

Opinions regarding the Formulation of the Third Basic Plan for the Promotion of Education (Outline)

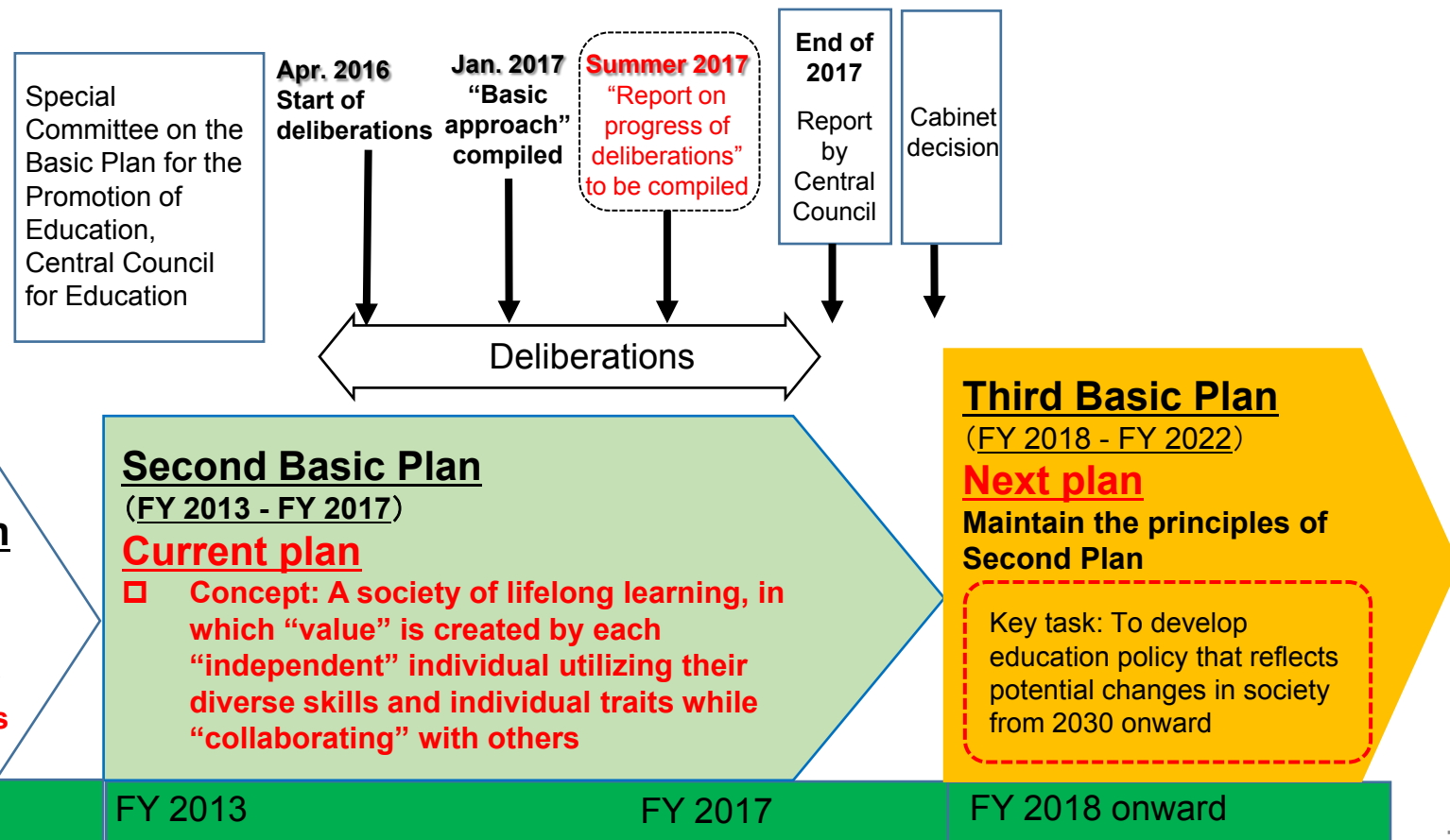
June 20, 2017

Keidanren (Japan Business Federation)

