

AY 2026

Operating Plan

RITSUMEIKAN OPERATING PLAN 2026

RI TSU MEI KAN FOR SOCI AL IM P RO

Structure of the Operating Plan

Looking out to the year 2030, the Ritsumeikan Academy formulated “R2030 Academy Vision: The Ideal Shape of the Academy, the Ideal Qualities in Our People, and Policy Objectives” in July 2018 to present its vision for the future. Subsequently, in November 2020, the Academy formulated the mid- to long-term plan “R2030 Academy Vision Challenge Design” based on this direction, and the annual Operating Plans have been formulated based on this plan since then.

Furthermore, in AY2025, taking into account the progress of initiatives in the first half of the plan and changes in social conditions, the Academy formulated the Second Half Plan, covering the period of AY2026 to AY2030, while maintaining the direction and framework set forth in the “R2030 Academy Vision Challenge Design.” The plan is structured as follows.

- (1) Strategic Objectives: Objectives to be pursued in order to realize the visions for the universities, schools, and integrated education
- (2) Key Policies: Policies for realizing the Strategic Objectives
- (3) Key Measures: Core initiatives established for each Key Policy that are essential to realizing the Strategic Objectives
- (4) Action Items: Specific action plans under each Key Measure

In addition, as part of the Second Half Plan, the Academy has newly set target levels for KGIs corresponding to the Strategic Objectives and KPIs for measuring the progress of Key Measures.

Based on this, this year's Operating Plan consists of three parts: I. R2030 Academy Vision, II. Operating Plan Items, and III. R2030 Second Half KGIs.

CONTENTS

Structure of the Operating Plan	2
I R2030 Academy Vision	3
1 R2030 Academy Vision: The Ideal Shape of the Academy, the Ideal Qualities in Our People, and Policy Objectives	3
2 Strategic Objectives, Key Policies, and Key Measures	5
II Operating Plan Items	9
1 Ritsumeikan University (RU)	9
2 Ritsumeikan Asia Pacific University (APU)	28
3 Integrated Primary and Secondary Education and the Affiliated Schools	36
3-1 Ritsumeikan Primary School	40
3-2 Ritsumeikan Junior and Senior High School	44
3-3 Ritsumeikan Uji Junior and Senior High School	50
3-4 Ritsumeikan Keisho Junior and Senior High School	56
3-5 Ritsumeikan Moriyama Junior and Senior High School	60
4 The Ritsumeikan Trust	64
III R2030 Second Half KGIs	70

1 R2030 Academy Vision: The Ideal Shape of the Academy, the Ideal Qualities in Our People, and Policy Objectives

To date, the Ritsumeikan Academy has pursued progressive education and research based on the educational philosophy of “peace and democracy” rooted in the founding spirit of “freedom and innovation.” In 2010, we established an Academy Vision for 2020 with the slogan of “Creating a Future Beyond Borders,” and since then we have pursued institutional development with even more fervor.

Carrying on this spirit and philosophy and paying respect to

our history, we, the members of the Ritsumeikan Academy, established the R2030 Academy Vision as a new declaration of what we aim to become in the year 2030.

Also, in accordance with the R2030 Academy Vision Challenge Design, the mid- to long-term plan formulated based on the R2030 Academy Vision, we formulate Operating Plans and issue Operating Reports on the progress thereof every academic year.

R2030 Academy Vision

Challenge **your** mind Change **our** future

Today, societies around the world are caught up in a whirlwind of change.

We face an uncertain future more difficult day by day to comprehend.

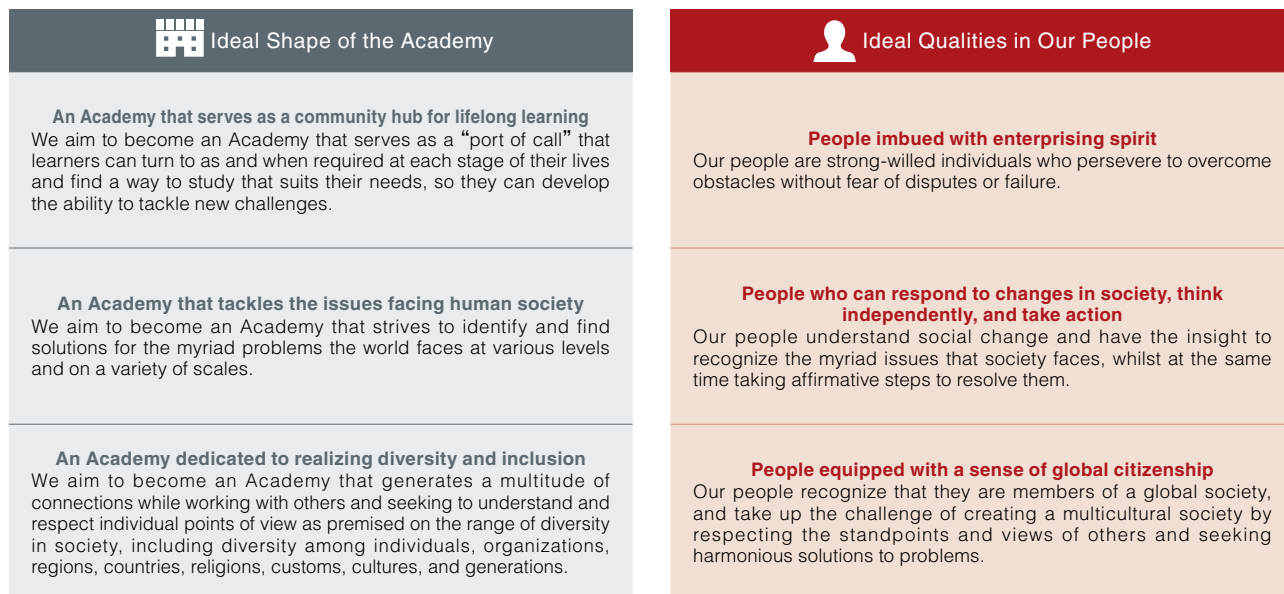
But the age demands of educational institutions a positive vision for the world of the future.

To realize the Ritsumeikan Vision, we must attract a diverse array of people while cultivating the virtues of flexibility and courage to change.

To this end, we must accept differing values and strive to better ourselves without fear of potential discord. Together, we will overcome the limitations that have, until now, held us back and apart.

Together, we will rise to the challenge to create a world in which myriad human endeavors lead to a bright future, filled with the promise of hope, peace, and freedom.

2 R2030 Academy Vision: Ideal Shape of the Academy and Ideal Qualities in Our People



Policy Objectives of the R2030 Academy Vision



2 Strategic Objectives, Key Policies, and Key Measures

Strategic Objectives		Key Policies	Key Measures
Ritsumeikan University			
University Vision		Ritsumeikan University will create new value for coexistence with society by realizing its vision of becoming a next-generation research university and developing innovative and emergent talent.	
RU1	Elevate researchers' research ambitions to a world-class level, connect their outcomes with industry-academia-community co-creation, and open new frontiers of knowledge that respond to social issues	(1) Research Enhancement Policy	Establishment of the Ritsumeikan Research Organization of Social Impact for Transition (working title) and its administrative structure, and reform of the research faculty system Foundational research support measures
		(2) Sustainable creation of social impact through industry-academia-community collaboration	Promotion of research-related industry-academia-community collaboration
			Promotion of industry-academia collaboration through cooperation and collaboration between the Ritsumeikan Industry-Academia Collaboration Promotion Headquarters and divisions throughout the Academy
			Promotion of real-world implementation
		(5) International strategy (Research)	Promotion of international joint research and research collaboration with overseas universities (various forms of support for overseas research collaboration)
RU2	Establish excellence in undergraduate and graduate education that develops and produces next-generation research talent and highly specialized professionals	(7) Adult education policy	Development of an adult education platform
		(3) Undergraduate and graduate education policy	Measures to expand doctoral programs
			Undergraduate education reform measures to increase advancement to graduate school
RU3	Develop global human resources equipped with the capacity for multicultural coexistence and the practical skills required for international society	(1) Research Enhancement Policy	Measures to strengthen graduate student career paths
			Establishment of the Ritsumeikan Research Organization of Social Impact for Transition (working title) and its administrative structure, and reform of the research faculty system
			Strengthening overseas experiences for undergraduate and graduate students
		(4) International strategy (Academic affairs)	Strengthening the intake of international students
			Enhancing multicultural collaborative learning and embedding it in everyday campus life
RU4	Spread throughout society the capacity to create the future through the development of emergent talent	(8) DE&I policy	Measures to increase undergraduate courses offered in English
			Measures to appoint non-Japanese faculty members and faculty members with overseas education and research experience
			Strengthening entrepreneurship education
RU5	Increase the diversity of students, graduate students, and faculty, and realize an inclusive and innovative university through co-creation.	(6) Emergent talent development policy	Strengthening inquiry-based learning in the regular curriculum (including liberal arts education reforms)
			Strengthening inquiry-based learning through cross-divisional co-curricular initiatives
			Building university-wide organizations and systems to support the academic progress and student lives of our diverse student body
		(8) DE&I policy	Policy to support students with exceptional interests and talents
			Policy on mechanisms to promote both diversity and co-creation
RU5		(9) Admissions policy	Admissions policy for selecting diverse students and students with exceptional interests and talents

Strategic Objectives		Key Policies		Key Measures	
Ritsumeikan Asia Pacific University					
University Vision		APU and its LLL community will work to solve social issues, particularly in the Asia Pacific region, engage society, and bring about transformation through co-creation and collaboration (Building Bridges).			
A1	Develop the APU Global Learning Nexus	(1) Expanding multicultural collaborative learning across disciplines and regions	Building an educational model that connects endeavors rooted in social practice with classroom learning		
			APU Global Learning Nexus		
			Various programs for LLL		
			Strengthening university functions aimed at the practice and implementation of solutions to social issues		
			Graduate school reforms and expansion of the graduate school to develop highly skilled professionals		
A2	Expand the community through the inclusion and development of lifelong learners (LLL)	(2) Strengthening business strategies across attributes, fields, and regions to create social value and enhancing the functions of the LLL Practice Hub	Formation of distinctive research hubs that address social and regional issues		
			Establishment of a framework for lifelong career support		
			Strengthening the alumni network and linking it with donation policy		
			Admissions strategy that pursues greater diversity in light of global social dynamics, including demographic, economic, and educational trends		
			Establishment of a staff organization that demonstrates expertise and innovation		
		(3) Policy to strengthen and strategically utilize the alumni network infrastructure	Fundamental review of the scholarship system and establishment of a robust donor base		
		(4) Admissions strategy to support internationally competitive APU education			
		(5) Organizational reforms to advance the Challenge Design agenda			
Integrated Primary and Secondary Education					
Integrated Education Vision		The Ritsumeikan Academy will develop emergent talent who will realize a next-generation research university through integrated primary school-junior high school-high school-university-graduate school education.			
IE1	Develop emergent talent who create new value through integrated primary school-junior high school-high school-university-graduate school education	(1) Policy to establish a learning model for developing emergent talent	Measures to build seamless 18-year integrated education from primary school through graduate school		
			Measures to maximize learning options (creation and co-creation of learning venues that generate “resonance”)		
IE2	Establish a future vision for the schools that realizes the growth of children	(2) Policy to develop a future vision for the schools that will serve as a model for the 2030s and beyond	Promoting the sustainable development and further distinctiveness of the affiliated schools		
			Enhancing the professional value of teachers responsible for integrated primary school-junior high school-high school-university-graduate school education		
Ritsumeikan Primary School					
School Vision		A learning community that nurtures people who will change the world: a school where children and adults enjoy taking on challenges together and continue to change and grow.			
P1	Lay the foundation for emergent talent through globally oriented STEAM education	(1) Building education for developing emergent talent by turning what children love into strengths	Building STEAM education unique to Ritsumeikan’s integrated education		
		(2) Laying the foundation for comprehensive school internationalization	Promoting DE&I through multicultural collaborative learning		
P2	Build a sustainable learning community that continues to be chosen	(3) Formation of a psychologically safe learning community rooted in peer mediation	Promoting the development of curricula and environments that create value for coexistence with society		
		(4) Structural reforms with an eye on becoming a next-generation inquiry-driven academy	Education and public relations policies to become a school that continues to be chosen		

Strategic Objectives		Key Policies		Key Measures	
Ritsumeikan Junior and Senior High School					
School Vision		Based on the spirit of independence and self-reliance, the school will develop people who create new value and contribute to the future through STEAM education and global learning.			
R1	Develop global leaders who can create new value and contribute to the future	(1) Creating integrated primary school-junior high school-high school-university-graduate school education that develops people who create new value, centered on independence and self-reliance, STEAM, and global learning	Developing strong basic academic ability and inquiry skills to contribute to society and realize a next-generation inquiry-driven academy		
			Promoting STEAM education to develop emergent global talent		
			Promoting cross-cultural understanding by enhancing global education		
			Fostering initiative and autonomy and creating a school filled with greetings and smiles		
			Developing the ability to design one's life and realizing target career pathways		
R2	Build a sustainable school vision for a school that continues to be chosen even in an era of declining birthrates	(2) Ensuring stable student recruitment, establishing a financial foundation, and promoting work style reforms	Ensuring stable student recruitment and enhancing brand power		
			School management through which teachers and students can both experience growth		
Ritsumeikan Uji Junior and Senior High School					
School Vision		The school will serve as a leading model of international education in Japan and develop future global leaders who can contribute to the world.			
U1	Develop global leaders	(1) Policy to develop students who learn and think independently with broad knowledge and an inquisitive mindset	Expanding inquiry-based learning		
		(2) Policy to develop students with advanced foreign language proficiency and cross-cultural understanding	Advancing global education		
		(3) Policy to develop students who can contribute to the world and society through extracurricular and self-directed activities	Further developing extracurricular and self-directed activities		
U2	Engage in sustainable school development	(4) Developing the school into one that continues to be chosen; sustainable school development	Developing a faculty and staff organization that can collaborate with a strong sense of purpose		
			Enhancing the school's brand power and student recruitment capabilities		
			Developing and further expanding learning environments that realize attractive education		

Strategic Objectives		Key Policies	Key Measures
Ritsumeikan Keisho Junior and Senior High School			
School Vision		The school will continue to take on challenges under its vision of developing “18-year-olds who can thrive on the world stage,” and it will create social impact by leveraging the strengths of private school education and the unique characteristics of Hokkaido.	
K1	Build world-standard curricula based on the SP and GL concepts that leverage the unique characteristics of Hokkaido, and develop students who can thrive on the world stage	(1) Policy to develop students with a positive attitude toward learning, solid academic ability, and advanced foreign language proficiency	Educational activities that foster solid academic ability and advanced foreign language proficiency; development of the SP and GL curricula
		(2) Policy to develop students with a wealth of firsthand global experiences and career design skills that enable them to transform those experiences into value	Developing overseas partner institutions and improving career support
		(3) Policy to develop students with the qualities and abilities suited to next-generation research talent	Promoting inquiry-based activities that lead the next-generation inquiry-driven academy concept, centered on the SSH program and inquiry-based activities
K2	Realize an innovative school where students drive social change through co-creation with society, centered on diversity	(4) Building a school connected to society and open to diverse human resources	Educational reform policy through social co-creation
		(5) Formulating a sustainable school management plan to realize the future vision	Developing work style reforms and learning environment and financial policies to realize new forms of learning
Ritsumeikan Moriyama Junior and Senior High School			
School Vision		The school will foster social entrepreneurship through the real-world implementation and digital transformation (DX) of learning and produce future game changers who will pursue next-generation research and social entrepreneurship after advancing to university.	
M1	Develop students with the ability to continue learning based on intellectual curiosity	(1) Institutional reforms to enhance Core Courses	Curriculum reforms
M2	Develop students who engage in the real-world implementation of learning based on inquiry-based academic skills and DX skills	(2) Systematization of inquiry-based classes and social co-creation programs that lead to real-world implementation	Promotion of the real-world implementation and digital transformation (DX) of learning
M3	Develop students who autonomously take on ambitious challenges in diverse fields and formats through extracurricular activities	(3) Policy to enhance extracurricular and self-directed activities	After-school reforms
M4	Establish sustainable school operations and management	(4) School branding policy	School branding plan
The Ritsumeikan Trust			
—		(1) Academy Scale Policy	Consideration of the scale of the Academy with an eye on the 2030s, etc.
		(2) Brand and Public Relations Policy	Establishment of the Ritsumeikan brand; enhancement of social media and web strategies, etc.
		(3) Faculty and Staff Policy	Transition to a new staff personnel system; DE&I measures, etc.
		(4) DX Policy and Academy Policy in the Age of Generative AI	Transition to operations centered on EBPM; enhancement of education and student support through the use of generative AI, etc.
		(5) Risk Management Policy	Development of an Academy-wide ERM framework; strengthening of crisis response capabilities across the entire Academy, etc.
		(6) Campus Development Policy	Expansion of graduate school facilities; elaboration of the future vision for the Kyoto campuses, etc.

1 Ritsumeikan University (RU)

University Vision

Ritsumeikan University will create new value for coexistence with society by realizing its vision of becoming a next-generation research university and developing innovative and emergent talent.

Key Policy 1

Research Enhancement Policy

- ① **Establishment of the Ritsumeikan Research Organization of Social Impact for Transition (working title) and its administrative structure, and reform of the research faculty system** **RU1** **RU2**

Purpose of the Key Measure

Action Item 1 Design of the new research organization and operation of the specialized support system

We will establish the Ritsumeikan Research Organization of Social Impact for Transition (working title) in order to form research projects that aim to create value for coexistence with society by taking social issues as their starting point and to promote co-creation with industry, academia, government, and communities through new industry-academia collaboration schemes. We will move forward with the establishment of a Governing Board, the development of a research IR framework through the assignment of specialized support personnel, and the development of systems for sharing progress in research and industry-academia collaboration activities. We will also analyze and identify unknown global and social issues (unmet social issues), launch multi-layered research projects ranging from individual researchers to research centers, and support real-world implementation and policy recommendations. Through these initiatives, we will stimulate industry-academia collaboration, increase the amount of external funding secured, and enhance social recognition and impact.

Action Item 2 Design of and appointments under the new research faculty system

To properly evaluate the research capabilities and outcomes of researchers who lead research projects in the Ritsumeikan Research Organization of Social Impact for Transition (working title) that take social issues as their starting point and to enhance the research capabilities of the university as a whole, we will design an evaluation and compensation system linked to diverse forms of external collaboration, acquisition of external funding, real-world implementation, policy recommendations, and other activities. For research faculty, we will launch a new system under which they belong to the research organization as tenured faculty, are provided with an environment where they can concentrate on research,

and receive salaries and remuneration determined according to their research outcomes. Through this system, we will increase the number of researchers engaged in world-class research, enhance Ritsumeikan University's reputation as a next-generation research university, stimulate industry-academia collaboration, and increase the amount of external funding secured.

