい時代に求められる資質・能力)

9. Those in the next generation, living in this rapidly-changing unpredictable world, must be able to take responsibility to create a positive future. We therefore recognize the need to build up their competencies not only as an effective means to solve given problems but also as a way to ascertain newly arising challenges, to solve them, and to create new values in collaboration with others.

予測困難な変化の激しい世界を生きる次世代が、自らが将来を作り出すことができるようにすべきとの認識のもと、与えられた課題に効率的に回答する力にとどまらず、自ら新たな問いを立ててその解決を目指し、他者と協働しながら新たな価値を生み出していくための力を身に付けていく必要があることを我々は認識する。

10. To develop students' essential competencies for the coming era, based on educational practice and objective evidence from around the world and taking into account various cultural, social and philosophical backgrounds of our different countries, we consider a fundamental aim to be for all educators to share perspectives such as followings as the foundation for their education practices:

我々は、新たな時代に求められる児童生徒の資質・能力を育成していくためには、各国の実践や客観的根拠、またそれぞれ異なる国の様々な文化的、社会的、哲学的な背景を考慮しながら、全ての教育関係者が、例えば以下のような視点を教育実践の基盤として共有することが基本的な目標と考える。

- ・What to know (acquiring knowledge)
何を知っているか(知識に関するもの)
- ・How to use knowledge (acquiring competencies)
知っていることをどう使うか(コンピテンシーに関するもの)
- ・How to engage in society and live a better life
どのように社会・世界と関わり、よりよい人生を送るか

We believe that education practices based on these perspectives may better equip children with a full range of the transferable skills (including skills/abilities for collaboration and communication, creativity, critical thinking, problem solving, and resilience) that are necessary for our rapid-changing society. We also believe that these practices encourage them to become involved in civic and global

engagement. These competencies should be developed on the basis of a solid core of academic knowledge and deep understanding of the concepts underlying that knowledge.

これらの視点に基づいた教育を実践することにより、子供達は、変化の激しいこれからの時代に求められる、(コミュニケーションやコラボレーションのための能力、創造性、批判的思考、問題解決力、困難から立ち直る力等を含む)あらゆる汎用的な資質・能力を身につけ、市民社会や世界に関わっていくことができるようになることを確信する。こうした能力は、しっかりとした教科の基礎的な知識とその知識の背景にある概念についての深い理解のもとに開発されるべきである。

We also expect that various international discussions and work may offer ideas for new education development that responds to changing social needs.

また、我々は様々な国際的議論や事業が、時代の変化に対応した新しい教育の発展に示唆を与え得ると期待する。

International Collaboration for the New Role of Education

(教育の新たな役割を果たすための国際協働)

11. In light of the new roles of education discussed above, we underline that promoting international collaboration in education on multiple levels, such as individuals, schools, local communities and countries, helps develop critical and broad competencies, including not only language skills but also a spirit of tolerance towards different views and values, which contribute to developing an inclusive, multicultural society.

前述の教育の新たな役割を踏まえ、個人間、学校間、地域間、国家間など様々なレベルでの教育分野における国際協働の促進により、異なる考え方や価値観に対する寛容な精神を身につけることができるなど、多文化共生社会の構築に向け、極めて重要かつ幅広い能力を育むことができることを、我々は強調する。

12. Japan embraces a holistic approach to learning, for which teachers encourage students not only to acquire academic knowledges but also to take active roles in school events and extra-curricular activities through extracurricular personalized care and counselling. Japan, as a country being prone to natural disaster, also promotes education that helps children to predict dangers for themselves in the event of a disaster and correctly determine the safest course of action. Acknowledging that each country has rich experience in various fields, we further promote peer-learning among G7 members to improve educational practices in each countries.

日本においては、児童生徒が教科の知識を習得するとともに、様々な学校行事や課外活動において積極的な役割を担うことを教師が学級経営や生徒指導を通して奨励する、学習への総合的なアプローチを重視している。また、自然災害を受けやすい国として、子供たちが、災害時に自ら危険を予測し、安全な行動ができるようにするための教育を促進している。このようにそれぞれの国で様々な分野で豊かな経験があることを踏まえ、我々は、それぞれの国における教育実践を改善すべく、G7メンバー間の学び合いをさらに進める。

Education as a Priority Policy Agenda

(優先的アジェンダとしての教育)

13. With a deep recognition that education is a basic human right and is essential for the development of peaceful, prosperous and sustainable societies, we underline the need for further international collaboration and to raise the attention of G7 leaders towards education as a priority policy agenda. We also recognize the importance of public expenditure on education in line with the 2015 Incheon Declaration as well as using those resources effectively in order to achieve quality education for all.