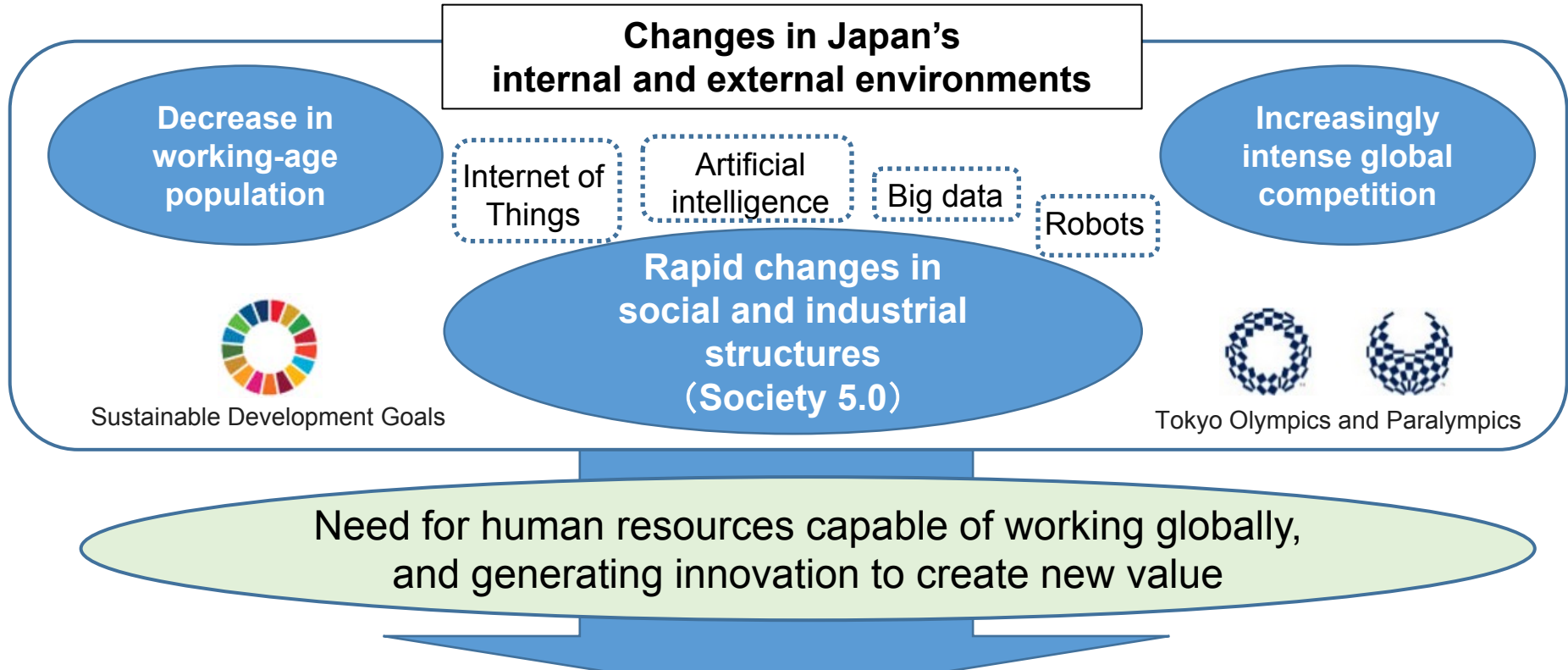
About the Basic Plan for the Promotion of Education

⇒ Comprehensive plan regarding education, formulated by the Japanese government on the basis of the Basic Act on Education. Current education policies are being implemented on the basis of the Second Basic Plan.

- ◆ Deliberations on the plan are conducted by the Special Committee on the Basic Plan for the Promotion of Education, a subcommittee of the Ministry of Education, Culture, Sports, Science and Technology (MEXT)'s Central Council for Education.
- ◆ Koichiro Watanabe, a vice chair of the Keidanren Board of Councillors and chair of the Keidanren Committee on Education and Human Resources Development, serves as a member of the Special Committee (since May 2016).



Aptitudes and abilities that industry expects of the upcoming generation



Aptitudes and abilities that will be required in the future

- ✓ Ability to identify the tasks that need to be addressed and independently create solutions
- ✓ Ability to transmit ideas and information to people in other organizations or nations
- ✓ Ability to communicate in foreign languages
- ✓ Broad knowledge and education that transcends the scope of the humanities and sciences (liberal arts education)
- ✓ Ability to utilize information (ability to select and handle information effectively)
- ✓ Respect for diversity

Diversity & inclusion

The role of companies:

To manage human resources by making the most of their diverse characteristics and abilities in corporate activities

Issues in the Second Plan and improvements to incorporate in the Third Plan

Issues in the Second Plan

1. Logic connecting “achievement targets” and “achievement indicators”

- The relation between the “achievement targets” (aptitudes and abilities the plan seeks to develop) and the “achievement indicators” is difficult to understand.
- There are too many achievement targets and achievement indicators.

2. Benchmarks for achievement indicators

- The Second Plan’s achievement indicators only indicate the trends in the initiatives, and do not allow for evaluation
e.g., increase, decrease, improvement

Examples of follow up on Second Plan achievement indicators

Targets	Indicators	Results (FY 2012 – FY 2015)
Well-rounded emotional intelligence	Increase the percentage of cases of bullying in which a solution is found (as a percentage of total recognized cases)	No change
Acquiring the ability to explore tasks and problems	Actual increase in time spent learning at university	No change

3. Need for examples to refer to

- In the case of initiatives that are difficult to evaluate quantitatively, educational institutions need examples they can use as reference.

