

国連教育変革サミットにおける成果について

1. 国連教育変革サミット(9/16~19、於:国連本部)

- 新型コロナ拡大により生じた世界的な教育の危機に対応し、SDG4(教育)達成に向けた政治的意思、貢献、活動を加速化させる機会として、グテーレス事務総長の主導により開催。



冒頭挨拶を行うグテーレス事務総長

2. 日本の取組の発表

- 日本の教育変革の取組について、**文書による総理ステートメント**を提出するとともに、9月19日に開催された**首脳級会合において岸田総理がビデオメッセージ**※にてスピーチを実施。

岸田総理スピーチURL:<https://transformingeducationsummit.sdg4education2030.org/JapanNSC>

【ステートメント、ビデオメッセージの要旨】

○「人への投資」を中核とした「新しい資本主義」に基づき、教育変革や持続可能な開発のための教育(ESD)を引き続き全力で推進する。

○国内教育に関しては以下の取り組みに注力する。

- ①誰一人取り残さない教育の実現(「こども家庭庁」の設置、教育のデジタル化、奨学金制度等の拡充)
- ②教育の質の一層の向上(「学校の役割」の発揮、STEAM教育の推進、グローバル人材、デジタル化に対応したイノベーション人材の育成)

○また、国際的な教育支援にも最大限取り組む。



岸田総理によるビデオメッセージ(9月19日)

3. 成果文書

- 会議後の成果文書として、教育危機がもたらす影響や、より高い目的達成のための教育システムの変革等に言及した、国連事務総長による「ビジョン・ステートメント」が発出。
- 同成果文書では、「人への投資(invest in people)」に言及されるとともに、ESDの推進の重要性が確認されている。

4. 首脳級会合に先立つ我が国の貢献



サミットサイドイベントにおける築副大臣の
開会挨拶(9月17日、国連本部)



ブレ会合にスピーチのために出席し、各国大臣と
記念撮影を行う義本次官(当時)(6月29日、ユネスコ)



アジア太平洋教育大臣会合(バンコク)における
末松大臣(当時)の開会ビデオメッセージ(6月6日)

国連教育変革サミット 総理ステイトメント(概要)

1. 基本的な考え方 ～「新しい資本主義」と「人への投資」～

(1) 「新しい資本主義」の実現とSDGs

- 岸田政権では、課題解決と経済成長を同時に実現させ、強靱で持続可能な社会に変革する「新しい資本主義」の実現を目指している。
- 「新しい資本主義」は、持続可能な社会を創り上げ、社会課題の解決を目指すものであり、国連が進めるSDGsの理念とも重なる。「新しい資本主義」を強力に推進し、SDGsの達成に大きく貢献する。

(2) 「新しい資本主義」の中核としての「人への投資」

- 「新しい資本主義」では「人への投資」を中核に位置づけている。創造性を発揮し、付加価値を生み出す人材育成に取り組む。
- 「持続可能な開発のための教育（ESD）（※）」は「新しい資本主義」の実現に向けても重要。日本は引き続きESDを推進し、世界をリードしていく。
- ※ ESD：現代社会の課題を主体的に捉え、その解決につながる新たな価値観や行動変容をもたらす教育。2002年に日本が提唱。

2. 日本における「新しい資本主義」に基づいた教育変革

(1) 誰一人取り残さない教育の実現（経済社会の活力を支える教育の実現）

① 「こども家庭庁」の設置

- ・こどもに関する様々な分野に関して強力な司令塔機能を持つ「こども家庭庁」を創設。
- ・世界で初めて、こどもに関する取組が真ん中に据えられる社会「こどもまんなか社会」を実現させる。

② 教育のデジタル化

- ・デジタル化が進む時代においては、時間や空間の制約にとらわれず、子供の最適な学びを実現していくことが重要。
- ・「GIGAスクール構想」のもと、コロナ禍による臨時休業期間中も8割以上の学校で「一人一台端末」を活用。
- ・日本型教育の良さを継承し、リアルとデジタルのベストミックスを図りながら、新たな教育モデルを提示。

③ 奨学金制度等の拡充

- ・これまで、幼児教育・高等学校を実質無償化し、低所得者層に対し高等教育を無償化。
- ・高等教育の給付型奨学金と授業料減免を、必要性の高い多子世帯や理工農系の学生等の中間所得層へ拡充。
- ・貸与型奨学金については、ライフイベントも踏まえた柔軟な返還・納付の仕組みを創設。

(2) 教育の質の一層の向上

① 「学校の役割」の発揮

- ・コロナ禍で、学習面だけでなく学校の多様な役割（全人的な発達、心身の健康の保障等）を再認識。
- ・感染対策、ICT活用等により、コロナ禍でも学校の役割を最大限維持。
- ・今後も、学校の役割を発揮できるよう取り組み、専門職としての教師の資質能力の向上を図る。

② STEAM教育の推進

- ・多様で複雑な諸課題の解決のためにSTEAM教育が重要。
- ・新たな価値やビジョンを創出し、社会課題の解決を図るための力を育む。

③ グローバル人材、デジタル化に対応したイノベーション人材の育成

- ・外国人留学生の受入れ及び日本人学生の送り出しの双方向の交流の再構築を行い、グローバル人材を育成。
- ・デジタル化に対応したイノベーション人材の育成等、大学、高等専門学校、専門学校等の社会の変化への対応を加速。

3. 「新しい資本主義」に基づいた国際的な教育変革への貢献

- ・少子・高齢化が進む中で、子供を大切に育て、一人一人が持てる力を最大限に発揮することがより一層重要。
- ・ESDの推進に加え、途上国の教育支援のため15億ドル以上の支援を行うほか、女子教育支援、学校給食支援、ウクライナへの人道支援など「人への投資」を含む国際教育協力を進め、SDGsの達成にも貢献。
- ・地球上の全ての子供たちを含めた、一人一人の多様な幸せと社会全体の豊かさ（ウェルビーイング）を実現を目指す。