教育を受けることは人間の基本的な人権であり、世界の平和と繁栄、持続可能な社会の構築のために不可欠な要素であるという深い認識のもと、これまでも増して国際協働をより強力に進め、教育を世界、各国の優先的なアジェンダに引き上げる必要性を我々は強調する。また、2015年の仁川宣言に即した教育への公共支出の重要性とともに、それらの財源を、全ての人々にとって質の高い教育を実現するために効果的に使うことの重要性を我々は確認する。

II: How to Improve and Enhance Teaching and Learning

教えや学びの改善・向上策

Diversity Education

(教育における多様性の尊重)

14. We affirm that diversity, which helps everyone achieve their potential and be innovative and creative, is a vital dynamic of further development of today's society. Under the recognition that our societies are stronger when diverse populations are inclusive and work together in harmony, we affirm that it is critical to develop people's cultural and global competencies. We note that future international assessments, such as PISA, may well provide a metric to measure progress in this area.

我々は、一人ひとりが自身の潜在力を発揮して新たな発想、創造を生み出すことのできる多様性(ダイバーシティ)が、現代社会の更なる発展への不可欠な原動力であることを確認する。多様な人々が包摂され協働するとき、我々の社会がより盤石なものとなるとの認識のもと、異なる文化の人々と協働することができる力やグローバル化に対応した能力を身につけることが極めて重要であることを我々は確認する。我々は、PISAのような将来の国際的な評価が、この分野の進捗を測定する指標を提供するであろうことを確認する。

15. We recognize the critical need to address exclusion and/or marginalization, disparities and inequalities, to which children and young people in difficult situations (e.g., migrants and refugees, socially and economically disadvantaged children, students with special needs, abused and bullied children, students who tend to be absent from school, youths who are not in education, employment and training, and children who are suffering discrimination because of their sexual orientation and gender identity) are more likely to be exposed. We, thus, will do our utmost to ensure inclusive and equitable learning opportunities and outcomes to all young people, regardless of their background or circumstance, so that they develop a sense of well-being and acquire the knowledge and skills needed for life and work. In this context, we commit to realizing educational environments in which individuality and diversity are valued and every child and youth can make the most of their potential and strengths.

我々は、困難な状況にいる子供や若者(例:移民・難民、社会的・経済的に不利な状況にいる子供、障害のある児童生徒、虐待やいじめに苦しんでいる子供、不登校になっている子供、就業、就学、職業訓練をしていない若者(NEET)、性的指向や性自認を理由とした差別に苦しんでいる子供)がさらされやすい排他や疎外、格差や不平等の解消が喫緊の課題であることを認識する。このため、我々は、それぞれのバックグラウンドや環境に関わらず全ての若者が幸福感を抱き、生活や仕事に必要な知識やスキルを習得できるインクルーシブで公平な成果に届くための教育が保障されるよう最善の努力をする。さらに、我々は、個別性や多様性が尊重され、全ての子供や若者が自らの可能性や長所を最大限に活かすことができるような教育環境を実現することを約束する。

Promoting Girls' and Women's Empowerment for Sustainable, Inclusive and Equitable Growth

(包摂的かつ公平で持続可能な成長のための女兒・女性のエンパワーメントの促進)

16. We recognize that it is essential to ensure girls' and women's equal rights, access and opportunities for participation and leadership in society in order to achieve sustainable, inclusive and equitable growth.

We reaffirm the importance of breaking down gender stereotyping and of promoting the empowerment of girls and women through education.

我々は、包摂的かつ公平で持続可能な成長を実現するためには、女兒・女性の社会参画とリーダーシップのための平等な権利、アクセスと機会を保障することが不可欠であるという基本的認識のもと、教育を通じて、性別に関する固定観念を払拭し、女兒・女性のエンパワーメントを促進する重要性について再確認する。

17. With regard to girls' and women's education, we welcome the increasing academic success of girls at school, but note the continuing underrepresentation of girls and women in certain fields. We advocate and support equal opportunities that enrich life-long learning and capacity development, including through vocational training, to meet the demands of each life-stage, highly developed and diversified social and economic needs, and to advance a diverse range of lifestyles and careers for all girls and women. We recognize that education should foster gender equality by offering the same opportunities for both girls and boys. We commit to support building the capacity of education administrators and teachers to deepen their understanding on gender equality, and acquire gender-sensitive instructional techniques

女兒・女性の教育については、学業的に成功している女兒が増えていることを歓迎する一方で、特定の分野においては女兒・女性が引き続き少数派であることに留意する。我々は、多様化、高度化した社会や、それぞれのライフステージに応じ、全ての女兒・女性の多様な生き方・キャリア形成を促進するような、生涯にわたる平等な学習機会や職業教育を含めた能力開発の機会を充実することを主張し、支援していく。また、我々は、男児・女兒双方に同じ機会を提供することを通じて、教育により男女共同参画を促進すべきと認識する。我々は、教育行政担当者や教員が、男女共同参画に関する理解を深め、ジェンダーに配慮した指導技術を身につけられるよう、能力開発を支援するコミットメントを表明する。

18. We recognize the importance of ensuring equal opportunity for women's full and effective engagement in all fields, including STEM (science, technology, engineering and mathematics) fields by changing stereotypical perception of them. We continue to foster further education for girls and women, who take leadership and other various important roles in industrial and technological innovation by raising awareness of potential careers in the field of STEM and by supporting those girls and women who aspire to such careers. We should also encourage, support and raise awareness of the important role of girls and women in entrepreneurship.