Points to be improved

- **A logic model needs to be established to enable the PDCA cycle to function in practice.**
- **Both achievement targets and achievement indicators need to be narrowed down to the key points.**

- Achievement indicators need to have benchmarks that allow for objective evaluation.
- The level to which targets have been achieved, schedule management, and the required measures and systems for implementing them should be set out clearly on a yearly basis.

- The government needs to gather “positive examples” that can be used as a reference when evaluating, and share them and apply them to similar cases across the country.

Outline of Third Basic Plan

“Basic Approach to the Formulation of the Third Basic Plan for Promoting Education” (January 19, 2017)

I. Current state of and issues concerning education

Mission of education:

To achieve “education-based national development”

Ideal form of education:

Individual “independence,”
“collaboration” and “creation”

Issues to address in light of current state of society and potential changes, etc. from 2030 onward

II. Basic objectives for future education policies

1

Developing the capacity required to have dreams and self-confidence, and tackle new possibilities

- Ensuring that all people develop sound academic abilities, well-rounded emotional intelligence, and physical health

2

Training diverse abilities needed to lead the sustainable development of society

- Training global human resources and human resources capable of innovation, etc.

3

Establishing an environment for lifelong learning

- Encouraging working professionals and older people to study again
- Community development through learning

4

Developing safety nets for learning

- Gradual introduction of early childhood education that is free of charge, etc.

5

Establishment of foundations for pursuing educational policies

- Establishing foundations for pursuing educational policies

III. Improvement of investment in education and securing of funds for education, ensuring that such investment and funds gain the understanding of citizens and society

Opinions of Keidanren regarding the “Basic Approach”

II. 1 Opinions regarding “ensuring that all people develop sound academic abilities, well-rounded emotional intelligence and physical health”

1. Ensuring that the principle of “Active Learning” (AL) is put into practice

■ **Changes in education:** Launching study/instruction based on “in-depth learning through an active/interactive approach” from elementary school onward, starting in 2020 and using the revised national curriculum guidelines as a basis (principle of Active Learning)

Principle of “Active Learning”:

To improve classes with the aim of achieving “in-depth learning through an active/interactive approach,” by ensuring the active participation of students through research activities and group discussions, rather than a one-sided format in which the teacher simply lectures the class

■ **Challenges to address in the future**

Risk that the approach will be introduced in form only (not practically implemented)

Combination with basic/fundamental learning (kanji practice and mathematics drills) → Need to ensure they become more effective through AL

Risk that it will not be practically implemented due to demands of university entrance examinations

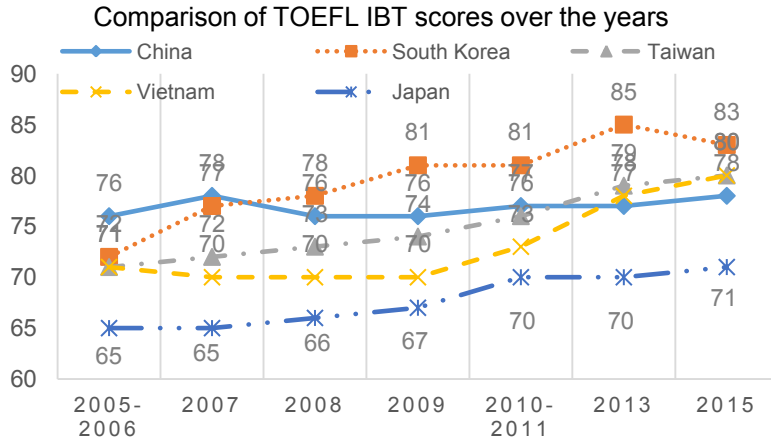
Required initiatives

- ✓ The government needs to communicate the aims of AL to teachers and guardians in a format that is easy to understand and seek their understanding, as well as assisting teachers in implementing the approach by sharing examples of successful cases with similar schools
- ✓ Reform to university entrance examinations (reform to ensure that examinations test students’ capacity to think, make decisions, and express themselves)

2. Improving English proficiency through the expansion of English education

Figure 1: English proficiency of Japanese people

Initiatives for reform to English education in Japan are **significantly behind** in comparison with other Asian countries.



Source: TOEFL Test and Score Data Summary

Figure 2: Second Plan achievement indicators and progress of achievement → Not expected to achieve targets

Second Plan achievement indicators (extract)	Progress of achievement (Dec. 2016)	MEXT's approach for Third Plan
<ul style="list-style-type: none"> • 50% of all students obtain EIKEN (Test in Practical English Proficiency) Grade 3 or above (*CEFR A1 or above) by time of graduating lower secondary school • 50% of all students obtain EIKEN Grade Pre-2 to Grade 2 (*CEFR A2-B1) by time of graduating upper secondary school 	<ul style="list-style-type: none"> • Lower secondary school: 36.1% ←31.2% (AY 2012) • Upper secondary school: 36.4% ←31.0% (AY 2012) 	<ul style="list-style-type: none"> • To essentially maintain the targets of the Second Plan • To call for industry to also provide target values and specific measures toward achieving them

*Common European Framework of Reference for Languages (CEFR) : Set of international benchmarks for evaluating ability in foreign language. Primarily adopted in Europe and North America, where it is widely used, on basis that it is highly transparent and easy to understand.