Action Item 3 Formation and development of next-generation research projects

To accelerate industry-academia collaboration, the acquisition of external funding, real-world implementation, and policy recommendations in the Ritsumeikan Research Organization of Social Impact for Transition (working title), we will newly establish within the organization the Ritsumeikan Transition Programs (RTP), a group of next-generation research programs based on interdisciplinary integration that brings together researchers from diverse areas of expertise. With ongoing support from the Governing Board and specialized support personnel, we will form research projects and support the development of roadmaps for external collaboration, acquisition of external funding, real-world implementation, policy recommendations, and other activities according to the characteristics of each research project. Through these initiatives, we will enhance and accelerate the entire process from the formation of research projects to external collaboration, real-world implementation, and policy recommendations. By increasing the amount of new external funding secured, we will gradually increase the number of RTP research projects that utilize external funding and expand the number of undergraduate and graduate students participating in those projects.

AY2026 Annual Plan

Action Item 1 Design of the new research organization and operation of the specialized support system

We will place priority on developing the institutional foundation of the Ritsumeikan Research Organization of Social Impact for Transition (working title). Specifically, we will formulate and obtain approval for the organization's regulations, define the requirements for specialized support personnel and carry out recruitment activities, establish the Governing Board, and analyze and set priority themes related to social issues. In addition, we will define the review requirements for RTP research projects and develop a screening framework. By building a specialized support system and putting into operation a progress management framework for the project to establish the new research organization, we will increase the speed and reliability of external funding acquisition and establish a foundation for the development of the new research organization from the following academic year

onward.

Action Item 2 Design of and appointments under the new research faculty system

We will design an evaluation and compensation system with an eye on the acquisition of external funding, the creation of social impact, and international collaboration. Specifically, we will establish evaluation indicators, consider compensation models, clarify recruitment requirements, and complete the process of building internal consensus. We will also formulate a recruitment strategy for potential candidates and begin disseminating information by utilizing researcher networks in Japan and overseas. Through these initiatives, we will establish the foundation for appointments under the new faculty system from the following academic year onward and build a framework that contributes to strengthening research capabilities and securing external funding.

Action Item 3 Formation and development of next-generation research projects

We will issue a call for proposals and conduct screenings for the RTP system, which is based on interdisciplinary integration that brings together researchers from diverse areas of expertise with social issues as their starting point. As a condition for selection, applicants will be required to submit roadmaps for external collaboration, external funding plans, real-world implementation, policy recommendations, and other activities. After selection, we will establish a progress management framework led by specialized support personnel and incorporate and promote support for the creation of social impact, including Proof of Concept (PoC) and policy recommendations. In addition, to promote collaboration with companies and local governments, we will move forward with partnership agreements and the conclusion of contracts under new industry-academia collaboration schemes. Through these initiatives, we will facilitate the launch of projects from the following academic year onward and build a foundation for the real-world implementation of research outcomes and their incorporation into policy.

② Foundational research support measures **RUI**

Purpose of the Key Measure

Action Item 1 Foundational research support

To enhance the research capabilities of the university as a whole and create social impact driven by research, we will implement foundational research support, including individual research funds, the Grants-in-Aid for Scientific Research Acquisition Promotion Program, the Research Institute Support Program, and off-campus research systems. Through these forms of foundational support, we will encourage emergent initiatives by diverse researchers and promote value creation rooted in research, thereby leading to the acquisition of external funding, including Grants-in-Aid, and the enhancement of our reputation.

Action Item 2 Support for the dissemination of research outcomes

To disseminate the knowledge we create to society and generate shared knowledge, we will continue to develop and implement support measures such as the High-Impact Journal Submission Support Program, the Foreign Language Publication Support Program (UPR), international press releases, and the Academic Book Publication Promotion Program, thereby accelerating the international dissemination of research outcomes. We will enhance our capacity to disseminate research outcomes to society and increase citation rates and international presence by actively providing support for publication fees and open access fees for high-impact papers, strengthening overseas communication through the newly established researcher database, and considering new methods for disseminating academic research outcomes beyond journal articles.

AY2026 Annual Plan

Action Item 1 Foundational research support

In preparation for the implementation of each program, we will design and operate the full process, including preparing application guidelines, publicizing programs, accepting applications, conducting reviews, and selecting recipients. Under the Grants-in-Aid for Scientific Research Acquisition Promotion Program, in addition to providing support for resubmission after unsuccessful applications, we will review the support menu based on the outcomes of seminars and support initiatives implemented to date. For the Research Institute Support Program, we will design an evaluation framework that places greater emphasis than the previous system on the creation of social impact and enables each research institute to formulate strategies from a longer-term perspective.

Action Item 2 Support for the dissemination of research outcomes

In preparation for the implementation of each program, we will design and operate the full process, including preparing application guidelines, publicizing programs, accepting applications, conducting screenings, and selecting recipients. For papers supported under the High-Impact Journal Submission Support Program, we will introduce a new mechanism for issuing international press releases, particularly when papers are published in top journals, and we will work to strengthen our international communication capabilities. We will also begin trial operation toward the transition to a newly introduced researcher database that places emphasis on international dissemination capabilities.

Key Policy 2

Sustainable creation of social impact through industry-academia-community collaboration

① Promotion of research-related industry-academia-community collaboration **RU1**

Purpose of the Key Measure

Action Item 1 Development of a social co-creation-oriented industry-academia collaboration scheme

In addition to the industry-academia research collaboration networks with companies that the research divisions have accumulated to date, we will share information from the networks held by the newly established Ritsumeikan Industry-Academia Collaboration Promotion Headquarters, networks with parents and alumni, networks with companies involved in student projects handled by the Ritsumeikan Co-Creation Initiative, and networks related to career paths handled by the Graduate School Career Path Support Center. Through this, we will accelerate the formation of industry-academia collaboration projects through diverse entry points. By also working with the specialized personnel assigned to the new Ritsumeikan Research Organization of Social Impact for Transition (working title) established under Key Measure 1-①, we will set topics for approaching companies with a high likelihood of collaboration and propose large-scale industry-academia collaboration projects. Through the development of this scheme, we will realize a framework capable of consistently creating value for coexistence with society from the entry point of industry-academia collaboration through implementation and outcomes.

Action Item 2 Opening up equipment, data, and demonstration fields

We will develop systems for the shared use of research facilities, equipment, and research data within the university as well as mechanisms that enable campuses to be used as fields for demonstration experiments. Including the survey and analysis of existing resources, we will carry out the detailed design of systems and support measures to accelerate the shared use of the research resources we possess, and we will implement these measures. By developing an open science-oriented industry-academia-government-community collaboration research scheme, we will enhance the value of the university as a public good and accelerate the creation of value for coexistence with society and the acquisition of funding.

Action Item 3 Formation and development of next-generation research projects (Omitted because this item is the same as Action Item 3 under Key Policy 1-①)



AY2026 Annual Plan

Action Item 1 Development of a social co-creation-oriented industry-academia collaboration scheme

We will design a system for sharing information on existing networks, including companies, alumni, social co-creation, and career paths. While organizing the division of roles between projects to be implemented in an integrated manner by the Ritsumeikan Industry-Academia Collaboration Promotion Headquarters and projects to be implemented by each division, we will develop a set of proposal options that enables diverse forms of industry-academia collaborative research to be conducted.

Action Item 2 Opening up equipment, data, and demonstration fields

We will conduct surveys of the status of ownership and use of research facilities, equipment, research data, fields that can be used for demonstration experiments, and other resources within the university as well as good practices in shared-use research systems outside the university. Based on these surveys, we will design systems to build frameworks and measures for promoting shared-use research.

Action Item 3 Formation and development of next-generation research projects (Omitted because this item is the same as Action Item 3 under Key Policy 1-①)

② Promotion of industry-academia collaboration through cooperation and collaboration between the Ritsumeikan Industry-Academia Collaboration Promotion Headquarters and divisions throughout the Academy **RU1**

Purpose of the Key Measure

Action Item 1 Establishment of a cross-divisional and Academy-wide industry-academia-community collaboration promotion framework centered on the Ritsumeikan Industry-Academia Collaboration Promotion Headquarters

Based on an Academy-wide strategy, we will organize and integrate industry-academia collaboration initiatives that colleges, divisions, and affiliated schools have previously undertaken individually. At the same time, with the Ritsumeikan Industry-Academia Collaboration Promotion Headquarters serving as the core, we will centralize project information, share progress, and create new opportunities for collaboration. Through this, we will position industry-academia collaboration projects encompassing research, education, and real-world implementation as Academy-wide initiatives and promote them organizationally and strategically.

Action Item 2 Formation and selection of leading industry-academia collaboration projects originating from social and regional issues

We will position large-scale industry-academia collaboration projects that span multiple divisions as “leading projects” and promote them on a priority basis. In doing so, we will

organically combine the resources of RU, APU, and the affiliated schools in education, research, human resources development, and other areas to address medium- to long-term social issues and corporate management challenges. In addition, with an eye on business development of a scale appropriate for organization-to-organization collaboration, we will aim to secure large-scale funding of at least approximately 100 million yen as a benchmark.

Action Item 3 Development of diverse external funding acquisition models combining joint research, donations, funds, educational collaboration, and other elements

In addition to joint research and commissioned research, we will expand the breadth and depth of industry-academia collaboration by utilizing diverse collaboration schemes that combine donations, funds, scholarships, educational collaboration, commercialization, entrepreneurial support, and other elements. We will also promote industry-academia collaboration based on the concept of “Convergence of Knowledge” by drawing on accumulated knowledge in the humanities and social sciences as well as in science and engineering, thereby realizing multifaceted approaches to social issues.

Action Item 4 Development of a framework to visualize and disseminate the outcomes of industry-academia collaboration as social impact indicators

We will organize and visualize the outcomes generated through industry-academia collaboration as social impact, including not only funding amounts and the number of projects but also social and educational value. We will examine evaluation indicators from the perspectives of policy recommendations, regional contribution, human resources development, and other factors, and we will strategically disseminate these outcomes both inside and outside the university. Through this, we will clarify the strengths and value of Ritsumeikan University’s industry-academia collaboration and expand new forms of collaboration and support based on shared understanding and resonance.



AY2026 Annual Plan

Action Item 1 Establishment of a cross-divisional and Academy-wide industry-academia-community collaboration promotion framework centered on the Ritsumeikan Industry-Academia Collaboration Promotion Headquarters

Based on an Academy-wide strategy, we will organize and integrate industry-academia collaboration initiatives that colleges, divisions, and affiliated schools have previously undertaken individually. With the Ritsumeikan Industry-Academia Collaboration Promotion Headquarters serving as the core, we will centralize project information, share progress, and create new opportunities for collaboration. Through this, we will establish a framework for positioning industry-academia collaboration encompassing research, education, and real-world implementation as an Academy-

wide endeavor and promoting it organizationally and strategically.

Action Item 2 Formation and selection of leading industry-academia collaboration projects originating from social and regional issues

Taking social and regional issues as our starting point, we will form large-scale industry-academia collaboration projects that span multiple divisions and promote them on a priority basis as “leading projects.” We will organically combine the resources of RU, APU, and the affiliated schools in education, research, human resources development, and other areas to address medium- to long-term social issues and corporate management challenges. In addition, with an eye on business development of a scale appropriate for organization-to-organization collaboration, we will move forward with project formation that leads to the acquisition of large-scale funding.

Action Item 3 Development of diverse external funding acquisition models combining joint research, donations, funds, educational collaboration, and other elements

In addition to joint research and commissioned research, we will utilize diverse collaboration schemes that combine donations, funds, scholarships, educational collaboration, commercialization, entrepreneurial support, and other elements. Without limiting our efforts to science and engineering fields, we will promote industry-academia collaboration that leverages the convergence of knowledge, including the humanities and social sciences, and thereby pursue both solutions to social issues and human resources development. Through these initiatives, we will aim to develop sustainable external funding acquisition models that are not limited to single-year projects.

Action Item 4 Development of a framework to visualize and disseminate the outcomes of industry-academia collaboration as social impact indicators

We will organize and visualize the outcomes generated through industry-academia collaboration as social impact, including not only funding amounts and the number of projects but also social and educational value. We will examine evaluation indicators from the perspectives of policy recommendations, regional contribution, human resources development, and other factors, and strategically disseminate these outcomes both inside and outside the university. Through this, we will clarify the strengths and value of Ritsumeikan University’s industry-academia collaboration and expand new forms of collaboration and support based on shared understanding and resonance.

③ Promotion of real-world implementation **RU1**

Purpose of the Key Measure

Action Item 1 Creation of university-launched ventures and startups with an eye on expanding social impact

Based on an Academy-wide strategy, we will organize and

integrate industry-academia collaboration initiatives that colleges, divisions, and affiliated schools have previously undertaken individually. At the same time, with the Ritsumeikan Industry-Academia Collaboration Promotion Headquarters serving as the core, we will centralize project information, share progress, and create new opportunities for collaboration. Through this, we will position industry-academia collaboration projects encompassing research, education, and real-world implementation as Academy-wide initiatives and promote them organizationally and strategically. Through these initiatives, we will aim to create student-led ventures and startups based on research seeds as specific forms of real-world implementation, with an awareness of both quality and scale.

Action Item 2 Formation and systematization of an entrepreneurship and commercialization support team

We will position large-scale industry-academia collaboration projects that span multiple divisions as “leading projects” and promote them on a priority basis. In doing so, we will organically combine the resources of RU, APU, and the affiliated schools in education, research, human resources development, and other areas to address medium- to long-term social issues and corporate management challenges. In addition, with an eye on business development of a scale appropriate for organization-to-organization collaboration, we will aim to secure large-scale funding of at least approximately 100 million yen as a benchmark and create a financial cycle for the entrepreneurship support environment. In this environment, we will match external resources through appropriate forms of collaboration and develop specialized personnel and hands-on support specialists. We will also systematize the support structure and staffing framework.

Action Item 3 Acquisition of external funding and consideration of funding policies related to the creation and support of university-launched ventures and startups

In addition to joint research and commissioned research, we will expand the breadth and depth of industry-academia collaboration by utilizing diverse collaboration schemes that combine donations, funds, scholarships, educational collaboration, commercialization, entrepreneurship support, and other elements. We will also promote industry-academia collaboration based on the concept of “Convergence of Knowledge” by drawing on accumulated knowledge in the humanities and social sciences as well as in science and engineering, thereby realizing multifaceted approaches to social issues. In addition, we will aim for self-sustaining operation through the acquisition of external funding.

AY2026 Annual Plan

Action Item 1 Creation of university-launched ventures and startups with an eye on expanding social impact

In coordination with Action Item 2, we will promote the creation of student-led ventures and startups based on research seeds, focusing on the creation and expansion of

social impact while maintaining an awareness of both quality and scale. We will also further investigate and ascertain the number of ventures and startups, identify promising research seeds, and aim to further advance entrepreneurship education in coordination with Key Policy 6-①.

Action Item 2 Formation and systematization of an entrepreneurship and commercialization support team

Centered on the Grassroots Innovation Center (GIC), we will match external resources through appropriate forms of collaboration and develop specialized personnel and hands-on support specialists. We will also systematize the support structure and staffing framework, and consider ways to deploy this model across each campus. In providing support, we will remain conscious of creating corporate value and value that companies can provide to society.

Action Item 3 Acquisition of external funding and consideration of funding policies related to the creation and support of university-launched ventures and startups

At GIC, we will aim for self-sustaining operation by acquiring external funding related to Action Item 1. We will also examine a diverse array of cases, including the staffing framework under Action Item 2, and consider the ideal form of sustainable operation.

Key Policy 3

Undergraduate and graduate education policy

① Measures to expand doctoral programs **RU2**

Purpose of the Key Measure

Action Item 1 Establishment of a new graduate school management model

To realize our goal of becoming a next-generation research university, we will position graduate education as part of research promotion and establish a new graduate school management model connected to society. By accepting diverse talent into graduate schools, including bachelor's degree holders, working adults, and international students, and by enhancing the faculty structure for research supervision, we will contribute to the formation of new research fields and interdisciplinary areas, the implementation of research supervision connected to social issues, and the development of graduate education through industry-academia-government collaboration. Through these initiatives, we will seek to increase the number of doctoral degrees granted.

Action Item 2 Development of graduate-level human resources connected to society

In addition to graduate education aimed at earning degrees in specialized fields, we will strengthen graduate education programs so that students can acquire and enhance, as

skills they can demonstrate in settings beyond academia, the abilities gained through the essential processes of research, such as framing questions, conducting critical examination, and reconstructing knowledge.

Through these initiatives, we will enable graduate school graduates to build careers in which they are not limited to research positions, but can play active roles as leaders of innovation across a wide range of areas in society.



AY2026 Annual Plan

Action Item 1 Establishment of a new graduate school management model

We will formulate a Graduate School Reform Support Package to provide comprehensive support to graduate schools working to develop new graduate education models, including graduate education through industry-academia-government collaboration and collective and collaborative research supervision based on research projects. This Support Package will comprehensively incorporate measures such as strengthening research supervision frameworks in graduate schools, improving the research environment for graduate students, supporting the acquisition of external funding, and developing integrated undergraduate and graduate education programs. We will identify support needs based on the future vision of each graduate school. Through this, we will design support measures with high policy effectiveness and roll them out university-wide.

Action Item 2 Development of graduate-level human resources connected to society

To help graduate students acquire and strengthen transferable skills that can be applied not only in research activities but also across a wide range of areas in society, we will develop cross-graduate school courses and educational programs for graduate students. These courses and programs will be positioned as university-wide learning opportunities that transcend the boundaries of individual graduate schools and will cultivate interdisciplinary perspectives. In addition, we will provide doctoral students with opportunities to participate in internships and industry-academia collaboration projects, thereby enhancing their ability to apply advanced specialized knowledge to real-world social issues.

② Undergraduate education reform measures to increase advancement to graduate school **RU2**

Purpose of the Key Measure

Action Item 1 Strengthening linkages among the affiliated schools, undergraduate education, and graduate education

To develop highly specialized professionals who can succeed internationally, we will strengthen connections and collaboration between undergraduate education

and graduate education as we aim to provide integrated educational programs. Regardless of field or discipline, we will build an environment in which advancement to graduate school is not viewed as an exceptional choice, but rather as a continuous career path following undergraduate graduation. In addition, by leveraging the Academy's integrated education environment, we will create opportunities for students to engage with graduate-level research from the affiliated school stage and foster an environment in which they can aspire to become highly specialized professionals and researchers. Through these initiatives, we will aim to increase the rate of advancement to graduate school and the number of doctoral degrees granted.



AY2026 Annual Plan

Action Item 1 Strengthening linkages among the affiliated schools, undergraduate education, and graduate education

To strengthen linkages between bachelor's degree programs and master's programs (both terminal and non-terminal), we will enhance existing measures such as advancement to graduate school through accelerated graduation under the current system (three years of undergraduate study + two years of master's study), early completion of graduate school programs and shortening of the standard period of study (four years of undergraduate study + one year of master's study), and early enrollment in graduate-level courses while still enrolled as an undergraduate student (three years of undergraduate study + two years of master's study). We will also implement initiatives to encourage advancement to graduate school, such as devising ways to communicate graduate-level research activities to undergraduate students and enhancing the provision of information on graduate school advancement. In addition, we will work to develop a recruitment framework for graduate school applicants. By visualizing the research activities taking place in Ritsumeikan University's graduate schools and creating opportunities to engage with research, we will open graduate school activities not only to undergraduate students but also to students at the affiliated schools, thereby promoting integrated human resources development.

