

Basic Plan for the Promotion of Education

June 16, 2023

Cabinet Decision

This plan has been reported to the Diet based on Article 17, Paragraph 1 of the Basic Act on Education (Act No. 120 of 2006).

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Introduction

- The year 2022 marked the 150th anniversary of the promulgation of Japan's first modern education law enacted nationwide as the "School System."
- The education system in Japan has undergone numerous reforms over the years to form the current system. The formulation of this new Basic Plan for the Promotion of Education reflects on the efforts of our predecessors who have devoted themselves to the development of education, and comes at an appropriate time for envisioning the future of education. The concept of "trends and inerrancy," which incorporates the demands of the new era, was the underlying concept when formulating this Plan, while the Basic Act on Education was considered the universal mission.
- During the period of the Third Basic Plan for the Promotion of Education, the spread of COVID-19 and the destabilization of the international affairs, which could be called symbolic of the unpredictable times, 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 and the future of society, amid various social issues such as declining birthrate and population, advancing globalization, global-scale issues, and entrenchment and reproduction of disparities.
- When formulating this plan, we examined the state of educational policy 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." The government will steadily promote future educational policy in cooperation with various ministries based on this Plan. It is expected that each local government will take appropriate actions according to local conditions, taking into consideration the government's basic plan, in order to make the policies and measures of this Plan effective.

- When we look ahead to the future of our country, education is the core driving force that drives our society, playing a vital role in ensuring the prosperous and happy lives of all individuals and in the sustainable development of society. The Basic Plan for the Promotion of Education is a comprehensive plan that should serve as a “compass” to show the direction in which educational policy should progress in an era when the future is difficult to predict, and we look forward to the promotion of initiatives by all parties involved in education to develop Japan's educational policy, based on this Plan.

I. Current Situation, Issues, and Vision of Education in Japan

(1) Universal mission of education

- The year 2022 marked the 150th anniversary of the promulgation of Japan's first modern education law enacted nationwide in 1872 as the "School System." During this period, through various educational reforms, education in Japan has reached a high standard internationally and has contributed significantly to the development of society.
- The recent spread of COVID-19 and Russia's invasion of Ukraine threatened our peaceful daily lives and shook our basic values, giving us an opportunity to reaffirm the importance of the statement, "to further develop the democratic and cultural state we have built through tireless efforts, also hope to contribute to world peace and to improving the welfare of humanity," in the preamble of the Basic Act on Education amended in 2006, and the importance of respecting life as stated in the objectives of education.
- Article 1 of the Act specifies that education must be provided with the aim of "fully developing the individual character" as we endeavor to "cultivate people who are sound in mind and body and imbued with the qualities necessary for people who make up a peaceful and democratic nation and society." Article 2 specifies the objectives of education as follows: (1) having students acquire wide-ranging knowledge and culture, fostering the value of seeking the truth, cultivating a rich sensibility and sense of morality, as well as building the health of the body; (2) developing individuals' abilities, cultivating creativity, fostering a spirit of autonomy and independence by respecting the value of the individual, as well as emphasizing the relationship between one's career and everyday life and fostering the value of respect for hard work; (3) fostering the values of respect for justice, responsibility, equality between men and women, and mutual respect and cooperation, as well as the value of actively participating in building our society and contributing to its development, in the public spirit; (4) fostering the values of respecting life, caring about nature, and desiring to contribute to the preservation of the environment; and (5) fostering the value of respect for tradition and culture and love of the country and regions that have nurtured us, as well as the value of respect for other countries and the desire to contribute to world peace and the development of the international community. Article 4 specifies "equal opportunity in education," where all citizens must be given equal opportunities for education suited to their abilities.
- Aiming to realize these principles, objectives, targets, and equal opportunities as

stated in the Basic Act on Education will remain a “inerrancy” aspect of education that will never change even in the era of uncertainty with the unpredictable future. The Basic Plan for the Promotion of Education will continue to have the universal mission of maintaining this “inerrancy” aspect and will serve as a compass for the great ship of education in our country in the midst of society and the times that are “trends.” The universal mission of “inerrancy” can only be fulfilled by incorporating “change, and in order to realize the essential values of education, which form the basis for the concept of trends and inerrancy, we must steadily implement the necessary educational policy in the direction that the compass guides us to.

(2) Achievements and Issues during the Third Basic Plan

- Following the amendment of the Basic Act on Education, the government has formulated the First, Second, and Third Basic Plans for the Promotion of Education based on the Act, and has been promoting initiatives by comprehensively and systematically positioning measures that embody the purpose and philosophy of education.
- The First Basic Plan for the Promotion of Education (Cabinet Decision on July 1, 2008) was promoted by presenting the educational vision which should be pursued over the next ten years. Based on the results of the verification, the Second Basic Plan for the Promotion of Education (Cabinet Decision on June 14, 2013) promoted an educational policy toward building lifelong learning society based on “independence,” “collaboration,” and “creativity.”
- The Third Basic Plan for the Promotion of Education (Cabinet Decision on June 15, 2018), while carrying over the philosophy of the Second Plan, indicated an ideal vision for educational policy focusing on social changes after 2030, set forth the basic policy of “maximizing “possibilities” and “opportunities” for each person throughout his/her life through education,” and promoted initiatives toward the realization of an “Education-Centered Nation.”
- A high academic ability was maintained at elementary and secondary education in international surveys, such as PISA, as a result of these initiatives, and ICT environmental improvement progressed dramatically, such as 1 device for 1 student and high-speed network through the GIGA School Program. The number of teachers and other personnel was improved with the planned development of 35-student classes in elementary schools and the promotion of the subject-based teacher assignments for late elementary grades, and ensured adequate support

staff. In addition, in order to promote an inclusive education system, the number of teachers for special support services in resource rooms has come to be automatically calculated by the number of students, subjects related to special needs education were made compulsory in teacher training programs, and financial support to external human resources was enhanced.

- Initiatives were promoted for tertiary education based on the Grand Design Report¹, which were aimed at shifting to learner-centered education, including legal amendments for university accreditation, establishment of university-wide academic management² and quality assurance system, development of a system for collaboration and integration of higher education institutions, and revisions to Standards for Establishment of Universities.
- Furthermore, measures were implemented to reduce the burden of education expenses during the school stages from kindergarten to universities, etc. by providing free early childhood education and care, enhancing the High School Tuition Support Fund, and introducing a new support system for higher education. This helped in increasing the university advancement rate of children from economically backward households and reducing the number of dropouts from universities, etc., and high schools due to economic reasons. In addition to promoting the development of high-quality education and research environment, extending the service life of facilities and making school facilities earthquake-resistant to ensure safety and security saw a certain degree of progress.
- On the other hand, the spread of COVID-19 caused a sharp decline in global human interaction, including study abroad programs, as well as stagnation in various experiential activities. This also gave an opportunity to reaffirm the role of schools from the perspective of welfare, in supporting physical and mental health of students and other children, as a place of belonging and safety net for them.
- In recent years, the number of serious incidents of bullying and the number of suicides among students have been rising, which is alarming. The number of students who are chronically absent is also increasing and appropriate support corresponding to individual circumstances is required. Concerns have also been raised that chronic absenteeism will lead to poverty of families.
- Even though work-style reforms of schools are steadily producing results, there are still many teachers and other personnel with long working hours, and it is

¹ “Grand Design for Higher Education toward 2040 (Report)” (Central Council for Education, November 2018)

² “Academic Management Guidelines” (University Committee, Central Council for Education, January 2020)

necessary to continue to accelerate efforts.

- The increase in the number of hires in recent years due to mass retirements and the decrease in the number of graduates taking the examination, as well as the increase in the number of people taking maternity and childcare leave and the surge in the number of special needs classes, have all contributed to the decline in the applicant-to-hire ratio and a shortage of teachers.
- The decline in the educative functions of communities and the importance of strengthening local community functions have been pointed out, and though integrated efforts through community schools and community cooperation activities for learning and education, which are initiatives to build a system of cooperation and collaboration between local communities and schools, are progressing on the whole, differences are emerging among municipalities and school types. In addition, as the environment surrounding families is changing, such as the increase in dual-income families and single-parent families, and the weakening of community bonds, many parents have concerns about raising children, and the importance of supporting education at home by the entire community is increasing.
- From the perspective of the development of society and economy, the importance of recurrent education³, especially reskilling, has been pointed out in response to the situation where re-learning of adults is not making sufficient progress amid the shortage of specialists, including human resources who can lead innovation, and sluggish labor productivity. It is important to enable everyone, including the elderly, to learn according to their needs throughout their lives so that they can lead a fulfilling life in the 100-year life era.
- While universities, etc., and other higher education institutions are seeing the results of the efforts they took to secure learning opportunities during the COVID-19 pandemic, such as the increase in out-of-class study hours, efforts are required to ensure the quality and quantity of student learning since there are disparities among universities in terms of the progress of specific efforts to establish university-wide academic management. In addition, there continues to be a low percentage⁴ of students entering doctoral programs, and it is necessary to improve their motivation for higher education by developing career paths for

³ Recurrent education refers to education that adults receive at schools, etc., again after completing school education. The concept is used to indicate reskilling to acquire skills necessary for one's job, regardless of whether the person has quit the job or is still working, as well as re-learning techniques, culture, etc. that are not directly related to a job.

⁴ In the humanities and social sciences, the number of students entering master's degree programs is also low.

doctoral human resources to play an active role in a wide range of fields, including industry. Furthermore, it is necessary to further promote the acceptance of adults.

- Regarding school facilities, it is necessary to continue to develop a safe, secure, and quality education and research environment since aging school facilities and accommodation of diverse educational content and methods, remain challenges.

(3) Responding to the current situation and changes in society, and future vision

- The present era with the unpredictable future, is also referred to as the “VUCA” era, which is an acronym⁵ for volatility, uncertainty, complexity and ambiguity that are the characteristics of the present era. In the previous three plans, declining birthrate and population, aging society, progress in globalization and declining international standing, global-scale issues, child poverty, entrenchment and reproduction of disparities, disparities among regions, and weakening social ties, have been continuously discussed as social issues. Against this backdrop, the impact of the spread of COVID-19, which occurred during the Third Basic Plan period, and the destabilization of the international situation caused due to Russia’s invasion of Ukraine, were truly symbolic of an era that is difficult to predict. How to build a society that is resilient in the face of such crises is an important issue for the future.
- The spread of COVID-19 led to a stagnant international economy and reduction in global human interaction and opportunities of experiential activities. The temporary closure of schools also led to a renewed awareness of the school's role in welfare, as a place of belonging and safety net. At the beginning of the outbreak, ICT was not fully utilized, highlighting the delay in responding to digitization, but the pandemic led to the development of online education and the transformation of learning. Combined with these social circumstances, the progress in digital transformation (DX) is attracting attention as a transformation having the potential to bring about a better change in society.
- Looking ahead to a post-2040 society, we need both a perspective of fostering human resources in response to social issues and changes predicted at the moment and a perspective of creating a society by ourselves for an unpredictable future.
- The first predictable social change is declining population. The current working age population in the age group of 15 to 64 is estimated to reduce to 2/3 of the current number by 2050. Japan’s labor productivity is low on an international scale,

⁵ Volatility, Uncertainty, Complexity, Ambiguity.

and if this situation continues, the maintenance of socioeconomic vitality and standards will be at risk. Declining population and aging society are particularly serious in rural areas, and it is also necessary to take measures from the perspective of regional vitalization. In addition, measures amid an increase in longevity are also required.

- It is predicted that there will be a shortage of human resources with digital and environmentally friendly (decarbonization) skills, which is associated with digital transformation and global warming. In addition, the development of AI and robotics has reduced employment in certain occupations, and it is predicted that the abilities such as the ability to identify problems, accurate prediction, and innovativeness will be even more required in the future, and that the nature of labor markets and skills required of working people are likely to undergo transformation in the future. It has been pointed out that generative AI, in particular, has the potential to bring major transformation in people's lives and society.
- Economically advanced countries have emphasized the idea of well-being, which encompasses happiness and purpose in life, as well as good mental and physical health, without being limited to economic prosperity. In OECD's Learning Compass 2030⁶, the individual and collective well-being is described as the "Future We Want," while the well-being of society is described as a shared destination.
- As society becomes more diverse, we need to promote social inclusion to realize a symbiotic society in which everyone can enjoy a vibrant life without being left behind, regardless of disability, age, cultural or linguistic background, or family background.
- It is necessary to take measures taking into account the fact that the age of majority and the voting age have been lowered to 18, and that in addition to the respect shown for the right to self-determination of young people and efforts for their active participation in society, the Basic Act on Children Policy and the Act Establishing the Children and Families Agency were enacted that provide for the protection of the rights and interests and expression of views of children.
- In addition, from the perspective of creating society by ourselves in the face of an unpredictable future, we are required to realize the ideal vision set forth in the preamble to the National Curriculum Standards, to become "creators of a sustainable society." In doing so, it is important to share the universal values

⁶ "Learning Compass 2030", OECD, May 2019 (Source OECD Future of Education and Skills 2030, Conceptual learning framework: Learning Compass 2030, OECD, 2019)

stipulated in the Basic Act on Education with regard to the principles, objectives, and targets, and be proactive creators of society.

- In the 6th Science, Technology, and Innovation Basic Plan⁷, the vision of the future society that we should aim for is described as “Society 5.0,” which is a human-centered society that is sustainable and resilient, that ensures the safety and security of the people, and that enables each and every one of them to realize well-being.
- When we look ahead to society after 2040 against the backdrop of the current state of society and social changes, we can say that only education can be at the core of the driving force that drives society and that the times have come for education to become a system that supports a human-centered society. In times when the future is difficult to predict, education plays an increasingly important role in achieving a prosperous and happy life for each individual and the sustainable development of society.
- Based on this understanding, this Plan describes the role of education in the ideal vision of society.

⁷ “The 6th Science, Technology, and Innovation Basic Plan” (Cabinet Decision on March 26, 2021)

(4) Educational policy trends in Japan and internationally

- During the Third Basic Plan period, the Central Council for Education presented the following reports - “Work-Style Reform of Schools⁸,” “Japanese-Style School Education in Reiwa⁹,” “Grand Design of Higher Education,” “Formulation of the Third Plan on the Promotion of School Safety¹⁰,” “Approach to Development, Recruitment, and Training of Teachers Who Will Be Responsible for ‘Japanese-Style School Education in Reiwa¹¹’.” In addition, the Lifelong Learning Committee, Elementary and Secondary Education Committee, and University Committee compiled summaries of discussions on each policy area, and various expert panels established within MEXT made proposals related to educational policy.
- In addition, the relevant ministries and agencies are also discussing and making proposals on educational policy, including the first and second proposals¹² of the Council for the Creation of Future Education, the Policy Package¹³ Regarding Education and Human Resource Development by the Council for Science, Technology and Innovation, and the METI’s Future Vision of Human Resources¹⁴.
- Outside Japan, the Organisation for Economic Co-operation and Development (OECD) has presented the Learning Compass 2030, which looks at education in 2030, and UNESCO has compiled the Future of Education Global Report¹⁵.

⁸ “Comprehensive Measures Relating to Work Style Reform in Schools to Build a Sustainable School Guidance and Management System for Education in a New Era (Report)” (Central Council for Education, January 2019)

⁹ “Aiming to Build ‘Japanese-Style School Education in Reiwa’ ~ Realization of Personalized and Self-Regulated Learning and Collaborative Learning that Unlocks the Potential of All Children ~ (Report)” (Central Council for Education, January 2021)

¹⁰ “Formulation of the Third Plan on the Promotion of School Safety (Report)” (Central Council for Education, February 2022)

¹¹ “Approach to Development, Recruitment, and Training of Teachers Who Will Be Responsible for ‘Japanese-Style School Education in Reiwa’ ~ Realization of “New Ways of Teachers’ Learning” and Formation of a High-Quality Teacher and Other Personnel Group with Diverse Expertise ~ (Report)” (Central Council for Education, December 2022)

¹² “Roles of Universities, etc. , and Society as a Driver of Japan's Future (First Proposal)” (decided by the Council for the Creation of Future Education on May 10, 2022), “J-MIRAI: Japan-Mobility and Internationalisation: Re-engaging and Accelerating Initiative for future generations (Second Proposal)” (decided by the Council for the Creation of Future Education on April 27, 2023)

¹³ “Policy Package Regarding Education and Human Resource Development Toward the Realization of Society 5.0” (Council for Science, Technology and Innovation, June 2022)

¹⁴ “Future Vision of Human Resources” (Ministry of Economy, Trade and Industry, May 2022)

¹⁵ Source: UNESCO International Commission on the Futures of Education. Reimagining our futures together: a new social contract for education, UNESCO, November 2021

II. Basic Policy related to the Educational Policies in the Future

(High-level fundamental policies and concept)

- In light of the current situation, issues, and prospects of education in Japan, as described above, this Plan sets forth “fostering creators of a sustainable society” and “improving the Japanese way of well-being rooted in Japanese culture” as high-level fundamental policies that summarize the concept of educational policy for the post 2040 society. Both the notions are important in terms of the roles that society and individuals should play in the future, and it is necessary to implement educational policy that will promote efforts toward the realization of these mutually cyclical processes.

(1) Fostering creators for sustainable society towards post-2040

- In the midst of globalization, global environmental issues such as climate change, social issues such as declining birthrates and population, urban-rural disparity, and the destabilization of the international situation caused by Russia’s invasion of Ukraine, society must develop sustainably in order to achieve the well-being of each individual. In particular, birthrate and population in Japan are declining significantly, and in order to make social systems such as public finance and social security sustainable in the future and realize a dynamic society while maintaining the current economic level, it is necessary to improve the productivity of each individual and promote the participation of diverse human resources in society. It is also required to promote initiatives that lead to new innovation by linking solutions to social issues with economic growth. “Human” capabilities are indispensable to achieve these goals in Society 5.0 and we must “invest in people” to foster human resources who will create sustainable development of society.
- In order to realize a sustainable society, it is important for each individual to recognize his or her own goodness and potential, respect all others as valuable beings, overcome various social changes in cooperation with diverse people, create a prosperous life, and aim to become a “creator of a sustainable society.” In an era where the future is difficult to predict, it is necessary to become the creators of our future society and maintain and develop a sustainable society through solving issues, etc.
- In Society 5.0, human resources are expected to possess qualities and competencies such as “initiative,” “leadership,” “creativity,” “ability to identify and solve issues,” “logical thinking,” “ability to express oneself,” and “teamwork.” In the context of these demands, it is important for each individual to independently

develop his/her own individuality and abilities, and is also important to foster human resources who can be the leaders in solving issues of a global-scale based on diverse values.

(2) Improving the Japanese way of well-being

- Well-being is defined as being in a state of good physical, mental, and social conditions, and includes not only short-term well-being, but also sustainable well-being that continues into the future, such as purpose in life and meaning in life. It is an overarching concept that includes individuals feeling happy and fulfilled, and places, communities, and societies being a good state that can provide happiness and fulfillment.
- The way well-being is perceived can differ depending on the cultural and social background of a country or region and there can be diverse ways of seeking well-being depending on the circumstances of each person.
- In other words, achieving well-being means that each diverse individual should feel happiness and purpose in life, as well as the community and society should feel happiness and affluence. We must improve the Japanese way of well-being through education.
- An international comparative study on well-being emphasizes the idea that high levels of self-assurance and self-realization lead to happiness in life, an aspect based on Western cultural values that focus on well-being based on an individual's ability to acquire or achieve, and state acquired or achieved (Achievement-oriented element). According to this study, some reports state that children and adults in Asian cultures, including Japan, tend to have low well-being, but in Japan, factors based on human connections and relationships (cooperative elements), such as altruism, cooperativeness, and a sense of social contribution, are significant for people's well-being. Therefore, Japan must aim for the realization of the Japanese way of well-being that fosters the acquired and cooperative elements of well-being in both a harmonious and integrated manner. This idea of well-being based on "Balance and Harmony" is being adopted worldwide, and it is also important to disseminate this idea internationally as something that makes the most of the characteristics and good qualities of our country.
- Elements of well-being rooted in Japanese society include "happiness (present and future; myself and others around me)," "connections at school and in the community," "cooperativeness," "altruism," "understanding diversity," "supportive environment," "sense of social contribution," "self-assurance," "self-realization

(sense of achievement, career awareness, etc.),” “mental and physical health,” and “safe and secure environment.” It is important to improve these elements through education, and it is necessary to gather evidence on whether subjective perceptions, especially of children, change as a result of the improvement. Furthermore, with regard to cooperative well-being, in addition to a positive attitude, it is important to view it as a foundation for co-creation amid connections and interaction with others, rather than as a closed cooperation premised on belonging to an organization that leads to 'peer pressure.'

- Rather than viewing well-being and academic ability as opposites, it is important to realize that academic ability, learning environment, family environment, and connections with the community are all elements that support individual well-being, and that measures should be taken to improve these environments. Also important is developing children’s socio-emotional skills and so-called non-cognitive abilities. Furthermore, rather than sacrificing individual well-being in favor of organization and society, it is necessary to stand on the premise that individual happiness is respected first.
- In order to enhance the well-being of children, it is necessary to ensure the well-being of teachers, and it is important that schools become places that enhance the well-being of teachers. Teachers should experience the growth of children, have a relationship of trust with guardians and local communities, feel psychological safety in the workplace, and have a positive working environment. In addition, it is important to ensure the well-being of all members of the school, including teachers, staffs, and support personnel. These things will maintain the foundation and environment for learning in a good condition and will become the basis for improvement in the well-being of learners, which in turn will lead to the well-being of families and the community.
- Furthermore, it is also important to take the perspective of achieving well-being based on the local community through lifelong learning and social education.
- Well-being is achieved in society where each individual, from children to adults, is a leader in the creation of society. In order to achieve the well-being of society as a whole, it is necessary to increase the well-being of individuals in various settings, realize a state of high well-being in places and organizations where individuals meet, and increase such places and organizations throughout society. Ideally, learning that helps children feel happiness and purpose in life should be created with guardians and the community members to improve the well-being of those associated with the school. This well-being should expand to support each child

and the community and should further circulate across generations.