Noteworthy initiatives pursued under Second Plan:

✓ Starting English education at early age/establishing it as a subject in the elementary school curriculum (2020 onward)

✓ *Improvement of teaching/textbooks/teaching materials that emphasize the four skills

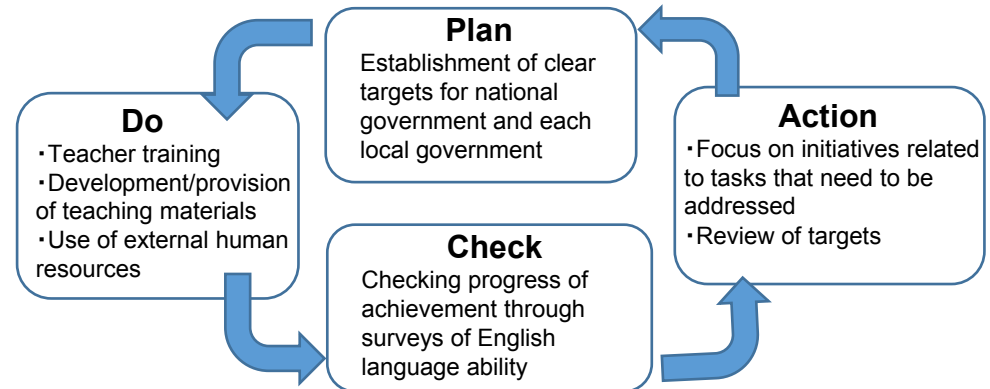
✓ Implementation of English proficiency survey (Adding English to the National Assessment of Academic Ability [Third Plan onward])

✓ Enhancing the system of instruction (using external human resources)

*The four skills: Listening, speaking, reading and writing

Required initiatives

Ensuring steady improvement in children's/students' English ability by following the PDCA cycle each year



II. 2 Opinions regarding “training global human resources and human resources capable of innovation, etc.”

1. Promoting both outbound and inbound study abroad programs

Figure 3: Second Plan achievement indicators and progress of achievement ⇒ Considerably far from targets

Second Plan achievement indicators (extract)	Progress of achievement	MEXT’s approach for Third Plan
<ul style="list-style-type: none"> • Double the number of Japanese university students studying overseas <p>From 60,000 students → 120,000 students</p>	<p>Japanese university students studying abroad:</p> <p>Approx. 84,000 (2015)</p>	<p>With regard to Japanese students studying overseas (outbound students), investigate the aims and effects of studying abroad by category</p>
<ul style="list-style-type: none"> • Double the number of international students studying in Japan: <p>150,000 students → 300,000 students</p>	<p>International students studying in Japan:</p> <p>Approx. 240,000 (2016)</p>	

Outbound (Japanese students studying abroad)

Noteworthy initiatives pursued under Second Plan:

Joint public-private sector program, “Tobitate! Ryugaku Japan” (“Go abroad! Study Abroad, Japan”) (2014 onward)

- ✓ Fostering opportunities for young people to study abroad (2,240 students have studied abroad under the program so far)

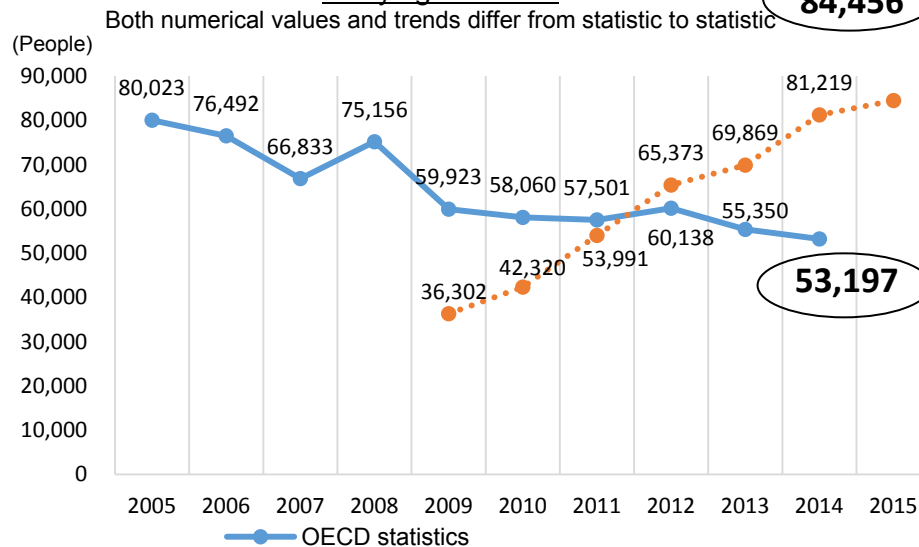
Required initiatives

- ✓ Statistics should be established for ascertaining accurate numbers of Japanese students studying overseas.
- ✓ Target numbers should be established by objective of study abroad

E.g.