③ Measures to strengthen graduate student career paths **RU2**

Purpose of the Key Measure

Action Item 1 Development of transferable skills to produce T-shaped doctoral impact makers

We will enhance programs, including seminars and events, for the development of transferable skills so that graduate students can acquire not only the specialized expertise and comprehensive knowledge they develop through research-centered activities, but also general-purpose abilities and qualities that can be applied even at different times and in

different places, including in a wide range of contexts outside research. By participating in these programs, graduate students will experience the satisfaction of generating social impact through collaboration with researchers and other people in different fields, and we aim to cultivate them into T-shaped doctoral impact makers.

Action Item 2 Development of a research environment in which doctoral students can pursue research with peace of mind

To develop a research environment in which doctoral students can pursue research with peace of mind, we will provide support for a wide range of activity expenses necessary for doctoral students to conduct research, including the collection of materials, paper proofreading, journal submission, conference presentation registration, and travel expenses. We will develop and enhance various scholarship and research grant programs, such as Student Conference Scholarships and Foreign Language Paper Submission Support, thereby making it easier for doctoral students to plan their research activities and creating an environment in which they can devote themselves to research with peace of mind.

Action Item 3 Implementation of measures to develop career paths in both academia and the private sector

To enable doctoral students to play active roles in diverse areas of society, we will develop measures to support their career development. Specifically, we will provide doctoral students with opportunities to gain teaching experience and to participate as members of industry-academia collaboration projects with companies. We will also establish a system for appointing doctoral students as Assistants or to other positions with a fixed monthly salary. Securing a stable monthly income will make it easier for doctoral students to plan their lives, and furthermore, by having them work as Assistants or in other roles, we will encourage them to build up a track record of research achievements with the aim of helping them develop their future career paths. We will also create points of contact between companies and doctoral students and develop internship programs in an effort to create opportunities for doctoral talent to play active roles in companies.



AY2026 Annual Plan

Action Item 1 Development of transferable skills to produce T-shaped doctoral impact makers

We will review and restructure existing programs and provide graduate students with materials that clarify the relationship between these programs and the transferable skills they are expected to develop. We will also seek to secure a certain number of participants by making participation in these programs part of the application requirements for internship programs, the Assistant system, and other opportunities.

Action Item 2 Development of a research environment in which doctoral students can pursue research with peace of mind

We will work to secure an amount of scholarships commensurate with the increasing number of doctoral students. In addition, by restructuring support in light of the status of the Academy-wide scholarship policy that is currently being discussed separately, we will consider support systems tailored to doctoral students with diverse backgrounds.

Action Item 3 Implementation of measures to develop career paths in both academia and the private sector

We will establish a new system for appointing doctoral students as Assistants and to other positions, and we will recruit second-year master's students who wish to advance to doctoral programs. We will also propose industry-academia collaboration mechanisms that utilize this system to companies, plan initiatives to create points of contact between doctoral students and companies, and develop internship programs with companies.

Key Policy 4

International strategy (Academic affairs)

① Strengthening overseas experiences for undergraduate and graduate students **RU3**

Purpose of the Key Measure

Action Item 1 Cultivating the willingness to take on challenges and self-authorship through boundary-crossing learning

Based on the R2030 Second Half Plan policies of developing emergent talent and advancing international education, we will promote boundary-crossing learning in which students take on challenges of their own volition and learn amid different cultures and values. By placing emphasis on the process through which students experience being in the minority and confront themselves under linguistic and cultural constraints, thereby becoming aware of their "internal issues," we will cultivate self-authorship (the ability to design one's own life through one's own volition) and life design skills. Through this, we will develop students' ability to autonomously reconstruct their learning and design their own lives.

Action Item 2 Building a multilayered international education system spanning junior high school, senior high school, university, and graduate school and enhancing support

We will build an international education system that is conscious of the vertical continuity from junior high school and senior high school through to university and graduate school. We will also expand opportunities for overseas dispatch across diverse fields and stages and enhance academic and financial support that encourages students to take on challenges. We will strengthen connections between each stage of learning and foster international perspectives from an early stage, and by circulating the knowledge gained through overseas experiences, we will contribute to improving the quality of education throughout the university and realizing the R2030 Second Half Plan.



AY2026 Annual Plan

Action Item 1 Cultivating the willingness to take on challenges and self-authorship through boundary-crossing learning

We will move forward with the development of overseas programs whose content and schemes are highly compatible with undergraduate academics and graduate-level research. We will also seek to develop and expand exchange destinations and overseas programs in which students can participate according to their English proficiency at the time of admission and the progress they make in their English proficiency after enrollment. Rather than treating overseas experience merely as a record of dispatch, we will design cyclical learning that deepens students' self-understanding and understanding of others through pre-departure and post-return learning support. We will also enhance pre-departure orientations and reflection-based workshops and cultivate "self-authorship" by enabling students to verbalize the challenges they identify through their experiences and connect them to their next actions. In AY2026, in cooperation with the Division of Career Services, the Division of Student Affairs, and the academic affairs divisions, we will transition the reflection support program to formal operation. We will share practical cases that link overseas experience with life design education throughout the university and position these initiatives as part of career development and life design education, thereby supporting continuity in students' endeavors.

Action Item 2 Building a multilayered international education system spanning junior high school, senior high school, university, and graduate school and enhancing support

We will develop multilayered motivation and opportunities for overseas experience spanning junior high school, senior high school, university, and graduate school. In addition to expanding the dispatch of undergraduate students and other students, we will actively support graduate students' overseas conference presentations, fieldwork, and related activities. We will position not only overseas study programs, but also presentations at international conferences, participation in international joint research, and short- and medium-term co-curricular programs as "overseas experience," thereby expanding opportunities for students to communicate and deepen their expertise internationally. In AY2026, we will conduct a trial implementation of conference dispatch subsidies for graduate students, organize and define co-curricular programs, and build a framework for consolidating performance data. We will also develop incentive and subsidy systems that encourage students to take on challenges, thereby expanding the base of participants and strengthening their willingness to challenge themselves.

② Strengthening the intake of international students **RU3**

Purpose of the Key Measure

Action Item 1 Developing an intake framework based on DE&I and enhancing learning and daily life support

For Ritsumeikan University to continue developing as an international research university, it is necessary to create an environment in which all international students can study and live with peace of mind, regardless of nationality or cultural background. Based on the philosophy of Diversity, Equity & Inclusion (DE&I), we will enhance learning and daily life support systems and respond to the needs of diverse international students, including degree-seeking students, non-degree students, and short-term program students. Through these initiatives, we will expand opportunities for coexistence and growth both within the local community and throughout the Academy. We will thereby pursue both an increase in the number of international students accepted and the enhancement of their learning outcomes, contributing to the advancement of international education as set out in the R2030 Second Half Plan.

Action Item 2 Forming a global community based on co-creation through diversity and creating social impact

By developing an environment in which students from different cultural backgrounds can learn from one another while collaborating both on and off campus, we will ensure that multicultural collaborative learning functions as part of everyday student life and promote emergent learning. We will co-design opportunities for interaction across diverse points of contact, including the international dormitories, BBPs, classes, and regional collaboration initiatives. In doing so, we will develop students with the capacity to contribute to international society and generate new social impact both inside and outside the Academy. Through these initiatives, we will contribute to enhancing Ritsumeikan University's international presence and academic value.

Action Item 3 Strengthening the intake of outstanding graduate students and expanding international scholarship networks

In the second half of the R2030 period, expanding the intake of outstanding international graduate students is essential to strengthening the foundation for becoming a next-generation research university. Through the strategic use of international scholarship programs, including those offered by the Japanese government, JICA, ADB, and IMF, we will build a framework for continuously accepting highly specialized professionals from countries around the world. In collaboration with the graduate schools, we will strengthen intake and supervision systems, expand research scholarship slots, and connect with international research networks, thereby enhancing research capabilities and advancing the internationalization of graduate education. By developing international scholarship networks and cultivating outstanding graduate students, Ritsumeikan will enhance its international

presence as a next-generation research university and contribute to the realization of a research and education ecosystem that creates value together with the world.

AY2026 Annual Plan

Action Item 1 Developing an intake framework based on DE&I and enhancing learning and daily life support

In AY2026, focusing primarily on non-degree students in the Study in Kansai Program (SKP), we will systematically assess the current status of the intake framework and identify issues, while developing the foundation for expanding overall intake capacity. We will closely examine the balance between outbound and inbound exchange with partner institutions under student exchange agreements, reorganize tuition offset arrangements, and conduct integrated analysis of various surveys, including surveys on the situation of international students and end-of-program surveys for SKP students. Based on this, we will formulate a policy for improving intake programs. We will also review selection documents and processes, strengthen crisis management systems, and improve operational efficiency through DX, thereby building a flexible and stable framework capable of accommodating diverse forms of international student intake.

Action Item 2 Forming a global community based on co-creation through diversity and creating social impact

In AY2026, we will begin developing a foundation for making multicultural collaborative learning part of everyday student life by connecting very short-term inbound programs with the promotion of collaborative learning within the university. We will review the annual contract with Creotech Co., Ltd., design incentives based on intake results, and reorganize programs into collaborative learning-oriented programs that cut across curricular and extracurricular activities. In addition, in collaboration with academic divisions, we will work to build pilot cases that combine classes and collaborative learning, taking the first step toward forming a global community in which intake and collaborative learning function in mutual connection.

Action Item 3 Strengthening the intake of outstanding graduate students and expanding international scholarship networks

In AY2026, we will conduct research and prepare applications for new selection under scholarship programs offered by the Japanese government, JICA, ADB, and other international organizations, while developing intake portfolios for each graduate school. In collaboration with graduate schools, we will expand research scholarship slots, review and improve intake and supervision systems, and build a foundation for the stable intake of outstanding international graduate students. We will also review the operation of existing international scholarship systems and strengthen application support systems to improve selection rates. Through these initiatives, we will strengthen research capabilities and advance the internationalization of graduate education.

③ Enhancing multicultural collaborative learning and embedding it in everyday campus life **RU3**

Purpose of the Key Measure

Action Item 1 Embedding multicultural collaborative learning as part of campus culture and making it part of everyday student life

Based on the R2030 Second Half Plan policies of developing emergent talent and advancing international education, we will develop an environment in which students from different cultural backgrounds can regularly engage in multicultural collaborative learning, learning from and influencing one another. We will incorporate opportunities for collaborative learning into all aspects of education, daily life, and activities, including the BBPs, classes, international dormitories, and student projects, and by collaborating with others, students will acquire diverse perspectives and reconstruct their own values. Through these initiatives, we will aim to establish collaborative learning not as a special program limited to certain students, but as a kind of culture rooted in the entire Academy.

Action Item 2 From multicultural collaborative learning to international co-creation: Building an ecosystem for emergent learning

Building on multicultural collaborative learning, we will develop learning into international co-creative learning in which students connect knowledge from different cultures and fields of specialization and co-create new value. We will interconnect learning venues across the BBPs, international dormitories, undergraduate colleges, and graduate schools, and faculty, staff, international students, and members of local communities will together form an emergent educational environment. By building this kind of sustainable and mutually reinforcing Multicultural Collaborative Learning Ecosystem, we will expand opportunities for students to demonstrate international collaborative capabilities and creativity, while contributing to the achievement of outcomes under the R2030 Second Half Plan.

AY2026 Annual Plan

Action Item 1 Embedding multicultural collaborative learning as part of campus culture and making it part of everyday student life

We will support collaborative learning projects led primarily by student staff and international student organizations, and expand collaborative frameworks with other divisions, including the Division of Student Affairs and the Division of Career Services, while building on cooperation with the Division of Academic Affairs. At the same time, we will design and pilot a Student-led Collaborative Learning Support System (tentative name), thereby forming a culture of collaborative learning in which students independently plan, operate, and evaluate activities. In addition, to visualize

learning through collaborative learning activities, we will develop a multicultural collaborative learning rubric (which includes non-cognitive growth) and establish evaluation and reflection functions through which students, faculty, and staff can share outcomes.

Action Item 2 From multicultural collaborative learning to international co-creation: Building an ecosystem for emergent learning

We will reorganize existing venues, including the BBPs (e.g., classes, dormitories, extracurricular activities, and regional collaboration initiatives), and build a university-wide ecosystem for collaborative learning and co-creation. We will complete the BBP Logic Model and, based on its chain of outcomes (Input → Process → Output → Outcome), organically connect learning in curricular, extracurricular, and daily life settings to develop systematic learning opportunities that encourage students' multicultural understanding and co-creative practices. In AY2026, we will conduct trials on campuses where implementation is feasible, while also considering models for connecting these initiatives with curricular education and the SKP. Through this, we will develop the foundation for a collaborative learning system that can be rolled out on all campuses.

④ Measures to increase undergraduate courses offered in English **RUB**

Purpose of the Key Measure

Action Item 1 Promoting the concept of establishing new programs and other frameworks in which students can earn degrees in English with the aim of securing students in line with new global standards

To respond to the rapid decline in the birthrate, we will promote the concept of establishing new programs and other frameworks in which students can earn degrees in English with the aim of securing students in line with new global standards and realizing a sustainable English-basis education model. Building on the knowledge accumulated through global education at OIC, we will review AI-based course registration support, the automation of operations, academic affairs administration, and other matters and shift away from the current allocation of workloads. On this basis, we will combine liberal arts education that transcends the humanities and sciences with learning opportunities at multiple locations in Japan and overseas, thereby simultaneously developing human resources who can play active roles in international society and strengthening the university's international competitiveness.

Action Item 2 Further advancing the globalization of liberal arts education (Enhancing the diverse array of courses offered in English)

Looking ahead to the liberal arts education reforms scheduled for AY2028, we will significantly expand the International

Liberal Arts Course Group and evolve these courses into world-class learning opportunities. We will actively utilize online education resources in Japan and overseas, including Japan Virtual Campus (JV-Campus; an online platform for the internationalization of Japanese higher education), and we will provide students with diverse forms of international liberal arts education that transcend undergraduate college boundaries. In doing so, we will build an educational environment in which students from Japan and abroad can engage meaningfully in collaborative learning and realize a new liberal arts education model that cultivates boundary-crossing perspectives and critical thinking.

Action Item 3 Supporting the establishment of courses offered in English in curriculum reforms at each undergraduate college and graduate school

We will provide comprehensive support in terms of systems and operations so that each undergraduate college and graduate school can expand courses offered in English in line with opportunities for curriculum reform. To reduce the burden on faculty members who take on the challenge of teaching in English, we will strengthen academic support staff, teaching material development support, and training for the operation of classes in English, while also introducing mechanisms that encourage these efforts. In addition, by providing support for the preparation of English syllabi and promoting joint course models, we will establish an environment in which faculty members can offer courses in English without undue burden and build a mechanism through which courses offered in English can be expanded sustainably across the undergraduate colleges.



AY2026 Annual Plan

Action Item 1 Promoting the concept of establishing new programs and other frameworks in which students can earn degrees in English with the aim of securing students in line with new global standards

Based on the direction developed through various surveys, interviews with experts, and exchanges of views with the executive leadership of each college at OIC conducted by the working group established under the Academic Affairs Committee in July 2025, we will strengthen collaboration on cross-college educational resources centered on OIC and move forward with reforms to academic systems. We will carry out detailed design with a view to establishing an English-basis interdisciplinary curriculum spanning the humanities and sciences. Through this, we will accelerate preparations toward building a sustainable English-basis education model with an eye on its launch in AY2029.

Action Item 2 Further advancing the globalization of liberal arts education (Enhancing the diverse array of courses offered in English)

We will move forward with the systematic development of liberal arts courses offered in English, while also formulating a concrete policy for utilizing both Japanese and overseas online education resources, including JV-Campus. In addition, we will consider support for course development by experts and support measures for faculty members offering courses in English, thereby strengthening the foundation for providing diverse forms of international liberal arts education. Through these initiatives, we will accelerate preparations for implementing a new liberal arts education model that cultivates boundary-crossing perspectives and critical thinking.

Action Item 3 Supporting the establishment of courses offered in English in curriculum reforms at each undergraduate college and graduate school

In line with curriculum reforms at each undergraduate college and graduate school, we will develop the institutional design and operational support needed to introduce and expand courses offered in English. In particular, to reduce the burden on faculty members, we will organize policies for English syllabus preparation support, teaching material development support, training for the operation of classes in English, and the assignment of TAs and academic support staff. We will also formulate a proposal for introducing an incentive system that encourages faculty members to take on these efforts. In addition, we will examine joint course offerings and cross-college course design models, and we will develop a sustainable framework that enables faculty members to offer courses in English without undue burden.

Key Policy 5

International strategy (Research)

① Promotion of international joint research and research collaboration with overseas universities (various forms of support for overseas research collaboration) RU1

Purpose of the Key Measure

Action Item 1 Support for international joint research

We will promote initiatives to implement new international collaborations and to involve young researchers and other researchers within the university in existing international collaborations. At the university-wide level, we will increase the number of researchers involved in international collaboration and link these efforts with overseas visits, invitations of researchers from overseas, increases in internationally co-authored papers, and international seminars organized by the undergraduate colleges and graduate schools. Through this, we will also contribute to creating opportunities for colleges and graduate schools to disseminate their research outcomes

internationally.

We will also promote initiatives to secure external funding on a sustained basis and connect these efforts to the formation of world-class research centers. In international collaborative projects developed in globally competitive fields that address next-generation social issues, we will accelerate strategic collaboration. While utilizing existing international collaboration frameworks such as RENKEI and E-JUST, we will promote efforts to secure large-scale international research funding from governments, overseas companies, foundations, and other entities, and, where appropriate, initiatives for international educational collaboration that build on joint research frameworks.

Action Item 2 Building an international co-creation research framework

We will build a foundational international support framework by assigning University Research Administrators (URAs) to assist with applications for international grants, international legal matters, and related activities. We will also examine approaches to forming joint research projects with overseas companies. For projects selected under the international joint research support scheme described above, we will provide individualized support and build a framework capable of assisting with applications aimed at expanding collaboration and securing large-scale external funding.

Action Item 3 Support for the dissemination of research outcomes (Omitted because this item is the same as Action Item 2 under Key Policy 1-②.)

AY2026 Annual Plan

Action Item 1 Support for international joint research

We will design the new international joint research support system, prepare application guidelines, publicize the program, and conduct the first round of applications, review, and selection. We will also consider initiatives to increase the number of researchers participating in international collaboration for the first time, organize policies for utilizing existing collaboration frameworks such as RENKEI and E-JUST, and formulate plans for building strategic international partnerships.

Action Item 2 Building an international co-creation research framework

We will assign URAs to provide new forms of support for international research. We will design a support framework for international grant applications, establish mechanisms for disseminating call information and reviewing applications, and build a system for international legal and contract support. At the same time, we will work to standardize contract templates and risk management. We will also pilot an individualized support model for selected projects and begin researching approaches to forming joint research projects with overseas companies. In addition, we will coordinate the details of

collaboration with relevant international divisions within the university and develop the necessary support structure.

