New Basic Plan for the Promotion of Education [Summary] (FY 2023 - FY 2027) Cabinet decision on June 16, 2023

Current Situation, Problems, and Vision of Education in Japan

Universal Mission of Education: 150th Anniversary of the School System, responding to changes in society and the times (trends) to realize the principles, objectives, and goals of the Basic Act on Education (inerrancy)

► The Basic Plan for the Promotion of Education serves as a **compass** for the direction of education in these unpredictable times, and education plays a central role in the driving force that drives society

[Social Situation and Changes]
- Spread of COVID-19 pandemic - Destabilization of international situation due to Russia's invasion of Ukraine - Age of VUCA (variability, uncertainty, complexity, ambiguity) - Declining birthrate and population, population aging
- Globalization and global issues - Development of DX, AI, robots and green (decarbonization) - Inclusive society and social inclusion - Well-being - Lowering the age of adulthood - Basic Act on Children, etc.

Achievements During the Third Plan Period

- (Elementary and secondary education) Maintaining internationally high level of academic ability, GIGA School Program, improvement in staffing levels of teachers and other staff members
- (Higher education) Establishment of academic management and quality assurance systems, and development of systems for collaboration and integration
- (Schools across all levels) Increase in advancement rate by reducing the burden of educational expenses, etc., improvement of the educational research environment, and earthquake resistance, etc.

Challenges During the Third Plan Period

- Stagnation of global exchanges and hands-on activities during the COVID-19 pandemic - Increase in chronic absenteeism and serious bullying incidents, etc.
- Long working hours and teacher shortages in schools - Decline in the educative functions of communities and changes in the environment surrounding families
- Shortage of highly specialized human resources and stagnation of labor productivity - Low doctoral program advancement rate, etc.

Concept of the Plan

Fostering creators for a sustainable society towards post-2040

- **In an era where the future is difficult to predict**, we will become the creators of our own future society and maintain and develop a **sustainable society** through problem-solving and other means
- "**Investment in people**" is necessary to **realize a dynamic society** through efforts to link the **resolution of social issues** to economic growth and **innovation**, and **improvement in the productivity** of each individual.
- Developing human resources with initiative, leadership, creativity, problem solving skills, logical thinking, expressive ability, and teamwork, who will play an active role in **Society 5.0**.

Improving the Japanese way of well-being(*)

- Education that will enable each of the **diverse individuals** to feel **happiness and purpose** in life, as well as the **community and society** to feel **happiness and affluence**
- Emphasis on a balance between cooperative and acquired well-being, which includes a sense of well-being, **connection between schools and communities**, altruism, cooperativeness, **self-assurance**, self-realization, etc.
- Dissemination of well-being **from Japan based on Balance and Harmony**

* Being in a state of good physical, mental, and social condition. A concept that includes not only short-term well-being, but also sustainable well-being in the future, such as having a sense of purpose and meaning in life.

Basic Policy related to the Education Policies in the Future

(1) Fostering human resources who continue to learn for the sustainable development of a globalized society

- **Participating proactively in the formation of society** and contributing to the development of a sustainable society
- Improvement of courses from the perspective of **"Proactive, Interactive, and Authentic Learning"** and **quality assurance** of university education
- Promoting inquiry, STEAM education, education across social and natural science sectors, and education that integrates social and natural science sectors
- Promoting **international exchanges such as studying abroad**, internationalization of universities, enhancement of foreign language education, and ESD that contributes to the achievement of the SDGs in the midst of globalization
- Developing highly skilled human resources through **recurrent education**

(2) Promoting education to realize a symbiotic society where no one is left behind and the potential of all people is brought out

- **Responding to diverse educational needs** through integrated enhancement of personalized and self-regulated learning and collaborative learning and promotion of an inclusive education system in the context of children's difficulties becoming increasingly diverse and complex
- Emphasis on perspectives that **focus on the strengths and advantages** of children in need of support, responding to the **internationalization of local communities**, and promoting education to realize a symbiotic society with **diversity, equity and inclusion** (DE&I)
- Improving opportunities for learning and interaction and accessibility through the **use of ICT, etc.**

