



SDG-教育2030ステアリング コミティの最近の動向

日本ユネスコ国内委員会第137回教育小委員会

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ステアリング・コミティーの役割

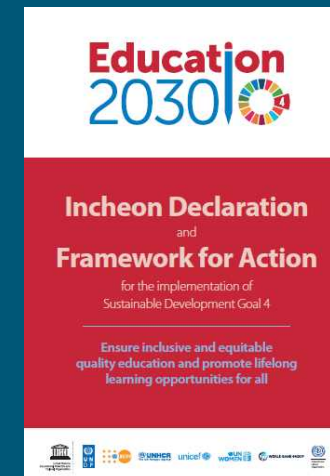
- SDG4のグローバル調整機構(EFA-SCを再構築)
 - 教育2030行動枠組(2015年11月採択)に基づき設置
 - SDG4と教育に関連する他のSDGsターゲット達成のための、加盟国及び世界的な教育コミュニティに対する戦略的な方向付けと助言
- 年2回程度の全体会合
- 執行部(ビューロウ:議長・副議長)
- 4作業委員会(WG)
 - レビュー・モニター・報告WG
 - 政策・戦略WG (日本所属)
 - 資金WG
 - アドボカシー&コミュニケーションWG
- 構成:38委員(任期は1期2年)
 - 加盟国6地域各3カ国代表、各地域組織、E9、共催8機関(ユネスコ、ユニセフ、世銀、UNDP/UNHCR/UNFPA/UN Women/ILO)、GPE、SCO(2)、教員組織、OECD +連携委員(若者・民間基金)

SC活動内容の例

- 国連本部との連携強化
 - 国連総会議長・事務総長へのアプローチ
 - SDGs全体に対する教育の役割の認識
 - HLPF(経済社会理事会のもと)への年次報告 [配布資料1]
- 地域レベルにおける実施との整合性
 - 地域からのインプット↑、↳地域会合(APMED等)への参加
- 各国政府のSDG4取り組み状況のモニターと課題への対応
 - ジェンダー、紛争、SDG4の矮小化など
- 資金動員・国内教育予算
 - Education Commissionとの連携
 - 予算配分、民間との協力

モニタリング指標

- グローバル指標
 - 各ターゲットに対して設定(4.2は2つ)計11指標
 - 明快さ、測定方法、運用可能性についてIAEGで協議
 - 運用可能な指標は2/11のみ(2018年5月現在) [配布資料2]
- テーマ別指標
 - 行動枠組で合意された指標群(グローバル指標を含む43指標)
 - 国際的に比較可能、各国での活用を推奨する
 - 実際にはこれまで包括的に運用されていない
- Global Education Monitoring Reportに記載された指標
 - 上記とは別の主に既存の指標も掲載
 - 就学率等に加えて、初等教育修了時習熟度なども



今後の主な活動予定

- 2018年9月12-13日 : SC会合 (於ユネスコ本部 : パリ)
 - 新任期構成員による会合
 - 2019年HLPFへの報告事項を中心に
- 2018年12月3-5日 : Global Education Meeting (於ブリュッセル)
 - 2019年HLPFへの報告事項を中心に
- 2019年7月と9月 : UN HLPF (於国連本部 : ニューヨーク)
 - *'Empowering people and ensuring inclusiveness and equality'*
 - SDGs4, 8, 10, 13, 16&17の進捗をレビュー
 - 42カ国がVoluntary National Reviewを報告予定

参考資料

UNESCO (2015) Education 2030 Incheon Declaration and Framework for action

<http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>

SDG-Education 2030 Steering Committeeのホームページ:

<https://en.unesco.org/themes/sdg-education-2030-steering-committee>

SC第4回会合(2018年2月28日-3月2日)公式報告書:

<http://unesdoc.unesco.org/images/0026/002619/261973E.pdf>

Global Education Monitoring Reportのホームページ:

<https://en.unesco.org/gem-report/>

2018年7月HLPFでの国連事務総長報告 E/2018/64（抜粋）

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

42. Critical 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 the least developed countries.
43. In 66 countries with comparable data for the period 2009–2017, around two in three children aged 3 and 4 were developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning.
44. 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, with considerable variation across countries and regions: the lowest rates were in sub-Saharan Africa (41 per cent) and Northern Africa and Western Asia (52 per cent).
45. It is estimated that 617 million, or 58 per cent, of children and adolescents of primary and lower secondary school age worldwide are not achieving minimum proficiency levels in reading and mathematics. About two thirds of them attend school but are not learning, either because they drop out or because they do not learn the “basics”.
46. Disparities based on location and wealth generally favour the urban and the rich. For example, according to data from 62 countries for 2001–2015, only 12 countries show parity between urban and rural children in achieving minimum proficiency levels in reading or mathematics at the end of primary education.
47. The least developed countries face the biggest challenges in providing schools with basic infrastructure. In 2016, only 34 per cent of primary schools in the least developed countries had electricity and less than 40 per cent were equipped with basic handwashing facilities. In sub-Saharan Africa, only 37 per cent of primary schools, 52 per cent of lower secondary schools and 55 per cent of upper secondary schools have access to electricity.
48. Qualified teachers are key for progress in education quality and learning. In 2016, according to estimates for primary education, 85 per cent of teachers worldwide were trained — only 71 per cent in Southern Asia and 61 per cent in sub-Saharan Africa.
49. ODA for scholarships amounted to \$1.2 billion in 2016. Institutions in Australia, France, the United Kingdom of Great Britain and Northern Ireland and European Union accounted for two thirds of this total.

Tier Classification Sheet (as of 11 May 2018)

配布資料 2

Target	Indicator	Possible Custodian Agency(ies)	Partner Agency(ies)	Updated Tier Classification (by IAEG-SDG Members)
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	UNESCO-UIS	OECD	Tier III (a)/ Tier II (b,c)
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	UNICEF	UNESCO-UIS, OECD	Tier III
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	UNESCO-UIS	UNICEF, OECD	Tier I
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	UNESCO-UIS	OECD, Eurostat, ILO	Tier II
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	UNESCO-UIS, ITU	OECD	Tier II

Target	Indicator	Possible Custodian Agency(ies)	Partner Agency(ies)	Updated Tier Classification (by IAEG-SDG Members)
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	UNESCO-UIS	OECD	Tier I/II/III depending on indice
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	UNESCO-UIS	World Bank, OECD	Tier II
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment	UNESCO-UIS	OECD, UNEP, UN WOMEN	Tier III

Target	Indicator	Possible Custodian Agency(ies)	Partner Agency(ies)	Updated Tier Classification (by IAEG-SDG Members)
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a.1 Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	UNESCO-UIS	UNICEF, OECD, UNEP	Tier II
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	OECD	UNESCO-UIS	Tier I
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	UNESCO-UIS	OECD	Tier II