

Points of the Second Basic Plan for the Promotion of Education



Four Basic Policy Directions

While the contents of the First Basic Plan were designed vertically by school stages, the Second Basic Plan focuses on creating smoother pathways and linkage among schools or between school education and working life, and sets four educational directions in each life stages, such as "developing social competencies for survival".

Eight Achievement Targets

In order to establish a check and improvement cycle (the PDCA cycle), this plan sets achievement targets and indicators to assess the attainment of such targets objectively lacking in the First Plan (see the inside pages for details)

30 Basic Measures

Based on the critical situations facing our country, including the declining birthrate, the aging population and globalization, 30 Basic Measures required to materialize this vision are organized systematically in this plan.

[Process Leading to the Establishment of the Plan]

- December 2006: The revised Basic Act on Education was promulgated and came into effect.
- June 2011: The Minister of Education, Culture, Sports, Science and Technology consulted the Central Council for Education about establishing the Second Basic Plan for the Promotion of Education.
- April 2013: The Central Council for Education released the report titled "Regarding the Second Basic Plan for Promotion of Education".
- June 2013: The Second Basic Plan for Promotion of Education was decided by the Cabinet.

◆Basic Act on Education (Act No. 120 of 2006 established on December 22) (Basic Plan for the Promotion of Education)

Article 17: In order to facilitate the comprehensive and systematic implementation of measures for the promotion of education, the government shall formulate a basic plan covering basic principles, required measures, and other necessary items in relation to the promotion of education. It shall report this plan to the Diet and make it public.

2. Local governments, referring to the plan set forth in the preceding paragraph, shall endeavor to formulate a basic plan on measures to promote education corresponding to regional circumstances.

The Second Basic Plan for the Promotion of Education

Cabinet
Decision on
June 14, 2013

What is truly needed in Japan is independent-minded learning by individuals in order to realize independence, collaboration and creativity. (see introduction of the Second Basic Plan)

The Second Basic Plan for the Promotion of Education (during the period between FY2013 and FY2017) has been established. The Basic Plan for the Promotion of Education is a comprehensive plan for education formulated by the national government based on the Basic Act on Education.



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Details about the Basic Plan for the Promotion of Education are available on our website.
<http://www.mext.go.jp/english/>



Four Basic Policy Directions of the Educational Administration

In order to rebuild education based on the principles of the revised Basic Act on Education, the government sets directions in each life stage, and systematically organizes specific measures as well as achievement targets and indicators.

- 1. Developing social competencies for survival:**
 - Active abilities for independence and collaboration in a diversified and rapidly changing society
 - Setting conditions to ensure educational achievements
- 2. Developing human resources for a brighter future:**
 - Human resources to initiate and create changes and new values through leadership in various fields in society
 - Increasing diverse experiences and opportunities for friendly competition with each other to develop creativity, challenging spirits, leadership, Japanese identity, language and communication skills
 - Establishing environments to enhance excellent abilities and various personality
- 3. Building safety nets for learning:**
 - A wide range of learning opportunities accessible to everyone
 - Provision of safe and secure educational and research environments, as well as learning opportunities such as reducing the burden of educational cost
- 4. Building bonds and establishing vibrant communities:**
 - A virtuous circle where society nurtures people, and people create society
 - Enhancing society-wide educational abilities such as forming social systems and networks to gather various people and collaborate with each other through learning
 - Establishing environments for social participation in people's own initiative and supporting each other

(Common principles)

- ◆ Respect for diversity in education
- ◆ Horizontal cooperation and collaboration throughout society
- ◆ Collaboration between the national and local governments for revitalization of the educational sector

(Methods of educational investment)

- ◆ Considering the various current issues in education, the future directions of investments in education focus on improvements in the following three areas mainly:
 - Establishing environments for high quality education, such as collaborative and interactive learning
 - Reducing the burden of educational cost on household budgets
 - Establishing safe and secure educational and research environments (such as strengthening the earthquake resistance of school facilities).
- ◆ Rebuilding education is one of the high priority political issues, and it is required materializing high quality education that surpasses levels in the major European countries and the United States. Therefore, in the Second Plan, we need to ensure indispensable educational investments by securing financial resources for necessary budgets to attain the Achievement Targets and implement the Basic Measures mentioned in Part 2 of the Plan, referring to the situations of educational investments such as public expenditures in OECD members and other countries.