Lifelong learners who **continue to learn throughout** their lives, diversifying in the era of 100-year life

(3) Promoting education to realize a society where people learn together and support each other in the community and at home

- Functional enhancement of **community learning centers** and other social education facilities, as well as training **social educators** and expanding opportunities for their participation in **building the foundation for sustainable local communities**
- Strengthening of cooperation among schools, families and communities through **integrated promotion of community schools and community cooperation activities for learning and education**, and enhancement of support for education at home
- Becoming a **stakeholder in the local community** as a **concerned citizen** by self-realization through **lifelong learning** and contribution to the community and society

(4) Promotion of education digital transformation (DX)

Steadily promoting the transition from the **first stage to the second stage**, with an eye on the third stage in the **three stages of DX** (digitization → optimization → new value (DX)).

Promoting human resource development for DX, including the **GIGA School Program**, cultivation of information literacy, work style reform through school work DX, and improvement of teachers' teaching skills for ICT utilization

Promoting standardization of educational data, development and utilization of fundamental tools, and **analysis and utilization of educational data**

Real (face-to-face) activities are indispensable in addition to the utilization of digital technology, and the optimal combination of the two is required depending on the learning situation

(5) Infrastructures and dialogues to ensure the effectiveness of the plan

Work style reform of schools, improvement of compensation, and integrated promotion of **improvement in teaching and management systems**, improvement of **ICT environment**, and ensuring learning regardless of economic conditions, etc.

Cooperation and collaboration with **NPOs, businesses**, and other diverse players, development of safe, secure, and high-quality educational research environment, and ensuring the safety of students

Formulating plans through **interaction with each relevant organization and stakeholder (including children)**

Approach to Evaluation and Investment when Implementing Education Policies in the Future

Approach to Evaluation and Indicators for Sustainable Improvement of Education Policies

- Should promote the PDCA cycle for education policies with emphasis on objective evidence
- Should improve the policies and practices through dialogue among diverse stakeholders based on survey results (quantitative and qualitative surveys)

- Should nurture administrative staff who is capable of planning by analyzing data, etc.
- Should promote policy evaluation and improvement based on the analysis of educational data (big data)

Methods of Educational Investment

"Investment in people" gives rise to growth, and effective investment in education is necessary in order to generate a virtuous cycle of growth and distribution. **Secure investment in education as an investment in the future** for society as a whole. **Revitalization of public education** is also important to address the declining birthrate and achieve economic growth; therefore, revitalization efforts should be promoted.

(1) Steady implementation and further promotion of reduction in the burden of educational expenses
- Steadily reducing the burden of educational expenses through free early childhood education and care, support for tuition through the High School Tuition Support Fund, and the new financial support system for higher education
- Expansion of grant-type scholarships for higher education to the middle-income households, including families with three or more dependent children and students of science, engineering, and agriculture, etc.

(2) Improvement of the environment to enhance the quality of education at each educational level
- Promotion of the GIGA School Program, work style reform of schools, improvement of compensation, improvement of teaching and management systems, and integrated promotion of support for teacher development
- Appropriate measures for government subsidies for national university corporations and financial aid to private educational institutions, and establishment of a fund to support the shift to growth fields
- Development of the environment for recurrent education, improvement of educational research environment at school facilities and university campuses, and to take countermeasures against aging facilities, etc.

Securing investments that are truly necessary for education by providing financial resources for the necessary budget, using the reference of investments in education, including government expenditure, in foreign countries such as OECD countries