- Short-term study abroad = To gain experience of being overseas (students who may study abroad long term in future)
- Long-term study abroad = To train global human resources

Figure 4: Trends in numbers of Japanese students studying overseas



Source: OECD (Education at a Glance), Institute for International Education (IIE), Japan Student Services Organization (JASSO)

Inbound (International students studying in Japan)

Noteworthy initiatives pursued under Second Plan:

- ✓ **Rise in the number of international students studying in Japan**

(2011: Approx. 160,000 students →
2016: Approx. 240,000 students)

Required initiatives

- ✓ **Efforts should be made to develop strategies for encouraging and welcoming students to study in Japan (strategies that focus on the purpose of studying abroad, or the origin of students, etc.)**

- Institutions teaching Japanese language show high rate of growth in intake

Rate of growth between AY 2011 and AY 2016:

- Higher education institutions: **123%**
- Japanese language institutions: **266%**

(See upper right-hand figure)

- Composition of international students in Japan by nationality (As of May 2016)

China: 41.2%; Vietnam: 22.5%; Nepal: 8.1%;
South Korea: 6.5%; Taiwan: 3.5%, and other countries

- ✓ **Greater support needs to be offered to international students seeking employment in Japan**

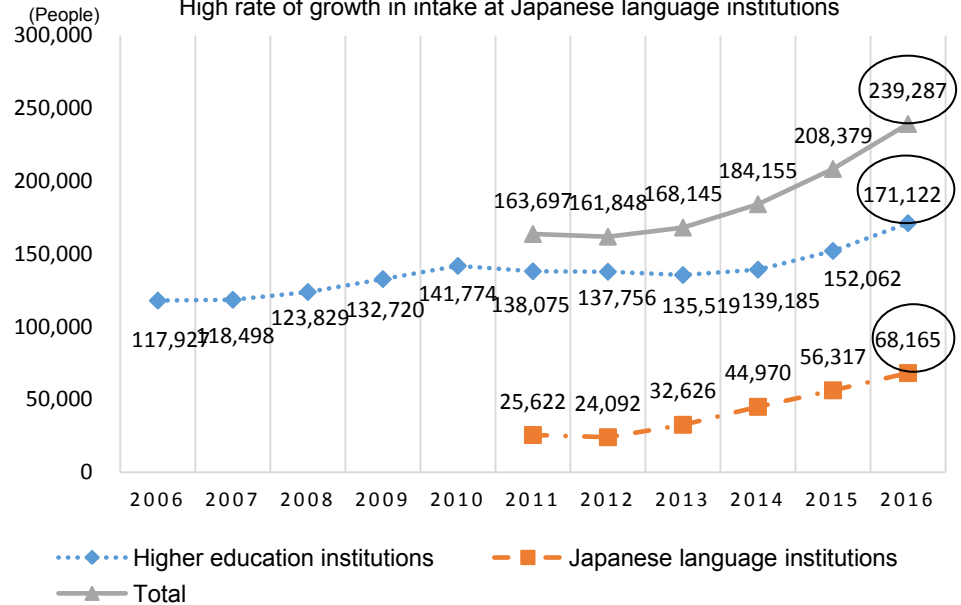
- Japan Revitalization Strategy 2016: Raise the percentage of international students who go on to employment in Japan from 30% to 50%.

Government: Simplification/streamlining of procedures for changing residence status

Industry: Cooperation with universities and local government bodies to support employment of international students studying in Japan (offering internship opportunities)

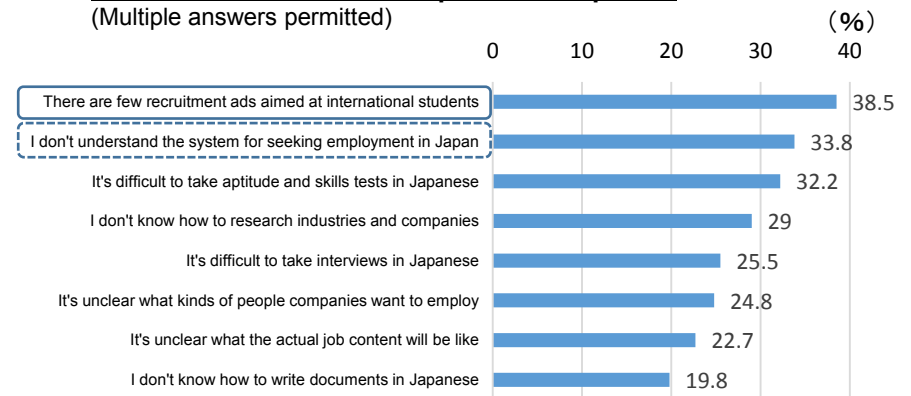
Universities: Improvement of programs that help international students to develop the skills they require for work (business Japanese, etc.)