総理ステイタメント

1. 基本的な考え方 ～「新しい資本主義」と「人への投資」～

(1) 「新しい資本主義」の実現と SDGs

- ・現代の世界では、新型コロナウイルス感染症、気候変動、経済格差等、様々な地球規模の課題が生じている。また、ロシアのウクライナ侵略に見られるような権威主義の台頭など、これまで国際社会が大切にしてきた価値観が揺らぎつつある。
- ・このような権威主義的国家の台頭に対しては、自由、民主主義、人権、法の支配といった普遍的価値を重視する国々が団結し、自由で開かれた経済秩序の維持・強化を進め、自由貿易を推進するとともに、不公正な経済活動に対する対応を強化する必要がある。また、一人一人が、そして、全ての国が、多様性の尊重、地球環境の保全といった様々な課題を「自分ごと」として考え、行動を変容していくことが重要である。
- ・様々な課題に正面から向き合い、より豊かな社会を構築するため、岸田政権では、「市場も国家も」の精神のもと、課題解決と経済成長を同時に実現しながら、より強靱で持続可能な社会に変革する「新しい資本主義」の実現を目指している。「新しい資本主義」とは従来の「資本主義」のバージョンアップであり、その背景には、①資本主義の負の側面として、経済格差の拡大や地球温暖化などの問題が生じていること、②権威主義国家によるルールを無視した不公正な経済活動等の挑戦、がある。
- ・「新しい資本主義」は、持続可能な社会を創り上げ、社会課題の解決を目指すものであり、国連が進める SDGs の理念とも重なるものである。「新しい資本主義」を強力に推進することにより、SDGs の達成に大きく貢献していく。

(2) 「新しい資本主義」の中核としての「人への投資」

- ・「新しい資本主義」においては、「人への投資」をその中核に位置づけ、一人一人の能力を最大限に引き出すとともに、雇用環境の変化に柔軟に対応していく。とりわけ、DX (デジタル・トランスフォーメーション) や GX (グリーン・トランスフォーメーション) といった大きな変革の中で創造性を発揮し、付加価値を生み出す人材育成に取り組むこととしている。
- ・日本が提唱した「持続可能な開発のための教育 (ESD)」は、一人一人が現代社会の課題を主体的に捉え、その解決につながる新たな価値観や行動変容をもたらす教育である。この ESD を通じて、持続可能な社会の創り手を育むことは、「新しい資本主義」の実現に向けても極めて重要である。日本では、教育課程の基準である 学習指導要領において全ての学校段階で ESD の理念を盛り込んだほか、学校、企業、NPO、地方自治体等、オールジャパンで取り組んできた。引き続き、ESD を推進し、世界をリードしていく。

2. 日本における「新しい資本主義」に基づいた教育変革

(1) 誰一人取り残さない教育の実現（経済社会の活力を支える教育の実現）

- ・子供は、家庭環境や親の経済状況などに左右されやすい弱い立場にある。誰一人取り残さずに、多様な子供たちの可能性を最大限に引き出すことが、個人と社会全体の Well-being の向上につながり、人材育成の礎ともなる。その観点から、特に以下の3つの施策に取り組む。

①「こども家庭庁」の設置

- ・1点目は「こども家庭庁」の設置である。
- ・少子化、児童虐待、いじめ、不登校等の問題に対処するため、このたび、日本では「こども家庭庁」を創設することとした。
- ・こども家庭庁では、全てのこどもが健やかに成長することのできる社会の実現にむけ、こどもの意見を尊重し、その最善の利益を優先して考慮し、こどもや子育てに対する支援とこどもの権利利益の擁護を担うこととしている。
- ・こども家庭庁は内閣総理大臣の直下に置かれ、こどもに関する教育、福祉、保険、医療、雇用等の様々な関連分野に関し、各省庁に対して勧告を行うこともできる強力な司令塔機能を持つほか、就学前の全てのこどもの健やかな育ちを保障する指針を策定する。さらに、こども・子育ての支援に係る施策について、こどもの視点に立って、必要な政策を体系的に取りまとめた上で、安定的な財源を確保しつつ、その充実を図り、強力に進めていく。
- ・これらにより、世界で初めて、常にこどもの最善の利益を第一に考え、こどもに関する取組・政策が我が国社会の真ん中に据えられる社会「こどもまんなか社会」を実現していく。

②教育のデジタル化

- ・2点目は「教育のデジタル化」である。
- ・デジタル化が進む時代においては、デジタル技術の活用により、時間・空間の制約にとらわれず、子供達に最適な学びを実現していくことが重要である。
- ・我が国では「GIGA スクール構想」のもと、概ね全ての小中学校等において1人1台端末等の整備が完了した。これは世界でも類を見ないプロジェクトであり、本年2月のコロナ禍による臨時休業期間においては、8割以上の学校で端末が活用されるなど着実に進んでいる。
- ・「一人一台端末」の活用は、障害のある子供やいじめ・不登校に苦しんでいる子供などへの支援の選択肢を広げ、校務負担の軽減につながる。
- ・GIGA スクール構想を強力に推進し、日本型教育の良さを継承しつつ、リアルとデジタルのベストミックスを図りながら、新たな教育モデルを提示していく。