Action Item 3 Support for the dissemination of research outcomes (Omitted because this item is the same as Action Item 2 under Key Policy 1-②.)

Key Policy 6

Emergent talent development policy

① Strengthening entrepreneurship education **RU4**

Purpose of the Key Measure

Action Item 1 Promoting integrated education-style entrepreneurship education

In collaboration with the affiliated schools, we will increase opportunities to cultivate entrepreneurship in connection with inquiry-based activities and work to develop students with an entrepreneurial spirit regardless of their future pathways. We will enrich university-level programs, form communities, and strengthen support systems so that these students can continue and further develop their activities after advancing to university. By increasing the number of people who serve as starting points for spreading entrepreneurship within the university, we will foster a culture of entrepreneurship on campus.

Action Item 2 Strengthening the provision of entrepreneurship programs and coordination functions

We will enrich and connect courses and programs for students interested in cultivating entrepreneurship, regardless of whether they are offered as part of the regular curriculum or as extracurricular programs. We will also appropriately identify and organize the diverse opportunities and programs offered outside the university, strengthen coordination functions according to students' interests and timing, and work to expand the base of undergraduate and graduate students with an entrepreneurial spirit. Using the GIC established at BKC as a hub, we will provide interested students with internship opportunities at startups and an environment for prototyping. Through these initiatives, we will develop a more advanced framework for fostering entrepreneurs and expand it to each campus.

Action Item 3 Building an environment where students can immerse themselves in startup and commercialization activities and creating a mutually stimulating and supportive community and ecosystem

We will build and maintain the GIC as a hub where students can prepare for startups and pursue business activities with peace of mind. At the same time, by assigning specialized support personnel and promoting community formation among peers, we will support the endeavors of university and affiliated school students with an entrepreneurial mindset

on an Academy-wide basis. We will build an ecosystem in which those who have received support go on to support the next generation of “challengers,” creating a cycle of mutual support and shared growth in which impact makers continue to emerge.



AY2026 Annual Plan

Action Item 1 Promoting integrated education-style entrepreneurship education

We will continue to offer entrepreneurship education at Ritsumeikan Primary School and work to create structures and environments that enable a wider range of students to participate. We will further strengthen connections between the university and related programs at each affiliated school and develop and offer entrepreneurship education that makes use of the distinctive facilities and educational programs of each school, such as MiLABO at Ritsumeikan Junior and Senior High School. In particular, we will develop programs that connect inquiry-based learning with real-world implementation. Through these processes, we will work to enhance the entrepreneurship education capabilities of teachers at the affiliated schools.

Action Item 2 Strengthening the provision of entrepreneurship programs and coordination functions

At BKC, we will offer curricular programs that span the undergraduate colleges, and we will also hold seminars and events and provide training programs centered on the GIC. While strengthening collaboration among related undergraduate colleges and graduate schools, we will organize a more effective approach to university-wide entrepreneurship education with an eye toward the AY2028 liberal arts curriculum reforms. To strengthen support according to individual situations and stages, we will establish a coordinator (concierge) framework.

Action Item 3 Building an environment where students can immerse themselves in startup and commercialization activities and creating a mutually stimulating and supportive community and ecosystem

We will communicate the support personnel and support functions of the GIC, which opened in the fall of 2025, in a way that is easy for students to understand, and we will encourage active use of the facility by students taking on challenges. We will also promote collaboration with co-creation facilities and communities on other campuses. We will actively disseminate information about members active in the GIC as role models, fostering an atmosphere and culture in which entrepreneurship feels more accessible. We will regularly provide opportunities to encourage communication among facility tenants and promote collaboration as we build the initial foundation for the GIC community.

② Strengthening inquiry-based learning in the regular curriculum (including liberal arts education reforms) **RU4**

Purpose of the Key Measure

Action Item 1 Implementing liberal arts education reforms that contribute to the development of emergent talent

This initiative aims to contribute to the development of emergent talent by cultivating students' ability to understand social issues from multiple perspectives and to collaboratively explore solutions. To achieve this, we will strengthen practical and inquiry-based learning in addition to conventional liberal arts education. We will promote reciprocal learning between major courses and liberal arts courses, integrate knowledge across fields, and develop structures that support proactive learning. We will also introduce Project-based Learning (PBL) and build liberal arts education that contributes to the development of emergent talent by cultivating co-creative knowledge and the ability to take action in addressing regional, social, and international issues.

Action Item 2 Developing university-wide common education with an emphasis on connections with society

In university-wide common education, including liberal arts education and co-curricular programs, this initiative aims to strengthen connections with society and expand opportunities for undergraduate and graduate students to take initiative in addressing real-world issues. To achieve this, we will further strengthen Project-based Learning (PBL), set topics related to regional, social, and international issues, promote interdisciplinary collaboration, and cultivate problem-solving skills and co-creative knowledge. In addition, we will develop a reciprocal education program in which students acquire foundational knowledge through on-demand or in-person lectures and then strengthen their practical skills through inquiry-based seminars. Alongside the development of this reciprocal education program, we will reorganize existing university-wide common education courses and build educational programs that contribute to solving social issues.

AY2026 Annual Plan

Action Item 1 Implementing liberal arts education reforms that contribute to the development of emergent talent

We will fully launch a review of liberal arts education reforms that contribute to the development of emergent talent. We will consider developing new groups of courses that cultivate the ability to understand social issues from multiple perspectives and systematizing them with existing courses. We will also advance the development of cross-college learning models and the visualization of learning. In addition, we will consider expanding PBL courses based on regional, corporate, and international collaboration and develop mechanisms to provide students with real-world, society-connected problem-solving experiences. We will also consider developing

learning environments that support self-directed learning.

Action Item 2 Developing university-wide common education with an emphasis on connections with society

We will advance consideration of university-wide common education that strengthens connections with society. We will consider expanding Project-based Learning (PBL) courses based on regional, corporate, and international collaboration and develop programs that cultivate problem-solving skills through interdisciplinary collaboration. Specifically, we will consider reorganizing existing university-wide common education and developing a reciprocal education program in which students acquire foundational knowledge through on-demand or in-person lectures and then enhance their practical skills through inquiry-based seminars.

③ Strengthening inquiry-based learning through cross-divisional co-curricular initiatives **RU4**

Purpose of the Key Measure

Action Item 1 Defining and systematizing co-curricular activities, designing related systems, and building hub functionality into the Division of Student Affairs

To enable students to deepen their learning through challenge and reflection, we will reorganize co-curricular activities, which are positioned between the regular curriculum and extracurricular activities, and develop the learning processes that support inquiry-based activities as an institutional framework. Centered on PBL, we will strengthen connections with society, visualize both outputs and learning processes, and accumulate them as data on student growth. The Division of Student Affairs will serve as a hub connecting the three domains of the regular curriculum, co-curricular activities, and extracurricular activities, and we will continuously support students' learning experiences by assigning support personnel and developing venues for activities. By organizing the framework for co-curricular activities and creating an environment in which students can more easily take on challenges proactively, we will strengthen the cycle of inquiry and promote connections to education and career development.

Action Item 2 Enhancing the cycle of learning and inclusiveness in education by building an inquiry-based collaboration network

We will develop a collaborative framework in which faculty and staff, graduate students, alumni, and community partners work together to support students' endeavors. By sharing outputs and processes, we will visualize students' learning stories and disseminate them both inside and outside the university. By creating an environment in which a diverse range of students can receive advice, we will expand opportunities for students who have not been able to make use of existing support and develop an inclusive support framework. We will provide opportunities for reflection and

venues for collaboration, positioning the learning cycle centered on co-curricular activities as a university-wide foundation.

Action Item 3 Strengthening the visualization and connectivity of learning by developing an information platform centered on inquiry portfolios

We will develop a framework for recording inquiry-based learning and integrating and visualizing both outputs and processes. By using portfolios, we will accumulate students' learning histories and enable connections to education, careers, and society. We will develop an information foundation that connects the regular curriculum, co-curricular activities, and extracurricular activities, and build an environment for recording and disseminating information to support the cycle of learning. The platform will be designed to encourage dissemination to the public as well as collaboration inside and outside the university, and it will show students' histories of taking on challenges as trajectories of their growth.



AY2026 Annual Plan

Action Item 1 Defining and systematizing co-curricular activities, designing related systems, and building hub functionality into the Division of Student Affairs

We will begin considering how to define co-curricular activities as an integrated, reciprocal learning experience with the aim of clarifying the activities covered and the perspectives for evaluation. The requirements to be considered will include organizing existing activities and showing how they connect in order to establish a standard process for piloting the system as well as defining the requirements for the Division of Student Affairs to function as the point of contact and designing mechanisms for assigning support personnel and sharing information.

Action Item 2 Enhancing the cycle of learning and inclusiveness in education by building an inquiry-based collaboration network

We will begin considering how to develop an environment in which students can consult with peace of mind by organizing entry points that support learning and clarifying the roles of support personnel and pathways for participation. By securing opportunities for a diverse range of students to participate in inquiry-based activities and supporting the process from tackling a challenge to reflection, we will aim to continuously enhance the cycle of learning.

Action Item 3 Strengthening the visualization and connectivity of learning by developing an information platform centered on inquiry portfolios

Based on the initiatives undertaken to date, we will work with relevant divisions to consider the basic design of the platform. In doing so, we will place emphasis on a design that enables continuous use by students, faculty, and staff

by automating the acquisition of existing data and reducing the burden of data entry. We will also aim to create an environment in which students' learning histories can be easily understood by enhancing functions such as timelines and comparisons.

Key Policy 7

Adult education policy

① Development of an adult education platform RU1

Purpose of the Key Measure

Action Item 1 Expansion and advancement of the Mirai Learning Platform

Mirai Learning Platform, an online educational video distribution platform, currently has 20,000 members. By conducting digital marketing that makes use of learning histories and other data accumulated to date, we will expand our target base and aim to reach 100,000 learners. By establishing pathways for engaging working adults in general and alumni, we can also expect ripple effects, including enrollment in regular degree programs at Ritsumeikan University (both undergraduate and graduate), enhanced brand recognition and visibility for the Academy, and increased donations.

Action Item 2 Establishing a hub for recurrent and reskilling education

We will design and promote adult education programs for companies in collaboration with Ritsumeikan University faculty members. We will strengthen leading examples in areas such as data science and AI, green transformation (GX), and semiconductors, and build the necessary platform and support structure. Through these initiatives, we will connect adult education not only to commissioned research, joint research, and diverse forms of industry-academia collaboration, but also to enrollment in regular graduate programs and participation by working adults in classes, thereby enhancing the quality of education. We expect the participation of working adults in the university to generate ripple effects such as advancement to graduate school, donations from companies, the development of joint research, and mutual learning between working adult students and traditional students.

Action Item 3 Customer relationship management (CRM)-driven centralized management and ripple effects on other programs

We will centrally manage information across the Academy on participants in adult education programs, including learner information from the Mirai Learning Platform, as well as information on regular and non-degree students and other

Academy stakeholders. By doing so, we will connect these data to the development of other programs, the formation of starting points for industry-government-academia collaboration, the enhancement of brand recognition and visibility, and the expansion of donations.

AY2026 Annual Plan

Action Item 1 Expansion and advancement of the Mirai Learning Platform

We will analyze existing member data and conduct digital marketing. Based on participation data from courses distributed in previous years, we will also analyze needs and begin approaching Ritsumeikan stakeholders, including alumni and parents, in addition to working adults in general. We will review content from the dual perspectives of content designed to expand business revenue and content designed to generate ripple effects.

Action Item 2 Establishing a hub for recurrent and reskilling education

We will continue to support recurrent and reskilling education that the Research Office has supported to date, including programs in data science, AI, and semiconductors, and we will continue to expand the number of cooperating faculty members for the MEXT project on green transformation (GX). We will also continue to identify internal seeds in other fields for recurrent and reskilling education throughout the Academy and begin considering how to expand and package the number of courses. As we pursue these initiatives, we will survey companies about their needs and create a prospect list, and we will move forward with cooperation targeting those companies that want to establish corporate universities.

Action Item 3 Customer relationship management (CRM)-driven centralized management and ripple effects on other programs

We will review the management system that has been developed for the Mirai Learning Platform and begin analyses and discussions on linkage with other courses and with parent and alumni information with an eye toward implementation. In addition, because information on current students, alumni, donors, and other stakeholders is managed across the Academy using a variety of systems and methods, we will strengthen linkage with Stakeholder 360, a stakeholder database for which cross-sectional use is currently being considered.

Key Policy 8

DE&I policy

- ① **Building university-wide organizations and systems to support the academic progress and student lives of our diverse student body** RUS

Purpose of the Key Measure

Action Item 1 Strengthening support systems that comprehensively support students' learning and growth across curricular and extracurricular boundaries and connect diverse learning experiences to personal growth, career development, and social co-creation —Strengthening the comprehensive student support system (development of a system-wide foundation)—

To support our diverse student body, we will develop a comprehensive support system that spans curricular and extracurricular settings. Starting from students' health and daily lives, we will link psychological support, academic support, and career support, and continuously support students throughout the process from taking on challenges to reflection. We will visualize both the outcomes and processes of learning and connect growth data to education and social co-creation. We will respond promptly to requests for support, and during nighttime hours, we will consider using AI chat functions and other tools to complement first-response support. For students who graduated from the affiliated schools, we will strengthen collaboration with school nurses and develop a support network that spans developmental stages. Based on a tiered support model, we will organize the scope of support and build a support foundation that works for all students. In addition, to expand opportunities for students to learn how to learn, we will consider offering related content as regular curriculum courses and standardize information to enable the sharing of actual support practices.

Action Item 2 Strengthening support systems that comprehensively support students' learning and growth across curricular and extracurricular boundaries and connect diverse learning experiences to personal growth, career development, and social co-creation —Developing support systems based on diverse student realities and strengthening international support—

We will develop specialized personnel and build a collaborative framework capable of responding to increasingly complex issues related to health, psychological well-being, and academic learning. We will strengthen support before students reach the point of taking a leave of absence or withdrawing from the university, while also working to understand the backgrounds that lead to such decisions. We will also develop systems to ensure that consultations and coordination related to reasonable accommodation proceed smoothly. For international students and students whose native language is not Japanese, we will place particular emphasis on support related to safety, daily life, and academic learning, and we will improve access to

information. We will build a system that responds to student diversity, including daily-life support for students from regions outside the Kansai area. In addition, we will advance peer support organizations and foster a culture of support through collaboration among graduate students and among students themselves. Through these support activities, we will aim to form a community that generates a cycle of learning.

Action Item 3 Strengthening support systems that comprehensively support students' learning and growth across curricular and extracurricular boundaries and connect diverse learning experiences to personal growth, career development, and social co-creation —Connecting with integrated education and improving support infrastructure—

To ensure continuity of learning under integrated education, we will integrate the areas of health, psychological support, and academic learning and reorganize the support system. Taking into account support needs at each developmental stage and the interactions among complex issues, we will develop a cross-functional framework for surveys, case reviews, and practice. While referring to knowledge and practices from Japan and overseas, we will advance standardization and quality assurance, visualize outcomes and processes, and connect them to education and society. We will also promote information linkage across developmental stages, while taking into account safety and consent management, and ensure consistency in support.

AY2026 Annual Plan

Action Item 1 Strengthening support systems that comprehensively support students' learning and growth across curricular and extracurricular boundaries and connect diverse learning experiences to personal growth, career development, and social co-creation —Strengthening the comprehensive student support system (development of a system-wide foundation)—

We will establish a framework within the Division of Student Affairs for examining comprehensive support and begin conducting surveys of support practices in Japan and overseas as well as in primary and secondary education. We will also visualize the use of student counseling services and examine the existing support system. Based on these results, we will consider proposals for strengthening support organizations.

Action Item 2 Strengthening support systems that comprehensively support students' learning and growth across curricular and extracurricular boundaries and connect diverse learning experiences to personal growth, career development, and social co-creation —Developing support systems based on diverse student realities and strengthening international support—

Based on the results of the survey of international students, we will place priority on support related to daily life, academic learning, and safety. We will begin by improving access to information for students whose native language is not Japanese. We will also consider piloting academic support provided by graduate students.

Action Item 3 Strengthening support systems that comprehensively support students' learning and growth across curricular and extracurricular boundaries and connect diverse learning experiences to personal growth, career development, and social co-creation —Connecting with integrated education and improving support infrastructure—

We will formulate a survey plan to identify issues related to the transition from high school to university and coordinate opportunities for discussion within the university. We will pilot connections with the affiliated schools and begin limited sharing of support histories.

② Policy to support students with exceptional interests and talents RUS

Purpose of the Key Measure

Action Item 1 Excellence Challenge Program (Concept and foundation)

We will develop a framework that connects students with exceptional interests and talents from the admissions stage to opportunities for tackling challenges, so that they can undertake inquiry-based and creative activities in diverse fields. We will link selection with post-enrollment assessment and establish a three-stage support structure (entry / during the program / exit) that respects students' autonomy. Through collaboration with the affiliated schools and external educational institutions, we will expand entry points for tackling challenges, visualize the processes and outcomes of inquiry, and connect them to education and social practice. We will also incorporate financial support to ensure that students can continue tackling their respective challenges. We will proceed in stages, from system design to hub formation, and establish an environment in which tackling challenges and growth circulate.

Action Item 2 Development of specialized support systems and hub functions (Places and mechanisms for tackling challenges)

To support people tackling challenges across fields, we will develop specialized support systems and hub functions. In the field of sports, we will provide integrated support ranging from enhancement of athletic performance to academic support and enable the visualization and dissemination of outcomes. In the arts, we will also develop hubs that support activities from creation to exhibition, and we will promote collaboration with local and international communities. In addition, we will develop mechanisms that enable students to participate in operations and public relations and promote the development of both "challengers" and supporters in an integrated manner. We will also link scholarships with these hubs and support the continuity of students' endeavors and the connection of outcomes to society.

Action Item 3 Visualization of endeavors and cultivation of a culture (Value dissemination and infrastructure-building)

We will visualize the outcomes and processes of students' endeavors and disseminate them inside and outside the

university, thereby sharing the value of taking on challenges. Through stories, we will encourage collaboration with society and foster a culture that supports students' endeavors. Through collaboration with external educational institutions, we will develop an environment in which students continue to tackle challenges from primary through upper secondary education, and we will accumulate students' "challenge histories" as trajectories of growth. Through initiatives that symbolize tackling challenges, we will create spaces where students can inspire one another and cultivate a culture in which they continue to tackle challenges.

Action Item 4 Support for attempting highly competitive examinations

We will strengthen support for students attempting highly competitive examinations, such as the Bar Examination, Certified Public Accountant Examination, and National Public Service Examination, based on social conditions and actual student circumstances. We will strengthen connections with the affiliated schools and learning among students and work to ensure the continuity of their attempts and to improve outcomes.

AY2026 Annual Plan

Action Item 1 Excellence Challenge Program (Concept and foundation)

We will design the system, define the target students, and consider linkage with admissions. In addition, we will begin considering post-enrollment assessment indicators and indicators related to students' endeavors. For scholarships, we will consider a system that can be operated flexibly.

