

国際教育協力における 教育の質の指標化とその困難性

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Dakar Framework for Action

- (2) Ensuring that by 2015 all children,...have access to and complete, free and compulsory primary education of **good quality**;
- (5) Eliminating gender disparity in primary and secondary education by 2005,...with a focus on ensuring girls' full and equal access to and achievement in basic education of **good quality**;
- (6) Improving all aspects of the **quality of education**....

EFA Global Monitoring Report (UNESCO)

Challenges in measuring the quality of education

The Dakar Framework for Action provides a broad view of quality which includes attention to curriculum and teaching methods, life skills for coping with HIV/AIDS, teacher education and training, home-based early childhood care from birth, mother-tongue education, improved learning materials, local alternatives in materials production, learning standards, management and Education Management and Information Systems, links between formal and non-formal education, and integrating democratic values, all from a gender perspective. (2001, p.23)



At present the ability to monitor the quality of education is limited and there is heavy reliance on proxies as distinct from a true assessment of learning outcomes. In this context, this Report restricts itself to a very preliminary look at the quality of primary schooling. (2002, p.11)



The best proxy indicators currently available to assess quality are the number of students per teacher, teacher training, public expenditures and educational achievement. The survival rate to Grade 5 is also commonly used. (2003, p.10)

教育の質的側面を測る指標

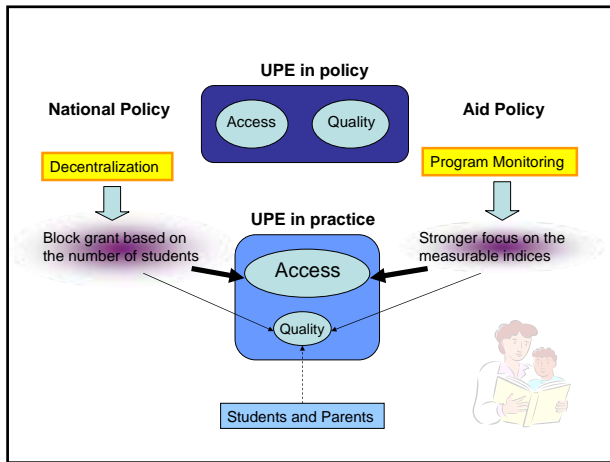
生徒教師比 (教師1人あたりの生徒数)

教員訓練 (有資格教員割合、女子教員割合など)

公的教育支出 (対GNP比、初等教育予算割合など)

学習到達度 (試験成績など)

留年率 / 中途退学率 (5年次残存率など)



まとめ

1. 教育の質とは多様であり、質そのものは評価しにくいですが、代替となる指標により計量化しようとしている。
2. 教育の質的改善の重要性は誰もが認識しているが、量的拡大に比べれば優先順位は低くならざるを得ない。
3. 教育の質的向上を目指す日本の国際協力の将来はどうなるのだろうか。