(Scenario to prevent crises)

- Encouraging self-fulfillment, increasing in the number of active social players, and reducing disparities (to maximize individuals' abilities for a society of lifelong engagement with the participation of all citizens including youths, women, seniors and persons with disabilities).
- To improve social productivity (including innovations for globalization)
- To establish human bonds(to build social capital)

↳ Each citizen will regain pride and confidence, and a wide range of the population will be able to appreciate their own achievements

Critical situations in our country

Linked to each other

Rapidly declining birthrate and aging population

- A decrease in the productive age population (In 2060, Japan's total population will have decreased to 90 million by a decrease of 30 percent from 2010, 40 percent of which will be people aged over 65)
- Reducing economic scale and tax revenues, and increasing social security expenditure

↳ Declining social vitality

Advancing globalization

- Mobilization of human, commercial, economic and information resources
- Full blown a knowledge-based society
- Escalating international competition triggered by the rise of developing countries
- Deindustrialization caused by corporations moving their production bases abroad

↳ The danger of a declining Japan's international profile

Changing the employment environment

- Changing Japanese traditional work system including the lifetime employment and seniority system
- Declining of the traditional corporate function of nurturing human resources through in-house education and training

↳ Rising unemployment and fluctuating hiring rate

the Great East Japan Earthquake has exposed and accelerated these situations further

Changing local communities and family structures

- Weakening of the safety net mechanism supported by human bonds and connections within local communities
- Diversified values and lifestyles

↳ Increasing isolation of individuals and weakening normative consciousness

Reproducing and immobilizing disparities

- Widening economic disparity → Educational inequality
- Reproducing and immobilizing educational inequality (between or among generations)

↳ Lower individual motivation and less social stability

Global challenges

- We are facing numerous global issues including environmental, food and energy problems, as well as ethnic conflict and religious disputes. In the process of resolving these issues, we must depart from the conventional pursuit of material affluence and strive to build a sustainable society.

On the other hand...

[Japan's Various Strengths]

- Rich and diversified culture and art, as well as superior sensitivity
- Science technology and basic manufacturing technologies
- The population's diligence, cooperation and consideration
- High-level of basic knowledge and skills
- Strong human bonds

[Lessons from the Earthquake] (insights into ways to overcome the crises)

- The ability to grasp a situation accurately, to think and act proactively, and to not give up
- To restore and build a future-oriented society with innovation
- Improving the educational environment for acquisition of necessary knowledge and skills in a safe atmosphere
- Importance of connections among people, communities and countries, as well as coexistence with nature

[Evaluation of the First Basic Plan]

The accomplishment of the "Educational Vision for the Next 10 Years" in the First Basic Plan is in progress. In spite of various efforts, there remain challenges including motivation for learning, learning hours, the number of low academic performers, coping with globalization, young people who are not interested in studying or working abroad, and fostering normative consciousness and sociality. On the other hand, new methods for solving problems through community collaboration, and new issues such as educational inequality have emerged.

↳ The causes of these issues are:

- lack of attitudes for drawing out various individual abilities;
- a tight situation to create smoother pathways and linkages among schools or between school education and social life;
- insufficient PDCA cycle.

Future Directions in Society

We build a lifelong learning society to achieve the three principles of independence, collaboration, and creativity

Creativity

A lifelong learning society that enables the further creation of new values through independence and collaboration

Independence

A lifelong learning society in which every person can develop his/her personal characteristics and abilities to actively explore and realize a fulfilling life

Collaboration

A lifelong learning society with mutual support, mutual enhancement and social participation achieved by respecting personal and social diversity, and maximizing each person's strengths

Developing social competencies for survival:

Active abilities for independence and collaboration in a diversified and rapidly changing society

Achievement Target 1

Solid cultivation of zest for life (from Kindergarten to Upper secondary school)

↳ Cultivating abilities to learn, think and act by oneself as the basis of lifelong learning.