- With regard to “independence,” “collaboration,” and “creativity” which are set forth in the Second Basic Plan for the Promotion of Education, and the philosophy of which is carried over into the Third Basic Plan for the Promotion of Education, “independence” and “collaboration” are in the directionality of integrated enhancement of personalized and self-regulated learning and collaborative learning, while “creativity” is brought about through improvement of lessons from the perspective of proactive, interactive, and authentic learning. It is important to aim for the well-being of individuals and society by progressively carrying on the basics of the previous plans and promoting education that enables everyone to connect with the community and society, as well as internationally.

(Five Basic Policies)

- Under this plan, the following five basic policies will be established under the above-mentioned high-level fundamental policies.
 - (1) Fostering human resources who continue to learn for the sustainable development of a globalized society
 - (2) Promoting education to realize a symbiotic society where no one is left behind and the potential of all people is brought out
 - (3) Promoting education to realize a society where people learn together and support each other in the community and at home
 - (4) Promotion of education digital transformation (DX)
 - (5) Infrastructures and dialogues to ensure the effectiveness of the plan

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

For the Sustainable Development of Society

- In an era known as the VUCA era, where it is difficult to predict the future, it is necessary to foster human resources who will continue to learn for the sustainable development of society in order to achieve the well-being of individuals and society. Globalization and digital transformation are transforming the labor market, and the skills required of workers of the coming era are changing. It is predicted that the ability to create new things, collaborate with others and solve problems as a team, which are difficult to replace with AI and robots, will be in even greater demand in the future, and education will need to accommodate these changes.
- Japan has a significantly declining birthrate and population and in order for Japan

to continue as a dynamic society, there is an urgent need to further develop the productivity and creativity of each individual through high-quality education, for which the following initiatives must be taken.

(Cultivate an attitude to proactively participate in the formation of society and foster an awareness of norms)

- It has been pointed out that children in Japan have a low awareness about proactive participation in the formation of society. In order to foster human resources who can create sustainable development of society, it is important to recognize that they are members of society who can create their own rules and systems through consensus building. This is a direction that is also consistent with the emphasis on student agency in the OECD Learning Compass (In the social context, it is the capacity to set a target, reflect and act responsibly to effect change.). It is necessary to cultivate an attitude to proactively participate in the formation of society through various activities such as issue-based learning, career education, and sovereign education in the real world, including specific local issues. In addition, the involvement of students in the process of formulating and reviewing school rules is thought to foster awareness to follow school rules on their own.
- At the same time, for the sustainable development of society, it is necessary to train human resources in the fields that will be in demand in that era when we look into the future. Currently, digital and green (e.g., decarbonization) are expected to be important fields for value creation in the future society, and it is necessary to shift to human resource development in these growth fields in a flexible manner. In addition, as social issues become more diverse and complex, it becomes difficult to solve issues solely by individual expertise, and it is necessary to develop human resources with universal knowledge and abilities that transcend the boundaries between the humanities and sciences. The importance of creating “convergence of knowledge¹⁶” through the accumulation of extensive “knowledge” in the humanities and social sciences, as well as through the fusion of “knowledge” in the natural sciences, has been pointed out. From this perspective, along with the promotion of cross-disciplinary and exploratory learning according to the developmental stage, universities are also required to promote education across social and natural science sectors, and education that integrates social and

¹⁶ To bring “revitalization of knowledge” that creates new value by bringing together diverse “knowledge.” (“Convergence of Knowledge”: Basic Concept and Strategic Promotion Measures Interim Summary (Secretariat for the Promotion of Science, Technology, and Innovation, Cabinet Office, March 17, 2022))

natural science sectors beyond the organizational boundaries such as conventional faculties, in addition to deepening the specialized knowledge that has been cultivated to date and improving the cross-disciplinary and interdisciplinary nature of education. It is also necessary to address the gender gap in the fields of science and mathematics.

(Proactive, interactive and authentic learning, active learning, and the quality assurance of university education)

- It is essential for the development of human resources who can create sustainable development of society to improve lessons from the perspective of “proactive, interactive, and authentic learning” in order to motivate students to learn and develop a wide range of qualities and competencies, breaking away from the bias toward “rote memorization of correct answers (knowledge)” and “correct-answer approach” as pointed out in the report “Japanese-Style School Education in Reiwa.”
- The concept of placing an emphasis on the learner proactively experiencing authentic learning through collaboration with others and issue-based learning and thinking independently, is important not only in elementary and secondary education, but also in higher education, lifelong learning and social education. It is necessary to reform high school education, improve selection of university entrants, and enhance active learning through issue-based learning (PBL), at universities, etc., to further develop the qualities and competencies, and motivation for learning developed in early childhood education and compulsory education, which form the foundation for lifelong character development, without losing them in upper secondary and higher education. In doing so, it is important to organize and implement curriculum and work on quality assurance from the perspective of fostering the abilities and attitudes of each individual towards learning based on his/her initiative.
- In addition, it has been pointed out that university education is polarized between universities actively working to improve education and passive universities, and that improvement efforts are merely formal and superficial for responding to accreditation evaluations, etc., and do not lead to improvements in education at the subject level. In this context, it is important for all universities to enhance their internal quality assurance, such as the development of systematic and organized university education based on the “three policies” and the establishment of academic management through inspection and evaluation of the results of

university education, which also reflect the voices of students and society. It is also important to encourage each university's efforts to realize learner-oriented education.

(Global human resource development)

- The spread of COVID-19 and the destabilization of the international situation have raised concerns about a stagnant global economy and a growing international divide. Against this backdrop, it is necessary to promote the development of global leaders who see various global issues as their own issues, lead the way in forming international rules on the world stage, and participate in solving socioeconomic issues, as well as human resources who can revitalize local communities from a global perspective, as people who can create sustainable development of society from a global standpoint. In addition, as global competition intensifies, in order for Japan to continue to shine in the world, it is necessary to foster innovators and leaders who will play an active role in the world.
- It is necessary to cultivate the qualities and competencies needed to understand Japanese and foreign languages and cultures, to have attachment to and pride in Japan, and to be active from a global perspective. It is necessary to promote study abroad for Japanese students whose numbers have sharply declined due to the COVID-19 pandemic, promote international exchange activities from a younger stage, create an environment for accepting international students, develop the infrastructure and rules for globalization in universities, etc., enhance foreign language education, improve education for foreign students, and promote education for international understanding.
- In addition to promoting efforts by industry, academia, and government to develop global human resources, it is important to have the perspective of accepting highly-skilled foreign professionals, and the perspective of utilizing the diversity of children with ties to foreign countries as “advantages and strengths,” and to take initiatives to enhance the appeal of overseas educational facilities that guarantee education for overseas Japanese children. The use of digital technology that eliminates the constraints of distance, location, and time has given rise to the possibility of developing various international exchange and educational programs and it is also required to promote initiatives that combine online education with physical education.
- When doing so, it is necessary to consider the positioning of education in Japan amid predictions of international standards and leveling of the education system

that are likely to be promoted in the future in response to globalization.

(Promotion of ESD (Education for Sustainable Development) that contributes to fostering creators of a sustainable society)

- ESD, which contributes to the achievement of the Sustainable Development Goals (SDGs), is an education that encourages each individuals to acquire the ability to proactively grasp global challenges in the modern society as their own issues and think and act to solve those challenges, as well as brings about new values and transformation in their behaviors.
- The promotion of ESD is an initiative that also contributes to the development of global human resources and requires that many students be given the opportunity to experience a global environment.

(Education that makes use of diverse talents and abilities)

- In recent years, overseas cases where corporate value and administrative functions have been enhanced through discontinuous innovation created by the ideas of people with diverse talents, are attracting attention. On the other hand, in Japan, there has been insufficient discussion on how to develop the diverse talents of each child in school education. It is an important task to educate each child to develop his or her diverse talents and abilities without burying them. In addition to providing learning that is optimized for each individual without being overly bound by the conventional approach to education which assumes that students learn particular content at a particular age, it is required to provide education that makes the most of diverse talents and abilities under the idea that it is the fusion of different things, rather than the same things, that creates innovation, by eliminating the harmful effects of rote memorization of correct answers (knowledge) and uniform education.

(Regional and industry-academia-government collaboration, and vocational education)

- In order for the region to develop sustainably, it is necessary to foster human resources who are attached to and are proud of the region, are financially independent through their work, and who participate proactively in solving local issues. In addition, it is necessary for local residents to build relationships of mutual connection and engagement.
- It is increasingly important that schools and industry work together to foster human

resources to create innovations that drive the development of society and economy and promote industry in each region. The Ministry of Economy, Trade and Industry's Future Vision of Human Resources estimates that the demand for labor will increase for occupations that require the "ability to identify problems," "accurate prediction," and "innovativeness," which will be important in the future, and will decrease for occupations that relatively do not require these abilities, and it is necessary for industry, academia, and government to work together to develop the qualities and competencies required in each region and industry, through dialogue.

- To this end, it is important that schools are opened to the community and society. It is necessary to listen to the opinions of the community and industry and gain cooperation for educational practices through community schools, community cooperation activities for learning and education, research activities, and career and vocational education at elementary, junior high, and high schools, etc. It is also important to enhance education in the colleges of technology (KOSEN) that train practical and creative engineers, and vocational education in specialized training colleges that foster specialists to play a core role in local industries. Universities are expected to strengthen cooperation among local communities, industries, and universities, etc., establish educational programs based on local needs, and publish information on the quality assurance of university education. Furthermore, it is necessary to promote entrepreneurship education¹⁷ at all school levels, and strengthen graduate education through collaboration with industry beyond institutional boundaries.
- The ability to connect and expand people-to-people, organizations-to-organizations is important to promote collaboration between schools and communities, and industry-academic-government. This requires the development of coordinators and cooperation between organizations through consortia.
- Since the university campuses are home to highly advanced human resources and equipment, and play an important role in various aspects such as human resource development in the region, hubs for innovation and industrial promotion, and decarbonization, it is important to promote the development of a co-creation center (innovation commons) that integrates educational research activities at universities and the development of a campus environment where these activities are conducted.

¹⁷ A general term for education to create human resources with a spirit (entrepreneurship) that embraces rapid changes in the social environment and creates new value.

(Developing students who continue to learn through multiple stages of their lives)

- In the 100-year life era, it is predicted that there will be a shift from a life model that assumes a single path of learning and career choices at the same age, to a multi stage life model where the learning periods of each person and their career paths will become multiple tracks. In response to these structural changes in society and since what is being learnt in school education is becoming more diverse, the need for lifelong learning, including re-learning of adults (recurrent education) is also increasing.

In addition to learning directly about subjects related to one's occupation, it is important to familiarize oneself with "learning to enrich one's life" and "learning with others," in the middle of problems that arise in response to changes in the various stages of life such as marriage, childbirth, childcare, nursing care, illness, retirement, etc. Furthermore, it is also important to ensure that learning opportunities are compatible with an age-free society that utilizes the motivation and abilities of individuals living a second life, rather than viewing the elderly in a uniform way based on age. It is necessary to develop conditions that enable individuals to have learning opportunities by the national and local governments, and enabling them to learn throughout their lives.

- To realize a lifelong learning society, it is important to first cultivate the foundation for lifelong learning among students during school education, etc. During elementary, secondary and higher education, it is important to cultivate an attitude where continued active learning is made a habit throughout life by connecting the learning content to the state of life and society, thus providing a deep understanding and learning that stimulates interest. In addition, through social education in the local community, it is desirable to learn experientially through local connections, increase the awareness of active and proactive involvement in various activities in the community, and put it into practice throughout life. Furthermore, the function of the university as a base for learning in areas such as public lectures and cultural and sports activities etc., is also important.
- To promote lifelong learning, it is also necessary to further enhance flexible learning opportunities through the use of ICT etc. School education and social education working together is important, and through the integrated promotion of community schools and community cooperation activities for learning and education, and expanding the place of learning for children to support the growth of the next generation as leaders of the society with cooperation between the

school children and local communities is necessary.

(Developing highly specialized human resources through recurrent education)

- In Japan, low labor productivity is an issue compared to other countries, and one of the reasons for this is that the proportion of students who study in universities, etc., after becoming adults is low, and it has been reported that the number of adults who do not engage in external learning or self-development are more prominent when compared to other countries. From the perspective of supporting the sustainable development of society, it is also important to cultivate highly specialized human resources who can update their knowledge and skills in response to the increasingly complex and sophisticated corporate issues and industrial needs through recurrent education and thus reskill themselves. In higher education institutions such as universities and vocational colleges which are the core institutions for the accumulation of knowledge and systematic theory, it is necessary to provide educational programs that are easy for adults to learn, and to create a virtuous cycle where the results of such learning are appropriately evaluated in companies, etc., leading to advancement in their career. It is also important to increase the number of options including voluntary labor mobility, such as finding a job or changing one's job etc., leading to an improvement in their socioeconomic status. To this end, it is necessary to create an environment that includes visualization of educational history and learning outcomes, visualization of the relationship between degrees and qualifications, and enhanced support for those who are willing to learn etc.
- When doing this, it is essential for industry, academia, and the government to engage in dialogues and collaboration towards making specific countermeasures. The qualities expected by the industry in Society 5.0 include the following; "initiative," "teamwork, leadership and cooperation," "ability to perform," "ability to continue to learn," "ability to set and solve issues," "ability to think logically," and "Creativity." While sharing these perceptions, it is also necessary to develop and provide educational programs that lead to specific skills improvement.

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

(Concept of education to realize a symbiotic society)

- To realize the diverse well-being of each person, it is necessary to incorporate the kind of learning that can unleash the potential of each person into the daily

educational activities of schools and other educational institutions in such a way that no one is left behind.

- In recent years, the number of serious incidents of bullying and the number of suicides among pupils has been rising, which is worrying. The number of students who are chronically absent is also increasing wherein appropriate support corresponding to individual circumstances is required. The difficulties faced by children, such as child abuse, being young caregivers, and living in poverty etc., are getting more diverse and complicated. Various other issues have also arisen in the mental and physical health of children, such as obesity, wanting to become slim, allergic diseases, and mental health issues. In addition, the number of children with disabilities and receiving special needs education has been increasing in the recent years. Support for children who are receiving medical care and children with health impairment is also important. A detailed support is required to children and students concerning sexual minorities. There is also a growing need for guidance and support for students who have unique talents in specific fields. With the internationalization of local communities, it has become necessary to ensure the education of foreign children studying in Japan and Japanese children studying abroad, as well as to incorporate the concept of a multicultural coexistence.
- It is necessary to create as many situations as possible in which children who are in distress can smile and as a result, be able to engage in learning, etc., while creating their own targets, by developing an educational environment where no one is left behind, mutual recognition of diversity, mutual enhancement, and consideration for the wellbeing of others can be tailored to accommodate individual situations.
- At that time, it is important to consider the differences between children in need of support and other children of minorities as “weaknesses,” not only from the perspective of focusing on and supporting them, but also by focusing on the “advantages and strengths” of such children, and incorporate a perspective (empowerment) that draws out and unleashes their potential. This will not only protect the dignity of the minority children and teach the children and adults around them to respect diversity, but most importantly it will also lead to a transformation of the majority toward the realization of a symbiotic society where everyone can overcome differences.
- In addition, the concept of “equitable” allocation of educational resources according to the needs of each person, is also important. The idea of DE&I an

acronym of Diversity, Equity and Inclusion is also becoming more important.

- In addition, it is important to ensure that children can receive an adequate education anywhere in the country, regardless of geographical conditions such as living in remote islands and hilly or mountainous areas.
- This approach is also important at the educational stage after elementary and secondary education. For example, it is necessary to provide learning opportunities for students with disabilities at higher education institutions such as universities and vocational colleges. It is also necessary to enhance the provision of lifelong learning opportunities for people with disabilities who have completed school.
- In order for each person to understand and respect the diversity of others and build a symbiotic society, it is important to have the opportunity to interact with people in different positions and regions and in different environments. For example, "Exchange and collaborative learning" where children with and without disabilities learn together, study abroad, cross-cultural exchange, international understanding education where children interact with foreign children and students in Japan and abroad, experiential activities where children interact and collaborate with the local communities, career education and vocational education, etc.
- It has been pointed out that until now schools have been excessively demanding that "everyone should do the same thing in the same way," and more and more children have felt the "peer pressure." It is important for people with different positions, ideas, and values to mix with each other and learn from each other beyond the boundaries of each other's organizations and groups in order to break away from the bias of "peer pressure," and this is a direction that should be valued not only in schools but also in the society as a whole. Furthermore, in order to make this possible, it is important to have an organization or group with an "open communication culture." To achieve this, it is necessary for children and adults alike to become tolerant and mature individuals who can accept diversity. In addition, instead of being unduly obsessed with the approach to education till date that assumes that one should learn the same content at the same age, it is also important to take advantage of the excellent storehouse of the Japanese-style school education and to integrally enhance the personalized and self-regulated learning and collaborative learning.
- Through these efforts, we need to realize a symbiotic society in which each person can recognize their own strengths and potential, and respects all others as

valuable human beings. In addition, respect for diversity in organizations and groups is an important way of thinking that also leads to innovation.

(Direction of education to realize a symbiotic society)

- The “Integrated enhancement of personalized and self-regulated learning and collaborative learning” proposed in the report “Japanese-Style School Education in Reiwa” promotes learning that is tailored to the circumstances of diverse children, and ensures opportunities to learn with diverse people, and is an essential direction for educational policy towards the realization of a symbiotic society. It is also important to promote an inclusive education system based on the Convention on the Rights of Persons with Disabilities. As far as higher education is concerned, in successive reports and summaries of deliberations, including the grand design report, the direction to promote a learner-oriented approach for ‘providing education by stimulating desire of each student to learn on a campus where diverse human resources with diverse values gather’ is indicated. The direction of education aimed at must be reconsidered from the perspective of realizing a symbiotic society. It should be shared by all those who are involved in the field of education, and it must be incorporated into the daily educational activities.
- At that time, it is necessary to effectively utilize the ICT environment that has been dramatically improved during the Third Basic Plan. Through the GIGA School Program, which provides 1 device for 1 student and the provision of a high-speed communication network environment, the constraints of distance, location, and time will be removed, making it easier to interact with various countries and regions, and enriching the educational environment in remote areas. It has now become possible to enhance learning and socializing opportunities for children who are unable to attend school. It is also expected to improve accessibility for children with disabilities and for foreign students who can take advantage of the digital qualities. Through the implementation of new initiatives by utilizing ICT, it is necessary to aim for a better educational environment tailored to the situation and needs of each individual.
- Student guidance for students, along with educational guidance, is of great significance for the development of qualities and competencies of the students for realizing a symbiotic society. It is necessary to respect the fact that students develop themselves voluntarily and independently. It is necessary to emphasize on developmentally supportive student guidance in which schools and teacher

and other personnel support this process. In addition, educational consultation should be integrated with student guidance to encourage students to form qualities and competencies, and attitudes that will enable them to achieve social self-realization in the future, and teacher and other personnel should work together to promote these efforts.

- Various experiential activities (nature experiential activities, social experiential activities, cultural and artistic activities, etc.) that were reduced due to the COVID-19 pandemic contribute to the improvement of well-being, such as self-assurance, cooperation, and subjective well-being etc. These activities have the significance that will lead to the realization of a symbiotic society by collaborating with others through experience. It is necessary to enhance these opportunities. It is also important to promote school health, dietary education, sports activities, and reading activities that foster rich sensibilities to develop healthy children both physically and mentally.
- In addition, from the perspective of achieving the well-being of individuals and society, it is effective to promote community schools where parents and community residents take part as stakeholders in school management, promote community cooperation activities for learning and education in which the local community and school work together in an integrated manner with the participation of local people, and promote the activities of support teams for education at home that utilize diverse talents in the community. At the higher education, it is necessary to promote cooperation between universities and regions by using frameworks such as regional cooperation platforms. Learners, schools, parents, local residents, etc. in short, all the concerned parties, should work together as a single body in order to promote initiatives, so that the well-being of each other can be improved.

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

(Building a sustainable foundation for local communities through social education)

- Social education is something that local residents learn together, and it has the strong character of being a community building activity. In recent years, related ministries and agencies have been proposing policies for town and regional development in a broad sense, such as disaster prevention, welfare, industrial promotion, cultural exchange etc., pertaining to local communities, to resolve regional issues in diverse administrative fields. These policies can work only if

local communities maintained, and making the role of social education very important.

- To make the relationship between people more empathetic and cooperative in the community, it is necessary to create “connections” and “involvement” between people through social education. The relationships between local people formed in this way will become the foundation of a sustainable local community and, by extension, the foundation of the society as a whole. By creating a cycle of “building people, building connections, and building communities,” the well-being of individuals and the region as a whole will improve in the local community. It is necessary to make sure that people who are working to create connections between people in the community and to create a sense of cooperative well-being can feel confident and proud.
- For this reason, in addition to training coordinators such as community cooperation activities promoter for learning and education who connect the community and schools, it is necessary to improve the educational capabilities of local communities and strengthen the foundations of local communities by enhancing social education, such as the integrated promotion of community cooperation activities for learning and education mentioned above.

(Functional enhancement of community learning centers and other social education facilities, training social education human resources, and expanding opportunities for them to play an active role)

- While the Basic Policy of the Vision for a Digital Garden City Nation¹⁸ uses digital technology to solve local social issues and improve regional attractiveness by taking advantage of the local characteristics, social education facilities such as community learning centers and libraries are required to clarify the role they play as bases for social education. In this regard, functional enhancement by incorporating the wishes of local residents into operations is also important. In doing so, measures must be taken from the perspective of social inclusion of people in difficult positions, such as children in poverty, foreigners, people with disabilities and their families, young people and the elderly who tend to be socially isolated etc.
- In addition, social education facilities are required to expand opportunities to take online courses, enhance digital education, and provide opportunities for residents to connect with each other face-to-face. At the same time, it is also important to

¹⁸ “Basic Policy for the Vision for a Digital Garden City Nation” (Cabinet Decision on June 7, 2022)

integrate educational facilities and develop educational facilities through public-private partnerships to form a base for local communities.

- As the need for social education increases, the role of Social Education Coordinators and Certified Social Educators who support social educational activities in the community is also increasing in importance. It is necessary to take more initiatives to promote the placement of Social Education Coordinators in prefectures and municipalities and to expand opportunities for Certified Social Educators to play an active role.

