

## National SDG 4 Midterm Review - Japan

Ministry of Education, Culture,  
Sports, Science and Technology  
of Japan (MEXT)

### **Chapter 1: Socio-Economic Context**

- Major data on current Japanese society is concisely summarized in the “Statistical Handbook of Japan” issued by the Statistics Bureau of the Ministry of Internal Affairs and Communications. This includes data on education and culture, as well as data on population, economy, labour, environment, etc.

[Statistical Handbook of Japan](#)

### **Chapter 2: Japan’s adaptation and implementation of SDG 4**

- *In addition to this chapter, with regard to Chapters 3 and 5, the review of the implementation status of SDG 4 in Japan and the review of the national education policy are summarized in the "Basic Plan for the Promotion of Education" formulated by the Ministry of Education, Culture, Sports, Science and Technology. We, therefore, would like to present the main text of the Plan as the national report on the SDG 4 midterm review.*

#### **<Formulation of the Fourth Basic Plan for the Promotion of Education >**

- In Japan, based on the Basic Act on Education, the government has formulated the "Basic Plan for the Promotion of Education" as a comprehensive plan for education, which sets out the overall direction and goals of the country's education policy, measures, etc. The Plan has been reviewed every five years.
- From 2020 onwards, the spread of COVID-19 and the destabilization of the international situation, which could be called symbolic of the unpredictable times, have highlighted the challenges of education in Japan and brought about a transformation in learning.

Education plays an increasingly important role as we look ahead to Society 5.0<sup>1</sup> and the future of society amid various social issues such as declining birthrates and population, advancing globalization, global-scale issues, and entrenchment and reproduction of disparities.

- The Fourth Basic Plan for the Promotion of Education was formulated in 2023, and in formulating this plan, we examined the state of educational policy overall, keeping in mind these trends in society as a whole, and incorporated a cross-sectional perspective on common issues, emphasizing the continuity between elementary and secondary education, higher education, lifelong learning, and social education.
- The Plan sets forth five basic policies, 16 educational policy targets, basic measures, and indicators, under the concepts of “fostering creators for sustainable society” and “improving the Japanese way of well-being rooted in Japanese culture.”

(Summary) [Fouth Basic Plan for the Promotion of Education \[Summary\]](#)

(Main document) [Fouth Basic Plan for the Promotion of Education](#)

### **Chapter 3: Assessment by SDG 4 targets**

#### 1. (reiterate) <sup>2</sup>

(Summary) [Fouth Basic Plan for the Promotion of Education \[Summary\]](#)

(Main document) [Fouth Basic Plan for the Promotion of Education](#)

#### 2. SDG Indicators

- Japan is compiling its own indicators based on the approval of a global indicator framework for measuring progress towards the SDGs at the United Nations General Assembly in July 2017. These SDG4 indicators can be referred to from the link below.

[JAPAN SDGs Action Platform | 外務省 \(mofa.go.jp\)](#)

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<sup>1</sup> [Society 5.0 \(cao.go.jp\)](#)

<sup>2</sup> Refer to explanation at the beginning of Chapter 2

## **Chapter 4<sup>3</sup>: Impact of the Covid-19 Pandemic on Progress of SDG 4**

- Japan is taking the following initiatives to ensure that the essential functions of schools (ensuring learning opportunities and academic performance, ensuring holistic development, and supporting physical and mental health), which were brought into the spotlight by the pandemic, will continue to be effective and contribute to building the basis of a diverse and inclusive society:
  - To develop children's social-emotional skills by expanding opportunities for their experiences in nature, culture and art,
  - In addition to traditional in-person education, efforts to improve ICT environments and promote improved ICT skills of teachers and enhanced education for digital literacy in order to promote education that effectively integrates digital technology to support in-person education.

## **Chapter 5: Revision of national SDG 4 frameworks/strategies and indicators, and anticipated way forward**

- (reiterate) <sup>4</sup>
  - (Summary) [Fouth Basic Plan for the Promotion of Education \[Summary\]](#)
  - (Main document) [Fouth Basic Plan for the Promotion of Education](#)

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<sup>3</sup> The content described in this chapter is quoted from the answers to the TES follow-up survey by HLSC.

<sup>4</sup> Refer to explanation at the beginning of Chapter 2