③奨学金制度等の拡充

- ・ 3点目は「奨学金制度等の拡充」である。
- ・ 一人一人が生涯に渡って学び続けていくためには、経済的な事情によらず、希望する教育を受ける機会を幅広く保障していくことが必要である。
- ・ 日本では、家庭の所得に応じて幼児教育及び高等学校を実質的に無償化するとともに、低所得者層に対し高等教育を無償化するなど手厚く支援してきたところだが、さらに、高等教育の給付型奨学金と授業料減免についても、必要性の高い多子世帯や理工農系の学生等の中間所得層へ拡充するとともに、貸与型奨学金については、ライフイベントも踏まえた柔軟な返還・納付の仕組みを創設する。
- ・ これにより、より多くの人に専門的な教育を受ける機会を保障していく。

(2) 教育の質の一層の向上

- ・ コロナ禍は、教育に対する大きな挑戦であったが、教育の質の一層の向上について取り組む機会にもなった。以下の3点を重視していく。

①「学校の役割」の発揮

- ・ 1点目は「学校の役割の重要性」を再確認したことである。
- ・ 子供の成長において、学校が果たす役割は大きい。学校は、①学習機会・学力の保障だけでなく、②全人的な発達・成長の保障、③他者と安全・安心につながることができる居場所や、セーフティネットとして心身の健康の保障、など多様な役割を果たしてきた。
- ・ コロナ禍において学校の臨時休業が生じたことは、こうした学校の役割の重要性を再認識させることとなった。日本では、国が衛生管理マニュアルを整備して、マスクの着用や手洗い、消毒の徹底など感染対策を行うとともに、GIGAスクール構想を前倒しで実施し、学校の役割を最大限維持した。今後も、学校がその役割を発揮できるように取り組むとともに、専門職としての教師の資質能力の向上を図っていく。

② STEAM 教育の推進

- ・ 2点目は、「STEAM 教育の推進」についてである。
- ・ 現代の様々な課題は、それぞれが複雑に結びついている。そうした中では、教科の壁を超えて、学習を実社会での問題発見・解決に活かす STEAM 教育が一層重要になる。 GIGA スクール構想によって整備されたオンライン環境も活用しながら、自分自身で課題を見つけたり、深く掘り下げて考えたり、海外も含めた多様な人とコミュニケーションをとり、新たな価値やビジョンを創出し、様々な社会課題の解決を図っていくことができるような力を育てていく。

③ グローバル人材、デジタル化に対応したイノベーション人材の育成

- ・3点目は「グローバル人材、デジタル化に対応したイノベーション人材の育成」についてである。
- ・大学間交流や学生間交流については、コロナ禍で深刻な影響が生じたが、遠隔・オンライン教育の利点を積極的に活用しながら、外国人留学生の受入れ及び日本人学生の送り出しの双方向の交流の再構築を行い、グローバル人材を育成していく。
- ・また、「人への投資」を通じた「成長と分配の好循環」を教育・人材育成においても実現し、デジタル化に対応したイノベーション人材の育成等、大学、高等専門学校、専門学校等の社会の変化への対応を加速する。

3. 「新しい資本主義」に基づいた国際的な教育変革への貢献

- ・全ての子供に充実した教育環境を整備することは、親世代が安心して子供を産み、育てる環境をつくることでもある。日本は急速な少子・高齢化社会を迎えているが、そうした状況だからこそ、子供たちを大切に育て、また、学び直しを含め、一人一人が持てる力を最大限に発揮することが必要である。
- ・同時に、日本は、教育に関する支援も惜しまず実施していく。特に、ESDの推進に加え、途上国の教育支援のため、2025年までに15億ドル以上の支援を行うほか、女子教育の支援、学校給食への支援、またウクライナや周辺国に対する人道支援を含め、誰一人取り残さない教育支援に取り組んでいく。これらの「人への投資」を含む国際教育協力を実施することにより、SDGsの達成にも貢献していく。
- ・社会と個人の未来は教育にある。地球上の全ての子供たちを含めた一人一人の多様な幸せと社会全体の豊かさ（ウェルビーイング）を実現するために、引き続き、日本として最大限の取り組みを行っていくことを約束する。

Statement of Japan on transforming education

1. Basic Concept – a “New Form of Capitalism” and “Investment in Human Resources”

(1) Realization of a “New Form of Capitalism” and SDGs

Today, the threat posed by global issues such as pandemics, climate change, and economic disparities is becoming increasingly severe. Against the backdrop of rising authoritarianism, it is imperative that states which subscribe to universal values such as freedom, democracy, basic human rights and the rule of law work in concert. These states need to promote free trade and strengthen countermeasures against unfair economic activities by maintaining and strengthening a free and open economic order. It is also important for each one of us and for all countries to take various issues such as respect for diversity and preservation of the environment seriously as they are our own concern, and change our behaviors as necessary.

In order to face today’s challenges head-on and build a more prosperous society, the Kishida administration aims to realize a "New Form of Capitalism" that will transform our society into a more resilient and sustainable one in which we can address various social issues while maintaining economic growth. This “New Form of Capitalism” is an upgrade from conventional capitalism, and its purpose is to address (1) the fact that problems such as the expansion of economic disparity and global warming are emerging as negative aspects of capitalism, and (2) challenges posed by authoritarian states such as unfair economic activities that ignore the rules.

Through this “New Form of Capitalism” the Government of Japan aims to create a sustainable society that can resolve social issues. This goal is compatible with the Sustainable Development Goals (SDGs). By strongly promoting this “New Form of Capitalism,” we will make a significant contribution to the achievement of the SDGs.

(2) “Investment in Human Resources” at the core of “New Form of Capitalism”

In the “New Form of Capitalism,” we will place investment in human resources at its core with an aim to bring about the full potential of each individual and respond flexibly to changes in the work environment. In particular, we will develop human resources so as to demonstrate creativity and generate added value during major changes such as the Digital and Green Transformation.