Education Policy Goals and Basic Policy for the Next Five Years

Education Policy Targets	Basic Policy (Examples)	Indicators (Examples)
1. Foster solid academic ability, extensive knowledge and education, specialized skills, and practical vocational abilities	○ Integrated enhancement of personalized and self-regulated learning and collaborative learning ○ Implementation of the National Curriculum Standards that develop competencies required in the new era ○ Improvement in the quality of early childhood education ○ High school education reform ○ Reforms of selection of university entrants ○ Promotion of learner-oriented education ○ Promotion of education across social and natural science sectors, and education that integrates social and natural science sectors ○ Promotion of career and vocational education ○ Promotion of connections between school levels and between school and society	- Maintaining/achieving the top level in the world in OECD's PISA assessment - Percentage of students who think that they understand the class content well and they like to study - Percentage of students having dreams and goals for the future - Out-of-class study hours of high-school and university students - Percentage of universities, etc. conducting problem-based learning (PBL) - Number of courses accredited by the Brush-up Program for Professionals (BP)
2. Fostering Richness in Mind	○ Promotion of moral education ○ Promotion of developmentally supportive student guidance ○ Promote measures against bullying, etc., and human rights education ○ Promotion of measures against suicides among students ○ Enhancement of experiential activities and networking ○ Improvement in reading activities ○ Promotion of education on traditions and culture ○ Cultivate a child's rich mind through culture and art	- Percentage of students who think that they have good qualities - Percentage of students who think that they are willing to help others in need - Percentage of young people having participated in events related to nature experiential activities
3. Fostering healthy body and enrich the mind and body through sports	○ Enhancement of school health, school lunch, and Shokuiku (dietary education) ○ Establishment of lifestyle habits, improvement and advancement in physical education ○ Promotion of reforms in sports club activities and maintenance and improvement of sports environment for children in local communities ○ Support for discovering and developing athletes	- Percentage of students who miss breakfast - Percentage of students who do less than 60 minutes of exercise per week - Percentage of students who wish to continue playing a sport even after graduation
4. Fostering human resources in the global society	○ Promoting Japanese students to study abroad ○ Promoting international students to study in Japan ○ Internationalization of high schools, colleges of technology (KOSEN), universities, etc. ○ Enhancement of foreign language education	- 500,000 Japanese students to study abroad, 400,000 foreign students to study in Japan (by 2033) - Percentage of students achieving a certain level of proficiency in English language at junior high school and high school graduation level
5. Fostering human resources who will be responsible for innovation	○ Enhancement of inquiry and STEAM education ○ Graduate school education reforms ○ Upgrading of colleges of technology (KOSEN) ○ Development of human resources and promotion of participation of women in fields including science and engineering ○ Promotion of entrepreneurship education ○ Creation of universities as a center for co-creation	- Ratio of students in master's courses to doctoral courses - Percentage of students majoring in natural sciences (science) - Number of students taking the entrepreneurship education course at universities, etc.
6. Cultivate an attitude to proactively participate in the formation of society and foster an awareness of norms	○ Expression of opinions by children ○ Promotion of citizenship education ○ Promotion of consumer education ○ Promotion of consumer education ○ Promotion of gender equality ○ Promotion of environmental education ○ Promotion of disaster recovery education	- Percentage of students who think that they want to do something to improve the community and society - Percentage of students who answer that to make class life better, they decide how to solve issues through discussions in class meetings, making use of good opinions of others