(Realizing a lifelong learning society, promotion of lifelong learning for people with disabilities)

- Lifelong learning is based on an individual's voluntary intention to learn throughout one's life so that each individual can lead a rich and fulfilling life. Learning to improve one's knowledge, meet a diverse range of people, and achieve self-realization has an important meaning in helping people achieve lifelong well-being in the 100-year life era. The goal should be a society that respects people who continue to learn regardless of age, including children, young people, adults, and the elderly, and who are motivated to improve themselves and contribute to their local communities and society through lifelong learning, and who play a leading role in the local community as stakeholders, and social education has a major role to play in achieving this goal.
- Additionally, there is a lack of lifelong learning opportunities for people with disabilities, and further efforts must be made to expand these opportunities to them. The national and local governments are required to clearly position the promotion of lifelong learning for people with disabilities as a policy for the promotion of lifelong learning and social education, and to promote efforts to develop and secure human resources who will play a leading role therein and promote understanding.

(4) Promotion of education digital transformation (DX)

(Three stages leading up to DX)

- The COVID-19 pandemic has led to a quantum leap in digitalization worldwide. As the environment for promoting digital transformation (DX), metaverse utilization, Web 3.0, and other such initiatives throughout society accelerates, it will be essential to further promote digitalization, for example, making the use of ICT in the field of education “the norm” rather than the exception.

- Digitalization is generally said to have three stages: “digitization,” “digitalization,” and “digital transformation (DX).” The first stage, digitization represents the digitization of analog information such as paper documents, for example, by digitizing and distributing paper prints. The second stage, digitalization represents the digitization of services and business processes for example, from the current situation of combining paper-based teaching materials to being able to make the optimal selection of teaching materials by referring to digital teaching material recommendations. The third stage of digital transformation refers to transforming services, operations, and organizations through digitalization, for example, focusing educational content and optimizing the allocation of educational resources based on educational data.
- To promote education DX, it is necessary to (1) develop common rules such as the standardization of educational data, (2) develop and utilize basic tools, and (3) analyze and utilize educational data, starting from where possible and linking them to a nationwide system.
- The ICT environmental improvement in elementary, junior high and high schools nationwide, including the realization of 1 device for 1 student under the GIGA School Program, has progressed dramatically during the Third Basic Plan. Thus, preparations for the first stage have just been completed. Going forward, while steadily implementing the first stage in all schools, it is necessary to steadily transition from the first stage to the second stage in all schools across the country, while looking ahead to the third stage in the immediate future. Therefore, it is important for educational administrators, teachers, and others involved in education to share the vision of ICT and data utilization and to create new educational value by utilizing digital technology and data in the future, along with working on the creation of advanced cases corresponding to the third stage. It is beneficial to present an imagery based on the classification and organizing utilization solutions (such as the use of digital as a resource for education and learning, and the use of educational data), as well as the hurdles and timelines that must be cleared up to that stage. In addition, a review of the institutional design in preparation for the advent of the DX era must also be considered.
- It is important to note that the use of digital equipment and teaching materials is only a means to an end when promoting DX. The goal should be to develop human resources capable of solving problems and creating value by advancing educational DX and utilizing digital technology.

(Promoting educational DX at every school level)

- In elementary and secondary education, there is a need to cultivate information literacy as qualities and competencies that are the foundation of learning, and to improve teachers' teaching skills and further enhance ICT environmental improvement for this purpose. In addition, there is a need to promote initiatives for the use of digital textbooks, teaching materials, and study support software, as well as the utilizing educational data and work-style reforms of schools through next-generation school work DX using cloud computing.
- The worldwide development of online education in higher education during the COVID-19 pandemic has opened new possibilities and the world of higher education has become more accessible to students. Hybrid education that effectively combines in-person and distance classes, and digitally enhanced education should be promoted, as well as the promotion of courses in data science and other fields. Additionally, fostering DX human resources to support DX in society is also important.
- Digital technology should be promoted in lifelong learning more convenient using online education, and in visualizing learning histories. Strengthening digital infrastructure and digital education in community learning centers, libraries, and other social education facilities are also required.
- In promoting these initiatives, it is also necessary to acquire knowledge of digital literacy and cybersecurity, while paying attention to the positive and negative aspects of a digital society, and to develop the ability to think and act on their own. Adequate support is needed to ensure that this does not lead to widening disparities among regions and schools.
- Moreover, from the perspective of realizing education that leaves no one behind and draws out the potential of all, it is important to ensure that everyone has the opportunity to receive quality education by making maximizing use of the functions of online education and digital devices.
- Furthermore, to further demonstrate the welfare role¹⁹ of schools in cooperation with related organizations, while some difficulties such as child poverty, abuse, and bullying are difficult to see the actual situation and support is difficult to reach children, it is important to understand children's SOS by linking data in local governments, leading to push-type support.
- Generative AI should be addressed based on the potential benefits and possible

¹⁹ It is a haven and safety net where children can safely and securely connect with others to support their physical and mental health and includes connecting children with difficulties to welfare and medical support through the school.

risks that may arise from its use in educational field.

- Data utilization involves the issue of balancing the proper handling of personal information with the use of data. Considering that further enhanced guidance and support will be provided through promoting DX in the future, studies should be conducted in the direction of making better use of data, while ensuring safety and security. In such cases, there is a need to explain the benefits of data utilization and technical safety to parents and guardians to gain their support.
- The process of promoting DX requires a dual approach: promoting the importance of rules and standards at every layer of the national and local governments, as well as improving workflow at individual schools based on their authority.

(The importance of using digital and real (in-person) activities)

- Digital-based education, which has brought new possibilities to learning, must be actively utilized. Additionally, the role of real (in-person) classes and extracurricular activities is also essential in education. It should be noted that digital and analog, distance and online, and in-person and offline do not stand in binary relationship. The optimal combination of these factors depends on the school stage, the learning situation, and each individual's circumstances, and the advantages and disadvantages of both should be considered.
- For example, at universities, advantages of online education include being able to study at one's own pace and being able to take classes at a place of one's choice. Conversely, the disadvantages cited include fewer opportunities for mutual interaction, such as questions, the inability to attend classes with friends, and greater physical exhaustion. Other advantages of online education include the ease of taking courses at other universities, etc., in Japan and abroad, and the ability to secure learning opportunities for students who have difficulty commuting to school.
- In elementary, junior high and high schools, in addition to traditional in-person instruction by teachers, ICT can be used in various learning situations such as simultaneous learning, individual learning, and cooperative learning and incorporating distance learning and on-demand video teaching materials according to the purpose, and by playing the role of a teacher as a companion to support a student's independent learning, such as while working to create classes that integrate real and digital learning. Therefore, it is also important to consider the combination of real and digital education not only within the curriculum, but also throughout entire school educational activities, and to utilize digital textbooks,

teaching materials, and software. In addition, the advantages of digital technology may be used for online education for students who want to learn at school but cannot, and for advanced learning to develop individual talents.

- On the other hand, during the COVID-19 pandemic, real experience opportunities for children have been greatly reduced, and there is also a need to cooperate and collaborate with local communities and companies to enrich opportunities for real experiential activities.
- Based on these effects and challenges, schools must consider ways to maximize the educational effect of the system.

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

(Ensuring the effectiveness of educational policy initiatives)

- To promote educational policies from (1) to (4) of the basic policy and ensure the effectiveness of this plan, it is essential to provide support to ensure children's learning regardless of economic and geographical conditions, improve the teaching system and ICT environment, enhance local educational administration, develop safe, secure, and quality education and research environment, establish management bases for universities, and functional enhancement of higher education institution.

(Support to secure learning opportunities regardless of economic situation)

- In terms of financial support for children's education, an environment has been established for anyone who wishes to receive a high quality education through seamless support from early childhood to the higher education stage, including free early childhood education and care, financial support for attendance at school at the compulsory education stage, High School Tuition Support Fund and High School Supplemental Scholarship Fund, and a new system to support higher education and scholarships for students as a loan. Going forward, support for learning should be enhanced to meet the needs of the new era, based on the contents of the First Proposal of the Council for the Creation of Future Education²⁰, the Children's Future Strategy Policy, and the Basic Policy on Economic and Fiscal Management and Reform 2023²¹.

²⁰ “Children's Future Strategy Policy” (Cabinet Decision on June 13, 2023)

²¹ “Basic Policy on Economic and Fiscal Management and Reform 2023” (Cabinet Decision on June 16, 2023)

(Development of teaching system, ICT environment, etc.)

- Japan's elementary and secondary education is highly regarded internationally, and this is supported by the enthusiasm and efforts of teachers who deal with children daily in the educational field. However, in recent years, the difficulties faced by children have diversified and become more complex, and there are demands for the development of new skills, such as information literacy. In addition, the work hours of Japanese teachers are longer for those of other countries, and the problem of a shortage of teachers has become apparent. To ensure the effectiveness of this plan, it is indispensable to secure teachers' human resources, there is a need to improve the attractiveness of teaching profession through the establishment of instruction systems, along with further promoting work style reforms of schools. In such cases, the roles of support staff such as teacher's work support staff, school counselors, and school social workers are also important for the "team school" to respond to increasingly diverse and complex difficulties. Furthermore, based on the results of the Teachers' Workloads Diary Survey conducted in FY2022, there is a need to further accelerate work style reforms of schools, improve treatment, expand and enhance instruction systems, and integrated support for teacher development²² in an integrated manner.
- Additionally, ICT environment is essential to ensure the effectiveness of the plan. The GIGA School Program needs to be further promoted through sustained use of 1 device for 1 student and further improvement of the network environment, as well as DX for school work, assigning ICT support staff in school affairs, strengthening the system related to GIGA school management, and improving teachers' ICT utilization instructional skills.
- Furthermore, to improve the quality of teachers who influence the success or failure of school education, it is necessary to advance the sophistication of teacher training, including the use of digital technology, and establish a system to support teachers' personalized and self-regulated learning and collaborative learning.
- To promote these efforts, enhancement of the local educational administration, functional enhancement and revitalization of the boards of education, and facilitation of cooperation between the boards of education and the departments

²² License system reform to build a teacher and other personnel group with diverse expertise, including as strengths in specific areas of psychology and welfare, review of the teacher training programs by universities and boards of education, establishment of a regional framework, prompt consideration scholarship repayment support, teacher training and recruitment, including the use of special licenses, and also by promoting integrated reforms, such as upgrading training and study opportunities, including enhancement of learning and career development as highly-skilled professionals, including those who have been out of the profession for an extended period.

under the direct control of the heads of the local governments is required.

- Universities are required to secure faculty diversity, evaluate faculty according to the university's mission, utilize TA/RA, promote teaching-research collaboration, and establish and promote organizational management that generates time for education and research so as to realize learner-oriented education.

(Cooperation and collaboration with various organizations such as NPOs and businesses)

- Breaking away from the “do-it-yourself” mentality is a direction of school management that will be important throughout the school stage in the future. Providing learning by various off-school instructors and securing diverse support systems play an important role in fostering the wellbeing of children. Cooperation and collaboration between schools and various organizations should be promoted, such as NPOs that support truant students and withdrawn youth, companies that provide children with opportunities for experiential activities and ICT education support, community sports and cultural and arts organizations that support club activities. At the higher education, students are also expected to collaborate and cooperate with various institutions outside the university. Moreover, as the birthrate declines, promoting collaboration with other schools and universities is also an important perspective.
- In such cases, it is essential to combine the perspective of fostering and securing bearers through the expansion of cooperation and collaboration and the use of ICT, as there are situations in some regions where it is not possible to secure enough diverse bearers outside of schools. The role of coordinators who connect schools with various players outside of schools will also be important.
- Furthermore, continued efforts to protect the health and safety of children must be promoted in cooperation with medical and health care institutions, social welfare agencies, and the police and judiciary.
- MEXT and related ministries and agencies must also collaborate to promote these efforts.

(Development of a safe, secure, and quality education and research environment, and social education facilities)

- As a new era to aim for, it is important to ensure a safe, secure, and quality education and research environment to integrate personalized and self-regulated learning and collaborative learning, and to promote digital, environmentally

friendly, wellbeing, and symbiotic society in response to social changes. Throughout the elementary, junior high and high school to higher education, systematic measures against aging school facilities and strengthening disaster prevention functions, including appropriate maintenance and renovation to extend service life, as well as environmental improvements from the perspective of decarbonization, barrier-free access, and collaboration and co-creation centers with the local community, should be promoted.

- The school library and teaching materials should also be improved to realize quality learning. For social education facilities, digital infrastructure should be strengthened from the perspective of enhancing learning opportunities for users.

(Promotion of private schools)

- Given the importance of promoting private schools, which develop diverse human resource development and distinctive education and research based on the philosophies and play a large part in public education, providing support based on the nature of private school subsidies, and strengthening support and a more vigorous allocation for the demonstration and qualitative enhancement of the characteristics of private schools, are important. Additionally, initiatives to improve the education and research environment for private schools should be promoted, including the development of an environment for diversified funding such as donation income, and the provision of necessary support so that each incorporated educational institution can accurately analyze its own management situation and make management decisions at an early stage.

(Ensuring the safety of students)

- Based on the “Formulation of the Third Plan on the Promotion of School Safety”²³, incorporating the concept of safety promotion schools that address organizational and practical safety measures, all students should acquire safety-related qualities and competencies so that they can make appropriate judgments and act independently, as well as promote organized efforts for school safety, cooperate and collaborate with home, communities, and related organizations, and enhance safety management efforts at schools.

(Collaboration with children's policy)

²³ “Formulation of the Third Plan on the Promotion of School Safety” (Cabinet Decision on March 25, 2022)

- The Basic Act on Children Policy, which was enforced in April 2023, stipulates the basic principles and fundamental matters for children's policies, and establishes an Outline for Children to comprehensively promote children's policies. Toward the healthy growth of children, it is important that both policies pertaining to learning and policies pertaining to growing up closely cooperate with each other while enhancing expertise in pursuit of their respective objectives. In promoting the Basic Plan for the Promotion of Education, it is necessary to work in mutual cooperation²⁴ with The General Principles for Child-Related Measures.

(Development of plans and follow-up through dialogue with each stakeholder)

- In addition to obtaining opinions from education-related organizations and relevant ministries and agencies, opinions from children, who are the parties involved in education, should also be sought in the formulation of the plan. In formulating this plan, interviews with related organizations and public comments were conducted, as well as interviews with school children and students, exchanges of opinions and questionnaires with children and youth of the “Youth Policy Monitors” of the Cabinet Office, and discussions were made based on the opinions received and other factors. Furthermore, by formulating, publicizing, and following up on the plan through dialogue based on data and other evidence, it is important that each party, including the educational field, local governments (boards of education and departments under the direct control of the heads of the local governments), children, students, parents, learners, and universities, etc., and other higher education institutions, and the government work together to promote education in a common manner.

²⁴ For example, collaboration with the Children and Family Agency, such as formulation of the Basic Guidelines for the Development of Children up to Early Childhood (tentative name), formulation of the Guidelines on the Creation of a Place for Children (tentative name), strengthening of the system for anti-bullying measures such as ensuring third parties and improving responses to serious situations, and creation of a system to hear opinions directly from children and youth.

III Approach to Evaluation and Investment when Implementing Educational Policies in the Future

(1) Approach to evaluation and indicators for sustainable improvement of education policies

- When promoting educational policies, it is important to comply with laws and regulations and to engage in administrative management focused on objective evidence from the perspective of planning and establishing effective and efficient educational policies and the perspective of ensuring accountability to citizens.
- Specifically, educational policies are implemented in view of the growth of young children, students in elementary schools and lower and upper secondary schools, as well as students in universities, and they aim to increase in their potential. Educational activities are performed based on the various education needs of individuals. For this reason, it is necessary to ensure that outcomes are diversified and that evaluations are based on multiple points of analysis.
- Furthermore, compared to other policy areas, many policy areas have characteristics such as the long time required to determine outcomes, the strong influence of other factors such as family environment on outcomes, and the difficulty of proving a causal relationship between policy and outcome in many cases. While keeping this in mind, to gain public understanding through evidence-based efforts, it is important to collect and analyze as much information as possible, not only on quantifiable data and survey results, but also on aspects that are difficult to quantify (issues for infants, children, students, and pupils, parental/community intentions, case analysis, past results, etc.), in cooperation and collaboration with researchers, universities, research institutions, and various other entities, and to make a comprehensive judgment on what educational policies should be implemented. In such cases, it is important to consider survey methods, including qualitative as well as quantitative surveys, to ascertain and analyze the results.
- Another important perspective is that, based on the results of data and other research, diverse stakeholders, including educational field, administrative agencies, children, students, parents, learners, researchers, and higher education institutions such as universities, etc., should engage in dialogue to improve policies and practices. Additionally, it is important to deepen research on the state of education, educational policy, and practice with a vision of the future society.

(Promotion of PDCA cycle for educational policies)

- Each measure must be implemented effectively and efficiently. In order to

communicate the meaning of educational policies broadly to citizens and to encourage the participation of members of various parts of society, it is necessary to check the progress of targets objectively, to define the results externally, to reflect them in subsequent measures, and thereby to establish an effective and fully functional PDCA cycle.

- Furthermore, it is important that the national government and local governments cooperate and collaborate with each other under an appropriate division of roles, and that local governments exchange information with each other, so that the most appropriate measures can be taken in each region according to different circumstances and needs, while maintaining and improving equal educational opportunities and educational standards throughout the country.

(Planning and establishing stage of educational policies)

- In the planning and establishing stage of educational policies, it is important to present goals and specific measures for policies in a comprehensive and systematic manner. For this reason, the use of so-called logic models is also effective. It is important to formulate plans with an emphasis on objective evidence, taking into account issues identified through follow-up of past efforts, various data including government statistics and their analysis, and cooperation with the educational field, etc., and to incorporate a mechanism to grasp and utilize objective evidence from the planning stage by setting indicators related to the status of achievement of goals.
- Meanwhile, in an era of high uncertainty and rapid change, it is important to respond to complex and difficult social issues in a timely and accurate manner, and to incorporate a mechanism at the planning stage that allows for flexible review after policy implementation in response to circumstances²⁵.

(Implementation stage of educational policies)

- In order to develop measures focused on objective evidence, it is necessary to value the following perspectives.
 - Implement measures from comprehensive and systematic perspectives while implementing necessary corrections in consideration of the results of annual follow-up on the progress of each measure, policy evaluation, results of various surveys,

²⁵ The “Administrative Reform Promotion Council Working Group Recommendations on Agile Policy Formulation and Evaluation (May 31, 2022)” pointed out that it is important to pursue policy effectiveness by implementing the PDCA cycle and responding to changes in the environment and to take on challenges with the best possible policies for issues with which one has no experience, and to improve accuracy through trial and error.

etc.

- Foster administrative officers who can multilaterally analyze the diversified outcomes of educational activities to materialize the development of measures focused on objective evidence, who can identify situations correctly from the standpoint of the work site, including aspects that are difficult to quantify besides data and results of surveys that can be quantified, and who can plan and establish drafts that appropriately reflect awareness of issues and policy needs obtained from the identification of these issues²⁶.
- Provide easy-to-understand feedback of collected data and analysis results to school sites and promote their utilization so that those involved in education can make use of them to improve educational activities.
- The national and local governments exchange opinions and information related to outstanding cases where educational policies were planned and established based on multilateral analysis and implement measures with a focus of objective evidence.

(Evaluation and correction stage of educational policies)

- In the evaluation stage of policies, the progress towards each target is validated and evaluated by using indicators, etc. It is important to follow up on the Basic Plan for the Promotion of Education while also taking into account Target 16, which is discussed later, and promote collaboration to ensure that the plan is implemented in a manner that is consistent with policy evaluation.
- When evaluating policies, it is necessary to give consideration to analyses from the perspective of all targets, such as comparing the achievement status of multiple targets that have a deep relationship, analyzing their correlation, etc.
- It is important not only to evaluate and analyze policies, but also to improve them to ensure more effective and efficient implementation of measures by improving policy operation and replacing policy instruments as necessary. When doing so, it is important to review policies flexibly, regardless of past cases. Furthermore, it is necessary to establish a continuous verification and improvement cycle by linking the policies to the next Basic Plan for the Promotion of Education.
- When evaluating policies, it is important to avoid duplication of the same type of

²⁶ The qualities and competencies to be fostered are estimated to be the collection of objective evidence (survey, statistics, data), processing methods, policy making and verification methods, and academic knowledge that becomes a perspective of diversified analysis. When fostering qualities and competencies, it is necessary to use the training courses provided by the Japan government, the Open University of Japan, and also to emphasize personnel exchanges between local governments and educational fields, provide opportunities for training by local governments, and exchanges with personnel who have on-the-job experience.

evaluation, survey, etc. and excess burden on persons in charge of measures and educational field. In addition, it is necessary to make efforts to collect appropriate data, including a review of the survey contents.

(Formation of foundation to implement policies focused on objective evidence)

- In order to implement policies focused on objective evidence, it is important to develop a system as an administrative agency. Therefore, it is necessary to promote the development of an environment for promoting EBPM²⁷ on educational policy, such as forming a policy vision based on objective evidence by comprehensively and multilaterally determining what the educational policy should be, and to develop a system to conduct research contributing to policy based on objective evidence at the National Institute for Educational Policy Research (NIER).
- To build a foundation for policy making, based on comprehensive and multifaceted information analysis, it is necessary to work²⁸ on drastic improvement²⁹ of the contents and methods of surveys by the government and to promote open data, while strengthening cooperation with researchers in various fields.
- As the 1 device for 1 student environment is increasingly realized, it is important to consider measures to promote the utilization of educational data, such as dialogue based on analysis of large-scale educational data (big data), evaluation and improvement of policies³⁰.

(2) Methods of educational investment

(Significance of educational investment as an “investment in the future”)

- Education builds the foundation of individual social independence and realizes well-being. At the same time, the results of education do not merely belong to individuals, but are returned to society at large and become the driving force for the maintenance and development of society.
- “Investment in people” through education and human resource development is a source of growth, and investment by the by the Japanese government and

²⁷ Evidence-Based Policy Making. The Japan government has decided to strengthen EBPM initiatives in the “Basic Policy on Economic and Fiscal Management and Reform 2022” (Cabinet Decision on June 7, 2022) and other documents.