Japan is the country which first proposed the idea of Education for Sustainable Development (ESD). ESD encourages each individual to proactively grasp the challenges of modern society as their own and bring about new values and behavioral changes that lead to solutions. Nurturing the creators of a sustainable society through ESD is also extremely important for the realization of a “New Form of Capitalism.” In Japan, ESD has been embedded in the National Curriculum Standards, at all schools levels. Japan has also promoted ESD across all sectors of society

including schools, companies, Nonprofit Organizations (NPOs), local governments and other organizations. We will continue to promote ESD and lead the world in this area.

2. Transformation of education in Japan based on "New Form of Capitalism"

(1) Realization of education that leaves no one behind (realization of education that supports socio-economic vitality)

Children are in a vulnerable position, easily impacted by their family environment and the financial situation of their parents. Maximizing the diverse potential of children in different circumstances, with the aim of leaving no one behind, will lead to improvements in the well-being of individuals and society as a whole, and will also serve as the foundation of human resource development. It is from this conviction that we will work on the following three measures in particular.

(i) Establishment of the "Children and Families Agency"

In order to deal with problems such as the declining birthrate, child abuse, bullying and school refusal, Japan has decided to establish the "Children and Families Agency." The mandate of the Agency will be to respect the opinions of children, prioritize their best interests, provide support for children and child-rearing, and protect the rights and interests of children in order to create a society in which all children are able to grow up healthily.

The Children and Families Agency will be placed directly under the Prime Minister, and will serve as a strong control center that will make recommendations to each Japanese ministry and agency in various fields relating to children such as education, welfare, insurance, medical care, and employment, and will also formulate guidelines to ensure the healthy growth of all children under school age. Furthermore, we will strive to enhance and strongly promote our measures relating to support for children and child-rearing while systematically compiling the necessary policies from the perspective of children and securing stable financial resources.

Through these measures, Japan, for the first time in the world, will realize a "Society where children are at its very heart," in which the best interests of children are always given top priority, and initiatives and policies relating to children are placed at the center of the society.

(ii) Digitalization in education

In this age of digitalization, it is important to realize optimal learning for children with the use of digital technology without being constrained by time or space. In Japan, we have a unique project called the "Global and Innovation Gateway for All (GIGA) School Program." This program aims to distribute one device to each student and it is nearing completion, having reached almost every elementary and junior high school student throughout Japan. The program saw steady progress with devices being used in more than 80% of schools during the temporary closure of schools due to the Covid-19 pandemic in February this year. The use of "one device

for each student” will expand the options of support offered to children with disabilities, children victimized by bullying, and cases of school refusal, and will also lead to reducing the workload of teachers.

We will continue to strongly promote the GIGA School Program, carry on the merits of Japanese education, and present a new education model while trying to achieve the best mix of real and digital education.

(iii) Expansion of the financial aid system

In order for each person to continue learning throughout their entire lifetime, it is necessary to make available a wide range of learning opportunities so that people will be able to receive the education they desire, regardless of their financial circumstances.

In Japan, we have already made early childhood education and upper secondary school virtually free of charge depending on the income of the household, and we have also been providing unsparing support such as making higher education free for households with low incomes. Furthermore, we will be expanding the provision of higher education grants and tuition fee exemptions to cover the middle-income group such as high-need households with multiple children and students in the fields of science, engineering and agriculture, and in terms of student loans, we will be creating a system allowing flexible repayment based on life events. In this way, more people will be guaranteed the opportunity to receive education at higher levels.

(2) Further improvement of the quality of education

The Covid-19 pandemic posed a major challenge for education, but it also served as an opportunity to work on further improving the quality of education. We will focus on the following three points.

(i) The role of the school

It cannot be emphasized enough that schools play an important role in the growth of children. Schools guarantee not only (1) learning opportunities and academic ability, but also (2) the holistic development and growth of the person as a whole and (3) safe and secure connections with others, and mental and physical health as a safety net.

The temporary closure of schools during the Covid-19 pandemic has renewed our recognition of the important roles played by schools. In Japan, the government prepared a hygiene management manual and implemented infection control measures such as wearing masks, washing hands, and thorough disinfecting, and implemented the GIGA School Program ahead of schedule to maintain the role of schools to the maximum. In the future, we will continue to make efforts so that schools will be able to play their role and improve the qualifications and competencies of teachers as professionals.

(ii) Promotion of STEAM education

Many of today's pressing issues are inextricably connected to one another. Under such circumstances, STEAM education, which crosses the boundaries of subjects and helps equip students to utilize learning to identify and solve problems in the real world, will become ever more important. Through utilizing the online environment developed by the GIGA School Program, we will cultivate the ability to find issues on one's own, think deeply, communicate with a variety of people including those in other countries, create new values and visions, and solve various social issues.

(iii) Global human resources and innovative human resources who tap into digitalization

Inter-university exchanges and exchanges between students have been seriously disrupted by the pandemic, but we are now striving to develop global human resources by proactively utilizing advantages offered by distance and online education, and restructuring student exchanges by accepting international students and sending out Japanese students.

In addition, we will realize a "virtuous cycle of growth and distribution" through investment in human resources in education and human resource development, and accelerate the response to social changes such as fostering innovative human resources who tap into digitalization at universities, colleges of technology (KOSEN), specialized training colleges, etc.

3. Contribution to international educational transformation based on a "New Form of Capitalism"

Providing a fulfilling educational environment for all children means creating an environment in which parents can give birth to and raise their children with peace of mind. Japan is facing a rapidly declining birthrate and an aging society, and precisely because of this situation it is necessary to nurture children with care and to maximize the potential of each and every one of them through various measures including those related to updating learning.