Figure 5: Trend in intake of international students
High rate of growth in intake at Japanese language institutions



Source: JASSO "Survey of Enrollment of International Students in Japan," etc.

Figure 6: Questionnaire survey on employment of international students at Japanese companies
(Multiple answers permitted)



Source: "Survey on Career and Retention for International Students," conducted by Ernst & Young ShinNihon LLC (under commission from the Ministry of Economy, Trade and Industry), March 2015

II. 5 Opinions on “establishing foundations for pursuing educational policies”

1. Establishing the ICT environment

■ Using ICT effectively will enable:



Interaction and collaborative activities with other students on basis of the principle of AL, and independent learning based on deep reflection and thought

Equal education across the country, wherever the region
→ Joint learning between pupils and students in remote areas, even in those in areas affect by depopulation, population aging and decline



Active learning using ICT

Figure 7: Second Plan achievement indicators and progress of achievement ⇒ Progress is unsatisfactory

Second Plan achievement indicators (extract)	Progress of achievement (March 2016)	MEXT's approach for Third Plan	
1 computer for every 3.6 students	1 computer for every 6.2 students	Electronic blackboard	One movable computer per student, as suits the style of learning
100% of schools equipped with wireless LAN	26.1%	Wireless LAN	Individual folders

Required initiatives

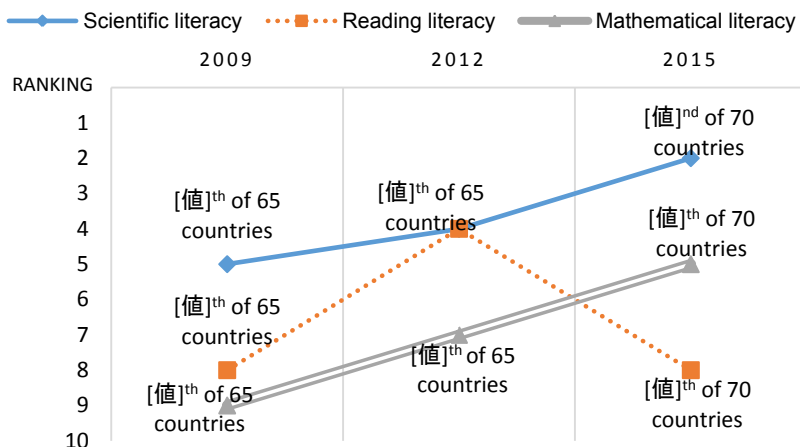
- ✓ In light of the fact that classes on programming will be introduced to the elementary school curriculum from AY 2020 onward, specific goals for establishing foundations should be reestablished in line with the educational objectives that are sought to be achieved using ICT.
- ✓ The national government should take the lead in developing the models for establishing ICT infrastructure and ensuring its development nationwide, rather than leaving it to regional governments.

2. Training and securing teachers capable of tackling new challenges in education

Figure 8: Japanese teachers have high levels of teaching ability

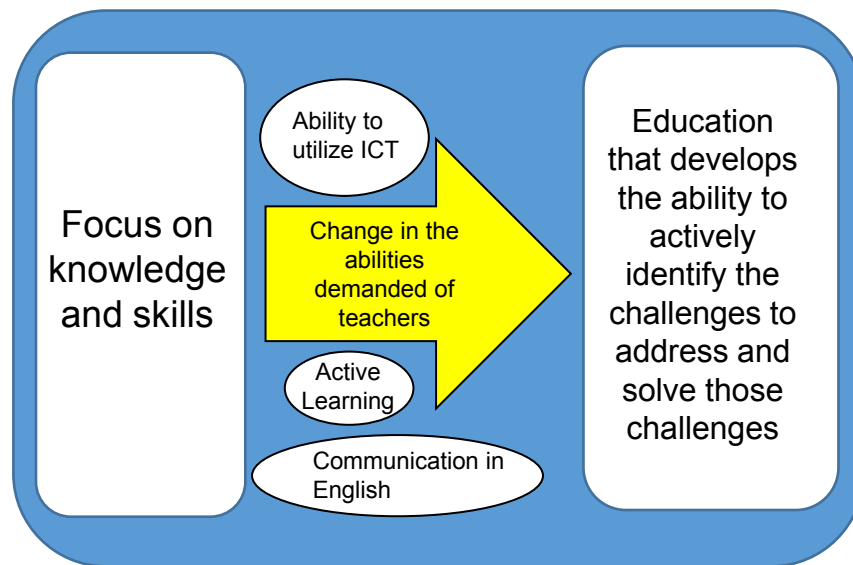
In the last 10 years, Japanese students have achieved excellent results on the whole.