我々は、固定観念を変え、STEM(科学・技術、工学、数学)を含む全ての分野において、女性が積極的に参画できる平等な機会を保障する重要性を認識する。また、理工系(STEM)分野への潜在的なキャリアの意識づけやそうしたキャリアを目指す女性への支援などを通じて、産業革新や技術革新においてリーダーシップを発揮したり、その他様々な重要な役割を果たす女兒・女性への更なる教育を推進し続ける。また、我々は起業における女性の役割の重要性について普及啓発や支援を行うべきである。

Links between Education, Employment and Society

(教育と雇用・社会の接続)

19. We recognize that in light of borderless labour markets brought about by globalization and technological innovation, there is a need not only to ensure that all individuals can access the training and skills necessary to secure jobs but also to reduce any mismatches that may exist between qualifications and credentials supplied by education/training systems and the required skills and competencies in the current labour market.

グローバル化や技術革新による雇用のボーダレス化に伴い、雇用を確保するために必要な訓練や技能を保障するだけでなく、現在の教育・訓練により育まれる資質・能力や資格と労働市場が求める資質・能力とのギャップの解消の必要性についても我々は認識する。

20. In order to improve the links between education/training and employment in a technology-intensive world, we promote appropriate updates of education and training especially in information and communication technology (ICT) and STEM fields in order to equip people from all backgrounds with work-related and transferable skills and competencies to initiate, adapt to and assimilate social and economic change, while contributing to social inclusion. We also recognize the potential of more holistic approach, appreciating other fields including art and design besides STEM, to encourage flexible thinking, risk-taking, and creative problem solving, which can lead to global innovation.

我々は、教育・訓練と技術革新の影響を受けた雇用とのつながりを改善するため、特に情報通信技術 (ICT) や理工系 (STEM) 分野における教育・訓練の適切な見直しにより、すべてのバックグラウンドの人々が社会的・経済的变化を主導し、適応し、同化することができるような、仕事に関連する汎用的なスキルの習得を促進し、社会的包摂に貢献する。また、我々は、理工系 (STEM) 分野のほかアートやデザインを含む他の分野も重視した総合的なアプローチが、柔軟な思考、挑戦、創造的な問題解決を促し、新たなイノベーション創出につながり得る可能性を認識する。

21. We also acknowledge that beyond mastering work-specific skills, there is a need to help children and young people develop work ethics according to which individuals as members of society contribute to social and economic development, should receive a proper reward, and find professional fulfilment. We encourage close cooperation and dialogue among schools, families, and all relevant stakeholders such as employers, unions, local communities, economic associations, and non-profit organizations to promote career and vocational education.

また、我々は、労働に直結する特定の技能・技術だけでなく、一人ひとりが社会の構成員として社会経済の発展に貢献し、適切な報酬を得て、働くことに喜びを感じる勤労観・職業観を育成する重要性を認識する。我々は、キャリア教育・職業教育を促進するため、学校、家庭、そして労使、地域社会、経済団体、非営利団体等すべての関係者との緊密な連携、対話を奨励する。

22. We, furthermore, underline the need for shared understanding that education should be delivered in the framework of societies and should be open to, instead of being isolated from, societies and that societies themselves should be open and diverse, respecting all traditions and cultural values. We also acknowledge that education should help children and youth experience the effect of influencing and learning from society and recognize their individual roles and responsibilities within the society. We highlight the importance of sharing the view that the entire society fosters the next generation through education in close cooperation among education institutions, families, local communities and all relevant stakeholders.

さらに、我々は、教育は社会の枠組みの中で生まれ、社会と分断されるのではなく社会に開かれたものであると同時に、社会そのものがオープンかつ多様でありすべての伝統や文化的価値を尊重するものであるべきとの共通理解の必要性を強調する。子供や若者が社会生活に影響を与え、そこから学ぶ効果を経験することにより、社会における個々の役割や責任を自覚する重要性を認識する。そして、学校・家庭・地域や全ての関係者が緊密な連携を図り、次世代を担う子供は地域・社会全体で支え・育てていくという認識を共有する重要性を強調する。

Education that Accommodates Technological Advance

(技術革新に対応した教育)

23. Responding to rapid technological advances accompanying the Fourth Industrial Revolution and the

Internet of Everything, we reaffirm that ICT literacy is an indispensable skill for children and any learner and that ICT is an effective tool for promoting independent as well as collaborative, interactive and diverse learning, which helps students identify and solve problems. While recognizing the importance of face-to-face interaction between teachers and students, we need to foster quality education using ICT. We affirm that all learners deserve equality of connectivity, access and learning experiences provided by technology to support learning. Recognizing that teachers play a crucial role in helping students learn and benefit from ICT, we believe it is important to develop teachers' skills to use ICT in the classroom.