At the same time, Japan will make every effort to provide international support for education. In particular, in addition to promoting ESD, Japan will work on educational support so that no one is left behind by providing assistance worth over 1.5 billion U.S. dollars by 2025 to support education in developing countries, as well as providing support for girls' education, support for school meals, and humanitarian assistance to Ukraine and neighboring countries. By implementing the abovementioned international educational cooperation efforts, including investment in human resources, we will also contribute to the achievement of the SDGs.

The future of society and individuals lies in education. We promise to continue to make our utmost efforts to realize the different types of happiness of each individual, including all children around the world, and the well-being of society as a whole.

国連教育変革サミット・総理ビデオメッセージ（和文）

令和4年9月19日

グテーレス事務総長、
ご列席の皆様、

現在の世界は、新型コロナウイルス感染症、気候変動、経済格差等の様々な地球規模の課題や、ロシアのウクライナ侵略に見られるような権威主義の台頭など、様々な課題に直面しています。

こうした課題に正面から向き合い、より豊かな社会を構築するため、私は、課題解決と経済成長を同時に実現しながら、強靱で持続可能な社会に変革する「新しい資本主義」の実現を目指しています。これは、国連が進めるSDGsの理念とも重なるものです。

「新しい資本主義」においては、「人への投資」をその中核に位置づけ、一人一人の能力を最大限に引き出し、DX（デジタル・トランスフォーメーション）やGX（グリーン・トランスフォーメーション）といった大きな変革の中で創造性を発揮できる人材育成に取り組みます。

また、日本が提唱した「持続可能な開発のための教育（ESD）」は、持続可能な社会の創り手を育む教育であり、「新しい資本主義」の実現に向けても極めて重要です。引き続き全力で推進し、世界をリードしてまいります。

この「新しい資本主義」に基づいた教育変革について、日本としては、以下の取組を進めてまいります。

第一は、誰一人取り残さない教育の実現です。具体的には、

- 内閣総理大臣直轄による、各省庁に対する司令塔機能を持つ「こども家庭庁」の設置と、こどもを最優先にした政策を推進すること、
- そして、概ねすべての小中学校で一人一台の端末整備を完了したG I G Aスクール構想を引き続き推進すること、
- さらには、給付型奨学金について、必要性の高い多子世帯や理工農系の学生等の中間所得層へ対象を拡充するとともに、貸与型奨学金に関するライフイベントも踏まえた柔軟な返還・納付の仕組みを創設すること、
に重点を置いて取り組みます。

第二は、教育の質の一層の向上です。具体的には、

- 学習面だけでなく、全人的な発達、他者と安全・安心につながるができる居場所やセーフティネットとしての学校の役割を強化していきます。
- 分野の壁を越えて様々な社会課題を解決する力を育む、文理融合教育やS T E A M教育を推進します。
- 遠隔・オンライン教育を活用した留学生の受け入れ・送り出しの双方向の交流の再構築によるグローバル人材の育成や、大学等におけるデジタルに対応したイノベーション人材の育成に力を入れてまいります。

このように国内の教育に取り組むだけでなく、国際的な教育支援にも力を入れてまいります。

具体的には、途上国に対して15億ドル以上の教育支援を行うほか、女子教育や学校給食への支援、ウクライナ等に対する人道支援など、誰一人取り残さない教育支援に取り組むなど、地球上のすべての子供たちのウェルビーイングを実現するために日本として最大限の取り組みを行っていくことを約束いたします。

ご清聴、ありがとうございました。

Transforming Education Summit
Speech of Prime Minister Kishida

September 19th, 2022

Your Excellency Secretary-General Guterres, Excellencies,

Today, we are facing various global issues such as COVID-19 pandemic, climate change, economic disparities, and rising authoritarianism seen in Russian invasion of Ukraine.

In order to face today's challenges head-on and build a more prosperous society, I aim to realize a "New Form of Capitalism" that will transform our society into a more resilient and sustainable one in which we can address various social issues while maintaining economic growth.

This goal is compatible with the Sustainable Development Goals (SDGs).

In this "New Form of Capitalism," we place "investment in human resources" at its core with an aim to bring about the full potential of each individual and develop human resources that can demonstrate creativity during major changes such as the Digital and Green Transformation.

Japan is the country which first proposed the idea of Education for Sustainable Development (ESD). Nurturing the creators of a sustainable society through ESD is also extremely important for the realization of a "New Form of Capitalism." We will continue to promote ESD and lead the world in this area.

In order to transform education in Japan based on "New Form of Capitalism", the Government of Japan would like to promote the following initiatives.

The first initiative is "Realization of education that leaves no one behind." such as:

- Establishment of the "Children and Families Agency" which will be placed directly under the Prime Minister, giving top priority to initiatives and policies relating to children,
- Continuous promotion of the GIGA School Program by which we distribute one device to each student at almost every elementary and junior high school, and
- Expanding the provision of higher education grants and tuition fee exemptions to cover the middle-income group such as high-need households with multiple children and students in the fields of science, engineering and agriculture and creating a scholarship loan system which allows flexible repayment considering life events.

The second is “Further improve the quality of education” In concrete terms, we focus on:

- Emphasizing the role of schools which guarantee not only learning opportunities and academic ability, but also the holistic development and safe and secure connections with others, and a safety net,
- Promotion of STEAM education which crosses the boundaries of subjects and helps equip students to utilize learning to identify and solve problems in the real world, and
- Development of global human resources by restructuring student exchanges utilizing advantages offered by distance and online education, and fostering innovative human resources who tap into digitalization at universities etc.

In addition to initiatives for domestic education, Japan will work on international educational support so that no one is left behind by providing assistance worth over 1.5 billion U.S. dollars to support developing countries, as well as providing support for girls' education, support for school meals, and humanitarian assistance to Ukraine and neighboring countries. By implementing these efforts, we promise to continue to make our utmost efforts to realize the well-being of all children around the world.