PISA (Survey of 15-year old pupils)



Source: OECD Programme for International Student Assessment (2015)

■ Demand for **teachers capable of tackling new challenges in education**



Required initiatives

Existing teachers

(1) Improvement of conditions

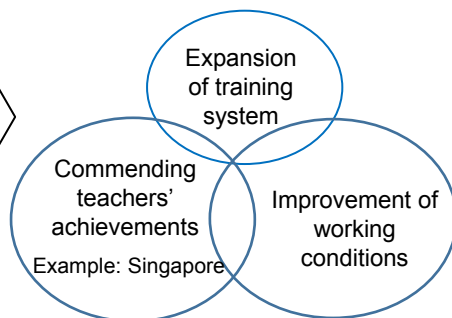
Reform in ways of working, to address:

- ✓ Long working hours
- ✓ Work on weekends/public holidays

(2) Enhancement of training

+

Securing highly-capable human resources



□ Reform of courses for training teachers

Optimizing the scale of teaching training courses (focused provision of resources to key universities, etc.)

□ Using external human resources

(ICT support staff, extracurricular activity organizers, assistant language teachers, etc.)

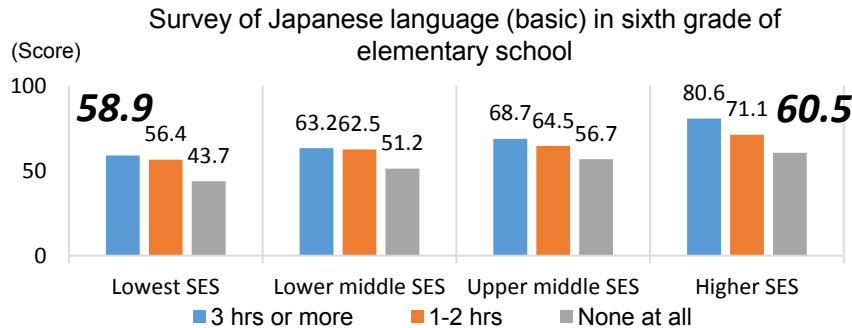
□ Number of school personnel

Review of approach to numbers of school personnel (responding to new demands for staff to teach and supervise students with developmental disabilities and pupils from overseas, and for staff to teach programming)

III. Opinion regarding the improvement of investment in education and securing of funds for education

1. Current state of educational inequality and efforts to tackle inequality

Figure 9: Current state of educational inequality

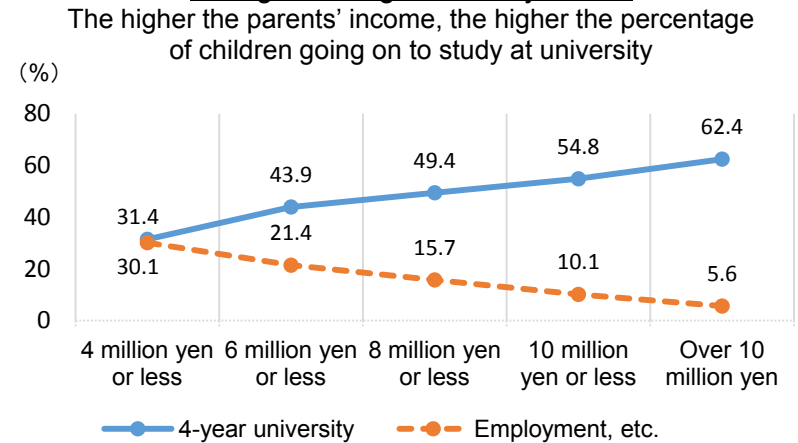


The average score achieved by pupils in the highest SES after no study at home at all (60.5) was higher than the average score achieved by pupils in the lowest *SES after 3 or more hours' study at home (58.9).

*Socio-economic status (SES): Measured as a combination of household income, father's educational background, and mother's educational background, on basis of results of survey of guardians.