<Examples of Achievement Indicators>

- Averages at to the top level in international student assessment surveys
- Improvement of bullying situations, decrease in students' non-attendance and dropout rates in upper secondary school
- Aiming to surpass the level of children's physical fitness from 1985 level in the next decade

<Examples of Measures>

- Improvement of language activities under the new Course of Study, which serves as the fundamental standards for school curriculum
- Promotion of collaborative and interactive learning with ICT
- Promotion of educational activities on Saturdays according to local circumstances
- Improvement and enhancement of upper secondary school education, including introduction of a new exam that assesses students' learning achievements
- Promotion of moral education (improvement and distribution of the book Kokoro no Note [Notebook for Moral Education] and study of the idea to make moral education a school subject)
- Thorough approaches to bullying and acts of violence
- Improvement of teacher quality and ability (comprehensive reform for initial teacher education, teacher employment, and teacher training)
- National Assessment of Academic Ability (the government continues to monitor the results of all)
- Consideration of developing flexible education system according to student growth, including modalities for the 6-3-3-4 system

Achievement Target 2

Acquisition of the ability to explore and tackle issues (undergraduate or above)

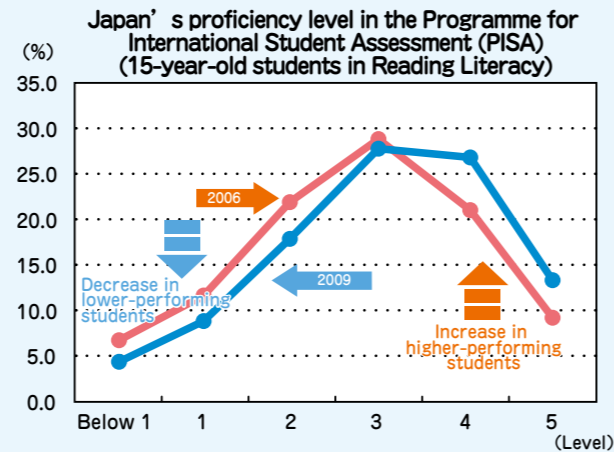
↳ Developing abilities to find the best solutions for unsolved issues in any circumstance.

<Examples of Achievement Indicators>

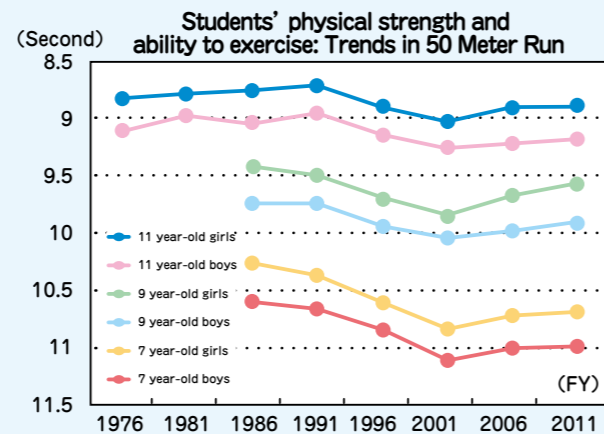
- Increase in student study hours (aiming at same level as the Europe and the US)
- Improvement in the curriculum system across all universities (e.g., systematization of the curriculum, improvement of syllabus)

<Examples of Measures>

- Establishment of better learning environment in university, such as increasing and enhancing educational support staff and active learning, and strengthening the function of libraries
- Change of the start period of job hunting and employment activities to ensure students' learning hours and opportunities for various experiences such as studying abroad
- Establishment of a comprehensive system for quality assurance of university education (e.g., the Standards for the Establishment of Universities, Approval System of the Establishment of Universities, and Certified Evaluation and Accreditation)
- Drastic reform of university entrance exams, including the use of achievement test results