Thank you.



Transforming Education: An urgent political imperative for our collective future

Vision Statement of the Secretary-General on Transforming Education

Education is a fundamental human right. It has long held a special place in the hearts and minds of people across the world, and for good reason. Throughout history, it has been a source of personal dignity and empowerment and a driving force for the advancement of social, economic, political, and cultural development. Yet today, beset by inequalities and struggling to adjust to the needs of the 21st century, education is in crisis. The impacts of this crisis play out over time and often go unseen. But they are profound and will be felt for decades to come. If we are to transform our world by 2030 as envisaged by the Sustainable Development Goals, then the international community must give this crisis the attention it deserves. We must respond decisively, with conviction, imagination, and in solidarity to transform education. Informed by an extensive and inclusive preparatory process, we offer this Vision Statement to Member States and the global public to support our joint efforts towards that transformation, to contribute to the upcoming Summit of the Future, and as a manifesto for collective action.

I. A crisis in education affects us all

Education is the great enabler, but today, in many cases, it is also the great divider. This is a universal challenge, most intense in emergency settings and developing countries. Some thirty years after global commitments to ensure Education for All, nearly half of all children of the world are not enrolled in pre-primary education. Studies show that up to 70 per cent of children in poorer countries are unable to read a basic text by age 10. In a world that is experiencing a fourth industrial revolution, nearly half of all students do not complete secondary school and a full 700 million adults are illiterate, the majority of whom are women. In developed countries, education disparities that are often related to income, race and gender are reinforcing privilege and further entrenching poverty. Across these different contexts, the impacts are greatest on those who are already marginalized or disadvantaged, particularly adolescent girls and people with disabilities. These are the people that education systems systematically leave behind.

The crisis in education, however, runs much deeper and goes beyond the challenge of equity and equality. Study after study, poll after poll, draw the same conclusion: education systems are no longer fit for purpose. Young people and adults alike report that education does not equip them with the knowledge, experience, skills, or values needed to thrive in a rapidly changing world. Learning continues to underplay skills, including problem solving, critical thinking and empathy. Employers complain of a major skills mismatch while many adults are left with little or no access to affordable training and re-skilling opportunities. Teachers are often poorly trained, undervalued, and underpaid, and are held back by outdated roles, methods, and tools of instruction. Parents



and families decry the value or lack of return on the investments they make in education and their children.

The COVID-19 pandemic both exacerbated and illuminated this crisis. It resulted in dramatic learning losses and widespread cuts to education budgets, dealing a hammer blow to securing access to quality education for all by 2030 - the central promise of Sustainable Development Goal 4. Today, millions of learners are denied their fundamental right to quality education, and societies are left ill-prepared to overcome intersecting crises that threaten our collective future – climate disruption, poverty, increasing inequality, cultural and political polarization, lack of trust, and conflict. All of this can, and must change.

Our first task is swift and targeted action to recover the learning losses inflicted by the pandemic, particularly on marginalized groups. As we do this, however, there can be no going back to the education models of the past. We must reimagine education systems and raise the status of education. We must ensure that learning empowers individuals and societies to both reshape the present and lead us to a more just, sustainable, resilient, and peaceful future.

II. Rethinking the purpose and content of education in the 21st century

The crisis in education requires us to fundamentally rethink its purpose and curricula. The seminal report from the UNESCO International Commission on the Futures of Education, led by Her Excellency Mrs. Sahle-Work Zewde, President of the Federal Democratic Republic of Ethiopia, provides a solid point of departure. It makes a strong case for a new social contract for education, grounded in two principles: ensuring the right to quality education throughout life; and strengthening education as a public endeavor and a common good. The inputs from Member State consultations, from young people and from the Summit's Action Tracks, helped to define what those principles might mean in the classroom, for teachers and students.

A truly transformative education should build on what communities, families, parents, and children treasure most, and respond to local, national, and global needs, cultures, and capacities. It should promote the holistic development of all learners throughout their lives, supporting them to realize their aspirations and to contribute their families, communities, and societies. To achieve this, transformative education must support learners in the following four key areas.

Learn to learn: This calls for equipping every learner with the ability to read and write, to identify, understand, and communicate clearly and effectively. It will help every learner to acquire and develop numeracy, digital, and scientific skills. It should also instill the curiosity, the creativity, and the capacity for critical thinking and to nurture social and emotional skills, empathy, and kindness.

There is abundant evidence that, to maximize its potential, such learning should start at the earliest stages of life. Universal access to early childhood education offers governments and



families a critical tool to prevent and reverse inter-generational inequalities. It is one of the most important investments to improve educational outcomes.

Learn to live together: In a world of rising tensions, fraying trust and existential environmental crises, education must help us not only to live better with each other, but also with nature.

There has been a significant weakening of social cohesion and rising levels of violence within the home, among communities, and across borders in recent years. Attacks on truth, facts and democratic institutions have become more widespread online and in real life. Education can prepare learners to fulfil their responsibilities to their societies and to be active and responsible citizens in their own communities, in their countries and in the world. It can support them to advance human rights. It can contribute to their understanding of social justice, respect for diversity and global solidarity. It can sow the seeds of a culture of peace.

Young people are also keenly aware that humanity faces existential threats in the form of the triple planetary crisis: climate change, pollution, and biodiversity. Throughout the Summit process, they made clear that they want to know more about these issues and to become part of the solution. As countries advance their commitments to Education for Sustainable Development, I urge them to consider how curricula and pedagogy could empower learners with the awareness, values, attitudes, and skills necessary to drive the change we need.