²⁸ There is a need to radically improve the content and methods of surveys, such as interviews, literature-based surveys, longitudinal and yearly surveys, considering the appropriate methods for each survey, including the use of external organizations, while also taking into account the burden on the educational field.

²⁹ Improving statistical surveys conducted by MEXT based on the III “Basic Plan for the Development of Official Statistics”, etc.

³⁰ The purpose is to understand the overall situation, trends, etc., and information that can identify specific individuals, etc., will not be used.

companies in educational institutions and individuals carry a distributive significance for those in a position to receive them. As society undergoes major changes, such as the further advancement of digitalization, Japan faces a labor shortage because of population decline, and the driving force behind demonstrating creativity and added value are the “people.” Effective investment in education is necessary in order to create a “virtuous cycle of growth and distribution” through investment in people.

- In other words, investment in education is an investment for the future that becomes the basis for the development of individuals and society. It is necessary not only for learners, but also for society as a whole to secure required educational investment.
- In such cases, it is necessary to note that the effects of educational investment are not only economic, but also include important effects that while being essential for the sustainability and development of society, cannot necessarily be quantified, such as the creation of new value, future orientation, the realization of a symbiotic society, and the formation of local communities³¹. Furthermore, it should be noted that in addition to public expenditures by the national and local governments and burdens borne by households, education investment includes various forms of donations and, in a broader sense, human contributions such as volunteers based on social capital, and voluntary efforts by private organizations such as corporate CSR activities in the field of education.
- In particular, when compared with other countries, Japan has less donations and it is necessary to foster a culture of donation by striving to raise the motivation of individuals, companies, groups, etc. to make donations to educational institutions. In addition, it is reported that today, educational functions that local communities and other entities outside schools used to assume are weakening and in return, the roles that schools are expected to fulfill have tended to increase. In consideration of these situations, it is necessary to enhance investment in education by fostering an environment to support education by society as a whole.

(Educational investment status by the Third Basic Plan)

- During the Third Basic Plan, based on the “New Economic Policy Package” and other measures, the cost of education was significantly reduced by making early childhood education and care free, providing tuition support through High School

³¹ The effects of “investment” here include not only “economic effects” but also “social effects,” such as, for example, higher income and tax revenues, improved international competitiveness of the economy and industry, reduced expenditures on social security and other programs, fostered knowledge skills and normative awareness, assurance of social stability and unity, and improved public safety, and a wide range of direct and indirect effects can be expected.

Tuition Support Fund, and establishing a new system to support higher education. Development of the ICT environment through the GIGA School Program, including 1 device for 1 student and high-speed communication networks, improving the numbers of teachers and other personnel with the planned development of 35-student classes in elementary schools and promoting the subject-based teacher assignments for late elementary grades, ensuring adequate support staff, expanding financial support for 3-year second-term doctoral programs, and promoting the making school facilities earthquake-resistant, despite the financial situation becoming tougher year by year, necessary financial resources have been secured, and efforts are being continued. As a result of these educational investments, efforts have been made to maintain high academic ability standards in international academic achievement surveys, improve the rate of advancement to tertiary education, and improve the educational environment, as shown in the achievements and challenges during the Third Basic Plan mentioned above.

- Looking at the international situation regarding investment in education, for example, the average of OECD countries is 4.4% of total public expenditure on education from primary to tertiary education as a percentage of GDP, while the average for Japan is 3.0% (both in FY2019)³². In terms of per capita public expenditure on education from primary to tertiary education, the average for various OECD countries is USD 10,161, while the average for Japan is USD 8,944 (in FY2019)³³. Additionally, the tax burden ratio (ratio of tax burden to NI (national income)) is 25.8% in Japan, compared to an average of 35.4% in OECD countries. Although such data cannot be simply determined, since various factors such as the number of students enrolled in school as a percentage of the total population, the size of general government expenditures relative to national power, and the size of GDP is required to be considered³⁴, the government must continue to secure the necessary educational

³² Figures are total of the expenditure on educational institutions and the expenditure on non-educational institutions.

³³ Figures for expenditures on educational institutions.

³⁴ <Public expenditure on education as a percentage of GDP (FY2019)>

(Total public expenditure on education –Direct public expenditure on educational institutions plus public subsidies to households and other private entities)

- Pre-primary to tertiary education: Japan 3.2%, OECD average 4.9%

- Pre-primary education: Japan 0.1%, OECD average 0.5%

- Primary and secondary education: Japan 2.4%, OECD average 3.2%

- Tertiary education: Japan 0.6%, OECD average 1.2%

Source: OECD (2022), *Education at a Glance 2022*; OECD.Stat for pre-primary education level; estimates by MEXT for pre-primary to tertiary education level.

*Note that each country has a different system and scope of coverage for each education level.

<Public expenditure on education per student (FY2019) (USD conversion based on GDP purchasing power parity)>

investment to address various current educational issues and take the necessary measures.

(Direction of educational investment during the period of this Basic Plan)

(1) Steady implementation and further promotion of reduction in the burden of educational expenses

- We will continue 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 system of higher education study support, which have been implemented up to Third Basic Plan. In addition, at the higher education levels, the target of reduction or waiver of tuition and enrollment fees will be expanded to include middle class students such as those from households with

(Does not include scholarships or other financial assistance provided to individuals)

- Primary to tertiary education: Japan USD 8,944, OECD average USD 10,161
- Primary and secondary education: Japan USD 9,683, OECD average USD 9,848
- Tertiary education: Japan USD 6,364, OECD average USD 12,235

(Source) OECD (2022), *Education at a Glance 2022*

* Note that each country has a different system and subject scope of coverage for each education level.

<Public expenditure on education per student to GDP per capita (2019)>

(Does not include scholarships or other financial assistance provided to individuals)

- Primary to tertiary education: Japan 21.1%, OECD average 21.4%

Source: Calculated from OECD (2022), *Education at a Glance 2022*

<Relative share of public and private expenditure on educational institutions (FY2019)>

- Pre-primary education: Japan: Public 66%, Private 34%; OECD average: Public 83%, Private 17%
- Primary education: Japan: Public 99%, Private 1%; OECD average: Public 92%, Private 8%
- Lower secondary education: Japan: Public 94%, Private 6%; OECD average: Public 91%, Private 9%
- Upper secondary education: Japan: Public 82%, Private 18%; OECD average: Public 87%, Private 13%
- Tertiary education: Japan: Public 33%, Private 67%; OECD average: Public 66%, Private 31%

Source: OECD (2022), *Education at a Glance 2022*; OECD.Stat for Primary, lower secondary and upper secondary education

*Note that each country has a different system and subject scope of coverage for each education level.

<Percentage of all students (all levels of education) in the total population (FY2019)>

(Primary to tertiary education, estimated by MEXT)

- Japan: 13.5%; OECD average: 20.3%

Source: OECD.Stat

<Ratio of elderly population (65+) to working age population (15-64) (2020 and 2040)>

- 2020 Japan: 0.48 Developed countries: 0.30
- 2040 Japan: 0.65 Developed countries: 0.42

(Source: Calculated from "World Statistics 2022" (Statistics Bureau, Ministry of Internal Affairs and Communications))

<National Burden Rate, Tax Burden Rate (% of NI (national income)) for FY2019>

- National burden rate: Japan: 44.4%; OECD average: 49.7% (36 countries)
- Tax burden rate: Japan: 25.8%; OECD average: 35.4% (36 countries)

(Source) Japan: National Accounts (Cabinet Office), etc.; OECD countries: Revenue Statistics; National Accounts

* Some OECD data is from 2015 and 2017.

multiple children and students of science, engineering, and agriculture from FY2024, and further support (increasing the number of eligible annual income brackets and raising the percentage of support for each income bracket) for students from households with multiple children will be expanded, taking into consideration the status of implementation and financial resources, and necessary measures will be considered and implemented. In addition, a tuition deferred payment system was established to allow students pursuing master's degree to pay tuition based on their income after graduation without being charged tuition during their enrollment, and further study is underway for its full-scale introduction³⁵.

(2) Improvement of the environment to enhance the quality of education at each stage of education

- The promotion of human resource development through education while looking ahead to the future society, such as 100-year life era and the realization of Society 5.0 requires the improvement of the environment to enable high-quality learning at each stage of education, including early childhood education, compulsory education, elementary and secondary education up to upper secondary education, and higher education, as well as lifelong learning and social education. To this end, the educational investments necessary to improve the quality of education must be ensured, especially with respect to the following:
- At the elementary and secondary education level, the government should steadily implement the National Curriculum Standards to develop the qualities and competencies required in the new era, promote the advancement of teacher training, and promote initiatives for the GIGA School Program, aimed at promoting the use of terminals and eliminating disparities among municipalities. In particular, teachers are the foundation of education, and it is necessary to secure excellent human resources by improving the appeal of the teaching profession, and to realize a working environment where teachers can work with motivation. In addition, schools and communities should cooperate and collaborate with each other, including efforts to enhance the ICT environment and to manage school club activities and shift them to community club activities according to local conditions.

³⁵ A new system that does not charge tuition while in school and allows students to pay according to their income after graduation will be considered for full-scale introduction while securing stable financial resources for those students who are not eligible for free tuition, in consideration of how parents, children, and the government should bear the cost of education, as well as the public understanding and acceptability of this system. A flexible system of repayment and payment of tuition fees (income-contingent loans) will be established by first introducing the system at the graduate school level, taking life events into consideration. (Excerpt from the Basic Policy on Economic and Fiscal Management and Reform 2022)

Based on the results of the Teachers' Workloads Diary Survey conducted in FY2022, further accelerate the work-style reforms of schools, improve treatment, expand and enhance instruction systems, and support teacher development in an integrated manner. In addition, the environment for the promotion of school work DX, among others, will be advanced.

The revitalization of public education is also important for combating the declining birthrate and achieving economic growth, and efforts will be promoted to achieve this goal through these measures.

- In addition, school facilities are places for learning and living for students, a hub of the local community, and a shelter in cases of disaster. Therefore, it is important to ensure their safety. For this reason, there is an urgent need to increase the quality of educational environments and to take countermeasures against aging school facilities based on plans focusing on renovation.
- At the higher education stage, it is important to promote thorough university reforms to ensure that students who enter universities, etc., receive organized and systematic quality education, and also to promote the information disclosure related to university education, and create conditions for qualitative improvements in education and research. Promote the establishment of a multifaceted financial base for operating expenses grants for national universities and private schools while taking appropriate measures for university reforms and improving the quality of education and research. Furthermore, the newly established fund will be used to provide flexible and continuous support for the development of highly professional human resources who drive growth fields such as digital and green, so that motivated universities and colleges of technology (KOSEN) can embark on reorganization, such as transitioning faculties to include growth fields, with foresight.

Furthermore, to realize a world-class research university, support will be provided through the 10-trillion-yen University Endowment Fund in accordance with the Universities for International Research Excellence Act.³⁶

In addition, it is necessary to strengthen the research system in universities and to secure stable employment for young researchers, and further promote efforts to diversify career paths after graduation from graduate schools, and support outstanding full-term doctoral students.

- The environment should be improved to realize higher education open to society that can respond to diverse needs, including the establishment of a system for the

³⁶ Act on Strengthening the System for Research and Utilization of Research Results of Universities for International Research Excellence.

promotion of recurrent education at universities, etc., so that in the life cycle that focuses on a 100-year life, adults can achieve their personal goals, overcome difficulties, and resolve social issues in various aspects of their lives, including their professional life, through learning.

- University campuses play an important role as a foundation for fulfilling the missions of universities, etc., such as developing highly advanced and progressive human resources and serving as a hub for innovation and industrial promotion. To enable the development of co-creation bases by integrating educational research activities and maintenance of facilities that will serve as the venue for such activities, the government should carry out facility maintenance, such as lifespan extension and decarbonization, in a systematic and focused manner.
- Based on the above, during the period of this Plan, it is necessary to secure truly necessary educational investments by providing financial resources for the budget necessary to achieve the targets and implement the measures set forth in this Plan, by referring to the status of educational investments, such as public expenditures in OECD countries and other foreign countries, in order to realize the vision of education described above.

(Fostering understanding of citizens and promoting donations)

- When enhancing education, in consideration of the severe financial conditions in Japan, it is necessary to secure necessary investment and financial resources while maintaining consistency with the government's financial operation policy. In this case, it is important to additionally deepen examination of the method of diversified cost burden depending on the education stage and, from the perspective of using limited financial resources effectively and maximizing investment effects, to conduct the PDCA cycle thoroughly based on objective evidence and to continuously review existing measures and systems. At the same time, it is important to work on various measures including the use of private funds, such as promoting donations and joint research between universities and companies. It is necessary to increase the donations and promote further utilization of private funds by leveraging various methods such as the use of tax incentives for donations, crowdfunding efforts, communication with donors and companies, and efforts to solicit donations for school and educational support by each municipality, while making everyone aware of educational activities.
- It is also important to gain the understanding and cooperation from the general public regarding the significance of education and the various measures that invest in

education. To achieve this, it is necessary to establish a system to analyze and verify the effects of various education policy from a specialized and multifaceted perspective, to ensure constant reform and improvement, and to disseminate the effects of educational policy to society.

IV Educational Policy Targets and Basic Policy for the Next Five Years

(Approach)

- To promote effective educational policies based on the basic policy indicated in Section II, it is necessary to comprehensively and systematically present policy targets and specific measures and implement a cycle in which results are verified based on objective evidence and utilized to formulate more effective and efficient policies.
- To this end, this Plan presents (1) educational policy targets, (2) basic measures necessary to realize these targets, and (3) indicators to monitor progress toward these targets for the five years from FY2023 to FY2027. These targets are not independent but interrelated, and their relationship to the fundamental policies is multi-layered. Promotion of each target and basic policy should be conducted from a broader plan perspective, paying attention to the relationship with other related targets and basic policies.
- The National Basic Plan for the Promotion of Education clarifies the targets and indicators related to the nation's achievements and the measures that the nation will take while noting that most educational activities are carried out autonomously by local governments and the private sector. The educational approach of each implementing entity is expected to be set voluntarily by each concerned party, considering the actual situation in each region and educational practice while also referring to the nation's targets. Furthermore, it is important for the national government to grasp the advanced initiatives with the characteristics of each region and to work on the horizontal development of best practices through mutual exchanges among regions and cooperation with private education providers to promote cooperation among regions and to utilize these initiatives to enhance national policies.
- The following should be noted concerning the indicators shown in this plan.
 - The indicators representing the status of "educational policy targets over the next five years" should be set wherever necessary and appropriate to set indicators to indicate the direction of improvement based on the current level. It is necessary to pay sufficient attention in utilizing the indicators and developing related measures to ensure that the achievement of the numerical value does not become an objective in itself and lead to a discrepancy from the original situation to be aimed for or to undesired results.
 - It should be noted that the degree to which each indicator can measure the achievement of the target varies, and it is difficult to evaluate all factors related to

the achievement of the target based solely on indicators. When following up on the implementation of the plan, it is important to conduct multifaceted evaluations, including related information, in addition to the changes in the relevant indicators, considering that the indicators are a trigger for improving and developing the condition by identifying issues and reflecting them in measures. Furthermore, since children, parents, and guardians have different circumstances, it is necessary to implement and evaluate each policy while considering individual circumstances.

- The indicators should be flexible enough to constantly consider more appropriate indicators and allow for revisions to the indicators even during the plan period.
- o Furthermore, under the Basic Act on Education, local governments are required to consider the plan established by the national government and to strive to establish a basic plan related to measures for the promotion of education based on the actual conditions of the community. In addition, the Act on the Organization and Operation of Local Educational Administration stipulates that the basic policy of the National Basic Plan for the Promotion of Education should be considered when formulating the education guidelines. Local governments must set distinctive targets and measures and promote initiatives while utilizing the General Education Council based on the actual conditions in each region. When doing so, it is expected that the PDCA cycle is established by setting indicators based on local initiatives according to the local situation, considering appropriate indicators through comparison with national-level survey results, and understanding the current situation based on analysis including multiple indicators and other data.

(Targets, basic measures and indicators)

Target 1 Foster Solid Academic Ability, Extensive Knowledge and Education, Specialized Skills, and Practical Vocational Abilities

Foster solid academic ability such as knowledge and skills, the ability to think, judge, and express oneself, the ability to learn, and humanity, as well as extensive knowledge and education, specialized skills, and practical vocational abilities through each school level, while maintaining cooperation and connection between school levels and school types, and between schools and society. In doing so, at the elementary and secondary education levels, we aim to realize appropriate learning for diverse individual situations without being overly constrained by an educational approach that assumes learning at the same age and with the same content.

[Basic Policy]

- Integrated enhancement of personalized and self-regulated learning and collaborative learning
 - The Central Council for Education's Special Subcommittee set up under the Elementary and Secondary Education Committee will examine the ideal approach to educational guidance/student guidance by smoothly utilizing 1 device for 1 student, textbooks, teaching materials, and related software, as well as the ideal approach to environmental improvements inside and outside schools, to enhance both personalized and self-regulated learning and collaborative learning as indicated in the “Japanese-Style School Education in Reiwa” report, and take necessary measures based on the results.

- Implementation of the National Curriculum Standards that develop competencies required in the new era
 - Increase awareness by continuing to provide information on effective teaching practices to ensure that the objectives of the National Curriculum Standards are understood and implemented in each school, such as promoting lesson improvement and establishing curriculum management from the perspective of proactive, interactive, and authentic learning, to develop the competencies required in the new era (including the competencies that are the foundation of learning, such as language ability, information literacy, and the ability to identify and solve problems).
 - Promote practical research in pilot schools for research purposes to further improve and enhance the standards for curriculums in the future.

- Improvement in the quality of early childhood education
 - Promote efforts to improve and enhance the content of early childhood education and to improve the quality of early childhood education in the region by utilizing the early childhood education promotion system since early childhood education is important for cultivating the foundation for lifelong character development. Moreover, promote the development and implementation of curricula that allow for collaboration between those involved in preschool and elementary school to improve the connection between early childhood education and elementary school education, and conduct large-scale surveys and other activities to ensure the quality of early childhood education based on data.

- High school education reform
 - Promote the distinctive characteristics and attractiveness of every high school and motivate students to learn through reform of high school general courses, inquiry, STEAM education, advanced global education and science and mathematics education and practical education in cooperation with industry and external resources, as well as promote collaboration with local communities, higher education institutions, administrative agencies, etc., to realize a “curriculum open to society.” Furthermore, promote the implementation of joint classes between schools using online resources, credit transfer between schools, and various learning partnerships inside and outside of schools, as well as promote the assignment and fostering of human resources (coordinators) who will be responsible for building partnership and cooperation between high schools and related institutions, etc. At the same time, work on enhancing the detailed response to the diverse learning needs of students and guarantee the quality of high school education.

- Implementation, analysis, and utilization of National Assessment of Academic Ability
 - As the National Assessment of Academic Ability, implement the main body survey for all students every year, as well as continuously implement the complementary survey to analyze the track trends of academic ability and to investigate parents' situation and awareness. Through the implementation of these surveys and the utilization of the survey results (including lending of the survey result data), understand and analyze the achievements and problems of educational policies. Based on that, aim to improve and enhance educational policies and educational guidance. In addition, promote the conversion of the testing method of the National Assessment of Academic Ability to CBT to improve the quality of the survey further, including questions that take advantage of the characteristics and benefits of CBT, and to further promote EBPM by enhancing the collection, analysis, and utilization of educational data.

- Reforms of selection of university entrants
 - Steadily promote integrated reform of high school education, selection of university entrants, and university education to effectively verify the three elements of academic ability and evaluate them in a multifaceted and comprehensive manner. Promote improvement toward multifaceted and comprehensive evaluation of the three elements of academic ability when selecting university entrants by continuing to appropriately evaluate the abilities of applicants to think, judge, and express

themselves through the implementation of the “Common Test for University Admissions” and reform of selection of university entrants of individual universities.

- Promotion of learner-oriented education

Based on the concept of the “Academic Management Guidelines,” promote internal quality assurance initiatives by encouraging the embodiment of academic goals based on the “three policies” established by the universities, the organization and implementation of “degree programs” to achieve these goals, and the identification, visualization, and publication of information on academic achievements. At the same time, encourage efforts to develop educational methods such as active learning and problem-based learning (PBL) and promote dense and independent learning through careful selection and integration of class subjects. Promote the realization of “learner-oriented education” at each university so that students can experience growth as independent and self-directed learners through these initiatives.

- Promote curriculum development in cooperation with other institutions, including using e-learning, forming regional platforms, and using corporations to promote cooperation universities, etc., to effectively utilize the resources of each higher education institution and improve the quality of education effectively and efficiently.
- Promote the publication of information by universities on the results of university students' studies and the educational achievements of universities to promote the improvement of the quality assurance of university education through evaluation by society.

- Promotion of education across social and natural science sectors and education that integrates social and natural science sectors

- Support the efforts by universities, etc., establishing and implementing educational programs that broaden the scope of study across humanities and sciences, and disseminate and develop such efforts by disseminating information on the results of such programs. Furthermore, to break away from the early separation of arts and science courses in high schools, promote inquiry-based education across social and natural science sectors by reforming the high school general courses and other measures.
- Establish educational programs that span the arts and sciences through collaboration between universities and the formation of a platform that brings together local community resources, including solving of issues, and support the efforts of universities, etc., to develop human resources who will be responsible for the

advancement of the region and the creation of innovation.

- Enhance career and vocational education
 - Promote systematic and sequential career education from early childhood education to higher education through each school stage. Promote career development at the elementary and secondary education levels by utilizing the “Career Passport” and other programs to help students foster the qualities and competencies necessary for social and occupational independence while seeing the connection between what they learn and their future, and realize their way of life while playing their role in society through initiatives. Furthermore, promote the spread of initiatives and achievements of specialized high schools that develop distinctive educational content.
 - Promote further efforts at the higher education level to support students' career development appropriately, including internship programs, which should be cooperated with industry, etc., promote the positioning of off-campus activities such as volunteer work as part of classes, and grant credit for such activities. Promote initiatives to enhance education at professional universities and professional junior colleges that provide practical vocational education, as well as professional departments at universities and junior colleges and professional graduate schools that train highly skilled professionals.
 - In professional training colleges, efforts will be made to promote the utilization of professional post-secondary courses that provide practical and high-quality vocational education in collaboration with companies. Specifically, the quality of professional post-secondary courses will be further guaranteed through necessary system revisions, clarification of certification requirements, and review of follow-up methods.
 - Promote the “Brush-up Program for Professionals,” which certifies practical and specialized programs conducted by universities, etc., that meet the needs of adults and companies, and provide support for the systematic and continuous implementation of recurrent education by universities, etc.
- Promotion of connections between school levels and between school and society
 - In addition to engage in the transmission of information related to curriculum design and teaching system models that can be used as a reference when implementing educational continuities from elementary through lower secondary levels, promote the connection between junior high schools and high schools through the collection

- and dissemination of information on distinctive initiatives by local governments, etc. Promote steady reform of the connection between high schools and universities from the perspective of continuation, development and advancement of learning.
- Further, promote cooperation between specialized training colleges and industry organizations, foster work-ready human resources required by society, and promote initiatives to effectively connect junior high schools with specialized training colleges and high schools with professional training colleges.

