Grand Design for Higher Education toward 2040 (report) [Summary]

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Central Council for Education

SUSTAINABLE DEVELOPMENT GOALS

I. Vision for the year 2040 and ideal higher education—*Shifting to learners-oriented education*—

Social changes around 2040
UN SDGs "A society where all people can enjoy peace and prosperity"; Society5.0 and Fourth Industrial Revolution; the 100-year life society; globalization; regional revitalization

● Needed human resources and desired higher education

People capable of surviving the age of unpredictability	● Acquire <u>universal knowledge and understanding</u> as well as <u>versatile skills both in humanities and sciences</u> ● Qualify to <u>actively support society</u> along with the changes of the times and <u>improve the society with capability of thinking logically</u>
Shift to learners-oriented education	● <u>Visualize the learning outcomes of individual learners</u>, i.e. "what they have learned and acquired" (Breakaway from the educational approach whereby systems are established only by centering individual teachers' educational methods and research) ● Ensure <u>diversity and flexibility in systems</u> to enable learners to <u>continue learning</u> as well as <u>mobility of learners</u>

● Relationship between higher education and society

Common base of knowledge	● <u>Develop new social and economic systems</u> through <u>education and research</u> and <u>provide its achievements to society</u>
Strengthening research capabilities	● Contribution to <u>creating innovation and development of science and technology by using diverse and advanced "knowledge"</u>
Cooperation and collaboration with industry	● <u>Matching between employment and work style reforms and learning opportunities provided by higher education</u>
Contribution to communities	● Contribution to creating a "<u>society with a living conditions where individual values will be respected</u>"

II. Education and research systems—*Ensuring diversity and flexibility*—

Diverse students
● Shifting from the conventional model that assumes Japanese students entering higher education at the age of 18 to be the main targets, to the new model that actively accepting adult students and international students → *Recurrent education, promotion of international exchange of students, international expansion of higher education*

Diverse teachers
● Developing a scheme for recruiting a diverse range of teachers (i.e. diversity in age, gender, and nationalities, and teachers with practitioner backgrounds) → *Development of schemes and environments (e.g. training programs and performance evaluation) that allow teachers to carry out diverse educational and research activities consistently*

Diverse and flexible educational programs
● Education designed to broaden the range of learning both in humanities and sciences, and timely and flexible development of educational programs → *Development of university systems focusing on degree programs, sharing of resources among universities, and promotion of use of ICT in education*

Flexible governance to accept diversity
● Developing a scheme for enhancing management functions and ability of individual universities and facilitating cooperation and integration among universities → *Establishing a system for allowing a single corporation to operate multiple national universities; strengthening of guidance to help private universities in management improvement and enable them to make early business decisions including the decision to withdraw; developing a system of "corporations for promoting cooperation between universities" (tentative name) which enables universities to cooperate by leveraging their respective strengths; and appointment of external directors*

Enhancement of diverse strengths of universities
● Clarification and further development of strengths and features of individual institutions from the perspective of human resources development

III. Quality Assurance and Information Disclosure —*Restructuring of the quality assurance for "learning outcomes"*—

● Developing education management system
→ *Development of guidelines for initiatives that are conducive to improvement and reforms of education at individual universities*

● Visualization of learning outcomes and promotion of information disclosure
→ - *Student information regarding their status of acquisition of credits and degrees, perception of growth and satisfaction*
  - *Obligation to disclose information regarding student information, educational results, and the quality of education*
→ *Collecting comparable data through nationwide surveys on students and universities*

Restructuring of the quality assurance system

● Review of the standards for establishment of universities
(Fundamental review of admission quota management, educational methods, and facilities and equipment, in light of the changes of era as well as the advancement of information technology and education and research)

● Improvement of the certified evaluation and accreditation system
(Strict response to legal violations)

IV. Sizes and locations of higher education institutions in light of the decline of the 18-year-old population —*To maintain the "Basis of knowledge" for all generations*—

Universities etc.

"Platform for Regional Cooperation" (tentative name)
Local governments — Industries

The sizes of institutions necessary to accept the students entering higher education
● Establishment of campuses that will accept values of diverse students, including adult students and international students, in view of the future changes in society
● Deciding the proper sizes of institutions to achieve educational reforms aimed at developing students' possibilities, and strict assessments made on those that fail to assure quality of education

[Reference] Estimates for 2040
• 18-year-old population: 1,200,000 persons (2017) → *880,000 persons (74% of the current level)*
• Number of students advancing to university: 630,000 persons (2017) → *510,000 persons (80% of the current level)*

Maintenance of Higher education on a regional level
● Creation of the "Platform for Regional Cooperation" (tentative name) for multiple higher education institutions, local governments and industries in each region to discuss the future visions for the region and specific measures for cooperation and interaction

Roles of national, public and private institutions
● Concerted efforts among national, public and private institutions to restructure and develop higher education in each region while taking into consideration their respective historic backgrounds and re-organized roles
● Study of the roles of national universities and the direction concerning the necessary fields and scales of their activity

V. Roles of individual higher education institutions —*Diverse education provided by diverse institutions*—

● Further discussion on specific issues of each type of school (university, professional college/ professional junior college, junior college, college of technology, professional training school, and graduate school)
● Increase of mobility of students though enhanced partnerships among higher education institutions (by admitting transfer) to provide more diversified carrier paths

VI. Investment in higher education—*Visualization of costs and expansion of assistance from all sectors in society*—

● Necessity to <u>increase public assistance</u> for the higher education to maintain the national capability
● <u>Assistance from the private sector in the form of investment and donations</u> with a view to ensuring that all sectors in society can enjoy economic benefits and other benefits of higher education (<u>diversification of financial resources</u>).

➤ ● Visualization of educational and research costs
● Demonstrating to society the social and economic benefits of higher education as a whole

➤ <u>Promotion of public understanding of the burden of cost on society, including public assistance</u>
→ *Fostering the momentum to invite necessary investment to higher education*