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Current Status and Challenges of MIL policies in Japan



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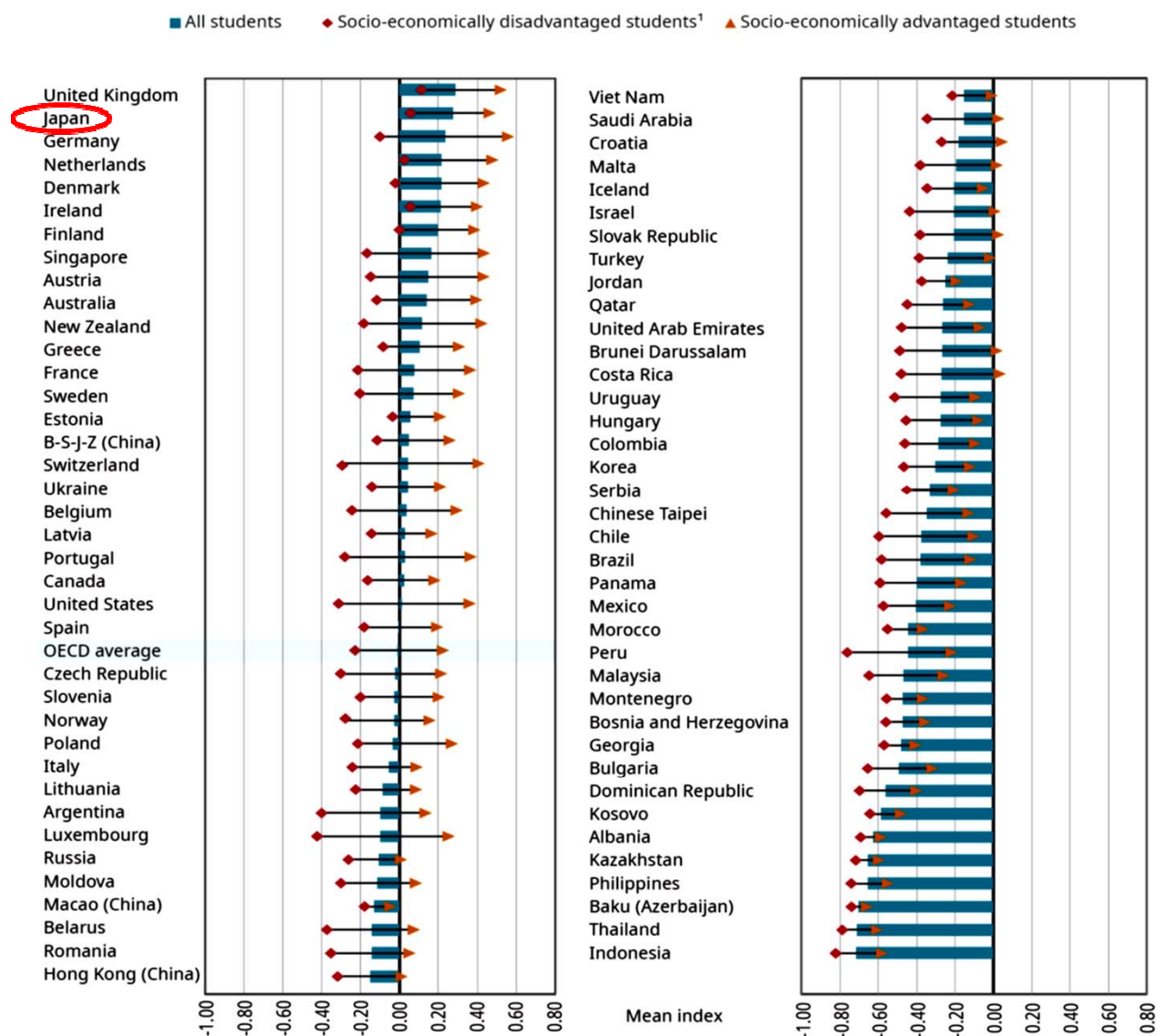
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Current MIL status in Japan

(Results from 2018 PISA (OECD))

- Japan's light part ⇒ **Very high score** in students' knowledge of reading strategies for **assessing the credibility of sources** (see slide 3)
- Japan's shadow parts ⇒ **Very poor learning and teaching MIL school equipment & resources** (see slide 4-5) + **Limited MIL teacher training**

Figure 2: Students' knowledge of reading strategies for assessing the credibility of sources, by socio-economic status



1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS). A socio-economically disadvantaged (advantaged) student is a student in the bottom (top) quarter of the ESCS in the relevant country/economy.

Note: All differences between socio-economically advantaged and disadvantaged students are statistically significant.