[Indicators]

- Foster individuals with a good balance of qualities and competencies, such as knowledge and skills, abilities to think, judge and express themselves, motivation to learn, and humanity, continue to maintain the current world-class level of scientific and mathematical literacy in the OECD's PISA and aim to reach the same level in reading comprehension. Furthermore, the aim is to maintain and improve the current level in TIMSS.
- Increase in the percentage of students who think they understand the content of the class well (elementary school 6 grades: Japanese language/arithmetic, junior high school 3 grades: Japanese language/math)
- Increase in the percentage of students who like studying (elementary school 6 grades: Japanese language/arithmetic, junior high school 3 grades: Japanese language/math)
- Increase in the percentage of students having dreams and goals for the future
- Increase in the percentage of schools that have analyzed the results of the National Assessment of Academic Ability and use them to improve specific educational guidance
- Increase in the percentage of schools that have introduced learning activities in which students in the surveyed grades set their own class or group issues and discuss, summarize, and express their solutions in class before the previous school year
- Improve the status of connection with elementary schools (Steps 0-4) in the overall education and childcare at kindergartens, certified centers for early childhood education and care, and daycare centers
- Increase in the number of prefectures using school missions and school policies for high school education reform in public high schools
- Increase in the number of prefectures and designated cities that assign coordinators to high schools
- Increase in the number of high schools planning to establish or high schools that

- have established general courses other than mainly general education courses
- Enhancement of out-of-class study hours for high-school students
- Enhancement of out-of-class study hours for university students
- Increase in the percentage of universities offering courses on corporate problem-solving and product development (implementation of PBL), which are in collaboration with universities and companies
- Increase in the percentage of universities introducing a system of major and minor subjects
- Increase in the percentage of universities offering a four-semester system
- Increase in the percentage of universities that monitor student achievement throughout the course
- Increase in the percentage of universities that provide opportunities to obtain evaluations of graduates from their future employers, from the perspective of improving educational and research activities, etc.
- Increase in the number of schools accredited for professional post-secondary courses
- Increase the number of courses accredited by the Brush-up Program for Professionals (BP)

Target 2 Fostering Richness in Mind

Cultivate rich emotions and morality in children, foster a sense of justice, responsibility, respect for one's own life and the lives of others, compassion for others, self-assurance, the ability to build relationships, and sociality through all school education activities, realize the best interests of children and improve their subjective well-being, while fostering the foundations of character development and the sustainable development of a democratic country and society.

[Basic Policy]

- Advocate for children's rights and interests
 - Based on the Convention on the Rights of the Child and the Basic Act on Children, make efforts to protect the rights and interests of children and realize their best interests by promoting an understanding of children's rights, promoting human rights education, and creating a safe environment for children to learn.
- Improvement in subjective well-being
 - Based on the concept of well-being rooted in Japanese society, grasp the status of

subjective well-being, such as happiness, self-assurance, and connection with others, and strive to improve the well-being of children through moral education, special activities (including cleaning and school lunch), experiential activities, integrated improvement of personalized and self-regulated learning and collaborative learning, and student guidance throughout school education activities.

- Promotion of moral education
 - Promote moral education with “a special subject on Morals” at its core to cultivate the morality that is the foundation for thinking about one's way of life, acting based on proactive decision-making, and living a better life with others as an independent human being. The national government will cooperate with local governments to enhance archives with plenty of excellent lesson videos and teaching materials to contribute to further improving the lessons and teaching skills. It will also promote efforts in line with the challenges faced by each school and region, including high schools.

- Promotion of developmentally supportive student guidance
 - Based on the newly revised Student Guidance Guideline, implement student guidance by focusing not only on issue response aspects, such as prevention and early response but also on developmentally supportive student guidance that respects the spontaneous and independent development of all students and how the school, teachers and other personnel support it.

- Promote measures against bullying, etc., and human rights education
 - The number of bullying reports is on the rise due to the active recognition of bullying, but there are still serious cases of bullying-related suicides and other serious incidents. Bullying is an unacceptable behavior that severely affects the mental and physical health of students, and society as a whole must address the problem of bullying. Thoroughly implement measures based on the Act for the Promotion of Measures to Prevent Bullying, and take necessary measures to strengthen anti-bullying measures, including prevention of bullying, proactive recognition of bullying and early systematic response, and promotion of cooperation with relevant organizations. In addition, promote countermeasures against what is known as “cyberbullying.” In doing so, promote collaboration and cooperation with relevant ministries and agencies, such as the Children and Family Agency (CFA) established in April 2023 and strive to promote daily cooperation between the departments under

the direct control of the heads of the local governments and the Board of Education by utilizing General Education Council, etc. and to improve the third-party nature of responses to serious bullying.

- From April 2023, the national government will collect information on serious bullying incidents, MEXT and CFA will mutually share this information, provide necessary support to school providers, analyze the results of investigations into serious incidents, and strengthen appropriate operation of investigations into serious incidents and anti-bullying measures.
 - Give necessary guidance and support to students who exhibit problematic behavior after a thorough assessment of the background of the problematic behavior while considering the sound development of their personalities.
 - Promote collaboration and cooperation with relevant authorities such as schools, boards of education, and police, by promptly consulting and reporting to the police about acts of bullying, etc., which are judged as acts deserving to be treated as criminal acts, which the school cannot handle alone, and ensuring that a staff member has been designated as a point of contact by both the school and the police, to realize a place of education where everyone can feel safe.
 - The School Education Act prohibits corporal punishment, and is not permissible. Since inappropriate guidance, such as corporal punishment and abusive language, may trigger students' chronic absenteeism or suicide, the development of training and consultation systems for boards of education, etc., should be promoted to eradicate these problems.
 - Promote correction and enhancement of human rights education activities at boards of education and schools by preparing and disseminating reference materials based on recent trends, etc., conducting surveys and research, and disseminating their outcomes.
- Promotion of measures against suicides among students
- According to the National Police Agency's suicide statistics, the number of suicides in Japan has been on the decline in recent years, but the number of suicides among school-going children has been increasing, and the number of suicides in 2022 was 514; the highest number ever recorded, which is a very alarming situation, and it is necessary to create a society where no student takes their own lives. The Children and Family Agency held the "Liaison Conference of Relevant Ministries and Agencies on Measures to Prevent Child Suicide." They compiled the "Urgent Plan for Strengthening Measures to Prevent Child Suicide" on June 2, 2023, by gathering

the knowledge of relevant ministries and agencies. Based on this strengthening plan, etc., inform boards of education nationwide so that all students can receive “education on how to send out an SOS” once a year to promote suicide prevention education, including education on how to send out an SOS and promote efforts to prevent suicide among students by utilizing 1 device for 1 student, disseminating information on how to utilize the system to identify suicide risk at an early stage and provide appropriate support, and aiming to implement the system in schools across the country. Furthermore, compile and analyze suicide statistics and related data held by the police, fire departments, schools, boards of education, and local governments regarding child suicides from multiple perspectives. In addition, establish a “Youth Suicide Crisis Response Team” consisting of experts in multiple professions in prefectures, etc., and aim for nationwide establishment of this team by expanding model projects to provide advice, etc., to young people with a history of suicide attempts, self-injury, etc., and other cases that are difficult for municipalities, etc., to handle.

- Promotion of “Life safety education”
- Promote nationwide development of “Life safety education” in schools, etc., to value life and prevent children from becoming perpetrators, victims, or bystanders of sexual violence and sexual crimes, considering that sexual crimes and sexual violence are acts that seriously trample on the dignity of the victims and have serious long-term negative effects on their minds and bodies.

- Enhancement of experiential activities and networking activities
- Promote the enhancement of various experiential activities such as nature experiential activities and group overnight stay experiential activities at schools and youth education facilities through cooperation among local communities, businesses, youth education organizations, and schools to enhance opportunities for youth to engage in experiential activities, which have decreased due to the impact of COVID-19, as well as to improve the quality of instructors and the effective use of youth education facilities.
- To enhance opportunities for exchange activities beyond the boundaries of different organizations and groups, enhance various experiential and exchange activities (nature experiential activities, farming and fishing village experiential activities, international exchange activities, inter-regional exchange activities, etc.).

- Improvement in reading activities
 - Promote reading activities for children based on the Basic Plan for the Promotion of Children's Reading Activities, etc., aiming to reduce the percentage of students who do not read through the following measures; cooperation among various institutions including cooperation between public libraries and schools, improvement of school libraries by fostering of teacher librarians and the assignment of school librarians, securing opportunities for diverse children to read, and raising awareness about the importance of children's reading activities, etc. In addition, encourage using e-books and developing a reading environment compatible with the digital society.

- Promotion of education on traditions and culture
 - Promote education to help students accept the traditions and cultures of Japan and their hometowns, make the most of the virtues and good qualities of the Japanese people, and carry on and develop those qualities and virtues. Promote activities to enhance culture and arts education and secure experience opportunities at schools while collaborating and cooperating with elementary and junior high schools, museums, theaters, music halls, culture and arts organizations, and local artists. In addition, promote martial arts that are traditional cultures unique to Japan.
 - Promote education on the general cultivation of religion.

- Fostering sound youth
 - Promote awareness-raising activities for youth in local communities and homes, etc., such as fostering information literacy, including information morality, appropriate to their developmental stage at school and promoting efforts at home to establish appropriate lifestyle habits to enable youth to use the internet autonomously and independently. Furthermore, to enable parents and guardians to appropriately manage internet use according to the developmental stage of their children, conduct awareness-raising activities for parents and guardians at schools, local communities, etc., to educate parents and guardians about harmful information on the internet, the dangers of the internet for young people and how to deal with these problems, and efforts to review daily habits at home and elsewhere, such as “creating rules for parents and children” regarding internet use.

- Cultivate a child's rich mind through culture and art
 - Culture and the arts are important in children's education because they cultivate a rich sense of humanity, foster creativity and sensitivity, and provide sustenance for

human life. To foster children's rich minds through culture and the arts, ensure that children have opportunities to experience first-class culture and the arts and traditional culture in the community, and promote the integrated development of the environment for regional cooperation in cultural club activities and the transition to regional cultural club activities.

[Indicators]

- Increase in the percentage of students who think that they have good qualities
- Increase in the percentage of students having dreams and goals for the future

(repost)

- Increase in the percentage of students who feel happy in their daily lives
- Increase in the percentage of students who are satisfied with their friendship
- Increase in the percentage of students who think that they want to do something to improve the community and society
- Improvement in holding General Education Council meetings for cases of serious bullying, as stipulated in Article 28, Paragraph 1, Item 1 of the Act for the Promotion of Measures to Prevent Bullying, in which serious damage has been caused to life or body.
- Decrease in the number of suicides per 100,000 student population
- Increase the percentage of students who enjoy considering opinions that differ from their own
- Increase the percentage of students who think they can always talk to a teacher or other adults at school about their concerns or worries
- Increase in the percentage of students who think that they are willing to help others in need
- Increase the percentage of students who think their teachers recognize their good qualities
- Decrease in the percentage of children who do not read (percentage of children who did not read a single book in a month)
- Increase in percentage of children who appreciated and participated in cultural and artistic activities
- Increase in the percentage of children with no previous opportunities to experience or appreciate culture and the arts who developed an interest in culture and the arts through school programs
- Increase in the percentage of young people participating in events related to nature experiential activities conducted by public and private organizations, etc.

Target 3 Fostering Healthy Bodies and Enriching the Mind and Body Through Sports

Foster the qualities and competencies that help one enjoy exercise and sports throughout life, promote mental and physical health and improve physical fitness by establishing lifestyle habits and promoting school health.

[Basic Policy]

- Enhancement of school health, school lunch, and Shokuiku (dietary education)
- Enhance systematic health education throughout school educational activities, including physical education program, health and physical education program, and special activities based on the National Curriculum Standards, such as guidance on cancer, drug abuse prevention, mental health, and food, as well as improve school health, school lunch, and dietary education by promoting health counseling and guidance, health management, and health organization activities conducted by yogo teachers, class teachers, diet and nutrition teachers, school doctors, etc., to foster the qualities and competencies that will enable children to maintain and improve their mental and physical health throughout their lives, and to respond to the increasingly complex and diverse modern health issues that children face today, such as obesity, weight loss, allergic diseases, infectious diseases, and mental health issues.
- Improve the qualities and competencies of teachers and other personnel, including by yogo teachers, who assume their core roles in school health, and promote school health through collaboration with school physicians, school dentists, school pharmacists, etc., by effectively utilizing the School Health Committee. Furthermore, relevant ministries and agencies will work together to facilitate a system of cooperation among schools, boards of education, departments under the direct control of the heads of the local governments, medical associations, dental associations, pharmaceutical associations, school health associations, and local medical and health institutions.
- Promote Shokuiku (dietary education) through subjects in elementary, junior high and high schools based on the National Curriculum Standards so that children can acquire correct knowledge on food and preferable dietary habits. When doing so, elementary and junior high schools should enhance dietary education by providing practical guidance using school lunches, which are “living teaching materials,” through collaboration among schools, families, and communities, with nutrition teachers playing a central role. In addition, in order to enhance the guidance on food,

improve the qualities and competencies of diet and nutrition teachers, increase the implementation rate of school lunches, promote activities to use local products and organic products in school lunches, and encourage diet and nutrition teachers to provide more individualized consultation and guidance to students with food-related health issues.

- Establishment of lifestyle habits, improvement and advancement in physical education
- To share the importance of establishing the rhythm of children's lives by society as a whole, develop activities to establish basic lifestyle habits for children through instruction at schools and continuous promotion of the national movement, "Early to Bed, Early to Rise, and Don't Forget Your Breakfast," while also taking into consideration such factors as changes in living time due to the expansion of opportunities for children to come in contact with information devices.
- Aim to increase the number of children who like physical activities and who are familiar with physical activities in their daily lives and foster the qualities and competencies that will enable children to continue physical activities and sports throughout their lives and lead healthy and happy lives both physically and mentally, through sports from early childhood, physical education activities and exchange activities with athletes to learn together regardless of physical strength, skill level, gender, disability, etc.

- Promotion of reforms in sports club activities and development and improvement of sports environment for children in local communities
- Steadily promote the integrated development of the environment for regional cooperation in school sports club activities and the transition to regional sports club activities while responding to local conditions to ensure that children have opportunities to continue to be involved in sports. Furthermore, create an environment in which a wide variety of sports that meet the needs of children can be practiced safely and securely in the community by promoting the development of comprehensive regional sports clubs and strengthening the system of youth sports teams.

- Support for discovering and developing athletes
- Support the establishment of athlete development pathways at the central athletic organization to promote organic coordination of efforts by local governments and

athletic organizations to discover more athletes with outstanding abilities and foster and strengthen them.

- Development and improvement of physical education and sports facilities
 - Promote the development of community sports activities for everyone in the community. Additionally, promote the effective utilization of school sports facilities and private sports facilities to facilitate the creation of sports venues close to home that are suited to local conditions.

- Ensure the safety and security of sports operators
 - Foster sports coaches who can promote the personal growth of athletes without violence or harassment that threatens the value of sports.
 - Promote an environment where athletes across Japan, regardless of their region of residence, can receive sports medicine and science support to prevent sports injuries, illnesses, and disabilities and maintain their health to safely continue to compete.
 - Continue to promote the provision of information on fatal accidents during school physical education activities and training on accident prevention obtained through the provision of accident mutual-aid benefits.

- Health promotion through sports
 - Based on the Third Sport Basic Plan³⁷, develop an environment in which all citizens can become familiar with sports by promoting and educating people to practice sports according to gender, age, etc. and by promoting the habit of playing sports, promote the mental and physical health of the people through sports, and realize a society of health and longevity.

- Realization of a symbiotic society through sports - Promotion of para-sports
 - As a legacy of the Tokyo 2020 Paralympic Games, create an environment where sports can be enjoyed “together” with people from various backgrounds and situations and where everyone can continue to access sports so that people can enjoy the value of “playing,” “watching,” and “supporting” sports regardless of gender, age, disability, and other factors, and aim to realize a symbiotic society through sports and promote para-sports.

³⁷The Third Sport Basic Plan (approved by the Minister of Education, Culture, Sports, Science and Technology on March 25, 2022).

[Indicators]

- Decrease in the percentage of students who miss breakfast
- Increase in the percentage of students who go to bed around the same time every day and wake around the same time every day
- Decrease in the percentage of students who do less than 60 minutes of exercise per week (excluding physical education classes)
- Increase in the percentage of students who “think” or “somewhat think” they want to play sports even after graduation
- Improvement the participation rate of sports for adults and people with disabilities

Target 4 Fostering Human Resources in the Global Society

Foster human resources who respect their traditions and culture and love their country and hometowns that have nurtured them, together with respect for other countries, and who can play an active role as a member of the international community in various fields and regions by acquiring an attitude to contribute to the peace and development of the international community, rich language skills, communication skills to build relationships transcending cultures and values, the ability to create new values, independence, positivity and inclusiveness, understanding of different cultures and diversity, and a spirit of social contribution and international contribution, etc. Also, promote the acceptance of international students to increase the diversity and inclusiveness of Japanese society and cultivate a deep understanding of Japan among foreigners.

[Basic Policy]

- Promoting Japanese students to study abroad
- Promote initiatives to support overseas experience and study abroad from the high school level, as well as initiatives to create momentum for study abroad in local governments, such as dissemination of information about study abroad and initiatives to stimulate interest in overseas studies, to promote further the development of human resources who are active globally. Also, raise awareness to ensure the safety of students studying abroad.
- To promote globalization and strengthen Japan's international competitiveness, continue to promote support for long-term study abroad to obtain degrees from overseas universities and other institutions, and promote support for short-term study abroad based on inter-university exchange agreements as part of global human resource development programs at universities, etc.

- Promote the development of “TOBITATE! (Leap for Tomorrow) Study Abroad Initiative” to encourage young people to study abroad through public-private collaboration and create momentum for study abroad through initiatives to reduce the financial burden of study abroad for Japanese students to produce global leaders who will create the future of Japan, to visualize and disseminate information on existing study abroad support initiatives by industry and local governments, and to create an impact on society by connecting the community of people who have studied abroad through this program with society.
- Promoting international students to study in Japan
 - Promote strategic acceptance of international students from the secondary school level to promote international exchange and mutual understanding with other countries, to invigorate and raise the level of education and research at Japanese universities, etc., and to secure highly-skilled foreign professionals who will contribute to the future development of society. To this end, promote the development of an environment for accepting international students, such as communicating the appeal of studying in Japan to foreigners interested in studying in Japan, providing scholarships and other financial support for international students, providing international exchange experiences in Japan, and supporting domestic employment in cooperation with companies and other organizations, in cooperation with related ministries and agencies.
 - Accelerate the acceptance of international students into specialized training colleges and improve their resident status and other systems related to their retention after graduation to foster and produce highly-skilled human resources who will play an active role in the local economy.
 - Promote the acceptance of international students by making the requirements for accepting international students into specialized training colleges the same as those for high schools.
- Internationalization of high schools, colleges of technology (KOSEN), universities, etc.
 - Support high schools that take advanced measures such as fostering broad education and skills to identify and solve problems, as well as developing an international educational environment to foster innovative global human resources who can play an active role in society in the future.
 - Promote university reforms to thoroughly address internationalization, such as

development of an environment for accepting foreign faculty and international students and strengthening the global responsiveness of Japanese students, expand exchanges based on inter-university agreements with overseas universities, promote the construction of joint and double degree programs, build and expand international exchange and research networks, including the effective use of online resources, and provide focused support to universities, etc., that engage in promoting sustainable international cooperation, overseas expansion, and campus diversity with quality assurance and colleges of technology (KOSEN) that engage in internationalization, to enhance the international acceptability of higher education and develop an educational and environmental infrastructure that attracts excellent human resources from all over the world.

- Make strategic efforts to support in high school the introduction of the International Baccalaureate, which enables students to nurture the knowledge and ability to respond to globalization and to acquire an internationally accepted university entrance qualification to promote its utilization in universities to secure excellent human resources and diversity in Japan and abroad, through the spread of its educational effects and good practices.
- Enhancement of foreign language education
- Comprehensively promote further ICT utilization, including distribution of teaching materials and instructional materials and implementation of digital-based performance tests, integrated improvement of development, recruitment and training of teachers, and enhancement of school teaching systems, including utilization of special licenses and assignment of specialized teachers and assistant language teachers (ALTs) for foreign languages, to steadily develop the qualities and competencies to communicate in foreign languages.
- Promote the formulation of an “English Education Improvement Plan” and systematic efforts based on the plan while making necessary improvements, such as reducing the burden on each prefecture, while ensuring the steady functioning of the PDCA cycle and improving the English language skills of students and teachers, as well as teaching skills by conducting ongoing follow-up through English education implementation status surveys and other measures.
- Promote the efforts of each university in selecting university entrants by widely disseminating excellent efforts related to individual selection by each university to appropriately evaluate comprehensive English language proficiency in the four skills of “reading, writing, listening, and speaking.”

- International cooperation in education and EDU-Port Japan, an initiative to proactively introduce Japanese-style education overseas
- Foreign countries continue to show a high level of interest in elementary and secondary education that aims at nurturing solid academic ability, richness in mind, and a healthy body in a balanced manner and the system of colleges of technology (KOSEN) that offers professional and practical education to engineers over five years. The government will continue to work on the overseas development of Japanese-style education in collaboration with relevant ministries, institutions, and educational institutions, such as overseas educational facilities, by analyzing local needs, such as high demand for science and mathematics education, providing a forum for discussion and information sharing and dissemination EDU-Port Japan, an initiative to proactively introduce Japanese-style education overseas, and supporting activities by the private sector, etc. Through this project, the government will strengthen relations and promote mutual understanding with other countries and will promote efforts that will contribute to the internationalization of education in Japan by viewing this as an opportunity for horizontal and interactive learning.