Action Item 2 Development of specialized support systems and hub functions (Places and mechanisms for tackling challenges)

We will formulate the hub concept and organize the necessary functional requirements. The design will enable students to participate in operations and information dissemination, and we will consider the development of a data infrastructure to support outcomes. We will also begin considering the initial design of a public relations strategy.

Action Item 3 Visualization of endeavors and cultivation of a culture (Value dissemination and infrastructure-building)

We will publicize the support functions of the hub and encourage participation by students taking on challenges. We will strengthen collaboration with multiple campuses and share stories of students taking on challenges as role models. We will also provide opportunities for interaction among students and develop the foundation for a community.

Action Item 4 Support for attempting highly competitive examinations

For the Bar Examination, we will aim for 40 final successful candidates and, in collaboration with the Law School, we will provide support that responds to the new system and

actual student circumstances. For the Japanese Certified Public Accountant Examination, we will aim for 60 successful candidates in the essay examination, improve the learning environment and support methods, and strengthen support based on participant data. For the Career-Track Examination for National Public Servants, we will aim for 90 final successful candidates, raise awareness among lower-year students, and provide support tailored to the examination system.

③ Policy on mechanisms to promote both diversity and co-creation RUS

Purpose of the Key Measure

Action Item 1 Visualizing diversity and disseminating information (Laying the groundwork)

At Ritsumeikan, diversity refers to an environment in which students with different cultural backgrounds, values, and experiences gather together and learn from one another. Co-creation refers to the collaborative process of drawing on that diversity to generate new forms of learning and social value. The purpose of this measure is to convert this diversity into educational value and further develop mechanisms that connect it to education, career development, and social co-creation. To this end, we will focus on four pillars: (1) fostering a culture of co-creation, (2) creating opportunities for practice both inside and outside the university, (3) systematically developing educational assets, and (4) visualizing and disseminating information on outcomes and processes. In particular, we will institutionalize venues for tackling challenges and collaboration by holding co-creation forums both inside and outside the university, where students work with companies, local governments, and society to solve problems and create value. (For example, these forums may combine short poster presentations with immediate matching opportunities.) We will also establish a sustainable co-creation model by accumulating students' activity histories and outcomes as data and using them to support the design of learning and improve education. In particular, in terms of initiatives to visualize diversity and disseminate information, we will systematize various activities such as culture and arts, sports, international exchange, multicultural collaborative learning, support for students with disabilities, regional collaboration, and student self-governance and extracurricular activities and visualize the learning from these activities. We will organize these initiatives into a "Diversity X Co-Creation Map" and develop an information design that is accessible to students. By creating a system to disseminate the processes and outcomes of these endeavors, rather than just create a simple list, we will promote understanding and participation both inside and outside the university.

Action Item 2 Co-creation mechanisms and management of educational assets

We will systematically organize the educational assets that promote cross-disciplinary collaboration, including

scholarships, human networks, co-curricular spaces, teaching materials, and digital tools. We will also institutionalize competitive forums premised on collaboration with companies and society, thereby accelerating students' inquiry-based activities and collaborative learning. Through these initiatives, we will build an educational environment that connects learning to the creation of social value.

Action Item 3 Fostering a culture of co-creation and creating opportunities for engaging in practice

In addition to cross-campus multicultural and regional collaboration events, we will continuously develop collaborative projects with companies and society. We will make practical opportunities, including inquiry-based activities and regional collaboration, part of everyday student life and establish a model for spreading a culture of co-creation both inside and outside the university. These initiatives will be positioned as opportunities for students to proactively design endeavors and disseminate their outcomes. From AY2027 onward, we will incorporate elements for disseminating inquiry-based activities into existing events on each campus. These events will be positioned as opportunities to promote students' endeavors and collaboration and to connect learning to the creation of social value.



AY2026 Annual Plan

Action Item 1 Visualizing diversity and disseminating information (Laying the groundwork)

We will systematize diverse systems and activities and identify related issues. We will survey and organize the diverse systems and activities being developed at the university and systematize them in the tentatively named "Diversity × Co-Creation Map." We will classify a wide range of initiatives across categories, including culture and arts, sports, support for international students and other students from overseas, support for students with disabilities, regional collaboration, student self-governance, and extracurricular activities. Through this process, we will identify issues for systematizing these systems, such as insufficient awareness, complicated entry points, and overlapping areas. Based on these findings, we will consider information design, including UI/UX, and public relations approaches that make the information more accessible to students.

Action Item 2 Co-creation mechanisms and management of educational assets

We will clarify diverse student groups and fields of activity, and build systems that support students' endeavors. In designing these systems, we will clarify the target student groups (including students engaged in culture and arts, sports, students with disabilities, international students, and students involved in regional activities) while also organizing the fields of activity to be supported. We will develop frameworks for appropriately evaluating diverse activities

within the system, such as cross-cultural collaboration, art and regional collaboration, sports and co-creation, and inclusive events. We will also build institutional environments that enable students to continue taking on challenges, including support for activity expenses and planning preparation costs, introductions to partner organizations, accompanying support by peer mentors, and opportunities to disseminate outcomes.

Action Item 3 Fostering a culture of co-creation and creating opportunities for engaging in practice

We will plan multiple events themed around multicultural exchange and regional collaboration, and build collaborative structures with relevant divisions, including the Division of International Affairs, the Office of Regional Collaboration, and the Disability Resource Center, as well as with student organizations such as cultural and arts organizations, athletic associations, the Student Union, and other student groups. Through open calls for student-led projects, accompanying support, and participatory programs (e.g., food culture introductions, art exhibitions, sports exchange, and regional booths), we will promote cross-boundary learning and collaboration among students. We envisage that these initiatives will be planned and implemented in a co-creative manner by participants from both inside and outside the university, including members of the local community.

④ Measures to appoint non-Japanese faculty members and faculty members with overseas education and research experience **RU3**

Purpose of the Key Measure

Action Item 1 Improving the working environment for non-Japanese faculty members, etc.

We will increase diversity in human resources and contribute to accelerating innovation within the organization and enhancing the quality of social value. In particular, we will establish an employment support desk to support an increase in non-Japanese faculty members and faculty members with overseas teaching and research experience. By providing support that enables them to work and live in Japan with confidence from the time of appointment and throughout their employment, we will contribute to the internationalization of the Academy. As a result, we expect these initiatives to help advance the internationalization of the learning environment, including by increasing the intake of outstanding international students and the number of domestic students studying abroad. We will regard the ratio of non-Japanese faculty members as one indicator of organizational diversity, with a target of approximately 15% (13% as of May 2025).



AY2026 Annual Plan

Action Item 1 Improving the working environment for non-Japanese faculty members, etc.

We will make information for faculty and staff available in both Japanese and English, strengthen support for daily life in Japan, and promote off-campus research programs and international joint research, thereby encouraging faculty members to gain teaching and research experience overseas.

Key Policy 9

Admissions policy

① Admissions policy for selecting diverse students and students with exceptional interests and talents **RUS**

Purpose of the Key Measure

Action Item 1 Strengthening regional coverage

By accepting students from diverse regions across Japan, we will bring multifaceted perspectives to the university's education and research. At the same time, we will realize the diversity set forth in the R2030 Second Half Plan from the admissions stage and promote mutual learning and the creation of new value through regional coverage.

Action Item 2 Strengthening international coverage

By actively accepting students with diverse international experiences, we will promote multicultural collaborative learning on campus. Through this, we will contribute to realizing the aim set forth in the R2030 Second Half Plan: to “enhance diversity and realize an inclusive and innovative university through co-creation.”

Action Item 3 Strengthening diversity in learning backgrounds

By actively accepting students with diverse learning experiences and achievements, we will expand educational diversity. We will develop an environment in which students with diverse backgrounds can demonstrate their abilities at the university, and we will connect this to the formation of a student body that contributes to the development of emergent talent.



AY2026 Annual Plan

Action Item 1 Strengthening regional coverage

We will advance initiatives to secure applicants and enrollees from across Japan. While taking into account regional and school contexts, we will accept students whose interests and abilities are well aligned with the university's educational content, and thereby contribute to forming a domestic student body with regional coverage.

Action Item 2 Strengthening international coverage

In collaboration with institutions in Japan and overseas, we will work to secure diverse enrollees among international students and students in English-basis degree programs. We will develop systems that enable students with internationally diverse backgrounds to apply and enroll smoothly.

Action Item 3 Strengthening diversity in learning backgrounds

We will accept students with diverse learning experiences and achievements, and thereby contribute to forming a student body with diverse learning backgrounds. We will advance student recruitment and selection initiatives that take into account diverse learning backgrounds.

2 Ritsumeikan Asia Pacific University (APU)

University Vision

APU and its LLL community will work to solve social issues, particularly in the Asia Pacific region, engage society, and bring about transformation through co-creation and collaboration (Building Bridges).

Key Policy 1

Expanding multicultural collaborative learning across disciplines and regions

① Building an educational model that connects endeavors rooted in social practice with classroom learning **A1** **A2**

Purpose of the Key Measure

Action Item 1 Curriculum reforms and operation based on the Educational Management Guidelines

We will establish mechanisms for curriculum reforms and operation based on the Educational Management Guidelines. In the undergraduate programs, we will consider and implement curriculum reforms targeted for AY2028 based on the achievements of the AY2023 curriculum and other factors. In the master's and doctoral programs, we will operate the curriculum based on the Educational Management Guidelines, taking into account curriculum reforms scheduled for AY2027 and the establishment of a doctoral program in the Graduate School of Management. We will also strengthen links between undergraduate and graduate education from the perspective of integrated undergraduate-graduate education. Through these initiatives, we will enhance the quality of APU's education and aim to realize a vibrant learning community grounded in APU's distinctive diversity.

Action Item 2 Establishment of an online and on-demand education system

The appropriate use of online and on-demand education in higher education expands the possibilities for diverse forms of learning that overcome geographical and time constraints, provided that appropriate rules and support are in place. In particular, the effective use of online and on-demand education is important for enhancing learning in APU's distinctive multinational and multicultural environment, off-campus learning, and learning through social practice. We will develop mechanisms to assure the quality of education and improve student motivation while expanding the possibilities of education using online and on-demand methods, and we will build systems to support such education and learning. Through these initiatives, we will advance the development of multicultural collaborative learning across fields and regions.

Action Item 3 Development of diverse micro-credential and extracurricular programs

By clearly presenting the outcomes of learning at APU, we will respond to diverse lifelong learning needs, including those of non-degree students. We will also present diverse learning pathways for degree-seeking students by clarifying the systematic nature of learning that extends beyond universities and colleges, as well as learning based on specific themes. We will develop interdisciplinary programs spanning the humanities and sciences, as well as programs in collaboration with other universities and institutions, as both curricular micro-credential programs and a diverse range of educational programs that include extracurricular elements.



AY2026 Annual Plan

Action Item 1 Curriculum reforms and operation based on the Educational Management Guidelines

We will proceed with preparations for curriculum reforms in the Graduate School of Asia Pacific Studies and the Graduate School of Management from AY2027 and prepare for the establishment of the doctoral program in the Graduate School of Management. We will also formulate curriculum reform proposals for the College of Asia Pacific Studies, the College of International Management, and the College of Sustainability and Tourism with AY2028 as the target year.

Action Item 2 Establishment of an online and on-demand education system

We will review the current guidelines for remote classes, formulate guidelines for conducting on-demand classes, and establish a framework for implementing online and on-demand classes. We will also consider policies for developing on-demand classes in the future.

Action Item 3 Development of diverse micro-credential and extracurricular programs

We will develop programs based on the quality assurance framework for micro-credentials formulated in AY2025. Specifically, we will begin considering mathematics and data science-related courses, enrollment models that transcend the boundaries of colleges, centers, and graduate schools, and programs offered in collaboration with other universities. As for extracurricular programs, we will begin considering programs centered on interdisciplinary fields spanning the humanities and sciences, such as space management, semiconductors, and well-being.

② APU Global Learning Nexus **A1** **A2**

Purpose of the Key Measure

Action Item 1 Establishment of overseas hubs and related research, benchmarking, and pilot initiatives

We will move forward with the concrete development of the APU Global Learning Nexus (GLN) concept. Drawing on APU's multinational and multicultural environment and its LLL community, we will begin establishing multiple overseas hubs (based on partnerships with higher education institutions, local governments, business communities, international organizations, and other partners). These hubs will serve as places where APU can conduct education, research, and practice that only APU can realize, while also developing initiatives that contribute to solving social issues and creating impact in the Asia Pacific region, as well as for fostering advanced human resources capable of addressing social issues through these initiatives.

Each hub will aim to become a place where APU promotes research that contributes to solving social issues in collaboration with universities, industry, local governments, and other partners around the world, and where learning and practice are connected across global settings.

AY2026 Annual Plan

Action Item 1 Establishment of overseas hubs and related research, benchmarking, and pilot initiatives

The APU Global Learning Nexus (GLN) is an initiative to expand the fields of APU Global Learning, which APU has practiced on a university-wide basis, to the world. The activities conducted at each hub will not be limited to educational practice. We plan to develop the hubs as bases for a broad range of initiatives connected to APU's founding ideals and its vision for the future, including research, the real-world implementation of research outcomes, and practical efforts to solve local social issues. In AY2026, we will aim to establish the first hub, and we will conduct detailed research on regions such as Thailand, Indonesia, Vietnam, and Taiwan. Based on the results of on-site research, interviews, and other activities, we will make a proposal on the establishment of the hub in the second half of the academic year.

Key Policy 2

Strengthening business strategies across attributes, fields, and regions to create social value and enhancing the functions of the LLL Practice Hub

① Various programs for LLL **A1** **A2**

Purpose of the Key Measure

Action Item 1 Commercialization of international education, D&I education, and multilingual education

By offering the educational, research, and practical content that APU has cultivated as strengths and distinctive features since its founding to society at large as programs for diverse lifelong learners (LLLs), we will strengthen APU's social impact. Advancing this commercialization will clarify the positioning of each program as a means for connecting diverse stakeholders with APU. It will also make it possible to connect more lifelong learners with APU. Through programs for LLLs, the scale of stakeholders who learn and grow while connecting with APU's environment and community will expand significantly, and these programs are expected to contribute to achieving the university's strategic objectives and Key Goal Indicators (KGIs).

Action Item 2 Developing the "Communal Residence," a place where diversity, multiple nationalities, and multigenerational coexistence can be experienced

We will build a residential community composed of people with diverse attributes, roles, and age groups. In addition to the international dormitory education that APU has developed to date, we will establish this community as one of APU's strengths. By doing this, we will expand opportunities for our stakeholders to experience international education and D&I education, while ensuring that knowledge and expertise gained through real-world practice continuously feed back into APU's education and research settings.

Action Item 3 Implementing programs to provide certifications for FD/SD related to the growth and practice of faculty and staff as LLLs and to global education, administration, and student support

We will build mechanisms that enable faculty and staff, who are members of the university community that promotes LLL, to continue growing themselves. In the future, we will also develop programs that allow APU to serve as a hub for human resources development related to the operation of international universities and to multicultural collaborative learning. We will strengthen APU as a university organization that generates transformation in society through the social impact produced by faculty and staff.

AY2026 Annual Plan

Action Item 1 Commercialization of international education, D&I education, and multilingual education

We will commercialize the international education, co-creation, D&I practices, and multilingual education that APU has developed since its founding as programs for LLLs. In considering commercialization, we will examine two approaches: one that targets a wide range of participants and aims to generate business impact and another that designs APU's distinctive content as high-value packages with strong expertise for practitioners and executives.

Action Item 2 Developing the "Communal Residence," a place where diversity, multiple nationalities, and multigenerational coexistence can be experienced

As a place for LLL practice and a place that generates innovation through the coexistence of people with different attributes and age groups, we will consider how to give concrete form to the social residence concept. We will build a community composed of diverse age groups, particularly by engaging executive-level participants who are interested in addressing social issues. To elaborate on this concept, we will examine the future direction of the existing international dormitory education and the establishment of new facilities, and we will compile a plan and begin work toward implementation by 2030.

Action Item 3 Implementing programs to provide certifications for FD/SD related to the growth and practice of faculty and staff as LLLs and to global education, administration, and student support

In AY2026, we will consolidate initiatives that contribute to enhancing the capabilities of faculty and staff at APU and begin considering their framework as programs. We will structure the diverse faculty development (FD) and staff development (SD) practices already in place (including the acceptance of seconded personnel from other universities) as clearly defined programs and design programs for faculty and staff inside and outside the university who continue to grow. In addition, through the APU Challenge Design Award System, a part of the faculty assessment system to be reformed in AY2026, we will introduce a mechanism to evaluate faculty members' efforts to take on new issues and fields as well as their growth.

② Strengthening university functions aimed at the practice and implementation of solutions to social issues **A1 A2**

Purpose of the Key Measure

Action Item 1 Strengthening the Fukuoka and Tokyo hubs

Taking the establishment of hubs as an opportunity, we will expand the fields of education, research, and industry-government-academia collaboration that APU has developed mainly in Beppu and Oita since its founding to Fukuoka, the

wider Kyushu region, and Tokyo, and strengthen these hub functions in order to maximize APU's impact on society. As a further step, by connecting these efforts to the development of a hub in Tokyo or to the development of hubs in strategic regions of the Asia Pacific region (Key Policy 1-②), we will be able to further extend that impact across the Asia Pacific region.

Action Item 2 Strengthening the campus's function as a testing field for solving social issues

We will significantly expand the framework for industry-government-academia collaboration that APU has developed since its founding and position the university itself as a testing field that generates social transformation and addresses the issues faced by companies and local communities. Within this new form of industry-government-academia collaboration, we will also develop advanced human resources capable of solving social issues.

Action Item 3 Formulation of the 2030 Campus Improvement Plan

To expand the functions of the university and advance initiatives for LLLs, we will formulate a Campus Improvement Plan. We will develop a campus environment that enables collaborative learning among LLLs with diverse backgrounds, ages, and attributes.

AY2026 Annual Plan

Action Item 1 Strengthening the Fukuoka and Tokyo hubs

The Fukuoka Tenjin hub began operating on a trial basis in 2025. From AY2026 onward, we will position it as a full-scale hub for project development and collaboration in the Kyushu region. We will strengthen the functions of this hub and promote initiatives related to social collaboration and the LLL concept in the Kyushu region. At the same time, we will also strengthen the structure of the Tokyo hub and expand its activities as a hub for co-creation with society.

Action Item 2 Strengthening the campus's function as a testing field for solving social issues

As a form of collaboration and co-creation between the APU community, including students, faculty, staff, and alumni, and economic and business communities, we will strengthen initiatives to support the business development of companies in Japan and overseas. Specifically, we will develop initiatives such as support for overseas business development by Japanese companies, support for business development in Japan by overseas companies, and industry-academia collaboration that connects with alumni around the world. We will also position the campus as a field for demonstration experiments and implementation related to social issues faced by local communities and society, and we will strengthen university functions so that APU itself becomes a place that generates transformation, rather than simply a place for student education. We will present a list of

programs tailored to the needs of relevant companies and local governments and disseminate it widely to society.