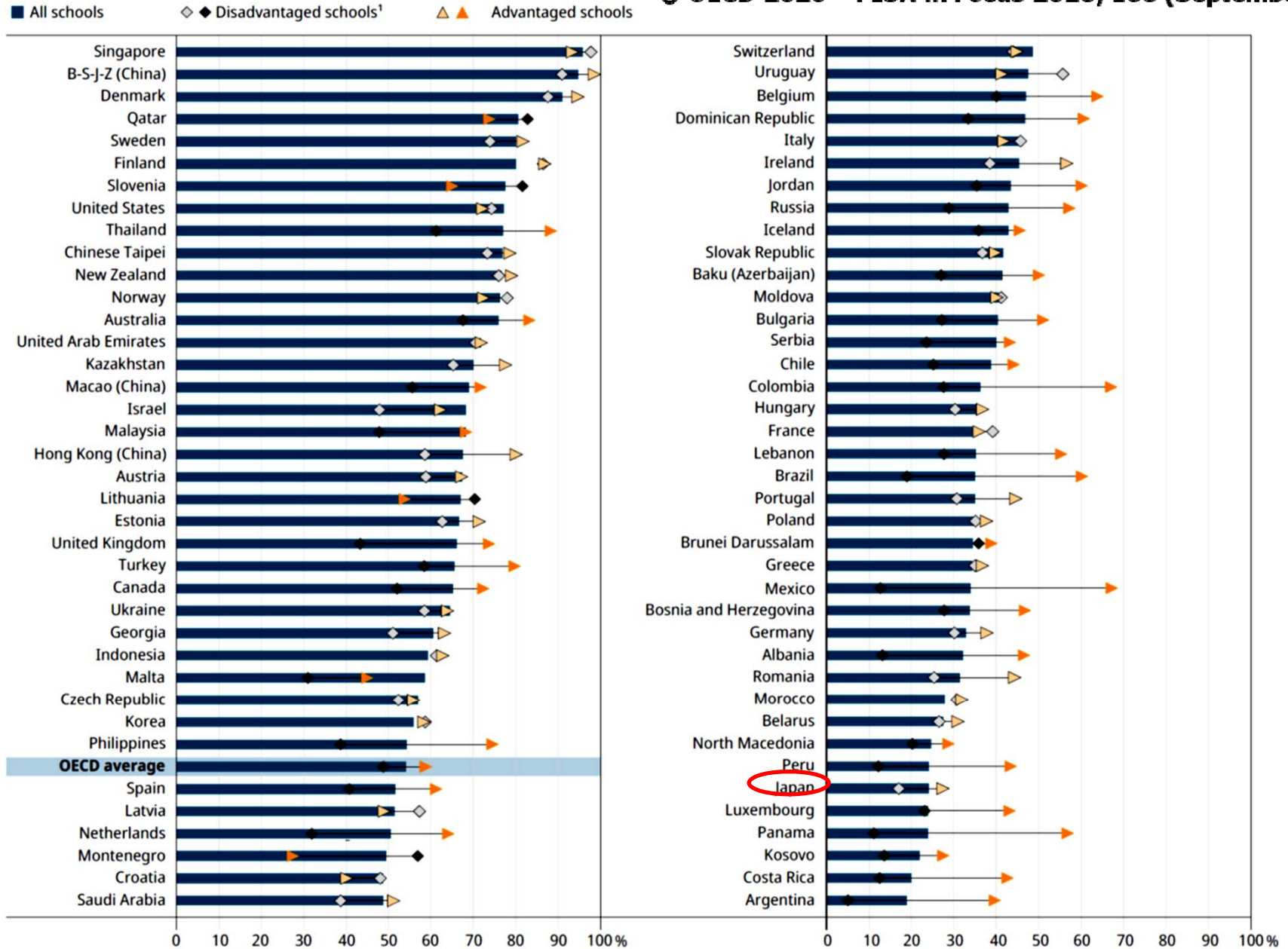
Countries and economies are ranked in descending order of the mean index of all students' knowledge of reading strategies for assessing the credibility of sources.

Source: OECD, PISA 2018 Database, Tables B.5.11 and B.5.12c

An effective online learning support platform is available

Percentage of students in schools whose principal agreed or strongly agreed that an effective online learning support platform is available

