

## Partnership for achieving SDG4

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SDG4 has four implications to NGOs working for international education development. First, SDG4 emphasizes quality of education on top of access. Second, ECCE is given priority. Third, NGOs are expected to contribute to secondary education in addition to primary education. Fourth, to contribute to reducing inequality in education, NGOs are expected to address inequality in education in middle income countries as well, and they are also expected to make demand side intervention including provision of scholarship and conditional cash transfer for education.

There are three challenges. First, global indicator of SDG4.1 is limited in its scope. It measures the learning achievement of students in literacy and numeracy, which does not capture access aspect of the target, universalization of primary and secondary education completion. Measuring quality of education only with test score can undermine non-cognitive aspect of education. Second, SDG4 does not have financing target. Following Education 2030 Framework of Action, governments are expected to make efforts to achieve the financing target on education budget, at least 4-6% of GDP and 15-20% of public expenditure. Donors are also expected to meet the estimated annual financing gap of US\$39 billion to achieve SDG4. Third, education about SDGs needs to be promoted. It is commendable that Japanese government announced its SDGs implementation strategy which includes making a reference on SDGs in new school curricula. NGOs should also be proactive in promoting education and leaning about SDGs among children and citizens.

There are four types of partnership in education between government and private sector if we look at it in terms of provision and financing, which is complex and diverse. Enrollment in private schools in developed countries is 5% at primary level and 10% at secondary level whereas 13% at primary level and 17% at secondary level in developing countries in 2012, which suggests that privatization of education is more common in developing countries than in developed countries. Low-fee private schools (LFPS) are expanding in many developing countries which charge US\$ 6-14 per month per pupil. These schools are profit chains run by education companies. On learning outcome, DFID study argues that there is ambiguity about the size of private school effect after controlling for socio-economic status of parents. In many cases, unqualified teachers work with lower salaries than government school teachers. LFPS are not affordable for the poor. LFPS are not for out of school children in rural area, children in disaster and conflict affected countries, and the children with disabilities. It should be recalled that SDG4.1 stipulates that all girls and boys complete free, equitable and quality primary and secondary education.

To promote partnership in education, it is important to recognize that government is the primary duty bearer to ensure the rights of education. Government should increase education budget, abolish school fee, and regulate and supervise private schools. Private sectors including companies and NGOs should provide education to the marginalized children and youth to whom government cannot provide education, support strengthening public education, and develop and promote innovative materials and pedagogy to improve the quality and access of education.