Action Item 3 Formulation of the 2030 Campus Improvement Plan

We will formulate a Campus Improvement Plan to expand the functions of the university and advance initiatives for LLLs. With a view to the online delivery of educational content, we will actively consider what kinds of facilities will be needed and develop the facilities required for a campus that embraces LLLs and serves as a place for solving social issues.

③ Graduate school reforms and expansion of the graduate school to develop highly skilled professionals **A1 A2**

Purpose of the Key Measure

Action Item 1 Integrated undergraduate-graduate education

From the perspective of enhancing the development of researchers and highly skilled professionals, we will strengthen connections between the undergraduate colleges and graduate schools at the curriculum level in order to facilitate students' advancement from undergraduate to graduate education and their continued learning. We will also promote initiatives to strengthen links between undergraduate and graduate education, including a system under which fourth-year students with outstanding academic performance who are strongly motivated to advance to an APU graduate school can take graduate-level courses and have those credits recognized after enrollment. Through these initiatives, we will expand the acceptance of outstanding graduate students, increase the rate at which APU students advance to graduate school, and increase enrollment in APU graduate schools.

Action Item 2 Career education and support to increase the graduate school advancement rate of APU students

To increase the graduate school advancement rate of our undergraduate students, we will develop systems for career education and career support with graduate school advancement in mind. In addition to guidance and support in regular curriculum courses, we will provide extracurricular career education, events, and academic advising from the early undergraduate years. Through these initiatives, we will encourage undergraduate students to consider graduate school as part of their career planning and increase the number of students who advance to graduate school.

Action Item 3 Acceptance of lifelong learners at the university

By using micro-credentials and other approaches to visualize and offer graduate school courses as structured packages, we will promote the acceptance of non-degree adult learners. We will also provide education that responds to social needs by offering courses and programs for working adults, including extracurricular programs at the graduate level.

In particular, we will place emphasis on accepting alumni, parents, and participants from partner and cooperating companies. Through these initiatives, we will stimulate demand for lifelong learning as we aim to become a platform for lifelong learners that can respond to that demand.

AY2026 Annual Plan

Action Item 1 Integrated undergraduate-graduate education

In the undergraduate curriculum reforms targeted for AY2028, we will consider curricula that take connections with graduate schools into account. We will also consider a system under which fourth-year students with outstanding academic performance who are strongly motivated to advance to an APU graduate school can take graduate-level courses and have those credits recognized after enrollment.

Action Item 2 Career education and support to increase the graduate school advancement rate of APU students

We will consider the basic policy for career education and support that motivates undergraduate students from the early undergraduate years to view graduate school as an important option when choosing their future pathways. In doing so, we will place emphasis on expanding career possibilities toward research positions and highly skilled professional roles that make use of advanced expertise.

Action Item 3 Acceptance of lifelong learners at the university

We will advance the packaging of educational programs using the micro-credential framework. We will also formulate basic policies to promote the acceptance of lifelong learners from key stakeholder groups, including alumni, parents, and partner and cooperating companies, and build networks with those groups.

④ Formation of distinctive research hubs that address social and regional issues **A1 A2**

Purpose of the Key Measure

Action Item 1 Enhancing the three elements that strengthen research capabilities (Research funding, research personnel, and research time)

To secure research funding, we will work to obtain sustainable and flexible funding, large-scale funding, and public competitive research funding. To secure research personnel, we will recruit and develop young researchers, accept external researchers, and build a system for research support staff. To secure research time, we will take steps to ensure substantial blocks of time in which researchers can concentrate on research, and we will reduce the burden associated with research administration. Through these initiatives, we will build and strengthen the foundation for enhancing research capabilities.

Action Item 2 Promoting organized research and strengthening the research support foundation

We will advance initiatives to create social impact by forming distinctive research hubs, promoting group-based research, supporting research activities that respond to social needs, and strengthening external dissemination. We will also strengthen the foundation for research by promoting ethical and responsible research and building sustainable research infrastructure. Through these initiatives, we will contribute to achieving the basic goals of the Ritsumeikan Asia Pacific University Research Enhancement Plan (AY2026–AY2030) (University Senate Meeting, March 25, 2025): (1) establishing distinctive research fields unique to APU, (2) promoting research that has an impact on society, and (3) developing a sustainable research environment and strengthening the organizational foundation for research capabilities.



AY2026 Annual Plan

Action Item 1 Enhancing the three elements that strengthen research capabilities (Research funding, research personnel, and research time)

- (1) Research funding: We will conduct a major review of the internal research subsidy system and the Research Incentive Allowance System and connect these efforts to the acquisition of research funding.
- (2) Research funding and research personnel: We will define focused support for obtaining large-scale Grants-in-Aid (including the establishment of a new system to support Grants-in-Aid applications and the employment of URAs) and promote the acquisition of large-scale Grants-in-Aid grants, including Scientific Research (A) and Scientific Research (B).
- (3) Research time and research personnel: We will review the Buyout System and Academic Development Leave (ADL), establish a system for dedicated research time, and consider the assignment of specialized research support personnel and consider measures to further secure research time.

Action Item 2 Promoting organized research and strengthening the research support foundation

- (1) Research support foundation: We will establish the Ritsumeikan Asia Pacific University Integrated Research Organization (AIRO) as a platform for supporting diverse research activities.
- (2) Organized research promotion (research hubs): In AY2026, AIRO will aim to establish and begin recruiting for a research hub system designed to create social impact.
- (3) Research support foundation, research ethics, and compliance: We will expand compliance education and strengthen the ethics review system.
- (4) Establishment of a faculty research lounge: We will open a facility to promote research exchange among faculty members as a Research Lounge.
- (5) Research support foundation: As a measure to expand research communications, we will position the Research

Seeds Collection created in AY2025 as an ongoing public relations medium and expand its use.

⑤ Establishment of a framework for lifelong career support

A1 A2

Purpose of the Key Measure

Action Item 1 Redefining career support for current students

We will reconstruct career support for students as an initiative that goes beyond support for employment at companies (i.e., placement services) and spans education, student support, and connections with society from enrollment through after graduation. Specifically, by obtaining certification under MEXT's Certification System for Career Development Programs for International Students and promoting career development support programs from the lower undergraduate years, we will strengthen support for the career development of the advanced global human resources that APU develops and sends out into the world, both domestically and internationally. Through these initiatives, we will connect this support to establishing APU's brand as a university that develops advanced global human resources for Japan and around the world.

Action Item 2 Redefining career support for alumni

Using a digital platform, and in collaboration with Alumni Association support staff and the colleges, we will continuously track alumni's post-graduation pathways and career development. To enable alumni to maintain their networks with the university, we will provide value to alumni by offering useful programs and expanding mechanisms through which they can use the university's corporate and regional networks. We will also use these connections with alumni to expand opportunities for practical career development support for current students and circulate the university's career support cycle across the stages from pre-enrollment to post-graduation.



AY2026 Annual Plan

Action Item 1 Redefining career support for current students

AY2026 will be a year for further developing initiatives toward enabling career support for current students that empowers them to take greater ownership of their career development. With the APU2030 Vision in mind, we will reconstruct career development support that takes into account the period from enrollment through after graduation. For the university's internal career support system, we will review the current situation, including not only the regular curriculum, co-curricular activities, and extracurricular activities, but also life and activities in AP House. We will redesign operational workflows so that they form a consistent support process aligned with students' stages of growth.

In addition, with a view to applying for and obtaining certification under MEXT's Certification System for Career Development Programs for International Students, we will organize and upgrade career education and job placement support. We will also use AP House to foster career awareness among lower-year students and resident assistants. Through measures such as more selective planning, the reorganization of agreement-based and other internships, the streamlining of administrative infrastructure, and stronger early outreach to lower-year students, we will advance the enhancement and efficiency of placement services.

Action Item 2 Redefining career support for alumni

Using a digital platform, we will implement programs that actively engage external stakeholders, including alumni and companies. Through these initiatives, we will aim to foster lifelong learners (LLLs) who are able not only to secure their first job while at university, but also to design their own careers and make autonomous decisions after graduation. We will also leverage the Tokyo Campus and the Fukuoka hub to strengthen collaboration among alumni, current students, companies, and other stakeholders, and implement programs that support the career development of both alumni and current students.

Key Policy 3

Policy to strengthen and strategically utilize the alumni network infrastructure

① Strengthening the alumni network and linking it with donation policy **A1** **A2**

Purpose of the Key Measure

Action Item 1 Establishing information gathering infrastructure for alumni skills, experience, networks, and other information

Accumulating information on alumni occupations, skills, networks, and other assets will be an important element in realizing the strategic objectives of the Second Half Plan. By strengthening alumni's sense of belonging to the university and enabling them to remain connected with the university in multiple ways, we will contribute to the expansion of the LLL community that APU aims to build. In addition to supporting alumni's own continued growth, we will aim to create social impact through collaboration with companies and local communities by utilizing APU's alumni network around the world. Through these initiatives, we will contribute to realizing the University Vision set forth in the Second Half Plan and achieving the KGIs.

Action Item 2 Strengthening the alumni network (including the establishment of Priority Chapters and Focus Groups) and linking it with donation policy

Positioning the alumni network as an important pillar of the social impact that the university generates, we will strengthen

the connections between alumni and the university and thereby enhance alumni's sense of belonging. We will expand forms of collaboration with chapters and occupational groups around the world, provide lifelong learning opportunities to alumni, and strengthen collaboration with alumni as business partners. We will also strengthen initiatives that connect these forms of collaboration with the university's donation policy.

AY2026 Annual Plan

Action Item 1 Establishing information gathering infrastructure for alumni skills, experience, networks, and other information

We will further strengthen initiatives to aggregate alumni information, focusing on the chapters designated as priority regions. We will also begin building mechanisms through which alumni can provide their skills, experience, ideas, and other assets to companies and local communities through the university. In addition, we will develop similar mechanisms for current students, and gradually build mechanisms through which the knowledge and skills of current students can be offered more broadly to companies and society, including by enhancing matching functions between the skills of alumni and current students and the needs of companies.

Action Item 2 Strengthening the alumni network (including the establishment of Priority Chapters and Focus Groups) and linking it with donation policy

We will provide lifelong learning programs for alumni and develop mechanisms through which alumni can become business partners with local communities, companies, and local governments via the university. Through these initiatives, we will strengthen mechanisms that enable alumni to remain connected with the university. By enhancing alumni's sense of belonging, we will aim to achieve the targets of the university-wide donation policy.

Key Policy 4

Admissions strategy to support internationally competitive APU education

① Admissions strategy that pursues greater diversity in light of global social dynamics, including demographic, economic, and educational trends **A1** **A2**

Purpose of the Key Measure

Action Item 1 Formulation of a data-driven student recruitment policy

We will combine population and GDP data published by the United Nations, the IMF, and other organizations with data accumulated independently by APU, including past enrollment results and tuition reduction outcomes, and formulate an admissions strategy based on future projections. At the same time, we will review and optimize the role of

APU's overseas offices in East and Southeast Asia.

Action Item 2 Development of digital marketing

By developing multilayered digital marketing that is not constrained by geography, we will strengthen approaches to countries and regions outside East and Southeast Asia that are further afield.

Action Item 3 Strengthening collaboration with alumni and current students

To secure a more stable pool of enrollees, we will build mechanisms to strengthen collaboration with alumni and current students, particularly in countries and regions where the number of current students is relatively small. Because alumni and current students can provide effective support for expanding the applicant pool and forming networks, we will strengthen collaboration with them. For graduate admissions, we will also provide support for current students' internal advancement to graduate school and for alumni's enrollment in our graduate schools.

AY2026 Annual Plan

Action Item 1 Formulation of a data-driven student recruitment policy

Based on the data-driven student recruitment policy, we will set target numbers for securing enrollees from each country and region, analyze market needs, and formulate application and enrollment promotion strategies suited to each country and region. We will also strengthen recruitment of prospective applicants who are highly likely to enroll, taking into account tuition revisions and revisions to the tuition reduction system.

Action Item 2 Development of digital marketing

To enhance APU's name recognition, we will develop web advertising for online events hosted by APU and web advertising to attract participants from countries and regions outside East and Southeast Asia. We will also use the Slate (student recruitment and application system) database to formulate a market expansion strategy connected to our application and enrollment promotion strategies.

Action Item 3 Strengthening collaboration with alumni and current students

We will review and reorganize the APU Admissions Alumni Ambassador Program (AAP), an existing alumni collaboration scheme, including the design of the system. In doing so, we will pursue a system design that emphasizes connections extending from current students to alumni.

Key Policy 5

Organizational reforms to advance the Challenge Design agenda

① Establishment of a staff organization that demonstrates expertise and innovation **A1** **A2**

Purpose of the Key Measure

Action Item 1 Strengthening staff members' professional expertise and capacity for planning and improvement, both individually and in teams

We aim to develop a human resource base that supports the APU Global Learning Nexus concept, in which faculty and staff move beyond the boundaries of education, research, and university administration, co-create with APU's globally diverse community, and engage in lifelong learning themselves. We will enhance the capabilities needed for educational and research activities at overseas hubs, organizational management in multicultural environments, and the promotion of international joint research. We will also strengthen systems for accepting international students and faculty members of foreign nationality, expand research networks, and improve staff members' capacity to plan and improve international administrative operations. Through these initiatives, we will build a framework in which faculty and staff collaborate to support international education and international research.

Action Item 2 Establishing mechanisms to realize a staff version of ADL and enable work at overseas hubs, higher education institutions, and other external organizations

To realize the APU Global Learning Nexus concept and enable staff members to practice education and research in diverse fields and locations around the world, we will examine and develop concrete mechanisms that are not limited to conventional forms of work. By introducing and expanding new ways of working for staff, we will not only create new opportunities for growth for the personnel who support university administration, but also aim to enable staff members themselves to become LLLs.

AY2026 Annual Plan

Action Item 1 Strengthening staff members' professional expertise and capacity for planning and improvement, both individually and in teams

To advance the mid- to long-term plan, we will expand training and business trip opportunities that enable staff members to share a common understanding of the staff profile APU seeks to develop and to strengthen their own professional expertise. In addition, we will implement SD that broadens staff members' knowledge not only of education, but also of industries in Japan and overseas and of local communities. Within APU, we will also define and implement a short-cycle

planning, implementation, and improvement program based on cross-functional teams (ASSIST Program) and strengthen collaboration among staff members to enhance organizational management capabilities.

Action Item 2 Establishing mechanisms to realize a staff version of ADL and enable work at overseas hubs, higher education institutions, and other external organizations

We will design a system for a staff version of ADL, through which staff members engage for a fixed period in research or practice related to designated themes or policies. Using this system, we will aim to enable staff members to utilize the knowledge and insights they gain through ADL in their subsequent work and in new initiatives within the university. We will also begin considering mechanisms that include short- and medium-term practical assignments at overseas hubs and expand opportunities for learning at other universities, companies, local governments, and other organizations.

networks and secure donations based on those plans. We will set fundraising targets for each country and establish donations as a stable source of revenue.

Action Item 2 Fundamental review of scholarship policy in light of the current international situation and other factors

For international students entering in AY2026, it has been decided to reduce the total scholarship amount from 485 million yen to 450 million yen. Centered on the Scholarship Policy Review Committee, the entire university will work to ensure appropriate scholarship administration within this total amount. In addition, with regard to the total amount of scholarships from AY2027 onward under the mid- to long-term financial plan, the Scholarship Policy Review Committee will continue discussions as needed, taking into account application trends among students and the status of scholarship administration.

② Fundamental review of the scholarship system and establishment of a robust donor base **A1** **A2**

Purpose of the Key Measure

Action Item 1 Establishment of a robust donor base

Centered on the Donation Policy Review Committee established during the first half of the plan period, we will advance policies to strengthen donations from industry and alumni. In particular, donations from alumni overseas have not yet been sufficiently developed. Therefore, through the Overseas Alumni Donation Task Force established under the Donation Policy Review Committee, we will strengthen fundraising efforts in priority countries and regions.

Action Item 2 Fundamental review of scholarship policy in light of the current international situation and other factors

Recruiting international students is vital to APU; however, the economic circumstances of the countries and regions from which international students come have changed significantly since APU's founding, and the scholarship policy has reached a stage where a fundamental review is necessary. Taking into account the total amount of scholarships under the mid- to long-term financial plan through 2030, we will establish a new Scholarship Policy Review Committee and proceed with a fundamental review of scholarship policy.



AY2026 Annual Plan

Action Item 1 Establishment of a robust donor base

For the priority countries identified by the Overseas Alumni Donation Task Force established in AY2025 (i.e., Indonesia, Thailand, Vietnam, and Taiwan), we will formulate action plans for AY2026 for each country and work to expand alumni

3 Integrated Primary and Secondary Education and the Affiliated Schools

Integrated Education Vision

Through integrated primary school-junior high school-high school-university-graduate school education, the Ritsumeikan Academy will develop emergent talent who will realize a next-generation research university.

Key Policy 1

Policy to establish a learning model for developing emergent talent

① Measures to build seamless 18-year integrated education from primary school through graduate school [IEI]

Purpose of the Key Measure

Action Item 1 Development of emergent talent through the establishment of 18-year integrated education

We will put 18-year integrated education from primary school through graduate school into practice and aim to continuously develop emergent talent by building an Academy-wide cycle of learning that spans both the regular curriculum and extracurricular activities. By connecting inquiry-based activities cultivated in primary, secondary, and upper secondary education to research and education at the university level, and by visualizing the continuity of learning as it develops from inquiry to research and then to real-world implementation, we will give substance to our integrated education.

Action Item 2 Seamless growth support from primary school through graduate school that leverages our strengths as a comprehensive academy (Vertical integration)

We will integrate our diverse educational resources as a comprehensive academy, including global education, sports, and career development, and we will systematize seamless growth support from primary school through graduate school. By connecting measures across school levels, we will develop mechanisms that continuously cultivate the individuality and abilities of students at every level of education within the framework of 18-year integrated education. We will realize learning through which students from the affiliated schools can (i) develop human strengths, including the ability to live together in multicultural settings and strengths cultivated through sports and other activities, and (ii) gain a tangible sense of their own growth through learning at the universities and graduate schools.

Action Item 3 Improving the quality of high school-university partnerships and strengthening integrated education

We will develop admissions systems that connect students to the universities after cultivating, from the high school stage, human resources with diversity, national coverage, and

international coverage. We will build multifaceted partnership systems that evaluate the outcomes of inquiry and research as well as students' individuality and connect students to RU and APU. Realizing a next-generation research university requires system design that connects junior and senior high school students' interests in inquiry and research to their choice of undergraduate college. From this perspective, we will modernize the high school-university partnership systems between the universities and the affiliated and partner schools, strengthen the continuity of inquiry-based learning, connect the distinctive features of school education with undergraduate education, and diversify assessment while strengthening matching.



AY2026 Annual Plan

Action Item 1 Development of emergent talent through the establishment of 18-year integrated education

In AY2026, toward visualizing and putting 18-year integrated education from primary school through graduate school into practice, we will develop an overall framework and build an educational development structure that spans both the regular curriculum and extracurricular activities. We will also develop concrete proposals for the human and organizational structures essential to supporting continuity in education. In addition, to institutionalize practices at each school level and school across the Academy, we will conduct research and development on an inquiry education stream and establish a foundation through which the affiliated schools and the universities work together to develop emergent talent.