Source: Survey by Ochanomizu University (MEXT-commissioned research FY 2013 and FY 2014)

Figure 10: Parents' income and child's career path after graduating secondary school



Source: "First Report on Survey to Trace Career Paths of Secondary School Students," Center for Research on University Management and Policy, Graduate School of Education, University of Tokyo (September 2007)

Required initiatives

■ Draw comparisons with schools attended by pupils in the same level of SES to seek out examples of schools that are achieving high academic results, and apply the initiatives pursued by such schools as examples

Response to structural problems

Initiatives by MEXT:

- Establishment of student scholarships
- Increase in interest-free student loans
- Increase in people eligible for reduction of or exemption from tuition fees

To optimize the effects:

Close cooperation with policies pursued by the Ministry of Health, Labour and Welfare and other ministries and agencies

The government should also:

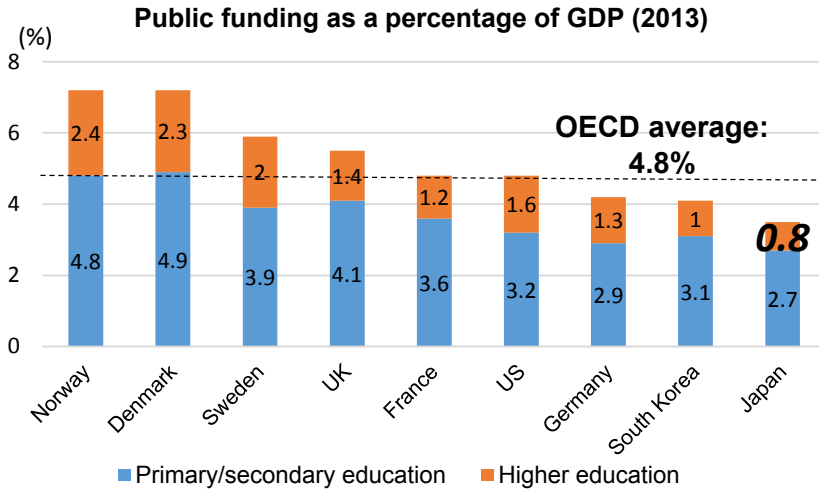
- ✓ Promptly pursue initiatives for preschool education that has proven to be effective to be offered free of charge
- ✓ Proceed with efforts to develop a system for securing access to higher education.

Providing high-quality education to all citizens with ability and motivation

2. The need to expand investment in education

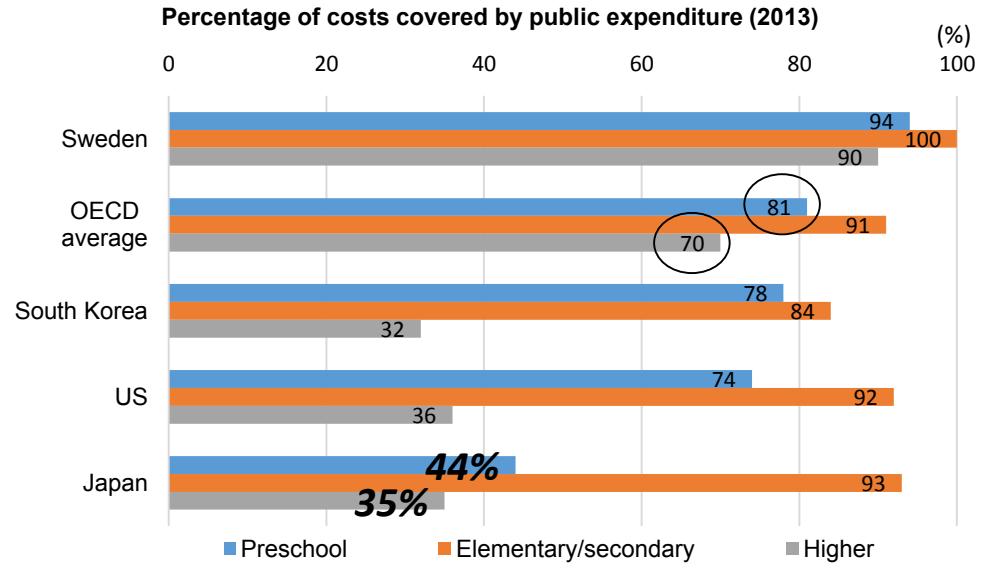
Figure 11: State of public expenditure on education

Japan's public expenditure on **higher education** is below the OECD average, and is the **lowest** among 37 countries for which data exist.



Source: Education at a Glance 2016

Percentage covered by public expenditure is low in comparison with other OECD countries, particularly in the case of **preschool** and **higher education**



Source: Education at a Glance 2016

Required initiatives

Expansion of public expenditure on education

Investment in education = Investment in the future

- Review annual expenditure and shift the use of funds from older people to children and child-raising generation
- Spend at least 4-6% of the GDP on education (target established at the G7 Kurashiki Education Ministers' Meeting in 2016)

Otherwise:

Japan's capacity to compete internationally will fall behind

Japan's national power will diminish

Approach to securing financial resources

Various proposals have recently been made regarding securing financial resources, but funds should be **provided from tax**, with the costs being shared widely across the people, so burden on each person is light.

- To expand investment in education:

Review the appropriate state of educational expenditure comprehensively, from preschool to higher education

Making the effects of education policies "visible"

Gathering data to investigate scientific effects

Understanding of the people