- Promotion of education in overseas educational facilities
- Increase the appeal of overseas educational facilities, including Japanese schools, that offer distinctive learning unique to overseas educational facilities, such as the use of educational resources that match the actual conditions in the country where the facility is located and exchange with domestic and overseas educational institutions using ICT, based on the basic principles of the Act on the Promotion of Education in Overseas Educational Facilities, and from the perspective of ensuring educational opportunities for overseas Japanese children, who are the “gemstones of global human resources” and promote the creation of “overseas educational facilities of choice” based on the diverse needs of students and the characteristics of each facility. In addition, promote the return of educational experience from overseas educational facilities to schools in Japan and ongoing exchanges with overseas educational facilities, and promote the activities of dispatched teachers after they return to Japan.

- Fostering artists and other bearers of culture and the arts
- Support the activities of young artists and others to secure and foster the bearers of Japanese culture and the arts over the medium and long term amid a declining

birthrate and aging population. Furthermore, foster artists who are active both in Japan and abroad, promote training programs for performers of contemporary performing arts conducted by the Japan Arts Council and the Program of Overseas Study for Upcoming Artists, in which young Japanese artists engage in practical training overseas. Promote the training program for traditional performing arts practitioners implemented by the Japan Arts Council to foster and secure people to inherit the traditional performing arts. At the same time, promote the “Project of Experts for Cultural Property” to train and secure technicians, etc., to repair cultural properties.

[Indicators]

- Regarding English proficiency, an increase in the percentage of junior high and high school students who achieved CEFR equivalent A1 level or above at the junior high school graduation and CEFR equivalent A2 level or above at the high school graduation (Target to be achieved after 5 years: more than 60%)
- Aim to increase the percentage of junior high school and high school students who have achieved the equivalent of CEFR level A1 or above at junior high school graduation and CEFR level A2 or above at high school graduation to at least 50% by the end of 5 years in all prefectures and government-designated cities
- Increase the percentage of high school students who have achieved the equivalent of CEFR level B1 or above at the high school graduation (Target to be achieved after 5 years: 30% or above), especially for those expected to play an active role on the global stage
- Increase the number of Japanese high school students studying abroad to 120,000 by 2033
- Increase the number of international students in Japanese high schools to 20,000 by 2033
 - Increase the number of Japanese and other overseas students, especially those studying abroad for medium- to long-term credit or degree, to 380,000 by 2033. Of these, the target is 150,000 for long-term study-abroad students
- Increase the number of international students studying at Japanese higher education institutions and Japanese language education to 380,000 by 2033, and aim for a 60% employment rate in Japan after graduation (excluding those who go on to higher education in Japan)
- Increase the number of faculty, staff, and students participating from Japan in overseas education projects

- Increase the number of faculty, staff, and students from partner countries participating in overseas education projects

Target 5 Fostering Human Resources Who Will Be Responsible for Innovation

Foster human resources who can create new knowledge, bring together diverse knowledge, and utilize it as a “convergence of knowledge” to solve complex and difficult social issues and develop a sustainable society, and who can transcend various existing frameworks with their creativity to create new value and be active in innovation.

[Basic Policy]

- Enhancement of exploration and STEAM education
 - Based on the National Curriculum Standards, enhance cross-curricular learning such as inquiry-based learning and STEAM education, in which students independently identify issues and work with diverse people to solve them.
 - Promote collaboration with local communities, higher education institutions, and administrative agencies etc. through high school reform, including general education reform, advanced global education and science and mathematics education, and practical education integrated with industry etc., to realize a “curriculum open to society.”
 - Promote and support high schools that provide advanced science and mathematics education to enhance and strengthen initiatives that contribute to the development of research ability and to disseminate the results of such initiatives.
 - Promote the establishment of platforms that connect schools and students with companies, universities, research institutes, etc., that support inquiry, STEAM, and entrepreneurship education, and promote the strengthening of STEAM functions and regional development by utilizing dialogue and collaboration opportunities such as Miraikan - the National Museum of Emerging Science and Innovation and Science Agora.
- Graduate school education reforms
 - Establish graduate school education as a degree program based on the “Three Policies,” promote the advancement of outstanding human resources, secure career paths for graduates, and diversify career paths, in cooperation with government and industry, based on the “Ideal Vision for Graduate School Education for 2040 ~ Measures to Improve the Structure of Graduate Schools to Develop Human Resources that Will Lead Society ~ (Summary of Discussions)” (University

Committee of the Central Council for Education, (2019)).

- Promote the development of advanced doctoral graduates who independently think and act based on advanced specialized knowledge and ethical standards, create new knowledge and value based on it, and are active in various sectors, and promote the establishment of educational programs in collaboration with industry and other sectors that transcend institutional boundaries.

- Foster young researchers and human resources who can lead science and technology innovation
- Based on the 6th Science, Technology, and Innovation Basic Plan, realize an environment that encourages talented young people to pursue 3-year second-term doctoral programs by improving the treatment of doctoral students and expanding career paths so that young researchers can develop career paths that will enable them to be active not only in academia but also in a wide range of fields such as industry. In addition, improve the research environment universities, etc., by promoting initiatives related to highly specialized human resources such as URAs and by enhancing the support system for balancing research with life events such as childbirth and child-rearing.

- Upgrading of colleges of technology (KOSEN)
- Promote the advancement of education at colleges of technology (KOSEN) by enhancing entrepreneurship education, building joint educational programs with universities, etc., and developing the strengths and characteristics of each college of technology (KOSEN) based on “education on social implementation,” “contribution to the community,” and “promotion of internationalization,” to respond to social changes such as Society 5.0 (super-smart society), to nurture practical and creative engineers in the fields of digital technology, mathematics, data science, AI, robotics, semiconductors, etc., who are in high demand by society.

- The training of specialized human resources at universities, vocational colleges, etc.
- Promote the use of professional post-secondary courses that provide practical and high-quality vocational education in collaboration with companies at professional training colleges, make necessary system reforms, clarify certification requirements, and review follow-up methods to further ensure the quality of professional post-secondary courses. (Target 1 repost)
- To foster professionals who will play important roles in the growth industries and

regional industries required in the coming era, promote efforts to enhance education at professional and vocational universities and professional and vocational junior colleges that provide practical vocational education, and professional departments of universities and junior colleges, and professional graduate schools that nurture highly specialized professionals.

- Support the formation of education and research centers, etc., in universities and affiliated hospitals, which are core institutions for medical personnel training, based on issues such as highly advanced medical care and community medicine and social needs, to reform the work style of physicians and respond to medical DX, and strengthen the function of training high-quality medical personnel. Particularly, efforts will be made to train highly specialized medical personnel in areas of strong societal demands, such as community medicine, infectious diseases, and cancer treatment.

- Development of human resources and promotion of participation of women in fields including science and engineering
- Promote initiatives at higher education institutions to foster highly human resources who will lead the growth fields, including digital and green. Furthermore, promote education to solve social issues by utilizing local resources, science and technology, etc., regardless of the humanities and sciences.
- Support initiatives to increase the interest and concern of female junior high and high school students in science and engineering, enabling them to choose a science-related career path appropriately. This can be achieved by collaborating with universities and companies to present role models such as female researchers to students, parents, and teachers and by supporting the organization of symposiums and other events.
- Promote the disclosure of information such as the status of the enrollment and appointment of female students and faculty members at universities, promote the selection of female students for university admission in fields such as science and engineering, and promote efforts for the selection of university entrants targeting female students going on to study in fields such as science, engineering, and agriculture.

- Promote education to increase excellent abilities and characteristics
- Provide opportunities for learning outside of school in cooperation with universities, private organizations, etc., as well as opportunities for students from Japan and

overseas to compete with each other and develop their abilities, such as international science contests, to greatly develop the abilities of students with outstanding motivation and abilities.

- Promote the expansion of the system where diversified abilities are evaluated by university entrance examinations and early admission to universities, etc.

- Promotion of entrepreneurship education

- Based on the 6th Science, Technology, and Innovation Basic Plan, universities participating in startup ecosystem hub cities will collaborate with universities overseas to provide practical entrepreneurship education, including the use of science and technology. They will expand the results of these efforts to universities nationwide. Furthermore, promote the understanding of entrepreneurship and entrepreneurial experiential activities in the classroom at each school level according to the developmental stage of the students, as well as support the provision of educational programs, etc., based on solving social issues in collaboration with industry and local governments, mainly in the hub cities, and will foster an environment in which elementary, junior high, and high school students nationwide can receive entrepreneurship education if they wish to do so.

- Creation of universities as a center for co-creation

- To promote the transformation of National university corporations into centers of co-creation (innovative commons) with various stakeholders such as local communities and industry, provide support from the perspectives of responding to growth areas and globalization by integrating software for education and research activities and hardware for facility development, including the planning stage of facility and campus development, as well as visualizing the effects and results of initiatives, enhancing the dissemination of information, and providing support to universities, etc.

[Indicators]

- Increase in the percentage of students enrolled in master's courses advancing to undergraduate courses
- Increase in the percentage of students enrolled in doctoral courses advancing to master's courses
- Increase the number of 3-year second-term doctoral program students receiving an amount equivalent to living expenses (over 1.8 million yen per year)

- Increase the employment rate of doctoral degree graduates
- Increase the percentage of companies that hire doctoral degree graduates as research developers who “exceeded expectations” or “nearly met expectations”
- Increase the percentage of universities working with local governments and companies to train medical personnel who can respond to the needs of society and community
- Increase in the percentage of students majoring in natural sciences (science) fields (intensive efforts will be promoted over the next 5 to 10 years, aiming to raise this to around 50%)
- Increase the percentage of women among science and engineering students at universities (undergraduates)
- Increase the number of participants in entrepreneurship education at universities, etc., across Japan
- Increase in the percentage of universities offering courses on corporate problem-solving and product development (implementation of PBL), which collaborate with universities, etc., and companies (repost).
- Increase in the number of high schools planning to establish or have established departments other than general education (repost)

Target 6 Cultivate an Attitude to Proactively Participate in the Formation of Society and Foster an Awareness of Norms

Cultivate an attitude to proactively participate in the formation of society and contribute to its development based on a public spirit, normative consciousness, and an attitude to contribute to the conservation of the environment by valuing nature.

[Basic Policy]

- Expression of opinions by children
 - Disseminate examples of pioneering efforts by schools and boards of education and promote initiatives to cultivate independence in children since involving children themselves in the process of establishment and review of rules related to children is significant in terms of educating children, such as providing them with the experience to solve familiar issues on their own.

- Promotion of citizenship education
 - For students to acquire the ability to survive in society and voluntarily take on the resolution of issues in the community as a member of society according to their

stage of development while being independent and cooperating and collaborating with others in society as sovereign citizens who proactively participate in the formation of a peaceful and democratic nation and society, the relevant ministries will collaborate on learning community issues, learning taxation and finance, learning laws, etc., enhance the content of education based on the National Curriculum Standards in elementary, junior high and high schools, etc., promote initiatives to raise awareness at universities, etc., and enhance activities by collaboration among schools, families, and communities.

- Promoting Education for Sustainable Development (ESD)
 - Continue to enhance activities such as exchanges between schools in Japan and overseas and disseminate good examples, focusing on UNESCO Associated schools, which are positioned as drivers for promoting ESD in Japan. In addition, nurture “creators of a sustainable society,” which is the objective of ESD, at each school level based on the National Curriculum Standards.
 - Based on the philosophy of “ESD for 2030,” which aims to build a more just and sustainable world by strengthening ESD and contributing to the achievement of all the 17 SDGs, strengthen the multilayered networks connecting diverse stakeholders in the community (schools, boards of education, universities, businesses, NPOs, social education facilities, etc.).

- Promotion of gender equality
 - Promote guidance according to the developmental stages of children on the importance of gender equality and mutual understanding between men and women, the importance of joint participation in society by men and women, and the importance of independently choosing a career path by thinking about each person’s way of life, abilities and aptitudes, regardless of gender. Foster awareness to promote gender equality by dispelling stereotyped gender role divisions and unconscious bias among teaching staff, who are the people closest to the children.

- Promotion of consumer education
 - Promote consumer education based on the National Curriculum Standards at the school education level and encourage the use of consumer education materials for each citizen to lead a sound consumer life as an independent consumer. Universities, etc., will provide information on consumer damage prevention and disseminate their initiatives. Furthermore, in promoting these initiatives, it is important to encourage

collaboration with specialized organizations such as consumer affairs centers.

- Promotion of environmental education
 - To foster leaders for a sustainable society, implement environmental education beyond subjects, etc., based on the National Curriculum Standard in elementary and lower and upper secondary schools, and conduct training for instructors by collaboration with relevant ministries. In addition, promote experiential activities, such as nature experiential activities and agriculture, forestry, and fishery industry experiences, to deepen understanding of environmental preservation in the community and increase motivation for creating a sustainable society.
 - Further, promote converting school facilities into net Zero Energy Buildings (ZEBs)³⁸, using wood, and developing eco-schools (environmentally conscious school facilities) to realize a decarbonized society. At the same time, promote environmental education for students and others by utilizing school facilities as teaching materials.

- Promotion of disaster recovery education
 - Based on the lessons from the accident at Tokyo Electric Power Company's (TEPCO) Fukushima Daiichi Nuclear Power Plant, implement necessary activities for facilitating scientific understanding of radiation based on the development stage of students.
 - Support activities to expand human resources boundaries listed in the Fukushima Innovation Coast Framework.
 - Promote efforts to pass down the memories and lessons of the Great East Japan Earthquake through excursions and school trips in cooperation with disaster memorial facilities.

[Indicators]

- Increase in the percentage of students who think that they want to do something to improve the community and society (repost)
- Increase in the percentage of students who answer that to make class life better, they decide how to solve issues through discussions in class meetings (class activities), making use of good opinions of others

³⁸ Buildings that further reduce energy consumption by introducing renewable energy, etc., after achieving energy savings of 50% or more.

Target 7 Respond to Diverse Educational Needs and Social Inclusion

To respond to the diverse needs of children, such as disabilities, chronic absenteeism, Japanese language ability, unique talents, and complex difficulties, ensure personalized and self-regulated learning opportunities from the perspective of social inclusion, realize education that maximizes each child's ability and potential with all children recognizing each child's diversity and securing opportunities for collaborative learning that enhance each other, and improve well-being. When doing so, focus on the strengths and advantages of each child, emphasize the transformation of the majority by respecting diversity from the perspective of drawing out and demonstrating their potential, and promote efforts that allow taking measures by keeping in mind the linkage among various measures.

[Basic Policy]

- Promote special needs education
- Further promote efforts towards the independence and social participation of children with disabilities and realize an inclusive education system based on the Convention on the Rights of Persons with Disabilities and the Basic Act for Persons with Disabilities using a dual approach: establishing conditions for children with and without disabilities to spend as much time as possible together, and developing learning opportunities that meet each child's individual educational needs.
- In addition to the use of individualized educational support plans and individual syllabuses and the provision of reasonable accommodations, ensure that children receive appropriate guidance and necessary support according to their disability status through promotion of appropriate school placement decisions with maximum respect for the wishes of the children and their guardians, enhancement of resource-room instruction, including the promotion of in-school instruction and visiting guidance, enhancement of the functions of special support schools as centers, creation of an inclusive school management model that integrally operates two or more schools, including special needs education schools, and promotion of the use of outside personnel. In addition, disseminate and further promote learning, exchange, and joint learning related to understanding people with disabilities.
- Furthermore, promote efforts to establish an on-campus support system under the principal's leadership, centered on the special needs education coordinator, and to enhance the understanding of teachers and other personnel regarding disabilities and special needs education based on the latest findings. In addition, improve the expertise of teachers, in particular, by enhancing teacher training programs based

on the core curriculum for teacher's license for special needs education, and promote initiatives to increase the percentage of teachers with teacher's license for special needs education.

- Promote efforts to enable students who need medical care to learn safely and securely at school without the need for a parent or guardian to accompany them, including the promotion of the assignment of medical care nursing staff. In addition, promote distance education using ICT while considering the actual condition of educational support and learning opportunities for children with health impairment.
- Promote efforts to make school facilities barrier-free and solve the shortage of classrooms for special needs education so that students with disabilities can lead a safe school life without any hindrances.
- Considering the importance of communication in securing educational opportunities for students with disabilities and promoting their independence and social participation, promote the use of textbooks, teaching materials, and assistive devices that meet the educational needs of each individual student with disabilities, including the use of ICT.

- Promotion of support for chronic absenteeism

- In FY2021, the number of children who are chronically absent in elementary, junior high, and high schools reached a record high of approximately 300,000, of which 46,000 were those who had been absent for 90 days or more without consultation or guidance from specialized agencies inside or outside of school. While chronic absenteeism may happen to anyone, it has also been pointed out that it has long-term effects, such as withdrawal from society. Therefore, it is important to strongly promote measures against it, such as ensuring educational opportunities for students who are chronically absent and improving the counseling system. In this context, promote measures against chronic absenteeism through (1) securing diverse learning opportunities, (2) early detection and support using 1 device for 1 student, and (3) "visualization" of school culture to make schools places where "everyone can learn with ease," based on the "measures against chronic absenteeism at school towards guarantee learning to ensure that no one is left behind (COCOLO Plan)" formulated in March 2023.

Specifically, to secure various educational opportunities for students who are chronically absent from schools, establish at least one special school for such students in each prefecture and government-designated city during the period of this plan, with a total of 300 schools nationwide, including branch classroom-based

schools, so that children who wish to attend special schools for students who are chronically absent can access them in the future regardless of their residence. In addition, promote the establishment of in-school educational support centers (special support rooms, etc.), the assignment of school counselors and school social workers, the development of an environment in which students can consult with such specialists at any time, including the use of online services, and the development of a support system for students who are chronically absent from schools centered on educational support centers, including study support using ICT and cooperation with NPOs and free schools, etc., as well as promote early detection of changes in health and feelings of students with the help of 1 device for 1 student and early support by “team schools” to identify the support needs of students with difficulties at an early stage.

Furthermore, MEXT will promote support from the perspective of both “learning” and “upbringing” in collaboration with the efforts of the Children and Family Agency to create *ibasho* (places where one feels comfortable, safe, and accepted) for children. In addition, provide support to parents through the provision of information on parent-teacher associations to prevent parents of students who are chronically absent from schools having to deal with their problems by themselves.

- Through these efforts, strengthen outreach to ensure that students who are chronically absent and have not received consultation and guidance at institutions inside or outside the school are supported.
 - Work in collaboration with the prefectural governments to promote support for the operation of specialized training colleges that provide practical education for social and vocational independence because a certain percentage of students with developmental disabilities, chronic absenteeism, and other special needs are enrolled in such colleges, and that they function as a “safety net for learning.”
 - Analyze the factors related to the increase in the number of long-term absences and students who are chronically absent from schools in recent years, and promote efforts based on the results of the analysis, including improvement of the survey design in the future, while considering the opinions of the students.
 - However, the school should also consider measures to enable diverse students to continue their studies at their current schools and realize diverse learning at the high school level, and take necessary measures based on the results of such consideration.
- Support for young caregivers

- Inform the boards of education, etc., about the concept of young caregivers and promote efforts for early detection. Utilize school social workers to appropriately support young caregivers identified in schools and enhance a seamless educational consultation system in cooperation with relevant institutions.
- Promotion of child poverty alleviation
 - Promote the seamless reduction of the burden of education expenses from early childhood to higher education so that all children can receive a quality education regardless of their family's economic situation. At the same time, promote measures for the allocation of additional teachers and other personnel, promote the assignment of school social workers, provide support by learning advisors, enhance systematic career education through each school level, and promote community cooperation activities for learning and education for study support and experiential activities for children.
- Support for persons who dropped out of high schools, etc.
 - To prevent students from being forced to drop out of school, cultivate the necessary basic qualities and competencies for social and professional independence, including at the elementary and junior high school levels, by linking student guidance, career education, career guidance, and educational consultation, and promote learning consultation and study support for high school dropouts who wish to acquire the academic ability necessary for high school graduation. Furthermore, strengthen collaboration between schools and boards of education, regional youth support stations, Hello Work, and local communities, and establish a seamless support system for high school dropouts and others to advance to higher education institutions and become socially independent.
- Promotion of education for overseas Japanese children and foreigners studying in Japan
 - Support the steady dispatch of teachers and improvement of the educational environment at overseas educational facilities, which play an important role in ensuring educational opportunities for children of Japanese residents abroad so that they can guarantee learning equivalent to that in Japan and promote education that is unique to overseas educational facilities. Increase the expertise of dispatched teachers in Japanese language teaching support and cross-cultural understanding so that they can play an active role in the education of foreign children and education

- for international understanding.
- Promote the smooth adaptation of children with foreign connections to schools in Japan, respecting diversity and the importance of their mother tongue and culture so that they can utilize their “strengths and advantages” to realize their potential. To this end, promote initiatives toward the assignment of teachers to provide Japanese language teaching support, dispatch of Japanese language teaching assistants and native language support staff, implementation of Japanese language teaching support using ICT such as online lessons and multilingual translation systems, implementation of practical teacher training, promotion of the organization and implementation of special curricula for students in need of Japanese language teaching support, including in newly institutionalized high schools, and promotion of systematic education for international understanding throughout schools, as well as promotion of school enrollment for foreign children who may not be enrolled in school. In doing so, promote efforts toward coexistence in the community and society, such as collaboration with various entities, including NPOs in each local public organization.

 - Provide guidance and support to students with unique talents
 - Focus on and resolve learning and life difficulties for students with unique talents and develop their individuality and talent. To this end, make comprehensive efforts to promote awareness and training to understand students with unique talents, enhance various learning opportunities, provide support in understanding their characteristics, and accumulate practical examples through consolidation and provision of information and demonstration and research, which institutions outside of school can access.