第4次産業革命やインターネット・オブ・エブリシング(IoE)を伴う飛躍的な技術の進展に対応するためには、情報活用能力は子供たちや全ての学習者に不可欠な資質・能力であることを再確認するとともに、ICT が、課題の発見・解決を促す主体的・協働的かつ双方向の多様な学びを実現するための効果的なツールであることを我々は認識する。教員と児童生徒の対面指導の重要性を認識しつつ、我々はICTを用いた質の高い教育を促進する必要がある。我々は、全ての学習者が等しく、学びを支援するテクノロジーにつながり、アクセスでき、学びを経験できるようにすべきであることを確認する。我々は、生徒が学び、ICT による恩恵を受ける上で教員が重要な役割を果たすことを認識するとともに、教員が教室でICTを使うスキルを向上させることが重要であることを確信する。

24. We strongly encourage the use of ICT to reach out to learners, who are socially and economically disadvantaged or out of school due to physical and/or mental health issues or other reasons, and to meet their diverse learning needs. We appreciate the great potential of ICT in the context of distance education which could also contribute to increasing interactive learning opportunities among students around the world while informing teachers of good educational practices in other countries through computer networks.

我々は、社会的・経済的に不利な状況に置かれていたり、心身の事情その他の理由により学校に通えていなかったりする学習者の個に応じた多様な学びのニーズに応えるための ICT の利活用を強く奨励する。ネットワークを通じて、世界の子供たちとの双方向の学びの機会の増大や教員間で他国の優れた教育実践の共有が実現できるなど、ICT が持つ遠隔教育の可能性を我々は評価する。

25. At the same time, as a response to the potential misuse of technological advance and increased exposure to online information of various natures, we emphasize the necessity of promoting education to equip children and youths with the necessary media and information literacies, skills and competencies to discern quality and source of information. In the context of social media with its large impact on young people, we recognize the need for education and guidance to conduct sound online social interaction, distinguish factual from fake information as well as facts from opinion.

同時に、技術革新の悪用の可能性や様々な性質のオンライン情報の氾濫にも対処するため、我々は、子供や若者が情報の質や情報源を見分けるために必要なメディアや情報に関する能力を身に付けさせる必要性を強調する。さらに、若者に影響力が大きいソーシャルメディアに関して、オンラインでの健全な社会的交流を行い、虚偽の情報と現実を区別し、事実と単なる意見をしっかり見極めることができるようになるための教育や指導も必要であることを認識する。

Enhancing and Supporting Teaching Profession

(教職の向上と支援)

26. Based on our common recognition that expectations for the teaching profession have broadened significantly and that demands on teachers have grown in response to increasing social diversity and complexity, we express our commitment to collaborative support for professional development of teachers in G7 members to improve their quality and effectiveness. We also promote measures to increase respect for the teaching profession, to improve its' social status and treatment.

ますます多様化・複雑化する社会の中、教師の高い専門性への期待が非常に大きくなっており、また教員の果たすべき責任も拡大しているとの共通認識のもと、G7 各国の教員の資質能力向上のための職能開発を協力して支援していくコミットメントを表明する。教師という職業への尊敬の念(リスペクト)を高め、その社会的地位及び待遇を向上させる具体的な取組を推進していく。

27. Given the increased migration of people, we stress that it is indispensable for teachers to acquire cultural and global competencies. In order to cope with this urgent priority for the international community, we work in collaboration and concentrate the wisdom of each country to train teachers, who will be able to educate students from various cultural, religious, and linguistic backgrounds in an effective manner and from a global perspective.

特に、増加する国家間の人々の移動に対応するため、教員自身が異なる文化の人々と協働することができる力やグローバル化に対応した能力を身につけることが不可欠であることを我々は強調する。我々は、この国際社会の喫緊の課題に対応するため、異なる文化的、宗教的、言語的背景をもつ児童生徒を効果的にグローバルな視点から教育できるような教員人材を、各国の英知を結集しながら協力して育てていく。

28. In order to develop essential competencies and enhance an holistic approach to learning, we affirm the importance of empowering and supporting teachers and other school staff through professional development as well as effective and sufficient teacher allocation so that their instructions, in a fruitful collaboration with other professionals and communities, meet the diverse needs of individual learners from various backgrounds according to their abilities, understanding and interests, emphasizing the need for the governments' active investment required to implement the above policies.