Education Policy Targets	Basic Policy (Examples)	Indicators (Examples)
7. Respond to diverse educational needs and social inclusion	○ Promotion of special needs education ○ Promotion of support for chronic absenteeism ○ Support for young carers ○ Measures against child poverty ○ Promotion of education for overseas Japanese children and foreigners studying in Japan ○ Guidance and support for students with unique talents ○ Student support at universities, etc. ○ Establishment and enhancement of evening classes at junior high schools ○ Secure and improve the quality of part-time and correspondence courses in high schools ○ Promotion of education in upper secondary specialized training schools ○ Enhancement of Japanese language education ○ Promotion of lifelong learning of people with disabilities	- Status of preparation of individual guidance plan and individual educational support plan - Percentage of students are chronically absent from school, who do not receive counselling or guidance from schools or institutions other than schools - Number of special schools established for chronical absenteeism - Number of evening classes at junior high schools established - Percentage of children in need of Japanese language instruction who are receiving instruction - Ratio of Japanese language learners in Japanese language training institutes, etc. to the number of foreign nationals residing in Japan
8. Create an Environment Where People Can Learn and Play Active Roles Throughout Life	○ Enhancement of recurrent education through collaboration between universities, etc. and industry ○ Creation of environment that will enable students to learn while working ○ Financial support and information for recurrent education ○ Promotion of learning, etc., in response to contemporary and social issues ○ Promotion of recurrent education for participation of women ○ Promotion of lifelong learning of the elderly ○ Appropriate evaluation and utilization of the outcomes of recurrent education ○ Promote culture and arts activities throughout life	- Percentage of those who have engaged in lifelong learning in the past one year or so - Percentage of those who answered that they have utilized the outcomes of their studies in the past one year or so for their work or employment - Percentage of Japanese citizens who appreciated and who participated in cultural and artistic activities
9. Improve the educative functions of communities through the promotion of cooperation and collaboration among schools, family and community	○ The integrated promotion of community schools and community cooperation activities for learning and education ○ Enhancement of support for education at home ○ Integrated development of the environment for regional cooperation of club activities and transition to community club activities	- Number of public schools that have introduced community schools - Percentage of schools recognize that community and parental understanding of their school has increased - Status of participation of residents in community schools and community cooperation network for learning and education
10. Promote social education to support the foundation of local communities	○ Functional enhancement of social education facilities ○ Training social education personnel and expanding opportunities for their participation ○ Collaboration with relevant facilities and policies to solve regional issues	- Percentage of those who make use of their knowledge, experience, etc. in community and social activities - Number of social educators granted the title of social educator - Number of Certified Social Educators at community learning centers, etc.
11. Promote DX in education and develop digitally skilled human resources	○ Utilization of 1 device for 1 student ○ Cultivation of information literacy of students ○ Improvement in teachers' teaching skills ○ Promotion of school work DX ○ Standardization of educational data ○ Analysis and utilization of educational data ○ Promotion of digitally skilled human resource development (higher education) ○ Promotion of the use of digital technology in social education	- Information literacy of students (literacy value as per the Information Literacy Survey) - Teachers' teaching skills for ICT utilization - Frequency of lessons using ICT equipment - Number of students eligible to take mathematics, data science and AI education programs
12. Develop Instruction system and ICT environment and strengthen the educational research infrastructure	○ Integrated promotion of work style reforms of schools, improvement of treatment, and expanding and enhancing instruction systems ○ Integrated improvement in development, recruitment and training of teachers ○ ICT environmental improvement ○ Improvement in local educational administration ○ Establishment of a foundation for improving the quality of educational research (at higher education stage)	- Shortening of the number of hours teachers staying at schools, etc. - Number of special licenses awarded - Status of initiatives to secure excellent human resources through teacher employment examinations - Status of provision of 1 device for 1 student - Number of assigned ICT support staff - Status of acquisition of external funds by universities - Number of universities engaged in inter-university collaboration
13. Ensure quality learning regardless of economic and geographical conditions	○ Financial assistance to reduce the burden of educational expenses ○ Support for learning in remote and depopulated areas ○ Support for learning during a disaster	- University entrance rate for children of households that are exempt from resident tax - Number and percentage of high school and university dropouts citing economic reasons - Number of subjects offered in distance education for improving the quality of learning in high schools
14. Cooperate and partner with NPOs, businesses, and local organizations	○ Cooperation with NPOs ○ Cooperation with companies, etc.○ Cooperation with sports, culture and arts organizations ○ Cooperation with medical and health institutions ○ Cooperation with welfare institutions ○ Cooperation with police and judicature ○ Cooperation with relevant ministries and agencies	- Percentage of workplace visits, work experience, and internship activities conducted - Status of development of legal consultation system for educational administration in prefectures
15. Development a safe, secure, and quality education and research environment/ ensuring the safety of students	○ Improvement of school facilities ○ Improvement of teaching materials at schools ○ Improvement of educational and research infrastructure at private schools ○ Public-private partnerships for educational facilities ○ Promotion of school safety	- Percentage of public elementary and junior high schools and national universities that have implemented measures to prevent aging of facilities - Percentage of private schools with earthquake resistant facilities - Number of accidents involving disability or serious injury under school management
16. Develop plans and follow-up through dialogue with each stakeholder	○ Gathering opinions and holding dialogue with each stakeholder (including children)	- Improvement in gathering and reflecting the opinions of each stakeholder (including children) in the formulation of the Basic Plan for the Promotion of Education by national and local governments