The pursuit of gender equality and the rights of women and girls remains a crucial goal of the international community and education is also critical to this endeavor. Education systems can put in place essential equity, inclusive and non-discriminatory measures to support girls. They should remove all legal and other barriers, such as the ban on secondary education for girls that is causing untold suffering in Afghanistan. They should also include an age-appropriate and gender-sensitive curriculum for all that addresses gender-based prejudice, norms, or stereotypes, empowers and equips learners to combat violence against women, and ensure sexual and reproductive health.

Learn to do: The world of work is undergoing fundamental change. Technological advances are creating new jobs and making others obsolete. The green, digital and care economy transitions hold enormous potential to align economic activity with social and environmental outcomes. Education holds the key to ensuring that workers are prepared for this future. It must allow people of all ages to learn to do, with a focus skilling, reskilling, and upskilling.

First and foremost, this calls for education systems to embrace the concept of life-long learning, with more flexible pathways and financial policy incentives to allow people to re-engage with education systems several times throughout their lives. Different avenues should be made available including non-formal routes, catch-up and bridging programs, accelerated learning, and the use of digital platforms. Learning to do calls for a focus on a whole new set of skills, including digital literacy, financial skills, and emerging technical and STEM skills. Transformed education systems should develop flexible career management skills, and promote innovation, creativity,



and entrepreneurship. This also calls for qualifications that recognize skills, work experiences and knowledge throughout life, and beyond formal education.

Learn to be: This implies the deepest purpose of education, which is to instill in learners the values and capacities to lead a meaningful life, to enjoy that life, and to live it fully and well. In part, it is a biproduct of learning to learn, to live together, and to do. Learning to be requires developing every student's potential for creativity and innovation; their capacity to enjoy and to express themselves through the arts; their awareness of history and the diversity of cultures; and their disposition for leading a healthy life, to practice physical activities, games, and sports. This cannot be achieved by chance; it requires an evolution in curricula and mindsets, so that building the capacity to develop our individual and social identities is not a mere add-on, but an integral component of 21st century education.

III. Transforming education systems to meet our higher purposes

To meet these higher purposes, we need to transform education in the following four areas:

Ensuring a learning environment that supports the development of all learners

The schools of the future, whether formal or informal, physical, or virtual, must evolve to become more inclusive, safe, healthy, and stimulating learning places. With the right to education curtailed for millions of children and youth across the world today, we are far from such a reality. At the sharpest end of the exclusion crisis, are refugees and persons displaced by emergencies, conflicts, and protracted crises. In other contexts, disadvantage can be because of where one lives, or one's family income or status. Children and youth can also face discrimination in education on grounds of sex, disability, ethnicity, religion, language, sexual orientation, gender identity, and legal status. Violence, harassment, and bullying are all too commonplace. All of this undermines our collective effort to build tolerant and inclusive societies, in which we learn to respect and appreciate our cultural and human diversity.

Legislation and policies are essential to protect rights, promote inclusion, prevent and address all forms of violence, stigma, discrimination, and exclusion. It is also critical to support learners' nutrition, physical and mental health, for example, through the expansion of school counselling and school meals programmes. Inclusion must also be reflected in curricula and learning materials, which should promote equality, respect for diversity, and confront harmful stereotypes, norms, attitudes, and practices. Urgent action is needed to reach those most directly affected by crises and conflict today, and to transform education systems to prevent, prepare for, respond, and recover from crises.

Enabling teachers to transform themselves and become agents of change

Teachers are the backbone of all good education systems. To fulfil their essential roles in the education systems of the future, however, fundamental change is needed – both in how societies view and value teachers and how teachers approach their roles and fulfill their responsibility.



Teachers must become knowledge producers, facilitators, and guides in the comprehension of complex realities. They must be trained and empowered to transcend from passive to active, from vertical and unidirectional to collaborative. They must promote learning based on experience, enquiry, and curiosity; develop the capacity, the joy and discipline for problem solving. To spark such a transformation, action is required in four areas.

The capacity, agency, and autonomy of teachers must be broadened, empowering them to design, interpret and manage the curriculum and to adapt and prioritize content and pedagogy. This includes implementing and mainstreaming context-responsive learning options, pedagogies, and curricula in diverse forms, assessment strategies and expected learning outcomes, from high tech to low-tech, and no-tech contexts. The global teacher shortage must be tackled head-on, including by making the teaching profession more attractive for younger generations. This calls for decent working conditions and an enhanced status of teachers, including through wages comparable with professions requiring similar levels of qualifications, and continuous professional development. Recruitment and promotion mechanisms for teachers must also become more equitable, fair, and non-discriminatory, ensuring opportunity for women and people from vulnerable and marginalized groups. Integrated teaching career management systems can also foster constant professional development. Monitoring and evaluation of teaching is essential to support accountability and to ensure effective learning outcomes and the efficient use of educational investment. Finally, educational systems must ensure the participation of teachers in the formulation of educational policies, including curricular and pedagogical transformation. Their right to organize themselves is fundamental.

Harnessing the digital revolution for the benefit of public education.

If harnessed properly, the digital revolution could be one of the most powerful tools for ensuring quality education for all and transforming the way teachers teach and learners learn. But if not, it could exacerbate inequalities and undermine learning outcomes, as the pandemic made all too apparent. In low- and middle-income countries, a large majority of learners and teachers had no access to digital connectivity or resources.

Confronting this challenge requires unlocking the *three 'keys'* of digital learning: connectivity, capacities, and content. For the connectivity key, we need universal access to broadband connectivity for teachers, students, schools, and other educational environments, which in turn requires the closing of existing deficits in access to electricity. For the capacity key, we must assure universal digital literacy for education and other empowering purposes, with particular attention to preparing and supporting teachers to use technology effectively. And for the content key, we need robust and open public digital learning platforms and content, and to guarantee that digital learning resources are treated as global public and common goods.

