

Ensure Inclusive and Equitable Quality Education and Promote Life-Long Learning for All

“Education for all” that has served as a guideline for educational development of developing countries and the entire world has been succeeded by the *Education 2030* Agenda with an aforementioned goal. The new agenda comprises Incheon Declaration adopted at the World Education Forum in May 2015, following 1990-Jomtien and 2000-Dakar, and the Framework for Action adopted at the high-level meeting during UNESCO General Conference in November, 2015.

Education 2030 agenda coincides with the goal 4 of Sustainable Development Goals (SDGs) and accordingly bears the features of SDGs. Namely, it is **universal** in that every country and everyone in the world has to be self-motivated and act on, **transformational** by reorienting the society toward achieving sustainable development, and **aspirational** requiring much more than business as usual. *Education 2030*, as a successor of EFA and as SDG4, has both continuity and additionality in nature. Despite massive global efforts over the past quarter century, still over 60 million children are out of school, and even if graduating from primary school, many cannot attain basic literacy. *Education 2030* thus carries forward remaining EFA issues, and appeals inclusiveness and equity in pursuing quality education as a human right. It emphasizes learning outcomes as the meaning of quality of education. Target 4.7 of SDG4 calls for ‘knowledge and skills needed to promote sustainable development, including, -- through education for sustainable development’, and refers to non-cognitive spheres. The issues are not limited to developing countries and are universal, transformational and aspirational. The success of SDGs depends on education. Inevitably, roles of education have to go beyond its boundary and cross-sectoral collaboration becomes essential.

Meanwhile, in international cooperation, aid harmonization and alignment to country’s system are advanced, and Program-Based Approach is mainstreamed, particularly in assisting low-income countries. Field-base project assistance that Japan has mainly utilized is no longer stand-alone and is clearly located within the sector program. However, budget support, a preferred aid modality, has been criticized repeatedly for not being able to prove its effectiveness in improving learning outcomes, although it has contributed to improving enrolment and gender parity. Subsequently, Results-based Financing (RBF) was invented where meeting a set of pre-agreed on outcome indicators will trigger disbursement of aid money. But here, the outcome indicators used for RBF are mostly dealing with intermediate outcomes, and pathways leading to final outcomes of inclusive learning outcomes are not shown.

Turning to Japan, we are making progresses in addressing SDGs. Hundreds of schools have practiced ESD actively. Education of Japan attracts interests of the world for its achievements. It is highly meaningful to utilize strengths and advantages of Japan’s education and its international education cooperation for making contribution to achieving *Education 2030* objectives. This will require that we take good and objective account of education practices, explain it to the global audience, share issues and learn together. Toward the innovation that *Education 2030* demands, broader actors including education institutions, private sector, local government, universities, and NGOs need to gather their knowledge and collaborate for international cooperation. This will certainly work to advancing our actions toward achieving *Education 2030* in Japan as well.