 - Student support at universities, etc.
 - Enhance the support system for students with disabilities at each university, etc. in light of the situation at the higher education stage, where the number of enrolled students with disabilities is increasing, so that necessary considerations, including reasonable accommodations for individual needs related to examinations and classes, etc., such as entrance examinations and credit recognition, will be appropriately implemented, and promote the study and employment support for students with disabilities at each university, etc., through cooperation between university, etc. and cooperation with related institutions (welfare and labor administration organizations, organizations for persons with disabilities, companies,

etc.).

- Establish and enhancement of Evening Classes at Junior High Schools
- Promote the establishment of Evening Classes at Junior High Schools and take measures such as providing enrolling opportunities in evening classes at junior high schools, considering that many people who have passed the school age wish to be provided with schooling opportunities, which they could not get in elementary and junior high schools. Specifically, since evening classes at junior high schools play an important role in accepting a variety of students, such as foreign nationals, graduates who wish to enroll, and school-age students who are chronically absent, in addition to those who have not completed compulsory education, we will promote the establishment of at least evening classes at junior high school in all prefectures and designated cities based on the Act³⁹ on Securing Educational Opportunities, and comprehensively promote measures related to securing educational opportunities, such as enhancing educational activities and public relations of evening classes at junior high schools and expanding the number of students to be accepted.

- Secure and improve the quality of part-time and correspondence courses in high schools
- Provide support to meticulously meet the diverse learning needs of students by providing various learning opportunities in cooperation with relevant institutions and local communities, etc., in high school part-time and correspondence courses that serve as a safety net of learning for students with challenges, such as those who have dropped out of school, those who are chronically absent from schools, and those who need special support, steadily implement measures to ensure and improve the quality of correspondence courses, review each course, including full-time courses, from the standpoint of their roles, and take measures to ensure further and improve their quality and to address diversity while taking into account the results of this review.

- Promotion of education in specialized training college
- Improve social recognition of specialized training colleges so that they can further fulfil their role of accepting diverse students by providing information such as the fact

³⁹ Act on Securing Opportunities for Education Equivalent to General Education at the Compulsory Education Stage

that students can obtain university entrance qualifications in the same way as high school graduates, considering the fact that specialized training colleges are important educational institutions that provide diverse learning opportunities for students of various backgrounds in upper secondary education by utilizing highly flexible institutional characteristics different from those of high schools.

- Enhancement of Japanese language education
 - Support establishing a comprehensive system for Japanese language education in the regional areas for foreigners residing in Japan to create an environment, including online courses, to acquire the Japanese language and other skills necessary for daily life. Furthermore, smoothly implement the Act on the Accrediting of Japanese-Language Institutes⁴⁰, which establishes an accreditation system for Japanese-language institutes and a new qualification system for Japanese language teachers to maintain and improve the level of Japanese language education and strive for the standardization of the content and methods of Japanese language education based on the “ Framework of Reference for Japanese Language Education”.

- Improve the education consultation system
 - Promote the assignment of school counselors and school social workers and online counselling from the perspective of qualitative and quantitative enhancement of the educational consultation system in schools through “team schools” utilizing school counselors and school social workers who are experts in psychology and welfare, for students with various issues, and promote the utilization of ICT and screening for prompt detection and support of students in need of support, as well as the development of a system that contributes to push-type support for students whose issues are identified through the screening. In addition, promote the development of a consultation system utilizing social media, etc.

- Promotion of lifelong learning of people with disabilities
 - To realize a symbiotic society where everyone learns and lives together regardless of disability, promote initiatives to enhance lifelong learning for people with disabilities, including initiatives by social education facilities and private organizations, as well as initiatives to provide places and opportunities for learning,

⁴⁰ Act on the Accrediting of Japanese-Language Institutes to Ensure Appropriate and Reliable Implementation of Japanese Language Education

such as open courses at universities, etc. In doing so, consideration should be given to the lifelong learning perspective centered on those with disabilities, such as by having them participate in the planning and operation of these initiatives. Furthermore, enhance training for social education-related personnel of local governments, teachers and other personnel at schools for special needs education, and welfare-related personnel, and build a system to support disabled people themselves as leaders in lifelong learning, to develop and secure human resources who have a basic understanding of disabilities and the ability to coordinate and utilize local resources.

- Promote initiatives to support the lifelong learning of local residents, including those with disabilities, from the perspective of social inclusion, in addition to conventional study support, such as providing subtitles for TV classes and preparing braille test questions at the Open University of Japan.
- Promotion of cultural and artistic activities for people with disabilities
- Toward the realization of a symbiotic society, work to create an environment where people with disabilities can participate in various cultural and artistic activities such as appreciation, creation, and presentation in the community by promoting and disseminating cultural and artistic activities by people with disabilities, promoting exhibitions of artistic works by people with disabilities, training support personnel, and creating networks among related parties, etc. In addition, provide children with opportunities to appreciate and experience culture and the arts through performances of the performing arts and the dispatch of artists with disabilities to elementary schools, junior high schools, schools for special needs education, etc.

[Indicators]

- Increase in the percentage of children for whom individual instruction plans and individual educational support plans have been created among those at kindergarten, elementary, junior high, and high schools etc., who need such plans
- Increase in the number of students receiving instruction through regular elementary, junior high and high school classes, etc.
- Increase in the percentage of teachers with multiple years of experience as teachers at special needs classes or schools, generally within the first 10 years after being hired at elementary, junior high, or high schools, etc.
- Decrease in the percentage of students who are chronically absent from schools and

those who do not receive counseling or guidance from specialized organizations, inside or outside the school.

- Increase in the number of special schools established for chronic absenteeism (Target to be achieved after 5 years: Establish in all prefectures and designated cities)
- Increase in the number of evening classes at junior high schools established (Target to be achieved after 5 years: Establish in all prefectures and designated cities)
- Increase in the percentage of students who feel they can always talk to a teacher or other adults at school about their concerns or worries (repost)
- Increase in the percentage of those receiving special instruction, such as Japanese language teaching support, among children who require Japanese language teaching support at public schools
- Increase in the percentage of people with disabilities who say that they have access to opportunities for learning, sports, cultural activities etc., after they have graduated from school
- Increase in the percentage of learners of the Japanese language at Japanese language institutes and facilities as a percentage of the total number of foreign residents in Japan

Target 8 Create an Environment Where People Can Learn and Play Active Roles Throughout Life

Develop an environment where people can learn and be active throughout their lives, where learning opportunities are guaranteed to help solve individual and social issues that arise in each situation of life, and where learning can lead to a sense of fulfillment and continued learning, to realize the well-being of all people with a focus on a 100-year life era. Develop an environment where information can be provided to diverse generations, learning outcomes can be visualized, and students can learn while connecting with their peers.

[Basic Policy]

- Enhancement of recurrent education through collaboration between universities, etc., and industry
- Provide support for the development and implementation of educational programs including development of an on-campus system, and promote utilization of the accreditation system for the “Brush up Program for professionals” and “Career Development Promotion Program,” in order to enhance practical recurrent education

- at universities, etc., in cooperation with industry, including growth fields.
- Support the establishment of industry-academia-government-finance collaboration systems (recurrent education platform), etc., and promote the nationwide deployment of their outcomes so that local governments and the University Consortium can effectively and efficiently identify the human resource needs of industry and the region and publicize and disseminate them, while utilizing the regional collaboration platforms and taking into account their discussions, towards the continuous implementation of recurrent education at universities, etc.
- Promote initiatives to enhance recurrent education for professional graduate schools that provide practical vocational education in collaboration with industry.
 - Creation of an environment that will enable students to learn while working
 - Create an environment that facilitates adult learning by promoting and disseminating the “Brush up Program for professionals” and “Career Development Promotion Program,” which are designed to make it easier for adults to take classes (weekend and evening classes, online classes, etc.).
 - It is also desirable for companies to develop an environment that makes it easier for employees to receive recurrent education, such as flexible working hours, etc.
 - The Open University of Japan will offer plenty of online classes and expand the internet-delivered open lectures, including recurrent education programs that meet the needs of society. In addition, the Open University of Japan will promote lifelong learning for society by providing programs in cooperation with universities, graduate schools, companies, and government agencies using its know-how and technology and thus serving as a hub for lifelong learning, including recurrent education.
- Financial support and information for recurrent education
 - Promote linkage with education and training benefits in the “Brush up Program for professionals,” “Career Development Promotion Program,” and “Professional Postsecondary Course.”
 - Promote efforts to disseminate information so that adults with a desire to learn can efficiently obtain information on the status of educational programs and learning support systems for adults.
- Promotion of learning, etc., in response to contemporary and social issues
 - Promote forming a gender-equal society, enhance learning opportunities in human rights, environmental protection, consumer affairs, finance, food, regional disaster

prevention and safety, and oceans etc., based on a basic plan in each field. In addition, based on the fact that people over the age of 18 can now vote and participate in election campaigns, promote education to develop their ability to be independent not only in schools but also in society and to play an active role in solving local issues by cooperating and collaborating with others, to develop the basic qualities and competencies required as shapers of the nation and society.

- Promote consumer education in cooperation and collaboration with educational institutions and other related organizations for all ages to develop consumers who understand the rights and responsibilities of consumers and who can make independent decisions and act with responsibility.

- Promotion of recurrent education for the participation of women
- Collaborate with women's education organizations, universities and researchers, local governments and other administrative agencies, companies, and private organizations to build models that can support the diverse challenges of women, such as providing systematic learning necessary for women to take on leadership positions, etc.

- Promotion of lifelong learning of the elderly
- Promote dissemination and awareness of excellent initiatives in each region, such as initiatives by senior citizens with diverse skills and experience and initiatives to eliminate the digital divide for the elderly at social education facilities and create an environment where everyone can learn throughout their lives, participate in the community, and make use of their rich knowledge, skills, and experience, to realize a "symbiotic society" where all people, including the elderly, interact with each other across generations in the community and together create and enhance their community, lifestyle, and a purpose in life.

- Appropriate evaluation and utilization of the outcomes of recurrent education
- Support the development and implementation of programs that contribute to the re-skilling of incumbents, conducted by universities, etc., in cooperation with industry, etc., and promote advancement in their career by using the results of re-learning.
- Conduct surveys and research on the effectiveness of recurrent education to promote appropriate evaluation and utilization of individual relearning in companies, etc., and disseminate the results.
- Promote initiatives that contribute to the utilization of learning outcomes, such as

disseminating and establishing self-evaluations and third-party evaluations of certification examinations to improve the quality and promote social use of the certification examinations as a measure of such learning outcomes.

- Promotion of visualization of learning history
 - Promote initiatives related to the visualization of individual learning histories by using digital technology.
 - Expand and disseminate the My Page function on the learning portal site called “Manapass” for adults, and collaborate with “My Job Card,” which is implemented by the Ministry of Health, Labour and Welfare, to promote the visualization of an individual's learning history at universities, etc.
- Promote culture and arts activities throughout life
 - Support the active development of culture and the arts by governing bodies and local governments so that all citizens, regardless of age, disability or where they live, can appreciate and experience culture and the arts throughout their lives, leading to a fulfilling life, and promote the functional enhancement and facility improvement of museums and art museums nationwide, including national cultural facilities.

[Indicators]

- Increase in the percentage of those who have engaged in lifelong learning in the past year or so
- Increase in the percentage of students who cited the following as reasons for learning in the past year: (1) To make use of it in their homes and daily lives, (2) To enrich their lives, (3) To maintain and improve their health, (4) To deepen their education, (5) To deepen friendships with others and to make friends, and (6) To make use of what they learned through activities in the community and society.
- Increase in the percentage of those who answered that they have utilized or can utilize the outcomes of their learning in the past year or so for their work or employment
- Increase in the percentage of Japanese citizens who appreciated and participated in cultural and artistic activities, respectively

Target 9: Improve the Educative Functions of Communities Through the Promotion of Cooperation and Collaboration Among Schools, Family, and Community

Promote the creation of places where children can engage in activities with peace of

mind through various forms of community involvement and the creation of schools that can nurture children throughout the community through cooperation and collaboration among schools, families, and local communities.

[Basic Policy]

- The integrated promotion of community schools and community cooperation activities for learning and education
- Further, promote integrated efforts of community schools and community cooperation activities for learning and education to establish a system where all public schools cooperate and collaborate with the local community. In doing so, promote the creation of schools that work together with the community to nurture the children who will carry the future of our country throughout the community, and promote community building with the school at the core, which can be a platform for solving issues surrounding the community and children, by promoting the effective assignment and stationing of community cooperation activities promoter for learning and education who connect the community and schools and improving their qualifications as human resources that link the school and the community.

- Enhancement of support for education at home
- Promote support teams for education at home, and promote support for education at home that is close to parents, such as home visits, to provide seamless support to parents who feel anxious about raising their children or those who do not have anyone close to consult with, from early childhood to school years and beyond.

- Integrated development of the environment for regional collaboration of club activities and transition to community club activities
- Steadily promote the integrated development of an environment for regional collaboration of school club activities and transition to community sports and cultural club activities depending on the local circumstances to ensure that children can continue to enjoy sports, culture and the arts.

[Indicators]

- Increase in the number of public schools that have introduced community schools
- Increase in the number of public schools covered by the community cooperation network for learning and education
- Increase in the percentage of schools that recognize that community and parental

- understanding of their schools has increased
- Increase in the number of local residents participating in community schools and community cooperation activities for learning and education
- Increase in the percentage of municipalities that have set goals and achieved them in response to issues concerning children
- Increase the number of municipalities taking necessary measures to support family education, which includes providing learning opportunities and information to parents

Target 10 Promote Social Education to Support the Foundation of Local Communities

To strengthen the foundation of local communities, promote social education through functional enhancement of social education facilities that are places of learning for residents and training social education personnel to strengthen the foundations of local communities.

[Basic Policy]

- Functional enhancement of social education facilities
 - For the functional enhancement of social education facilities, strive for improvement in the educative functions of communities by clarifying the role of social education facilities in achieving social inclusion, building local communities, and solving local issues. In particular, from the point of view of strengthening the function of community hubs like community learning centers, etc., promote them as a place of belonging for children, promote mutual learning and exchange among residents, promote collaboration with related facilities, policies and private companies, etc., improve their operations using external evaluations from residents and experts, and assign Certified Social Educators to social education facilities such as community learning centers.
- Training social education personnel and expanding opportunities for their participation
 - Promote the development of an environment that facilitates taking Social Education Coordinator courses by making it online, and promote the development and review of systems related to human resources for social education, such as updating Social Education Coordinator courses and training from the perspective of modern issues such as progress in digital technology, and promotion of collaboration with other institutions, to enable human resources for social education to play a role in building

connections and community development while collaborating with measures in a variety of fields. Further, Certified Social Educators are expected to play an active role in a variety of fields in society and promote the acquisition of the title of 'Certified Social Educators' by a diverse range of personnel working to solve local issues at NPOs, corporations, etc., in addition to administrative staff in the departments under the direct control of the heads of the local governments and community cooperation activities promoter for learning and education who connect the community and schools, and promote the networking of human resources for social education.

- Enhance social education activities in the community by communicating the importance of their roles as social education-related officials. They can be Social Education Coordinators, librarians, curators, and members of the social education committee.

- Collaboration with relevant facilities and policies to solve regional issues
- Since the “learning” of residents plays an important role in strengthening the foundations of local communities, work on the integrated promotion of community schools and community cooperation activities for learning and education, enhancement of support for education at home in the community, and revitalization of social education facilities, such as community learning centers, and promote collaboration between these social education measures and related measures such as welfare, disaster prevention, and promotion of agricultural, mountainous and fishing villages.

[Indicators]

- Knowledge, skills and experiences acquired through previous learning
 - (1) Increase in the percentage of people who use it in their home and daily lives
 - (2) Increase in the percentage of those who make use of it in community and social activities
- Increase in the number of Certified Social Educators and the number of qualified Social Education Coordinators at community learning centers, etc.

Target 11 Promote DX in Education and Develop Digitally Skilled Human Resources

As indicated in the basic policy, at the elementary and secondary education level, to make the use of ICT “routine” in education, steadily transition from the first stage to the second stage, while looking ahead to the third stage of the DX, and work to create advanced cases corresponding to the third stage, develop digitally skilled human

resources in higher education, and promote the use of digital technology in social education.

[Basic Policy]

- Utilization of 1 device for 1 student
 - To improve the quality of education by integrating and enhancing personalized and self-regulated learning and collaborative learning, strongly promote the GIGA school program as a national policy by creating and laterally deploying effective practices using 1 device for 1 student, including EdTech, promoting the use of digital textbooks, teaching materials, and software, and enhancing the deployment of ICT support staff, to make the use of ICT a routine part of the daily life of students.
 - Promote initiatives that effectively use online education while paying attention to the importance of face-to-face instruction and the developmental stages of students.

- Cultivation of information literacy of students
 - To cultivate information literacy (including information ethics. Hereinafter the same.) positioned as qualities and competencies that form the foundation of learning in the National Curriculum Standards, efforts will be made to promote the daily utilization of devices established through the GIGA School Program. Additionally, the power of the education industry, including EdTech, will be utilized to create excellent examples. At that time, particular emphasis will be placed on how to discover and solve problems using information technology, the role and impact that informatization plays in society, the systems and etiquette regarding information technology, the roles and responsibilities of the individuals, the ability to examine the authenticity of information, the ability to find new meaning by linking multiple types of information, the ability to appropriately and effectively utilize information technology to discover and solve problems, etc., and the attitude of actively participating in the information society and contributing to its development. In addition, prioritize the enrichment of content such as video materials and create an environment where one can learn in school and on one's own.

- Improvement in teachers' teaching skills
 - Improve teachers' teaching skills by comprehensively promoting the provision of examples for ICT, training to enhance programming education from elementary school to high school, and publication of the results of information literacy surveys, to foster information literacy. In addition, efforts will be made to expand content and

- provide the latest information for enhancing information morality education.
- Highly specialized outside personnel will be utilized, and measures will be taken to improve the teaching skills of teachers to improve the quality of classes in the high school subject “Information Technology.”
- Promotion of school work DX
 - The goal is to reduce the workload and improve the work environment for teachers and other personnel by creating an environment where they can handle school work from any location and to improve the sophistication and efficiency of educational guidance and school management through the coordination, analysis, and utilization of school, educational, and administrative data, create model cases of next-generation school work digitalization (integration of school work and educational networks, cloud-based school work processing, etc.) by prefectures or ordinance designated cities in collaboration with regional municipalities and promote effective and efficient system replacement at the national level.
 - Prepare and disseminate a guidebook on the effective use of the My Number Card at each school so that schools that wish to use the card can do so.
 - Standardization of educational data
 - As the need for the utilization of educational data increases, standardization is underway to align the meaning and definition of educational data to ensure interoperability and distribution so that educational data can be exchanged, stored, and analyzed. Accelerate further initiatives and promote understanding of the significance of standardization among local governments, schools, and businesses. Also, promote the use of educational materials based on data standards to promote their implementation.
 - Development and utilization of basic tools
 - Promote the development of national and public infrastructure tools for mutual use of questions and sharing common knowledge at schools and other institutions across Japan. Currently, the MEXT CBT System (MEXCBT), which enables online learning and assessment at schools and homes, is being promoted, and its widespread use in everyday use and nationwide and local academic ability surveys will be promoted. In addition, the work surveys conducted by MEXT for schools and other institutions are basically carried out using the “MEXT Internet Survey System (EduSurvey), enabling the automatic aggregation of questionnaire results answered by schools

and other institutions.

- Analysis and utilization of educational data and utilization of advanced technology
 - Effective use of educational data is expected to create new value, such as rapid and appropriate policy making and qualitative transformation of learning models, in addition to enabling personalized and self-regulated learning in schools and early detection of students with difficulties. For this reason, measures such as developing datasets and analysis formats that are common and necessary in each school will be promoted, and support will be extended for faculty, staff, and students to utilize educational data in schools. In addition, as a prerequisite for the use of data, establish rules that enable safe and secure use of personal information while ensuring proper handling. In addition, promote the use of advanced technologies such as sensing, metaverse, AR, VR, and AI to solve educational issues facing schools.

- Promotion of digitally skilled human resource development (higher education)
 - At the higher education stage, support consortium activities to deploy model curricula, teaching materials, etc., of mathematics, data science, and AI to universities, etc., and colleges of technology (KOSEN) across Japan, and promote the fostering of human resources with the basic skills to apply mathematics, data science, and AI to their specialties, regardless of the humanities and sciences, through a system of government recognition of excellent educational programs conducted at each university.

- Promotion of digitalization of the educational environment (higher education)
 - At the higher education stage, collect and develop initiatives that serve as leading models for digital-based education to improve the quality of distance education and promote hybrid education that effectively combines in-person and distance learning.
 - Promote lifelong learning opportunities through new digital technologies, such as introducing simultaneous interactive web classes, IBT, and high-flex lectures through the Open University of Japan.
 - Promote digitization efforts with the university DX initiative in all university administrative operations through digital technology, My Number Cards, etc.

- Promotion of the use of digital technology in social education
 - Promote the effective use of digital technology in social education facilities and

strengthen digital infrastructures to develop effective social education activities that combine the use of digital and real activities in an increasingly digital society, and promote efforts to improve the digital literacy of all generations, such as closing the digital divide, to realize a digital society in which no one is left behind.

[Indicators]

- Improvement of information literacy of students (literacy value as per the Information Literacy Survey)
- Improvement of teachers' teaching skills for ICT utilization (ability to use ICT for instruction in class, ability to teach students to use ICT)
- Increase the usage frequency of ICT equipment in situations where tasks are tackled according to the characteristics, understanding, and progress of each student
- Increase in the usage frequency of ICT equipment in situations where students interact with each other
- Increase in the percentage of schools that have fully adopted good practices to improve efficiency in school operations through the use of ICT
- Increase in the frequency of lessons using ICT equipment
- Increase coverage of operation support centers across Japan (target by FY2024: 100%)
- Increase in the number of students per academic year in accredited mathematical, data science, and AI education programs (applied basic level)

Target 12 Develop Instruction Systems and ICT Environment and Strengthen the Educational Research Infrastructure

Promote teacher development, recruitment and training reforms; secure excellent teachers with appeal and improve their qualities and competencies; advance further acceleration of work-style reforms of schools; improve treatment; and expand and enhance instruction systems in an integrated manner. In addition, the aim is to improve the attractiveness of teaching and the well-being of teachers by establishing a system in which teachers can focus on matters that only teachers can do through the use of ICT and the establishment of a system of cooperation and sharing with support personnel. At the higher education stage, under the leadership and responsibility of the president, strengthen the platform to improve the quality of education and research.