不可欠な資質・能力を育成し、学習への総合的なアプローチを促進するためには、学習者個々人の能力、理解度、関心を踏まえ、様々な背景をもつ彼らの多様なニーズに応じた適切な指導が他の専門家やコミュニティと有意義に連携しながら行われるよう、職能開発を通じた教職員や他の学校スタッフの(指導力や指導体制)の強化・支援や効果的かつ十分な教員配置が極めて重要であることを確認するとともに、上述の政策を実施するために、政府の積極的な投資が必要であることを我々は強調する。

Evidence-Based Education Policy

(客観的根拠に基づく教育政策の推進)

29. We recognize that education is an essential asset for self-realization, social inclusion and socio-economic development, and that it is important to make the public aware of the effect and necessity of adequate spending on education as well as to foster the understanding that education is a vital investment in our future.

我々は、教育が、自己実現、社会的包摂、社会経済の発展のための不可欠な資産であり、広く国民に、適切な教育投資の効果や必要性について意識啓発を図り、教育は未来にとって極めて重要な先行投資であるという理解を醸成することが重要であることを確認する。

30. We recognize that evidence-based education policy based on qualitative and quantitative studies is important for gaining social support and understanding as well as for maximizing the impact of education policy. We also acknowledge the importance of ascertaining the overall situation of education by advancing research from the perspective of various disciplines and scientific methods.

我々は、質的、量的研究に基づく客観的根拠に基づく教育政策が、社会の理解と支援を増進し、教

育政策の効果を最大化するための重要な鍵であることを認識する。また、我々は、様々な学問や手法の視点から研究を発展させることにより、教育の現状を総合的に把握する重要性についても認識する。

31. We affirm that, in order to further evidence-based policy, it is important to share good practices and challenges on education policy research, to promote interactions with government officials and researchers from different countries, and to increase public awareness of their achievements. We emphasize that when collecting, verifying and applying evidence, it is also crucial to take into account the different contexts, social and cultural backgrounds of different countries.

我々は、客観的根拠に基づく教育政策を推進するために、教育政策研究に関する優れた取組や課題を共有すること、各国間の行政官や研究者の交流を促進すること、成果を国民に普及啓発することの重要性について確認するとともに、客観的根拠を収集・検証・活用する際には、各国の置かれた状況や社会的・文化的背景等を踏まえることも重要であることを強調する。

32. Based on this basic recognition, we commit to advancing measures, such as sharing of information among G7 members to promote research, studies, and analysis of educational results and to facilitate evaluation of educational policies.

我々は、このような基本認識のもと、教育効果に関する調査、研究、分析及び教育政策の評価を推進するための具体的な取組として、G7間の情報共有の促進等を進めていくことに合意する。

III: New Paradigm for International Cooperation

新たな国際協働の在り方

Internationalization of Education

(教育の国際化)

33. Having attracted a significant portion of the growing number of international students, researchers and education staff, we recognize that G7 members should continuously create good opportunities to allow young people from around the world to experience other educational systems, cultures and traditions and to share their values.

特に、G7 各国は、世界中で増加している学生・研究者や教育職員を多く受け入れてきたが、世界中の若者が他国の教育システム、文化や伝統を経験し、価値観を共有するよい機会を引き続き創出していくべきことを我々は認識する。

34. Through international collaboration and learning from each other's best practice, we commit to further working together for more open interaction among institutions, students, teachers, and researchers belonging to different regional higher education networks. We further encourage more universities, students, researchers and staff to participate in international education programs in order to promote learning of young people from one another.

国際的な協働やお互いのベストプラクティスからの学びを通じて、異なる地域の高等教育圏における各機関、学生、教員、研究者がより開放的で相互に関わりをもつものとなるよう、我々は協力して更に努力していく。さらに、若者の学び合いを促進するため、より多くの大学と学生、研究者及び職員の国際教育プログラムへの参加を促していく。

35. We express our commitment not only to promoting studying abroad in higher education but also to enhancing cross-border interactions starting from primary and lower secondary education,

encouraging an awareness of the benefits of studying abroad, and strengthening student exchange programs in upper secondary education. To that end, we strongly encourage teachers and principals to experience, work, and learn abroad. When in-person experiences are limited or challenging, we recognize virtual experiences can provide meaningful connections between and among schools and classrooms.