Action Item 2 Seamless growth support from primary school through graduate school that leverages our strengths as a comprehensive academy (Vertical integration)

In AY2026, we will set inquiry-based learning, global education, and connections with the universities in the field of sports as priority themes and begin designing systems and piloting programs for a consistent support framework that transcends school levels by leveraging our strengths as a comprehensive academy. We will also redesign scholarships and learning and student-life support systems, which are currently separated by school level, in an integrated manner across the Academy and work to maximize support capabilities through cross-functional operation.

Action Item 3 Improving the quality of high school-university partnerships and strengthening integrated education

We will develop a multifaceted assessment model for students at the affiliated schools and review the partnerships between RU/APU and affiliated school students so that they become more individually optimized. We will build a flexible system that both supports students in tackling challenges

and carrying their inquisitiveness and motivation to learn into university-level learning, while also ensuring reliable pathways for advancement to Ritsumeikan's universities.

② Measures to maximize learning options (creation and co-creation of learning venues that generate “resonance”)

IE1

Purpose of the Key Measure

Action Item 1 Development of an educational platform that forms the foundation for developing emergent talent

We will build an educational platform that forms the foundation for developing emergent talent and establish mechanisms that institutionally support cyclical learning through repeated attempts at challenging endeavors and reflection, as well as continuous learning that connects inquiry to research, university education, and graduate education. By introducing a system for visualizing growth and providing individually optimized support, the primary school, junior high schools, senior high schools, universities, and graduate schools will work together to provide learning support based on each learner's record of learning and endeavors. In addition, toward the realization of a next-generation research university, we will develop learning environments that integrate physical and virtual spaces, ensure diverse learning trajectories, and create a co-creative learning environment that maximizes learning options. Through these initiatives, we will create an environment in which diverse learners can grow through collaboration, and realize a model for developing emergent talent who will support a next-generation research university.

Action Item 2 Diversifying pathways in integrated primary-junior high-senior high school education

From the perspective of maximizing learning options, we will further advance the Academy's integrated education model by enabling diverse pathway choices from Ritsumeikan Primary School to the four affiliated junior and senior high schools, and by designing flexible learning pathways. By moving beyond existing school placements and institutional frameworks and ensuring diverse learning trajectories across primary school, junior high school, senior high school, university, and graduate school, we will create an environment in which affiliated school students can choose their own learning in accordance with their interests and grow through repeated cycles of attempting challenging endeavors and reflection. Through these initiatives, we will build a foundation for continuously developing emergent talent across the Academy and enhance the educational value and social impact of Ritsumeikan as a comprehensive academy.



AY2026 Annual Plan

Action Item 1 Development of an educational platform that forms the foundation for developing emergent talent

In AY2026, we will define the requirements for an educational platform that forms the foundation for developing emergent talent and begin developing mechanisms that enable children to deepen their learning in accordance with their own interests, starting from inquiry-based learning and continuing after they enter university. We will design a flow of learning in which attempting challenging endeavors and reflection naturally circulate throughout primary school, junior high school, senior high school, university, and graduate school, and establish an operational model through which inquiry-based activities can be continuously recorded, reflected on, and shared. We will also organize inquiry themes with an eye to the transition to university education and create both in-person and online spaces where learners can collaborate with one another. In addition, we will establish a promotion framework involving faculty and staff from the affiliated schools and universities and develop the platform as a practical “learning mechanism” to be used in educational settings.

Action Item 2 Diversifying pathways in integrated primary-junior high-senior high school education

In AY2026, with the aim of building a system that enables students at Ritsumeikan Primary School to choose their 18-year learning pathway in accordance with their interests and career goals, we will conduct research and system design to realize pathway choices extending from the primary school to the four junior and senior high schools. We will conduct needs surveys of parents and primary school students to identify expectations and issues related to diverse learning options, while also studying advanced schools and educational institutions in Japan and overseas to analyze flexible pathway design and inter-school collaboration. Based on these efforts, we will design a system that maximizes children's learning options.

Key Policy 2

Policy to develop a future vision for the schools that will serve as a model for the 2030s and beyond

① Promoting the sustainable development and further distinctiveness of the affiliated schools IE2

Purpose of the Key Measure

Action Item 1 Rebuilding a school management model that is distinctively Ritsumeikan

In light of the rapidly declining birthrate and changes in social structures, we will develop a sustainable foundation that enables the affiliated schools to continue demonstrating their strengths and distinctive characteristics into the future. We will flesh out a future vision for schools and integrated

education that is appropriate for a comprehensive academy, redefine the role of primary and secondary education, and build a new operating model for the affiliated schools and integrated education that will remain relevant in the 2030s and beyond. We will institutionally establish a “Ritsumeikan-Style School Model” that maximizes options for learning and growth by promoting the shared use of educational resources and operations, utilizing specialized personnel, and developing systems that support teachers’ challenges. Through these initiatives, we will refine the distinctiveness of education at the affiliated schools and build integrated education that enhances the value of the Academy even in an era of declining birthrates, thereby fulfilling a role in leading the future of education.

Action Item 2 Sharing resources across the affiliated schools and mutually leveraging creative educational activities (Horizontal integration)

We will reaffirm the value of primary and secondary education and integrated primary school-junior high school-high school-university-graduate school education as we aim to enhance co-creation across the Academy by sharing and mutually leveraging educational resources and creative educational activities among the affiliated schools. By standardizing school operations and utilizing specialized personnel, we will create time and capacity for teachers and use that time to improve classes, provide inquiry-based guidance, and engage in research collaboration, thereby continuously enhancing the quality of education. In addition, we will modernize school operations through AI and DX, redesign the functions and staffing arrangements needed for schools, and consider ways to promote social co-creation. Through these initiatives, while further refining the distinctiveness of each school, we will build a learning model that fully draws out children’s potential. In doing so, we will establish a future vision for the schools in which the distinctive qualities of the five affiliated schools are integrated and developed, and emergent talent who can thrive in a society undergoing rapid technological innovation are cultivated.

including pathway design from the primary school to the four junior and senior high schools, as well as mechanisms for inter-school and university collaboration. We will give concrete form to the future vision for Ritsumeikan Primary School, promote school development in line with the R2030 Second Half operating strategies of each affiliated school, and flesh out each school’s future vision as part of the Academy-wide vision for integrated education. Through these efforts, we will proceed with system design for an affiliated school operating model that remains sustainable and continues to create value even in an era of declining birthrates.

Action Item 2 Sharing resources across the affiliated schools and mutually leveraging creative educational activities (Horizontal integration)

In AY2026, as part of developing the foundation for enhancing co-creation across the affiliated schools, we will identify issues related to sharing educational resources and mutually leveraging creative educational activities. First, we will examine the standardization and integration of school operations and administrative work common to the affiliated schools, and optimize operations through DX and AI in order to create time and capacity for teachers. At the same time, we will prepare to introduce an online platform that enables the distinctive educational programs of each school to be shared and design a model for mutual use of resources. We will also examine the redesign of institutional and operational conditions for realizing flexible learning, including educational systems such as school schedules and assessment methods, as well as ICT environments. Through these initiatives, we will develop the conditions for full-scale implementation from the following academic year onward and build a foundation for deepening learning in a manner that is “distinctively Ritsumeikan.”

② Enhancing the professional value of teachers responsible for integrated primary school-junior high school-high school-university-graduate school education **IE2**

Purpose of the Key Measure

Action Item 1 Developing teachers’ professional competencies and enhancing their sense of fulfillment and growth

As society changes rapidly, children need the ability to formulate their own questions, collaborate with others, and pursue inquiry while connecting with society and the world. To support this kind of learning, it is essential to foster the expertise, practical capabilities, and sense of growth of teachers, who are closest to children’s development. We will shift the role of teachers from “transmitters of knowledge” to “partners who accompany students in their learning” and seek to strengthen teachers’ ability to help students understand the meaning of learning, provide individually optimized guidance, and coordinate connections between schools and society. By enhancing teachers’ professional competencies, we will draw out the emergent potential of

AY2026 Annual Plan

Action Item 1 Rebuilding a school management model that is distinctively Ritsumeikan

In AY2026, toward establishing a “Ritsumeikan-Style School Model” that will remain relevant in the 2030s and beyond, we will define the optimal form of school management that integrates vertical continuity and horizontal co-creation. Drawing on public school reforms and advanced practices at other schools, we will organize the educational conditions necessary for the affiliated schools to continue demonstrating their strengths into the future, including school size, location, teaching staff structure, and distinctive educational areas. At the same time, we will examine an operating model that integrates vertical continuity and horizontal co-creation,

affiliated school students and establish a foundation for future-oriented learning that creates a virtuous cycle in which these changes lead to stronger educational capabilities across the Academy.

Action Item 2 Securing teachers who will lead learning in the 2030s by leveraging our strengths as a comprehensive academy

To develop emergent talent, we will build a framework that enables highly specialized professionals to circulate into school settings, something that is possible precisely because Ritsumeikan is a comprehensive Academy with universities. In line with the principle of a “curriculum open to society” set forth in the upcoming National Curriculum Standards, we will institutionally develop the participation of doctoral talent, strengthen collaboration with graduate schools for teacher education and undergraduate teacher-training programs, and enable the participation of external specialists. In addition, by creating an environment in which teachers themselves can continue learning and gain a sense of growth, and by building a foundation that continues to attract outstanding teachers, we will realize a future-oriented education model that maximizes children’s emergent potential.

Action Item 3 Enhancing the educational structure and designing conditions that support challenging endeavors

We will develop structures and create time so that teachers responsible for developing emergent talent can promote inquiry-based learning and support children’s growth. We will establish conditions that enable teachers to refine their expertise and continue taking on challenges, and we will link these efforts to stronger educational capabilities across the Academy by advancing both the substantive implementation of integrated education (vertical integration) and the standardization of operations across the affiliated schools (horizontal integration). Through graduate school enrollment support and the strengthening of training systems, we will support the development of teachers’ competencies and build an institutional foundation that enables diverse educational practices.



AY2026 Annual Plan

Action Item 1 Developing teachers’ professional competencies and enhancing their sense of fulfillment and growth

In AY2026, toward institutional reforms centered on enhancing teachers’ expertise and sense of growth, we will restructure the current training system. As a next-generation research university, and in order to further advance inquiry-based learning that contributes to solving social issues from the primary and secondary school stages, we will develop an environment that supports teachers’ challenging endeavors, including mechanisms that enable teachers to earn degrees at Ritsumeikan’s graduate schools and other institutions while continuing to work.

Action Item 2 Securing teachers who will lead learning in the 2030s by leveraging our strengths as a comprehensive academy

We will design systems for building a framework in which doctoral talent and diverse specialists circulate into school settings. Toward the appointment of doctoral talent, we will develop concrete policies for collaboration with graduate schools for teacher education and undergraduate teacher-training programs. As part of creating an environment in which teachers themselves can continue learning and gain a sense of growth, we will design graduate school enrollment support, restructure the training system, and develop mechanisms through which the outcomes of learning can be fed back into school management and inquiry-based guidance.

Action Item 3 Enhancing the educational structure and designing conditions that support challenging endeavors

We will focus on comprehensively enhancing the educational conditions that enable teachers to refine their expertise and continue taking on challenges. By reforming both vertical integrated education and horizontal collaboration among the affiliated schools and with society, and by reviewing and standardizing operations, we will create time for teachers to deepen their own learning. At the same time, we will advance graduate school enrollment support and the restructuring of the training system, and strengthen systems that enable teachers to continue learning and gain a sense of growth. Furthermore, we will develop an environment in which challenging educational practices can be piloted, as well as mechanisms through which their outcomes can be returned to school management. By comprehensively improving teachers’ working conditions, learning conditions, and conditions for taking on challenges, we will redesign the conventional school management model and develop systems that welcome and support challenging endeavors. Through these initiatives, we will form a group of teachers who continue learning with energy and purpose and strengthen educational capabilities across the Academy.

3-1 Ritsumeikan Primary School

School Vision

A learning community that nurtures people who will change the world: a school where children and adults enjoy taking on challenges together and continue to change and grow.

Key Policy 1

Building education for developing emergent talent by turning what children love into strengths

① Building STEAM education unique to Ritsumeikan’s integrated education **P1**

Purpose of the Key Measure

Action Item 1 Developing an environment to promote STEAM education (4th floor)

The fourth floor of Ritsumeikan Primary School brings together elements of STEAM education, including science, arts and crafts, home economics, music, robotics, and traditional culture rooms. To generate cross-curricular learning, we will redevelop the floor during the second half of the R2030 period as an Integrated STEAM Floor.

Action Item 2 Developing STEAM education content

We position STEAM education as learning that both applies basic academic ability and motivates children to further strengthen those foundations. Based on “Community Time,” Ritsumeikan Primary School’s inquiry-based learning model, we will further develop some of the annual themes into STEAM-based learning and create a reciprocal connection between foundational learning and inquiry. We will also develop content that makes use of university facilities and Ritsumeikan Junior and Senior High School’s MiLABO (next-generation multipurpose lab), thereby laying the foundation for the development of emergent talent.

Action Item 3 International exchange through STEAM education

As enrichment programs, we will consider concrete plans for exchange with Europe through the arts, centered on the Choir, and programming training at Stanford University, centered on the Robotics Club. For the 10-week Term Study Abroad program in Australia, we will consider expanding host institutions and increasing the number of available places.

Action Item 4 Designing integrated education in the arts, including the College of Arts and Design

In collaboration with the College of Arts and Design, Ritsumeikan Junior and Senior High School, and other partners, we will aim to build a systematic curriculum toward the development of Ritsumeikan’s own integrated art education from primary school through graduate school,

tentatively named Ritsumeikan Arts-Based Learning.

AY2026 Annual Plan

Action Item 1 Developing an environment to promote STEAM education (4th floor)

In AY2026, we will develop the following three areas.

ICT Lab (tentative): A space centered on robotics that integrates children’s creativity and collaboration and fosters imagination and logical thinking.

Music Lab (tentative): A space where children can express their ideas through sound and make music together in jam sessions.

Maze-maze Stage (tentative): A hub for emergent potential that is open to the entire school as well as a space for sharing outcomes, developing co-creation skills, and fostering leadership.

Action Item 2 Developing STEAM education content

We will fully introduce programming into the subject “Information,” for which an application under the Special Curriculum School Program is currently pending, and pilot a new curriculum. We will further develop thematic learning and concept-based learning in “Community Time” as STEAM education. We will also consider how STEAM education should be developed across the Academy.

Action Item 3 International exchange through STEAM education

In AY2026, we will develop concrete initiatives, including the Choir’s dispatch to Europe and the Robotics Club’s dispatch to Stanford University for training, thereby expanding opportunities for students with English proficiency and technical skills to take on challenges.

Action Item 4 Designing integrated education in the arts, including the College of Arts and Design

In the inaugural year of the College of Arts and Design, we will deepen understanding of the college’s research and education, while also establishing opportunities to consider systematic learning from primary school through graduate school.

Key Policy 2

Laying the foundation for comprehensive school internationalization

① Promoting DE&I through multicultural collaborative learning

P1

Purpose of the Key Measure

Action Item 1 Building a framework to foster global leadership

With RU, Ritsumeikan Primary School has created opportunities for exchange and collaborative learning with international students, including collaboration with international students during World Week, the Ritsumeikan Global Gateway Camp (RGGC) together with the College of Global Liberal Arts (GLA), and the Campus Asia Program together with the College of Letters. At the same time, exchanges with APU, which have not been implemented since the COVID-19 pandemic, will be developed through the creation of new opportunities. Because APU offers an environment in which diverse cultures are part of everyday life and multicultural collaborative learning can take place, we will design programs that make use of this environment and that parents and children can participate in together. We will consider international students as role models for global leadership, connect these experiences to primary school students' growth, and also provide parents with opportunities for global learning. In addition, by increasing the intake of children from overseas and Japanese children living abroad, we will promote multicultural collaborative learning among students and advance DE&I.

Action Item 2 Systematizing citizenship education

We will systematize citizenship education. By incorporating developments in social media and generative AI, we will deepen students' understanding of digital citizenship. As a premise for education, we will place importance on asking the question "Who am I?" and position Kyoto Studies as part of students' identity formation. By communicating this learning overseas, we will develop students who can accept differences while valuing their own roots. In addition, based on the understanding that a lack of prior learning about another person's culture or history can affect relationships, we will aim to cultivate broad-based knowledge, firmly establish basic academic ability, and develop students' attitude toward learning. Furthermore, toward the promotion of 18-year integrated education, we will provide learning and daily-life support at points where change is likely to occur, such as first-year education and primary-junior high school collaboration, and cultivate dialogic and collaborative attitudes in global learning. Through these initiatives, we will realize citizenship education in a broad sense.

Action Item 3 Enhancing enrichment programs

In recent years, the number of students entering from international preschools has increased, and expectations for English education and international education have also

grown. We will build enrichment programs that respond to these needs, including upgrades to our overseas training programs. We will also deepen collaboration among the affiliated schools and across the Academy, create opportunities that leverage the advantages of scale, and form role models for students through vertical linkages.



AY2026 Annual Plan

Action Item 1 Building a framework to foster global leadership

We will create opportunities for exchange with APU. We will also develop parent-child programs that provide opportunities for multicultural collaborative learning and global leadership learning for parents as well. To enable the annual intake of 50 children from overseas and Japanese children living abroad, we will increase overseas partners and related schools and implement initiatives that lead to multicultural collaborative learning among students and to DE&I.

Action Item 2 Systematizing citizenship education

While incorporating the Peaceful School Program, Kyoto Studies, ICT, and international perspectives, and linking these elements with Ritsumei-ka (moral education) classes, we will select and create the content needed for citizenship education.

Action Item 3 Enhancing enrichment programs

As for exchange with Europe through the arts, we will build a program centered on the Choir and dispatch students to Europe. With regard to programming training at Stanford University, we will provide information primarily to members of the Robotics Club, and dispatch students whose English proficiency and programming skills have reached the required level.

Key Policy 3

Formation of a psychologically safe learning community rooted in peer mediation

① Promoting the development of curricula and environments that create value for coexistence with society P2

Purpose of the Key Measure

Action Item 1 Building partnerships to co-create the learning community

Ritsumeikan Primary School places importance on "authentic experiences." We will incorporate the expertise of companies and organizations into educational activities and develop educational activities that more closely integrate learning with the real world. We will visualize partnerships with companies and organizations and make clear that learning is being built together with a wide range of specialized human resources.

Specifically, we will list partners on the school website under three categories—Funding Partners, Resource Partners, and Program Partners—and expand collaboration with each type of partner. In addition, by leveraging our strengths as a comprehensive academy, we will build programs that enable collaboration between the primary school and the universities at RU’s three campuses as well as APU.