[Basic Policy]

(Elementary and secondary education)

- Integrated promotion of work-style reforms of schools, improvement of treatment , and expanding and enhancing instruction systems
- Although teachers' overtime work has been improving to a certain extent and the results of work-style reforms of schools are steadily producing results, many teachers and staff are still working long hours. Based on the results of the Teachers' Workloads Diary Survey conducted in FY2022, etc., we will further accelerate work-style reforms of schools, improve treatment, expand and enhance the instruction systems⁴¹ , and provide training support in an integrated manner so that teachers can focus on their main duties with peace of mind and face children with morale and pride.
- Promote specific examination to enhance the effectiveness of the guidelines⁴² established in 2020 that set upper limit on working hours of teachers⁴³, etc., and ⁴⁴ optimization of duties undertaken by schools and teachers, such as fostering understanding across society as a whole through the use of community schools, etc., and abolishing some duties in a non-conventional manner.
- Comprehensive promotion of various measures, such as the assignment of support staff, including teachers' work support staff, promotion of school DX, such as digitalization of school work, establishment and utilization of joint school offices, and development of the case studies of initiatives carried out at each school board and school.
- Taking into consideration the special nature of the teaching profession, which has a high degree of professionalism and discretion as well as the noble mission of nurturing children who will usher in the future of our country, the purpose of the Act on Securing Human Resources⁴⁵, and the urgent need to resolve the teacher shortage, we will specifically examine how the relevant systems, including the legal framework of the Act on Special Measures Concerning Salaries⁴⁶, etc., should be designed, and will fundamentally review the treatment of teachers so that teachers who truly do their best can be rewarded. As part of such efforts, we will improve the

⁴¹ Includes the enhancement of the class teaching system through efficient patrol instruction, etc., and securing and utilization of diverse support staff.

⁴² "Guidelines on Measures to be Taken by Boards of Education to Ensure the Health and Welfare of Public School Education Personnel, including Appropriate Management of the Workload of Public School Education Personnel" (Notification No. 1 of MEXT, 2020)

⁴³ Within 45 hours per month, etc.

⁴⁴ Includes visualizing work-style reform efforts and improving operational efficiency through school work DX.

⁴⁵ Act on Special Measures to Secure Educational Staff in Compulsory Education Schools for the Maintenance and Improvement of Standards of School Education Standards

⁴⁶ Act on Special Measures Concerning Salaries, etc., of Educational Personnel in Public Compulsory Education Schools, etc.

salary system toward a well-defined one according to job details and responsibilities, such as reviewing the level of additional adjustments for the teaching profession and various allowances, including the creation of new allowances.

- We will proceed with these measures in a planned and phased manner with a sense of speed by designating three years from fiscal 2024 as an intensive reform period in order to respond appropriately to increasingly complex and diverse issues amid the progress of the declining birthrate, while also securing stable financial resources. As part of such efforts, we will promptly strengthen the subject-based teacher assignments for late elementary grades and expand the assignment of teachers' work support staff to elementary and junior high schools from fiscal 2024. We will also consider submitting a proposal to revise the Act on Special Measures Concerning Salaries within fiscal 2024.
- To improve the quality of education by providing detailed guidance and highly specialized subject guidance tailored to the needs of each child, systematically develop of 35-student classes in elementary school and steadily promote the subject-based teacher assignments for late elementary grades, based on the 2021 revision of the Compulsory Education Standards Act⁴⁷, and implement effective expansion and enhancement of instruction systems, including guidance for students with disabilities, foreign children, etc., and responses to bullying and chronic absenteeism. In addition, we will create desirable educational environments and instruction systems for junior high and other schools, utilizing the verified multifaceted effects achieved in 35-student elementary school classes.
- To realize high-quality education, respond to increasingly complex and difficult educational issues, and reduce the burden on teachers, further promote a “team school” in which teachers, nursing teachers, diet and nutrition teachers, administrative staff, and support staff such as teacher’s work support staff, school counselors, and school social workers can play a role in cooperation and sharing, and helping children acquire the necessary qualities and competencies, under the management of the principal.
- To respond to various issues faced by students, in addition to assigning school counselors who are experts in psychology to all public elementary and junior high schools and school social workers who are experts in welfare to all junior high schools, promote assignment according to the needs of each local government to focus on issues such as truancy, poverty, and abuse.

⁴⁷ Act on Standards for Class Formation and Fixed Number of School Personnel of Public Compulsory Education Schools

- Integrated improvement in development, recruitment and training of teachers
- Steadily promote integrated reforms in development, recruitment and training for teachers who influence the success or failure of school education. Specifically, based on the revision of the Act on Special Act for Educational Personnel and the report on “Approach to Development, Recruitment, and Training of Teachers Who Will Be Responsible for ‘Japanese-Style School Education in Reiwa,’” enhance training using digital technology, shift to teacher training programs that emphasize the combination of theory and practice, and strengthen and advance the functions of teacher training colleges, faculties, and Graduate Schools of Teacher Education to work towards the Realization of “New Ways of Teachers' Learning.” In addition, we will promote the formation of a high-quality teacher and other personnel group with diverse expertise, considering the diversification of applicants for teaching positions and changes in the life cycle of teachers. In particular, concerning securing human resources for teachers, make every effort to identify and secure excellent teachers with aspirations by promoting the recruitment of teacher license holders, improving selection examination for recruitment of teachers, and communicating the value and reward of teacher work.
- Appropriately evaluate the abilities and achievements of each teacher and other personnel, conduct personnel evaluations for use in human resource development, etc., and promote appropriate reflection of evaluation results in treatment, etc. At the same time, honor outstanding teachers and other personnel to help improve the motivation and improvement of the qualities and competencies of the recipients as well as other teachers and other personnel. Promote appropriate personnel management through measures such as conducting training to improve the guidance of teachers who provide inadequate instruction, providing support through training to prevent the occurrence of inadequate instructional situations, and taking strict measures to address inappropriate work-related issues, including the prevention of child sexual violence by teachers and other personnel, also enhance the labor safety and health management system, including the appointment of industrial physicians, and promote mental health measures for teachers and other personnel.
- ICT environmental improvement
- Regarding the GIGA School Program, to move towards the next phase, it is necessary to promote the utilization of ICT in daily life, including the development of

the surrounding environment, while being mindful of the importance of human interaction, developmental stages, personal information protection, and health management. To further promote education in which no one is left behind, to transform learning by cultivating the information literacy, and to improve school operations, promote the establishment of operation support centers across Japan, strengthen their functions, and provide thorough support to eliminate disparities in home environment, utilization status, and leadership skills, and create and develop good examples of such centers in earnest. While examining the status of sustainable utilization plans⁴⁸ related to maintenance and renewal by each local government, steadily advance the renewal of the 1 device for 1 student of the GIGA School Program, which is being promoted as a national policy, as an essential tool for public education.

- Improvement in local educational administration
- To steadily develop the educational environment, it is necessary to improve the administrative system and functions in each region, improve the qualities and competencies of secretariat staff, promote collaboration between administrative and educational staff, and improve the administrative system and functions in each region. Strengthen and revitalize the functions of the boards of education, including the participation of diverse human resources in educational administration and the substantive checking function of the boards of education through active discussions, and promote collaboration between the boards of education and the departments under the direct control of the heads of the local governments every day through the General Education Council, etc.

(Higher education)

- Establishment of a foundation for improving the quality of educational research
- Take necessary measures to strengthen the management capabilities of universities, etc., such as promoting university management with the excellent leadership of the president, using external human resources such as external directors and practical teachers, promoting information disclosure related to university education, and increasing the introduction of external funds.
- Ensure measures to provide operating expenses grants for national universities and private schools, and provide focused support to universities working on reform. For

⁴⁸ Based on “Comprehensive Economic Measures to Create a Future with Security and Growth” (Cabinet Decision on December 5, 2019).

national university corporations, provide support for the realization and acceleration of their respective missions through the fourth medium-term target period, and improve reform incentives by allocations based on objective indicators such as achievements and results of educational and research activities. For private universities, etc., promote the formulation of medium-term plans based on the opinions of a wide range of stakeholders to continue to meet the demands and expectations of society, and promote initiatives to demonstrate diverse characteristics and qualitative enhancement in private school subsidies, as well as the allocation of funds to promote reforms. At the same time, to build a pluralistic financial base, promote the introduction of private funds such as donation income by disseminating information on advanced cases.

- Cooperation and integration of higher education institutions
- Estimate the number of students who will attend universities, etc., in each region in the future, encourage each higher education institution to use them as a reference to develop their future management strategies, examine the overall scale of higher education and take necessary measures.
- Promote the creation of a “regional cooperation platform” where local higher education institutions, local governments, and industry regularly discuss visions for the future of the region and the use of the “universities, etc., cooperation promotion corporation system” to enhance education and research by effectively utilizing human and material resources among multiple universities, etc.,
- To smoothly promote collaboration and integration across national, public, and private borders while ensuring the succession of knowledge created through education and research, take necessary measures such as a single-corporation, multi-university system for national universities, a core faculty system that allows entry at multiple universities, etc., under certain requirements, and steady operation of a system to facilitate business transfer at the faculty or department level.

[Indicators]

(Elementary and secondary education)

- Shortening of the number of hours teachers staying at schools, etc.
- Increase in the percentage of boards of education that disclose the status of work style reforms and hours staying at school
- Increase in the percentage of boards of education that engage teacher’s work support staff and other support staff to reduce the workload on teachers

- Increase in the number of special licenses awarded
- Improvement of initiatives to secure excellent human resources through selection examination for recruitment of teachers
- Improvement of initiatives for effective teacher training
- Improvement of concurrent teacher licenses for elementary and junior high schools
- Maintaining 1 device for 1 student standard (number of students per computer used for education)
- Increase in the level of 1 device for 1 instructor (number of teachers per computer used for instructions)
- Increase in the percentage of schools that have the necessary communication speed, such as 2 Mbps or more per student, in consideration of the simultaneous connection rate, depending on the school size
- Increase in the percentage of municipalities with sufficient support systems in place for the smooth operation of 1 device for 1 student environment
- Increase in the frequency of lessons using ICT equipment (repost)
- Increase the number of assigned ICT support staff

(Higher education)

- Improve the status of acquiring external funding at universities
- Increase in the percentage of incorporated educational institutions that have established universities, junior colleges, etc., which have formulated medium-term plans for their business through a resolution of the board of trustees
- Increase in the number of universities engaged in inter-university collaboration

Target 13 Ensure Quality Learning Regardless of Economic and Geographical Conditions

Work to reduce the burden of educational costs and provide support for learning in remote and underpopulated areas so that anyone can receive a high-quality education if they wish, regardless of their family's economic situation or geographical conditions.

[Basic Policy]

- Financial assistance to reduce the burden of educational expenses
- Continue to provide free use of kindergartens, daycare centers, and centers for early childhood education and care for children from 3 to 5 years old.
- Regarding educational expenses related to compulsory education, in addition to no tuition fees at national public schools and free textbooks at national public and private schools, continue to provide financial support for attendance at school to

- families with financial difficulties to ensure appropriate educational opportunities.
- Concerning educational expenses for upper secondary education, support for high school tuition will be provided through the High School Tuition Support Fund, and the burden of educational expenses other than tuition for low-income households will be reduced through the High School Supplemental Scholarship Fund.
 - Regarding the new financial support system for higher education that combines grant-type scholarship loans and reduction or waiver of tuition and enrollment fees, the target will be expanded to the middle class, such as multi-child households and students in science, technology, and agriculture, and will take into consideration the implementation status and financial resources, etc. At the same time, consider further necessary measures to expand support for tuition fee reductions and exemptions for students in multi-child households (expansion of eligible annual income, raising the percentage of support for each annual income category, etc.). Review the reduced return system for loan-type scholarships and further establish a deferred payment system for tuition fees at the master's level of graduate schools, further examine how to fully implement it⁴⁹ to enhance financial support for higher education. The new financial support system for higher education will be disseminated to those in charge of career guidance at the elementary and secondary education level, parents, etc., to promote the use of the system.
- Support for learning in remote and depopulated areas
 - Continue to provide schooling support to elementary and junior high schools, including the purchase of school buses and boats and subsidies for long-distance commuting expenses. Provision of schooling support, such as commuting and living expenses, will be continued for students who commute to high schools from remote islands where no high schools have been established.
 - To ensure that children can receive a fulfilling education anywhere in Japan by utilizing digital technology, develop an ICT environment based on the GIGA School Program, and take initiatives such as remote joint learning through collaboration between schools that make the most of ICT. In addition to providing support for students, work to promote distance education by using the high school network to create subjects that match students' career aspirations and to enhance instruction by the level of proficiency. In addition, promote high school characteristics and attractiveness through collaboration with the local community and enhance educational activities with the region as the field.

⁴⁹ Same as note 35.

- However, the school should also consider measures to enable diverse students to continue their studies at their current schools and realize diverse learning at the high school level, and take necessary measures based on the results of such consideration. (repost of Target 7)
- In addition to the need to strengthen the social development function of schools, from the perspective of promoting initiatives that consider the nine years of compulsory education, enhance integrated and coordinated elementary and junior high school education by utilizing the compulsory education school system in consideration of local conditions, utilizing special curriculum exceptions in integrated elementary and junior high school education, and implementing a subject-based teacher assignment system for upper elementary school students.
 - Support for learning during a disaster
 - Support the reopening of schools in the event of a disaster, ensure school safety, and ensure an educational environment that includes psychological care, study support, and school attendance support for children and students affected by the disaster.

[Indicators]

- Improve the disparity in high school enrollment rates between all households and households receiving public assistance
 - Improve the proportion of children from resident tax-exempt households, households dependent on public assistance, single-parent households and foster homes attending universities, etc.
 - Decrease in the number of high school dropouts citing economic reasons over 1 year
 - Decrease in the percentage of dropouts from universities, etc., citing economic reasons in the year as a percentage of total students
 - Increase in the number of universities engaged in inter-university collaboration
- (repost)
- Increase in efforts to use ICT equipment to allow students to interact with people in facilities outside of school (other schools, social education facilities, private companies, etc.)
 - Increase the number of online courses offered for various subjects(only for high schools) to improve the quality of learning in high schools

Target 14 Cooperate and Collaborate with NPOs, Companies, and Local Organizations
Cooperate and collaborate with NPOs, companies, local organizations, etc., to enable

diverse stakeholders outside the school to provide learning opportunities, ensure a diverse support system, and promote diversified learning and activities integrated with the community.

[Basic Policy]

- Cooperation with NPOs
 - Actively collaborate with private facilities such as free schools, NPOs, etc., and through cooperation and complementary efforts, provide various support so that no child or student facing challenges will be left behind.

- Cooperation with companies, etc.
 - Promote enhancement of opportunities for real-life experiential activities with the cooperation and collaboration of local communities, companies, schools, etc. In doing so, efforts will be made to build a portal site that comprehensively aggregates information on experiential activities and to create a regional promotion system for experiential activities.
 - Promote the spread of entrepreneurship experience, work experiential activities, and work experiential activities (internships) in which schools collaborate with local companies.
 - Promote collaboration with companies, local governments, etc., in building recurrent education systems and developing educational programs.

- Cooperation with sports, cultural and arts organizations
 - We will cooperate and collaborate with community sports, cultural/arts organizations, etc., and steadily advance the integrated development of an environment for regional collaboration of school club activities and the transition to community sports and cultural club activities while responding to local circumstances.

- Cooperation with medical and health institutions
 - Relevant ministries and agencies will work together to facilitate a system of cooperation among boards of education and departments under the direct control of the heads of the local governments, medical associations, dental associations, pharmaceutical associations, school health associations, and local medical and health institutions.

- Cooperation with welfare institutions

- To address the welfare issues surrounding elementary, junior high and high school students, enhance the placement of school social workers, who are welfare specialists, in all junior high school districts, and meet the needs of local governments. Promote seamless, comprehensive support for elementary, junior high and high school students with various concerns and anxieties by collaborating with the welfare department, the boards of education, and schools.
- Cooperation with the police and the judiciary
 - For bullying that should be considered a criminal act, report and consult with the police at an early stage and work closely with the police to ensure a thorough response.
 - Strive to establish a legal consultation system related to educational administration so that lawyers and others can be proactively involved from the initial stage of dealing with various issues, such as excessive demands on schools and boards of education.
- Cooperation with relevant ministries and agencies
 - In promoting educational policies, aim to coordinate with policies in other fields such as sports, culture, art, science and technology, children and youth policies, welfare policies, medical and health policies, labor policies, tax policies, and financial policies. Promote collaboration between related ministries and agencies in the national government and between boards of education and departments under the direct control of the heads of the local governments.

[Indicators]

- Increase in the percentage of schools that recognize that community and parental understanding of their schools has increased (repost)
- Increase the percentage of workplace visits (elementary schools), work experience (junior high school), and internship activities (high schools) conducted
- Improvement of the status of the legal consultation system related to education administration in prefectures and designated cities

Target 15 Development of a Safe, Secure, and Quality Education and Research Environment/Ensuring the Safety of Students

Regarding school facilities, to realize a new era of learning while ensuring safety and security, promote integrated development such as improvements to the educational

environment and prevention of deterioration, and enhance the educational environment inside and outside the school, including teaching materials, school libraries, and social education facilities. Also, promote the improvement of education and research infrastructure at private schools. Furthermore, promote school safety so children can lead a safe and secure school life.

[Basic Policy]

- Improvement of school facilities
 - To realize a new era of learning while ensuring safety and security, public schools should be systematically and efficiently upgraded to improve the educational environment and to prevent deterioration through life extension and renovation, etc., while also taking earthquake-resistant measures for non-structural components and strengthening disaster prevention functions of school facilities that also serve as evacuation centers (including western-style toilets, air conditioning, and barrier-free facilities) as well as taking flood control measures. Regarding national universities, etc., based on the “5th Five-Year Plan for the Improvement of Facilities at National University Corporations,” steadily implement measures to systematically counter aging school facilities, strengthen the functions of universities, etc., and develop infrastructure to support co-creation hubs. For private schools, promote the early completion of seismic retrofitting, strengthen of disaster prevention functions such as measures to prevent the fall of non-structural components, and make facilities highly functional by making them barrier-free.

- Improvement of teaching materials at schools
 - Promote the preparation of textbooks based on the curriculum development plan, etc., in compulsory education schools.
 - Promote the improvement of school libraries through the availability of books and newspapers and the assignment of school librarians following the “Five-Year Plan for Improvement of School Libraries”, as well as through facilitating cooperation among various institutions including public libraries, and the local community

- Improvement of educational and research infrastructure at private schools
 - Given the role played by private schools, continue to promote measures related to the development of educational and research infrastructure, maintain and improve the educational conditions of private schools, reduce the financial burden on students, etc., and improve the soundness of their management.

- To establish a solid financial foundation for each incorporated educational institution, make efforts to develop an environment further to procure diverse funds such as donation income. Additionally, take initiatives to promote donations to private schools, including disseminating and promoting the donation tax system and introducing advanced cases.
 - Each incorporated educational institution will work to strengthen its autonomous governance based on the philosophies, analyze its management situation, fully grasp the needs of students, communities, and society, and strengthen the provision of necessary information, management consultation, and management guidance so that the incorporated educational institution can make accurate management decisions on its own, such as strengthening departments that become its strengths and reviewing unprofitable departments. In addition, incorporated educational institutions with management issues will be provided guidance to improve their management or to enable them to make early and appropriate management decisions, including mergers with other corporations and withdrawals, when management improvement is not expected and is necessary from the perspective of student protection. At the same time, encourage the active disclosure of financial information of incorporated educational institutions.
- Public-private partnerships for educational facilities
 - Collect and provide information on the utilization of public-private partnerships in school facilities, such as the establishment of complex facilities and the use of unused time, by verifying issues and possibilities, with a view of creating school facilities as core bases in the community.
 - Promotion of school safety
 - To enable elementary, junior high and high school students to engage in activities enthusiastically and learn without concern, ensuring their safety is indispensable. Therefore, based on the “Third Plan for the Promotion of School Safety,” promote organizational measures related to school safety, promote school safety through cooperation and collaboration with families, local communities, related organizations, etc., promote safety education at schools, and safety management at schools.
 - Commit to securing the educational environment, including ensuring school safety in the event of a disaster and strengthening the disaster-prevention functions of school facilities. At the same time, enhance disaster prevention education.

[Indicators]

- Increase in the implementation rate of countermeasures against aging at public elementary and junior high school facilities that have significantly deteriorated
- Increase in the implementation rate of countermeasures against aging at national university corporations and other facilities (including lifelines) that significantly impede educational and research activities
- Promote seismic retrofitting of private schools (accomplished early seismic retrofitting)
- Increase in the percentage of incorporated educational institutions that have established universities, junior colleges, etc., which have formulated medium-term plans for their business through a resolution of the board of trustees (repost)
- Improved situation of acquiring external funding for incorporated educational institution
- Reduce the number of accident occurrences involving disability or serious injury under school management
- Reduce the number of deaths of students under school management to as close to zero as possible

Target 16 Develop Plans and Follow-up Through Dialogue with Each Stakeholder

Regarding the formulation and follow-up of the Basic Plan for the Promotion of Education, promote the formulation and implementation of plans that incorporate stakeholders' opinions, such as consultation and dialogue with each stakeholder, including children, and reflecting them in the plan.

[Basic Policy]

- Gathering opinions and holding dialogue with each stakeholder (including children)
- Regarding the formulation and follow-up of national and local government plans, the opinions of and dialogue with the relevant stakeholders, such as the educational field, relevant local governments (departments under the direct control of the heads of the local governments and boards of education), children, students, guardians, learners, and higher education institutions such as universities, etc., should be heard and reflected in subsequent measures, and an effective PDCA cycle will be established by doing so. Through this process, the participation of all parties involved in the planning and implementation process will be promoted, and momentum will be created to implement effective plans.

[Indicators]

- Improvement in gathering and reflecting the opinions of each stakeholder (including children) in formulating the Basic Plan for the Promotion of Education by national and local governments.