また、我々は、高等教育段階における留学のみならず、初等中等教育段階からの国際交流の取組や留学に向けた意識づけ、また、高等学校段階での生徒間の交流(交換留学プログラム)の強化などへのコミットメントを表明する。そのためにも、我々は、教員や校長の国外における経験、仕事、学びを積極的に推進する。実体験が限定されまたは困難な場合は、バーチャルな経験が学校や教室間の意義ある関係をもたらすことを認識する。

Sustainable Development Goals

(持続可能な開発目標)

36. We reiterate that the Sustainable Development Goals (SDGs) and targets are universal, indivisible, and interlinked. We recognize that Goal 4 on education of the SDGs plays an important role in enabling attainment of other SDGs. We encourage the further promotion of policies and actions, both nationally and internationally, to accelerate progress towards the achievement of the SDGs including Goal 4. We, as G7 education leaders, welcome the Education 2030 Framework for Action adopted by the global education community in a high level meeting alongside with the 38th UNESCO General Conference and express our commitment to its implementation.

持続可能な開発目標(SDGs)やターゲットは、普遍的、不可分で、密接に関連し合うものであることを我々はあらためて表明する。SDGsのゴール4(教育目標)は、他の全てのSDGsの達成に重要な役割を果たすものであると認識する。我々は、ゴール4を含むSDGsの実現の加速に向けて、国内的にも国際的にも一層の取り組みを推進するとともに、第38回ユネスコ総会にあわせて開催されたハイレベル会合で、世界の教育コミュニティに承認された「教育2030行動枠組み」をG7の教育リーダーとして歓迎し、これを実施していくというコミットメントを表明する。

37. In light of globalization, where national and regional disruptions and disorder can have a broad impact on global peace and prosperity, we reaffirm the need to further enhance international cooperation and to collectively address common challenges. In particular, we encourage the strengthening of international monitoring and mutual learning to ensure that all people, regardless of their background, achieve the basic level of skills in core learning domains. We recognize the need to strengthen international education cooperation to support capacity-building in developing countries, which is essential to the resilience and sustainability of peaceful and prosperous societies.

グローバル化が進展した現代において、一部の国・地域の混乱は、世界の平和と繁栄に広く影響を及ぼす現状を踏まえ、我々は、これまでも増して国際協力を強化し、共通の課題に共に対処していく必要性を強調する。特に、全ての人々がバックグラウンドに関係なく、主要学習領域において基礎レベルのスキルを獲得することを保障するため、国際的なモニタリングや相互の学び合いの強化を促進する。我々は、平和で繁栄した社会のレジリエンスと持続可能性の構築に重要である、開発途上国におけるキャパシティ・ビルディング(自助能力の構築)を支援する国際教育協力を強化する必要性を認識する。

38. Acknowledging that our significant achievements in expanding access to education have not necessarily been accompanied by an improvement of the quality and relevance of education and learning, we express our commitment to focusing on the strengthening of education systems, promoting teacher training, and, as appropriate in country contexts, developing teaching and learning materials. We will also seek to support efforts to link training and skills development with available

opportunities for decent work and entrepreneurship.

これまでの取組により「教育へのアクセス」は大幅に改善したが、教育や学習の質の改善が必ずしも伴っていないという認識のもと、教育制度の強化や教員訓練の促進、また各国事情に応じて教材の開発に集中的に取り組むことを表明する。また、訓練やスキル・ディベロップメントと働きがいのある人間らしい仕事(ディーセント・ワーク)や起業の機会とをリンクさせる取組を支援するよう努める。

39. Acknowledging the limited access of vulnerable and disadvantaged populations, especially girls and women, to quality education, we reaffirm the need not only to ensure that all girls and women have access to education but also to deliver education in safe, inclusive and effective learning environments free from gender-based violence and discriminations and to accommodate particular needs of health and well-being including the sanitation and hygiene facilities.

脆弱で不利な状況にある人々、特に女兒・女性の、質の高い教育へのアクセスが限られている状況を踏まえ、我々は全ての女兒・女性の教育へのアクセスを保証するだけでなく、ジェンダーに基づく暴力や差別のない、安全でインクルーシブで効果的な学習環境の中で教育を実施し、衛生設備を含む健康と福祉の特定のニーズに対応する必要性を再確認する。

40. In addition, we continue to advance efforts on the commitment, declared in the 2015 G7 Elmau Summit, to “increasing the number of women and girls technically and vocationally educated and trained in developing countries through G7 measures by one third (compared to “business as usual”) by 2030.”

また、「2030年までにG7の措置を通じて、開発途上国において職業教育・訓練を受けた女兒・女性の数を(対策をとらない場合と比べて)3分の1増やす」という2015年G7エルマウ・サミットで宣言されたコミットメントに係る取組を引き続き前進させる。

41. We reaffirm our commitment to the SDGs, as G7 members, to build sustainable societies. We further promote Education for Sustainable Development (ESD) and strongly support UNESCO in the implementation of the Global Action Programme on ESD, recognizing that multi-stakeholder dialogue and cooperation should be encouraged as much as possible in sharing best practices for further collaboration.