[Notes] Level 5: Students have a full and detailed understanding of a text.
Level 4: Students can demonstrate an accurate understanding of long or complex texts.
Source: OECD, PISA 2009 Results



Source: MEXT, FY2011 Physical Fitness Survey (Japan Fitness Test)



Developing social competencies for survival:

Active abilities for independence and collaboration in a diversified and rapidly changing society

Achievement Target 3

Development of competencies for independence, collaboration, and creativity over one's lifetime

↳ Enabling every person to develop social competencies for survival over his/her lifetime

<Examples of Measures>

- Promotion of learning as a means to solve current social issues
- Promotion of various experiential activities and reading activities
- Promotion of learning quality assurance and assessing/using learning outcomes



Achievement Target 4

Developing abilities for social and vocational independence

<Examples of Achievement Indicators>

- Increased efforts to improve employment rate and early job-leaving rate (as following)
 - Improvement of implement situation of internship projects
 - Greater adult student enrollment in universities, junior colleges, colleges of technology, and specialized training colleges

<Examples of Measures>

- Enhancement of career education to develop the abilities required for social and vocational independence
- Promotion of vocational education in each school (from preschool to higher education)
- Enhancement of reeducation opportunities (including development of practical programs in collaboration with educational institutions and industry, and flexible administration of scholarship loan programs)

Developing Human Resources for a Brighter Future:

Human resources to initiate and create changes and new values through leadership in various fields in society

Achievement Target 5

Development of global human resources, as well as human resources to create new values

<Examples of Achievement Indicators>

- 50% of all secondary school students achieve the expected English skills*
- Doubling of the number of research universities that are internationally competitive in the next 10 years
- Improvement of universities' international reputation
- Increase in the number of universities that set targets for students' English skills* at graduation, and students who achieve such targets
- 50% of lower secondary school and 75% of upper secondary school English teachers have the expected English skills*
- Increase in the number of Japanese students studying abroad and international students studying in Japan
 - Doubling of the number of Japanese students studying abroad by 2020 (University students: 60,000 to 120,000; Upper secondary school students: 30,000 to 60,000)
 - Realizing the "300,000 International Students Plan"

<Examples of Measures>

- Discussion of early graduation from upper secondary school
- Discussion of English education as a school subject in elementary schools
- Launch "Super Global High School" program
- Provision of new programs to reduce the financial burden for Japanese students studying abroad through collaboration of the government and private sectors, and promotion of the strategic acceptance of excellent international students
- Primarily support focused on universities that address thorough internationalization

*Expected English skills

- Lower secondary school: grade 3 of the EIKEN Test, which assesses practical English proficiency, or above
- Upper secondary school: grade pre-2 to 2 of the EIKEN Test or above
- University: e.g., 80 points on the TOEFL iBT
- English teachers: grade pre-1 of the EIKEN Test, 80 points on the TOEFL iBT, 730 points on the TOEIC or above

Building safety nets for learning:

A wide range of learning opportunities accessible to everyone

Achievement Target 6

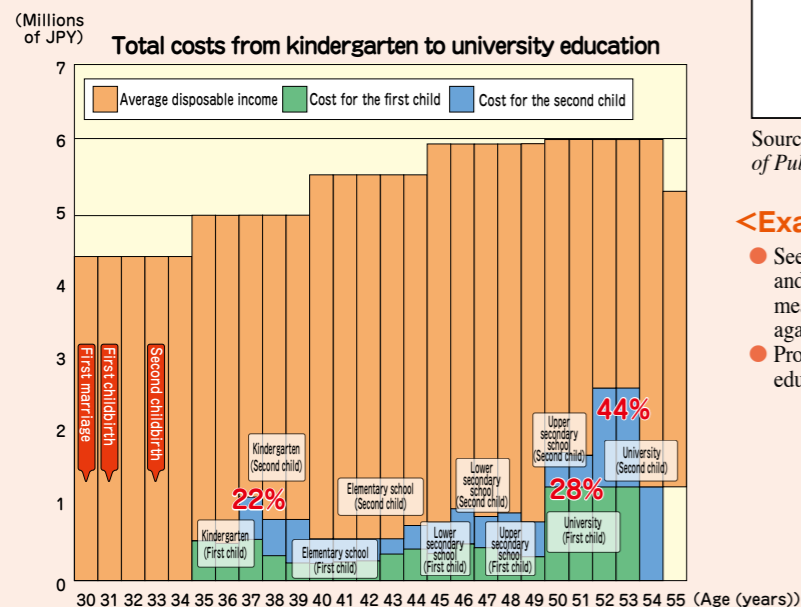
Provision of learning opportunities for all who are motivated