Countries should take rapid action towards full educational connectivity and the international community must back the ongoing expansion of the Giga initiative to support country action. We also urge all actors to join and support the new multi-partner initiative to create and strengthen



inclusive digital learning platforms and content. Building on existing efforts, this initiative will search for and promote solutions to the financing, design, production, and free distribution of high quality public digital learning content. This is an important contribution to the broader push to secure a Global Digital Compact proposed in my report on the “Our Common Agenda”.

Investing more, more equitably, and more efficiently in education

Quality education is the single most important investment that any country can make for its future and its people. Investing in education is investing in people and in our collective future. This is a moral, political, and economic imperative. Put simply: the cost of not financing education is much higher than the cost of financing it.

Global inequalities in education spending are particularly shocking, with high-income countries spending on average about US \$8.000 a year per school-age person compared to a mere US \$50 invested in lower income countries. These disparities are compounded by educational inequalities within countries, where the benefits of educational investment rarely reach those who need them the most. To solve this problem, we must reframe how we see education and act in three critical directions.

First, **we must invest more in education**. This will require a fundamental shift in how education is seen and treated by Ministries of Finance and governments. Education spending is not just a consumption expenditure – it is a crucial national investment. Such a shift can provide the basis for an increase in the proportion of GDP and the total public expenditure that governments devote to education. There is also a need to increase real investment per student and per school-age person, aiming towards an ambitious national benchmark established according to the national and regional context. This could require a progressive revamping of existing tax systems, increasing the proportion of taxes to GDP, and establishing social protection floors.

As developing country governments boost education spending, international partners can play a much more supportive role. As outlined in “Our Common Agenda”, a New Global Deal is needed to allow developing countries to invest more in people, avoiding “race to the bottom” tax strategies, countering illicit financial flows and tackling the debt crisis. Donors can also reverse current trends by repositioning education in their development cooperation: allocating 15 - 20 per cent of ODA to education, capitalizing existing education funds and ensuring that funding reaches the most vulnerable people and countries. International financial institutions can ensure their policies and practices support government plans to increase spending on education, including teacher recruitment. They can also work towards doubling their current education portfolios including by exploring education debt swaps and innovative financing. In this regard the establishment of the International Financing Facility for Education (IFFEd) is a welcome step forward. Its full funding and increased engagement with multilateral development banks will allow it to expand in the years ahead. Private philanthropies can also step up their contribution to transforming education, building on early signs of progress in this area.



Second, we must invest more equitably in education. We must make sure that educational investment reaches those who have been traditionally excluded from quality education. Education investment must be equitable in geographical terms, so that rural, distant, and emergency-affected communities have access to adequate infrastructure, good teachers and learning resources. It must also be equitable along socioeconomic lines, making sure that families living in poverty will have access to the opportunities offered by high-quality public. And it must also be equitable in terms of all those groups and sectors usually discriminated against in their access to these opportunities, such as women and girls, ethnic minorities, persons with disabilities, indigenous populations, and those in protracted crises amongst others. We must make sure that education investment leaves no one and no community behind.

Finally, we must invest more efficiently in education. We must ensure that education investments transform the lives of learners and the future of societies. This requires effective public financial management systems and monitoring, as well as regular assessment of the impact of educational investment, to ensure that increased resources reach the intended destination and produces the expected learning outcomes established in educational policies. Effective investments in transformational education are essential.

IV. OUR COLLECTIVE LEADERSHIP: KEEPING THE PROMISE

Education transformation requires the collective commitment and action of visionary political leaders at all levels, parents, students, teachers, and the public at large.

Countries that have registered a National Statement of Commitment can translate those commitments into a clear road map for transformation and proactively engage the education leadership from the local to the regional and national levels. This can evolve into a whole of government effort necessitating a new eco-system for education, with a clear line of accountability between vision, commitments, resources, actions, and results. And by results, we are thinking of the learners whose lives should be transformed by education.

A new approach from government requires a new approach from all of society, demanding transformative education. Young people will be the heartbeat of this effort, leveraging their voices, experiences, knowledge, and agency. Inclusive and participatory mechanisms to accompany and guide national transformation efforts are also critical. Students, parents, teachers, unions, employers, academia, and civil society must take up their respective roles – with an openness to change. The One Million Conversations, the Youth Flagship initiative and a series of coalitions launched at the Summit can support such efforts, working together to meet people where they are. The Summit has helped to generate a new momentum and to seed a public movement for the transformation of education. Moving forward, it must be nurtured and supported at all levels, led by the learners and teachers across the world, inspired by civil society, and connected with broader movements for positive change.



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The UN system is primed to support governments and communities on this journey. UN Resident Coordinators and leading members of UN Country Teams including UNESCO, UNICEF, and the World Bank, can begin to reenvision their own offer to developing countries, working with other international education partners like the EU and global funds to transform our collective contribution.

Looking ahead, the SDG4 High Level Steering Committee co-chaired by UNESCO and Sierra Leone will play a key role in ensuring the effective follow-up of the Summit – strengthening global, regional, and national level cooperation, the alignment of action between education partners and the provision of support across its three functional areas. UNESCO and partners can also identify ways to strengthen political accountability for transforming and financing education, taking current arrangements for monitoring SDG4 implementation including the Global Education Meetings and the national SDG4 benchmarking process, to the next level. Finally, the UN Summit of the Future in 2024 provides a further opportunity to take forward the progress from this input.

The Transforming Education Summit was a collective effort. I stand ready to work with Member States and partners to keep the flame of transformation burning. We must push forward together, with a focus on tangible actions where it matters most: on the ground, in the classroom, and in the experience of teachers and learners alike.