我々は、G7として、持続可能な社会を構築するためSDGsへのコミットメントを再確認する。我々は、持続可能な開発のための教育(ESD)を更に推進するとともに、ベストプラクティスを共有し、更なる連携に向け、多様なステークホルダーによる対話と協力が可能な限り促進されるべきことを認識しつつ、ESDに関するグローバル・アクション・プログラムの実施においてUNESCOを強力にサポートする。

42. In addition, we emphasize that by blending education with relevant areas such as sports, culture, and welfare, we increase the value of education to contribute to the harmonious development and prosperity of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.

そして、我々は、教育をスポーツや文化、福祉など他分野とうまく融合しながら、人間の尊厳の保持に関係する平和な社会の促進を目的として、人類の調和のとれた発展と繁栄に貢献していく教育の価値を高めることを強調する。

Conclusion

終わりに

43. We express our sincere appreciation for the participation of representatives from the OECD and UNESCO in these discussions and reaffirm the importance of further building cooperative relations with all relevant organizations in the future.

我々は、OECD、UNESCO の代表者がこの議論に参加したことに心より感謝の意を表するとともに、今後も全ての関係機関と更なる協力関係を築いていく重要性を再確認する。

44. We will fulfil our commitments enshrined in this Declaration and will intend to apply the guiding principles. We welcome the holding of the G7 Education Ministers' Meeting next year by host country Italy.

我々は、この宣言に記された我々のコミットメントを遂行し、行動指針を適用する意向を表明する。そして、議長国イタリアによる、来年の G7 教育大臣会合の開催を歓迎する。

45. Finally, we highlight that the Kurashiki declaration, which represents our determination to drive reform of education while looking towards the future, cannot be achieved without daily effort by those on the front line who work with students and engage in educational activities. We continue to work together with all people involved in education in order to help people today build a peaceful, prosperous and sustainable society.

最後に、来るべき新しい時代を見据えて、教育改革を推進していく決意を示した倉敷宣言は、最前線で学生や生徒と向き合い教育活動に携わる人々の日々の努力なくしては成り立たないものであることを強調する。我々は、今を生きるすべての人たちが平和と繁栄、持続可能な社会を構築する支援をするために、教育に携わるすべての人と共に不断の努力を続けていく。

Guiding Principle of G7 Education Ministers **G7 教育大臣の行動指針**

Social Inclusion and Harmonious Coexistence through Education

(教育を通じた社会的包摂と調和のとれた共生の実現)

1. Consider such measures as the following to promote mutual understanding, cross-cultural dialogue, empathy towards others and a spirit of hospitality.
相互理解、文化間の対話や思いやり、ホスピタリティの精神を促進していくため、下記のような方策を検討する。
 - i. Share and disseminate good practices of teaching children and youth common value
共通価値を子供や若者に教える優れた実践を共有・普及する
 - ii. Promote international collaborative activities, including through online platforms.
インターネット上のプラットフォームの活用等を通じた国際的な協働を推進する

Promoting Girls' and Women's Empowerment for Sustainable, Inclusive and Equitable Growth

(包摂的かつ公平で持続可能な成長のための女兒・女性のエンパワーメントの促進)

2. Prioritize efforts to increase the number of educated and trained girls and women in all fields, including STEM, encourage those girls and women, who assume leadership and other various important roles in industrial and technological innovation, and encourage women's entrepreneurship through the following measures:
下記の施策により、理工系(STEM)を含む全ての分野において教育・訓練を受けた女兒・女性の数を増加させ、技術革新や産業創出においてリーダーシップを発揮したりその他の様々な重要な役割を果たす女兒・女性を後押しし、女性の起業を促す:
 - i. Providing opportunities for life-long learning and capacity development, including vocational training.
生涯にわたる学習や職業教育を含めた能力開発の機会を提供する
 - ii. Promoting awareness of potential careers in STEM starting at early stages including primary and secondary education
初等中等教育を含む早い段階から理工系(STEM)分野のキャリアの可能性に対する意識付けを促す
 - iii. Supporting women who aspire to these careers through higher education
高等教育を通じて理工系を目指す女性への支援を行う

Links between Education, Employment and Society

(教育と雇用・社会の接続)

3. Encourage close cooperation and dialogue with schools, families, and all relevant stakeholders such as employers, unions, local communities, economic associations, and non-profit organizations to effectively promote career and vocational education.
キャリア教育・職業教育を効果的に展開するため、学校、家庭、そして労使、地域社会、経済団体、非営利団体等全ての関係者との緊密な連携、対話を推進していく

Education that Accommodates Technological Advance

(技術革新に対応した教育)

4. Promote empirical research on the effects of learning using ICT in order to promote more effective use of this technology.
ICTのより効果的な利活用を進めていくため、ICTを活用した学びの効果に関する実証研究を推進していく。