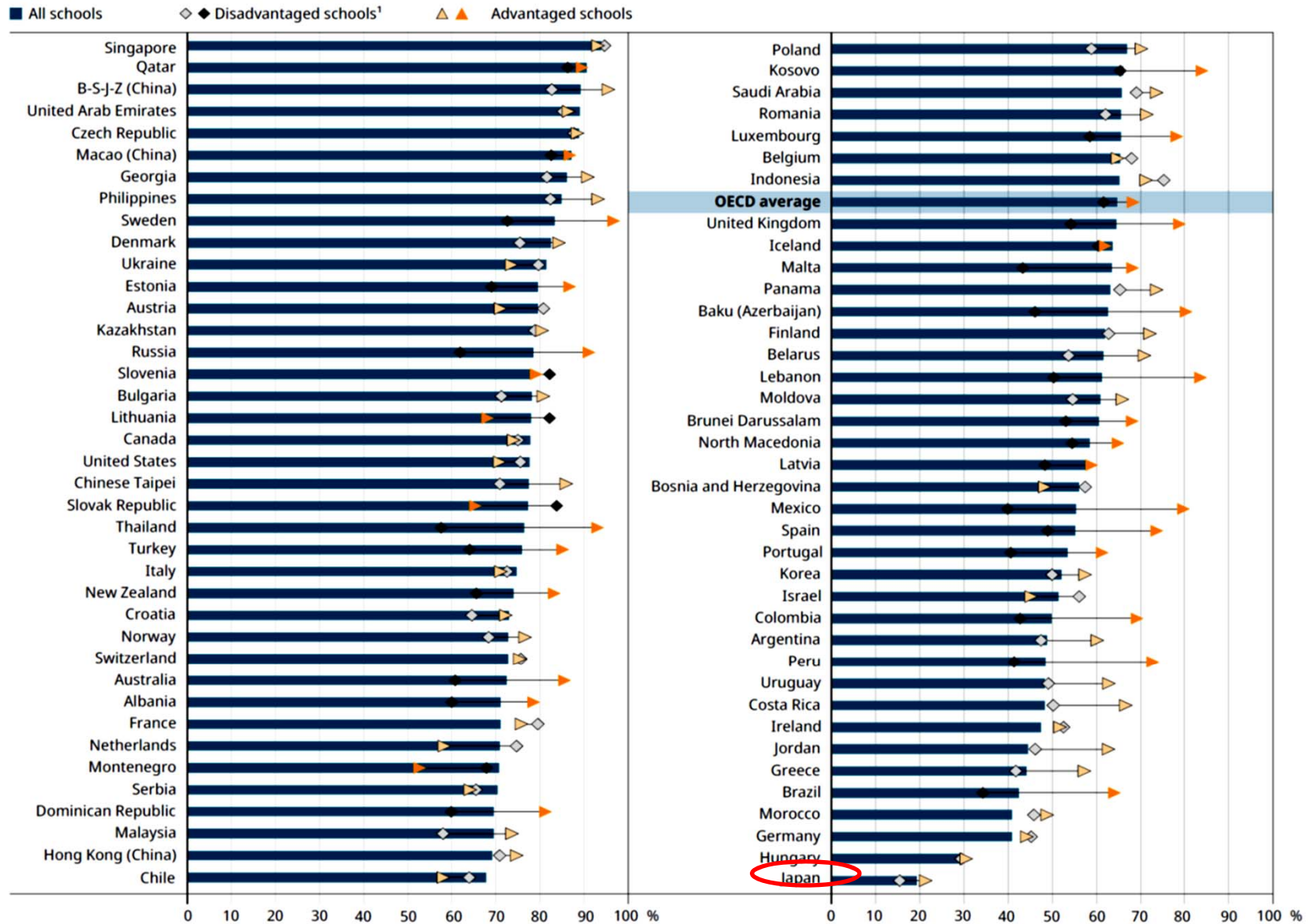
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Effective professional resources are available for teachers to learn how to use digital devices

Percentage of students in schools whose principal agreed or strongly agreed that an effective professional resources for teachers to learn how to use digital devices are available

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What's wrong with MIL in Japan?

- ❑ Protection-oriented approach ⇒ MIL as measures against harmful information for youth
- ❑ ICT related MIL and less focus on critical thinking
- ❑ Limited learning and teaching MIL school equipment & resources
- ❑ Limited MIL teacher training & learning
⇒ BUT, Japanese governments seem to shift from protective-oriented policies to **empowering!**

MIL policy: Ministry of Education, Culture, Sports, Science and Technology (MEXT)

- **GIGA** (Global and Innovation Gateway for All) **school policy** to realize "**one computer per student**"
 1. **upgrading of ICT classroom environment**, including computers for teachers
 2. **Upgrading the nationwide school network environments.**
 3. **Enhancing support** for the use of the school ICT environment (assignment of ICT supporters who provide daily support for teachers)

MIL policy: Ministry of Internal Affairs and Communications

- ❑ **Promoting Media and Information Literacy (MIL) education** policies to combat disinformation and misinformation
- ❑ **Promoting MIL and digital citizenship education** projects in cooperation with **public libraries**, etc.

MIL policy: Cooperation among government agencies

- “Basic Plan on Measures for Providing Safe and Secure Internet Use for Young People” & “Draft Policy Package on Education and Human Resource Development for the Realization of Society 5.0” (Cabinet Office)
⇒ **Digital citizenship** is a prerequisite for children
- Future Classroom **STEAM Library** (Ministry of Economy, Trade and Industry) ⇒ **digital citizenship education materials**

MIL policy: Digital Agency

(established in Sep. 2021)

- ❑ Based on the **GIGA school concept**, Digital Agency will promote:
- ✓ Strengthen the environment for **ICT utilization and use of digital content** in the educational field
- ✓ Build a **digital human resources platform**
- ✓ Promote digitization of school affairs,
- ✓ Raise awareness of **information literacy**

What do we need? MIL, or MIL education?

- ❑ We need **MIL education** to develop **critical thinking**
- ❑ The need to share best practices and systematically introduce **digital citizenship education** from K to higher education.
- ❑ Networking organizations for a wide range of teachers and media professionals, such as NAMLE in the USA.
- ❑ The government needs to create better **learning/teaching environment** where MIL education can be practiced in schools.



Thank you for listening...

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