<Examples of Achievement Indicators>

- Decrease in the influence of differences in household economic condition on academic achievement
- Increase in the percentage of students who successfully receive scholarship loans among those who apply and meet the standards
- Increasing the percentage of students from low-income households who receive tuition and enrollment fees support

<Examples of Measures>

- Promotion of efforts for free early childhood education
- Promotion of financial support for upper secondary school students from low income households
- Regarding the interest-free scholarship loan program, consideration of a transition to the new repayment system determined annually according to post-graduation income, and reviewing the rate of delinquent charge
- Provide more opportunities for children and young people, who face difficulties and setbacks, to gain reeducation



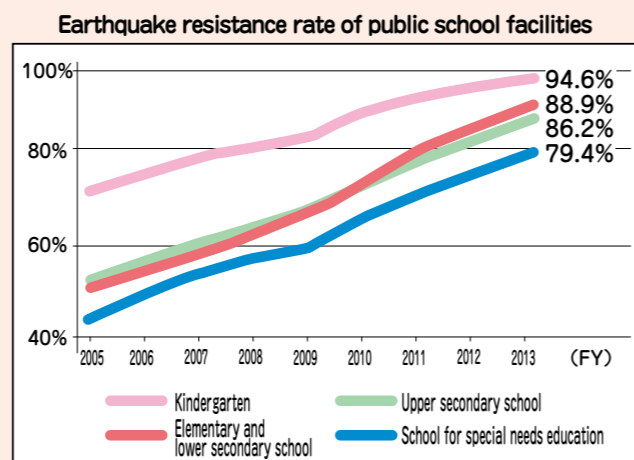
Sources:
 MEXT, *Survey of Household Expenditure on Education per Student 2012*
 Japan Student Services Organization (JASSO), *Survey on Student Life 2012*
 Ministry of Internal Affairs and Communications, Statistics Bureau, *Family Income and Expenditure Survey 2011*
 Note 1: The ratio of the burden of educational costs indicate in red.
 Note 2: The burden of educational costs means as follows:
 • Kindergarten - total educational cost of private kindergarten
 • Elementary and secondary (lower and upper) school - total educational cost of public school (sum of cost for schooling, school lunch and activities outside school)
 • University - educational cost of private university for full-time students (including tuition fee, other payments to the university, cost for extracurricular activities and commuting cost/not including accommodation fees)
 Note 3: These figures of dispensable income target on households with two or more workers, and are equivalent annual income on the basis of monthly by householder's age class. The figure of age 55 is average income from age 55 to 59.

Achievement Target 7

Provision of safe and secure educational and research environments

<Examples of Achievement Indicators>

- The completion of earthquake resistance of public school facilities by 2015
- Making child fatalities zero and decreasing student injuries in accidents, disasters, and other incidents under the supervision of schools



Source: MEXT, *Survey on Refurbishment of the Earthquake Resistance of Public School Facilities 2013-14*

<Examples of Measures>

- Seeking to strengthen the earthquake resistance of school facilities and disaster protection functions, including earthquake resistance measures for nonstructural members, and pursuing countermeasures against deterioration
- Promotion of school safety education including disaster prevention education



Building bonds and establishing vibrant communities:

A virtuous circle where society nurtures people, and people create society

Achievement Target 8

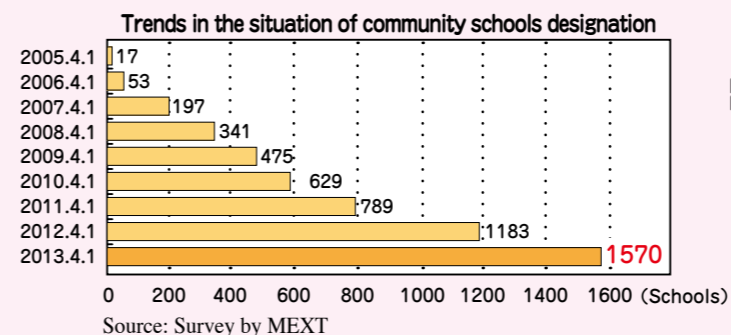
Establishment of vibrant communities through support and cooperation

<Examples of Achievement Indicators>

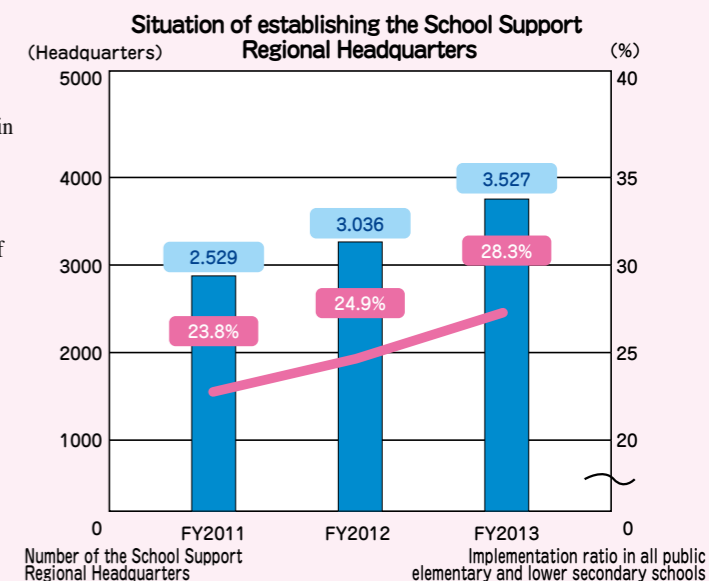
- Building a system of organizational coordination and act in concert within administrative office, schools and communities in all school districts
- Transitioning 10% of all public elementary and lower secondary schools (approximately 3,000 schools) to community schools (School Management Council System)
- Enhancing support for education at home (e.g., increasing the number of support team for home education)

<Examples of measures>

- Dissemination of community schools and the School Support Regional Headquarters
- Promotion of the Center of Community (COC) framework in university
- Strength of home education support and practices for enhancing learning of parents who are primary responsible for their children's education



Source: Survey by MEXT



Source: Survey by MEXT, conducted as a "Promotion Program for Educational Supporting Activities with Collaboration of School, Family and Local Community" (As of August 1, 2013)

Establishment of environments for the Four Basic Policy Directions

Drastic reform of the boards of education

e.g., consideration of drastic reform for establishing system of accountability in the board of education

Establishment of an educational staff guidance system for detailed and high quality education

e.g., promotion of class size reduction, and enhancement of achievement-based teaching and specialized instruction in elementary schools

Enhancement of university governance

e.g., establishment of organizational management for allowing proper decision making by exercising the university president's leadership

Enhancement of university's financial base and improvement of facilities in universities

e.g., enhancement of financial base, such as expenses grants for national universities and private educational institute aid, and distribution of funds in a clearer and more balanced way

Promotion of private schools

e.g., enhancement and promotion of public financial supports, including foundational expenses, and other measures, as well as reduction of educational financial burden for students, etc.

Strengthening of the system for promoting social education

e.g., support for advanced local public organizations that are making efforts to resolve community issues with cooperation between social education public administration and various entities

* In addition, efforts of recovery and reconstruction assistance for the Great East Japan Earthquake are also described in every Four Basic Directions.