Enhancing and Supporting Teaching Professions

(教職の向上と支援)

5. Consider concrete measures to enhance collaboration among G7 members in fostering teachers' global awareness and competencies to educate students from various cultural, religious, and linguistic backgrounds in an effective manner and to help students develop cultural and global competencies.
様々な文化的・宗教的・言語的背景をもつ子供たちを効果的に教育し、彼らが異なる文化の人々と協働することができる力やグローバル化に対応した能力を身につけられるよう支援するため、教員のグローバルな認識や能力の育成における G7 各国の連携を強化するための具体的な方策を検討する。
6. Consider concrete initiatives and international events such as summits, fora, and prize award ceremonies to show respect for the teaching profession and to improve its status and treatment.
また、教師という職業への尊敬の念(リスペクト)を示し、教師の社会的地位と処遇の向上に向けたサミットやフォーラム、顕彰といった国際的なイベント開催等の具体的な取組を検討する。

Evidence-Based Education Policy

(客観的根拠に基づく教育施策の推進)

7. Continue efforts to collect international data and share information about each country's practices and challenges regarding evidence-based education policy.
国際的なデータの収集に係る取組を継続し、客観的根拠に基づく教育政策に係る各国の取組や課題について情報共有を促進する。
 - i. Build a network of government, research institutions, and universities that work on education policy research
教育政策研究に取り組む各国の教育行政機関や研究機関、大学等のネットワークを構築するとともに、
 - ii. Arrange opportunities for mutual exchange and interaction such as seminars and symposiums so that countries can improve their research level, promote understanding among interested parties, and raise public awareness
各国が自らの研究レベルを向上させ、関係機関間の理解を促進し、国民意識を向上させるよう、関係者の相互交流を図るセミナーやシンポジウム等の機会を用意する
8. In the future, promote collaborative empirical research on common issues with an appropriate allocation of roles.
将来的には、適切な役割分担の下、共通の問題に関する共同研究を推進していく。

Internationalization of Education

(教育の国際化)

9. Encourage young people to learn from one another.
若者の学び合いを促進する。
 - i. Work together for more open interaction among institutions, students, teachers, and researchers and promote continual exchange and cooperation among the different higher education networks (including the European Higher Education Area, the Asian Higher Education Community, etc.)
各機関、学生、教員及び研究者間のより開放的で双方向な交流に向けて共に努力し、異なる地域の高等教育圏(欧州高等教育圏(EHEA)、アジア高等教育圏、等を含む)において継続的な相互交流や協力を推進するとともに、
 - ii. Encourage more universities, students, researchers and staff to participate in international education programs.
より多くの大学と学生、研究者、職員の国際教育プログラムへの参加を促す。
10. Promote cross-border interaction and enhance awareness of the benefits of studying abroad, starting from primary and secondary education. Implement measures to strengthen student exchange programs

in high school

初等中等教育段階からの国際交流の取組や留学に向けた意識づけ、また、高等学校段階での生徒間の交流(交換留学プログラム)を強化するための具体的な取組を進めていく。

Sustainable Development Goals

(持続可能な開発目標)

11. Support comprehensive efforts to improve the learning of children and young people, especially those in vulnerable situations, through teacher training, curriculum development, teaching and learning materials, community participation and ICT use
特に困難な状況にいる子供や若者の学びを改善するため、教員養成・研修、カリキュラム開発、学習教材、コミュニティの参画、ICTの活用等、包括的な支援を行う。
12. Help develop the skills necessary for decent work through capacity building in technical and vocational education and training (TVET) institutions, the acquisition of transferable skills such as work ethics and teamwork, and enhanced collaboration with the private sector
職業技術教育・訓練機関を通じた能力強化や職業倫理やチームワーク等の汎用的スキル習得支援、民間部門との連携強化を通して、働きがいのある人間らしい仕事(ディーセント・ワーク)に必要なスキルの習得を支援する。
13. Support education for vulnerable and disadvantaged populations and address the limited access of girls and women in some areas to quality education by promoting a quality learning environment, sending strong messages to eliminate gender-based violence and discrimination in education institutions and encouraging gender-sensitive education facilities with adequate sanitation and hygiene facilities.
質の高い学習環境を促進し、教育機関におけるジェンダーに基づく暴力や差別を撲滅する強いメッセージを発出し、衛生設備を含むジェンダーに配慮した学校施設整備を奨励することにより、脆弱で不利な状況にある人々の教育を支援し、世界の一部の地域において女兒・女性の質の高い教育へのアクセスが限られている状況に対処する。

We intend to apply the above principles in close cooperation with the OECD, UNESCO and other relevant organizations and stakeholders.

我々は、OECDやUNESCO、その他の関係機関等と緊密に連携しながら、上述の行動指針を適用する意向を表明する。