Action Item 2 Systematizing Community Time

The “Community Time” inquiry-based learning model developed by Ritsumeikan Primary School during the first half of the R2030 period includes many initiatives that are still in the pilot stage. We will add a STEAM learning model to these initiatives and align them with students’ developmental stages and learning content. On top of this, we will build a systematic curriculum that includes joint classes with the partners described in Action Item 1 as well as the use of university facilities and other resources.

Action Item 3 Incorporating the Peaceful School Program into the curriculum

As the birthrate declines, children have fewer opportunities in early childhood to experience life in diverse groups, making it increasingly necessary for them to acquire interpersonal skills. In response, Ritsumeikan Primary School is implementing the Peaceful School Program for organization and group building. Although the program originated in the Netherlands, we will develop lesson plans adapted to the developmental stages of students at Ritsumeikan Primary School and update them each year. Precisely because we are in an era of declining birthrates, we are convinced that this form of learning is necessary, and we will aim to systematize it.



AY2026 Annual Plan

Action Item 1 Building partnerships to co-create the learning community

We will share with the companies and organizations currently collaborating with Ritsumeikan Primary School the ideal form of partnership that we aim to build. We will then post their logos and links on the Ritsumeikan Primary School website under the three categories of Funding Partners, Resource Partners, and Program Partners. We will also begin considering an integrated education concept with the College of Arts and Design, which will open in AY2026, and launch a parent-child program with APU.

Action Item 2 Systematizing Community Time

From among the learning content of “Community Time,” the inquiry-based learning model developed by Ritsumeikan Primary School during the first half of the R2030 period, we will select content that connects to STEAM education. We will then consider collaboration with partner organizations and the use of Academy resources and systematize Community Time, including STEAM, in one grade level.

Action Item 3 Incorporating the Peaceful School Program into the curriculum

For the Peaceful School Program, which was launched in AY2025 for first- and second-grade students, we will develop teaching materials in accordance with the situation of each grade. Third-grade students who have already been introduced to the Peaceful School Program will also put what they have learned into practice.

Key Policy 4

Structural reforms with an eye on becoming a next-generation inquiry-driven academy

① Education and public relations policies to become a school that continues to be chosen **P2**

Purpose of the Key Measure

Action Item 1 Developing new strategies through needs analysis

Amid changes in the social environment, including the declining birthrate, an important issue is how to expand the base of people who identify with the school’s educational philosophy, understand its educational practices, and feel that they would like to enroll, or would like their children to enroll. Ritsumeikan Primary School has steadily increased its media exposure, and in AY2025 alone, it was featured in numerous media outlets, including AERA English, Diamond Online, Asahi Shimbun, Kyoto Shimbun, Elementary School Newspaper, and KBS Kyoto. We will continue to promote public relations activities that contribute to expanding social understanding and empathy. In addition, by carefully analyzing the needs of potential stakeholder groups, communicating our educational philosophy widely to society, and expanding circles of empathy, we will increase opportunities to encounter children who identify with the school’s educational philosophy and wish to learn here.

Action Item 2 Building a new financial scheme

Rather than relying solely on tuition and subsidies, we will develop new mechanisms to support sustainable educational activities into the future. As one such mechanism, we will identify the development of a stable donation framework as a key issue and continue to consider this at the Academy level. By creating diverse forms of support, we will further enrich children’s learning and make the realization of our educational philosophy more certain.

Action Item 3 Standardizing school operations by utilizing Academy resources

With an eye on transforming the school management model, we will advance the standardization and integration of school functions and operations as a form of horizontal collaboration among the affiliated schools. Through this, we will realize

greater efficiency by leveraging economies of scale, while also incorporating vertical continuity through integrated primary school-junior high school-high school-university-graduate school education to enhance systematic education. Through these initiatives, we will further improve the quality of education, strengthen the foundation that supports the growth of each affiliated school student, and expand the possibilities of future-oriented learning. Through school structural reforms that maximize both “vertical continuity” and “horizontal co-creation,” we will move to a stage where sustainable school management and the substantive implementation of integrated education are pursued together.



AY2026 Annual Plan

Action Item 1 Developing new strategies through needs analysis

After analyzing the situation of applicants, we will clarify perspectives and target groups and consider an admissions public relations strategy. Based on this strategy, we will also work with the public relations team to develop an annual plan for press releases and other initiatives.

Action Item 2 Building a new financial scheme

As part of the anniversary project donation initiative being implemented under a three-year plan from AY2024 to AY2026, we will present the purpose and target amount for donations we would like to solicit. At the same time, while providing information on the progress of facility development projects and other initiatives that make use of donations, we will expand the base of supporters for the school. We will also consider a new financial scheme.

Action Item 3 Standardizing school operations by utilizing Academy resources

Based on the policy for horizontal collaboration across the affiliated schools, we will identify school operations that can be standardized across the affiliated schools as a whole.

3-2 Ritsumeikan Junior and Senior High School

School Vision

Based on the spirit of independence and self-reliance, the school will develop people who create new value and contribute to the future through STEAM education and global learning.

Key Policy 1

Creating integrated primary school-junior high school-high school-university-graduate school education that develops people who create new value, centered on independence and self-reliance, STEAM, and global learning

① **Developing strong basic academic ability and inquiry skills to contribute to society and realize a next-generation inquiry-driven academy** **R1**

Purpose of the Key Measure

Action Item 1 Creating enriching classes that give students a tangible sense of learning

To develop strong basic academic ability and inquiry skills, we will improve classes and develop teaching materials with an emphasis on proactive, interactive, and deep learning. By increasing opportunities for reflection and presentation, we will build a foundation for learning that firmly establishes basic skills, fosters inquisitiveness, and connects students' learning to their future pathways and research.

Action Item 2 Establishing home study habits and improving basic academic ability

To develop strong basic academic ability and inquiry skills, establishing home study habits is essential. To encourage these habits, we will develop assignments suited to students' developmental stages and establish a system for checking their progress.

Action Item 3 Developing non-cognitive abilities

Through problem-solving learning, we will develop non-cognitive abilities such as collaboration and perseverance. We will foster a flexible and resilient school culture in which students think independently, collaborate, and continue learning from challenging endeavors and failures, and we will develop students who possess both academic ability and human skills.

Action Item 4 Enriching inquiry-based learning and increasing the number of students aspiring to advance to graduate school

Drawing on our advantages as a comprehensive academy, we will systematize a six-year inquiry curriculum that makes use of junior and senior high school-university collaboration, collaboration among the affiliated schools, and collaboration with the local community of Nagaokakyo City. By supporting students in taking on challenges such as the Physical Society of Japan's Jr. Session and enhancing the quality of their research activities, we will expand the pool of students who become conscious of

advancement to graduate school and develop the talent who will form the core of the next-generation research university.

Action Item 5 Creating diverse spaces and opportunities for learning

We will create diverse spaces and opportunities where students can independently expand their learning. By developing environments where students can naturally engage in dialogue and pursue new endeavors, we will embed a culture of creativity and trying new things throughout the school.

AY2026 Annual Plan

Action Item 1 Creating enriching classes that give students a tangible sense of learning

To develop strong basic academic ability and inquiry skills, we will strengthen the teaching structure and aim to enrich classes. In addition to teacher training and opportunities for parents to observe classes, we will secure more class hours by carefully selecting school events and other activities, and we will enhance time for review and exercises.

Action Item 2 Establishing home study habits and improving basic academic ability

Through a school-wide survey, we will identify the current status and issues related to home study habits, consider concrete measures to address those issues, and conduct trial practices. We will also improve students' learning attainment through after-school supplementary lessons and individualized support (MANA Village).

Action Item 3 Developing non-cognitive abilities

We will consider and pilot evaluation indicators for non-cognitive abilities and start preparing to measure them from the following academic year onward.

Action Item 4 Enriching inquiry-based learning and increasing the number of students aspiring to advance to graduate school

We will share practices and know-how among the affiliated schools, systematize a six-year inquiry curriculum, and accumulate content. We will also raise the quality of students' inquiry activities with the aim of increasing the number of research projects that receive recognition outside the school.

Action Item 5 Creating diverse spaces and opportunities for learning

We will further promote high school-university collaboration and increase opportunities for students to expand their learning independently, including by enriching Saturday Box (a Saturday inquiry and experiential program in which students, according to their own interests, freely participate in "Try Something New" sessions offered by teachers). Together with the use of MiLABO, the next-generation multipurpose lab, we will develop environments that encourage learning and dialogue.

② Promoting STEAM education to develop emergent global talent **R1**

Purpose of the Key Measure

Action Item 1 Promoting and disseminating the internationalization of science education by leveraging outcomes from SSH

Drawing on the international networks cultivated through 24 years of designation as a Super Science High School (SSH), as well as the know-how gained through the Japan Super Science Fair (JSSF) and international joint topic-based research, we will further promote the internationalization of science education. By enabling students to enhance their scientific inquiry skills and English communication skills through collaboration with overseas schools, we will develop human resources with a global outlook who can contribute to future society. In addition, we will share and disseminate the school's research outcomes not only with the affiliated schools but also with SSH-designated schools throughout Japan, thereby contributing to the nationwide advancement of science education.

Action Item 2 Promoting STEAM education centered on MiLABO, the next-generation multipurpose lab

Centered on MiLABO, the next-generation multipurpose lab, we will develop STEAM education in both the regular curriculum and as part of extracurricular activities, placing emphasis on inquiry, creativity, and collaboration. By supporting learning in which students independently set their own questions and create solutions through trial and error, we will cultivate emergent thinking and a spirit of rising to the challenge. We will also deepen collaboration with universities, companies, and local communities, promote diverse projects both inside and outside the school and enhance the quality and breadth of STEAM education.

Action Item 3 Promoting integrated primary school-junior high school-high school-university-graduate school education in creative fields, including manufacturing and art, in collaboration with the College of Science and Engineering, the College of Arts and Design, and other partners

By collaborating with RU's College of Science and Engineering, College of Arts and Design, and other partners, we will promote learning in creative fields such as manufacturing and art. By taking on creative activities that integrate digital and analog approaches while encountering university-level knowledge and technologies, students will develop their individuality. Through these initiatives, we will develop emergent talent who can also envision advancement to graduate school as a future pathway.

AY2026 Annual Plan

Action Item 1 Promoting and disseminating the internationalization of science education by leveraging outcomes from SSH

We will advance initiatives that make use of the international network developed through SSH, and promote the holding of JSSF and international joint topic-based research. We will also

hold a symposium on the internationalization of science education and disseminate outcomes to SSH-designated schools in Japan and other institutions. Furthermore, we will develop an instructor manual for international joint topic-based research. Through these initiatives, we will contribute to the advancement of the internationalization of science education not only at the school and throughout the Academy, but also in Japan.

Action Item 2 Promoting STEAM education centered on MiLABO, the next-generation multipurpose lab

We will begin full-scale operation of MiLABO. We will also develop STEAM education content and implement it in the regular curriculum and as part of extracurricular activities. With a target of developing 10 pieces of content per year, we will check progress every six months. Furthermore, through curriculum reforms, we will offer new school-designated STEAM-related subjects, such as Introduction to STEAM and Data Science, to second-year senior high school students, implement them, and assess their outcomes. In addition, we will aim to hold STEAM education events in which members of the local community can also participate.

Action Item 3 Promoting integrated primary school-junior high school-high school-university-graduate school education in creative fields, including manufacturing and art, in collaboration with the College of Science and Engineering, the College of Arts and Design, and other partners

To promote collaboration with the College of Science and Engineering, the College of Arts and Design, and other colleges, we will deepen dialogue with representatives from each college. Through this, we will share goals and principles for collaborative education as we aim to plan and implement collaborative educational programs and assess their effectiveness.

③ Promoting cross-cultural understanding by enhancing global education **R1**

Purpose of the Key Measure

Action Item 1 Enhancing overseas dispatch programs (Developing multilayered global education that spans the primary, junior high, and senior high schools)

We will enhance overseas dispatch programs in accordance with the developmental stages of junior high and senior high school students and cultivate an international outlook through practical and multilayered cross-cultural experiences. In the junior high school, we will focus our efforts on the Australia Adelaide Training Program (AA Training), in which all third-year students participate. In the senior high school, we will enrich diverse overseas training programs with specific themes and provide students with abundant opportunities to learn from a global perspective.

Action Item 2 Strengthening English communication skills

In addition to regular classes, we will help students develop the four English skills in a balanced manner through the English Presentation Contest, overseas training programs,

the acceptance of students from overseas, Model United Nations, English Camp, and other initiatives. Based on the rich English proficiency needed to communicate smoothly with students from overseas, the junior high school will further strengthen students' English communication skills through Rits Junior Exchange (RJE), which invites students from overseas schools. In the senior high school, students will undertake project-based activities in teams via the Rits Super Global Forum (RSGF), addressing themes such as the SDGs and international social issues, including the environment, refugees, and the economy.

Action Item 3 Increasing the number of students who study abroad after advancing to RU and APU

In collaboration with the Ritsumeikan Trust Division of International Affairs and APU, we will actively provide information on study abroad after university enrollment and raise students' awareness of study abroad opportunities. We will also support students in improving their English proficiency so that they can study abroad after advancing to university. Through these initiatives, we will aim to increase the number of students who aspire to study abroad after entering university.

Action Item 4 Enhancing Japanese language and Japanese culture learning content as a foundation for cross-cultural understanding

We will enhance Japanese language and Japanese culture learning content as a foundation for cross-cultural understanding. By learning deeply about Japan's language and culture, students will deepen their self-understanding and cultivate an attitude of respect for other cultures.



AY2026 Annual Plan

Action Item 1 Enhancing overseas dispatch programs (Developing multilayered global education that spans the primary, junior high, and senior high schools)

We will review the outcomes of the Australia Adelaide Training Program (AA Training) for third-year junior high school students and refine the program. In April, we will hold an "International Startup" course for students and guardians and provide guidance sessions on a variety of overseas training programs throughout the year. By preparing more than 20 short- and long-term overseas training programs and providing fulfilling overseas experiences to students who wish to participate, we will cultivate a global mindset.

Action Item 2 Strengthening English communication skills

We will revise our English proficiency indicators and verify whether students are acquiring English proficiency that directly connects to learning after they advance to university. We will continue training aimed at improving the teaching capabilities of English teachers, and by implementing global-related school events linked with classes, we will raise students' motivation to improve their English communication skills.

Action Item 3 Increasing the number of students who study abroad after advancing to RU and APU

In collaboration with the universities, we will hold guidance sessions and information sessions to increase the number of students who aspire to study abroad after advancing to university and deepen students' and guardians' understanding of the benefits of study abroad.

Action Item 4 Enhancing Japanese language and Japanese culture learning content as a foundation for cross-cultural understanding

We will enhance Japanese-language learning content, mainly in Japanese language classes, and aim to improve students' ability to express themselves in Japanese. When students from overseas visit the school, we will enrich opportunities for cross-cultural exchange by way of Japanese language and culture experience programs and other means.

④ Fostering initiative and autonomy and creating a school filled with greetings and smiles **R1**

Purpose of the Key Measure

Action Item 1 Developing advanced self-governance capabilities (Leaders and followers)

Based on the school's traditional education for independence and self-reliance, we will develop students' initiative and self-governance capabilities in accordance with their developmental stages. Students will take the lead in planning and operating various school events, including the cultural festival, athletics festival, and school trips. Through this, we will develop flexible and collaborative human resources who can demonstrate both leadership and followership. We will cultivate qualities that will form a core foundation for seminar activities at universities and graduate schools, as well as for sports, cultural, and academic activities, while also developing the non-cognitive abilities that are important for playing active roles in society. Through these initiatives, we will enhance students' tangible sense of growth and increase the trust and expectations of students and their guardians.

Action Item 2 Promoting sustainable and distinctive club activities

While making use of the educational value and appeal of club activities, we will consider how club activities can be made sustainable. Specifically, we will review the appropriate number of clubs in light of safety and teachers' work styles, review premier clubs and model clubs, and reconsider after-school activity hours as well as weekend activities. In addition, through collaboration with RU's College of Sport and Health Science and College of Comprehensive Psychology, we will aim to build teams through scientific coaching. We will also aim to create a "Ritsumeikan Integrated Coaching Model" by building a distinctive 12-year integrated club activity scheme in collaboration with Ritsumeikan Primary School and RU.

Action Item 3 Promoting education of the heart that values peace, brings joy to others, respects diversity, and cultivates social awareness

Based on the Ritsumeikan Charter, we will create an environment in which students recognize and respect each other's individuality, cultivate a heart that values peace, and develop a strong awareness of human rights. We will aim for the harmonious development of human qualities and social awareness by building rich human relationships grounded in mutual understanding, compassion, and justice. We will continue to place importance on "building a school where justice prevails," which is free from bullying, misconduct, and violence, and "building a school where greetings and smiles are exchanged."



AY2026 Annual Plan

Action Item 1 Developing advanced self-governance capabilities (Leaders and followers)

We will promote the school's traditional education for independence and self-reliance. In accordance with the developmental stage of each grade, we will cultivate leadership and followership in diverse settings, including classes, class activities, grade-level events, Student Council activities, and club activities, and we will enhance students' self-governance capabilities as a group. In addition, through experiences in planning, implementing, and reflecting on large-scale projects such as the cultural festival, athletics festival, and school trips, we will develop students' non-cognitive abilities.

Action Item 2 Promoting sustainable and distinctive club activities

We will reset premier clubs and model clubs from AY2027 onward and implement measures to improve coaches' instructional capabilities and students' performance. From the perspectives of balancing club activities with academic learning, students' weekly life rhythms, and teachers' work styles, we will consider how after-school and weekend club activity hours should be structured. In collaboration with the university, we will explore the possibility of more scientific coaching, including technical and psychological aspects. We will also move forward with discussions toward building a distinctive 12-year integrated club activity scheme in collaboration with Ritsumeikan Primary School, including its after-school programs.

Action Item 3 Promoting education of the heart that values peace, brings joy to others, respects diversity, and cultivates social awareness

We will continue teachers' and staff members' daily morning greeting activities and further promote a school culture in which students can greet one another comfortably. In addition to the Okinawa Peace Training and school-wide peace education, we will develop peace education and related content in collaboration with the Kyoto Museum for World Peace at Ritsumeikan University. We will also cultivate students' awareness of human rights and moral character through moral education classes, lectures, school-wide assemblies, and other

opportunities. By respecting the individuality of each student and ensuring psychological safety, we will continue to promote "building a school where justice prevails" and "building a school where greetings and smiles are exchanged."

⑤ Developing the ability to design one's life and realizing target career pathways R1

Purpose of the Key Measure

Action Item 1 Enhancing opportunities for career guidance, with particular emphasis on further collaboration with the Ritsumeikan Seiwakai Alumni Association

The Ritsumeikan Seiwakai Alumni Association, the alumni association of Ritsumeikan Junior and Senior High School, has more than 40,000 members who are active in a wide range of fields both in Japan and overseas. By leveraging our network with the Ritsumeikan Seiwakai Alumni Association, we will increase opportunities for students to think about their future pathways. Through this, we will cultivate each student's desire to contribute to the future society and their aspirations for future dreams and goals, and we will connect these to the development of their ability to design their own lives.

Action Item 2 Improving academic ability in the AL Course with an eye to advancement to highly selective universities

With students' advancement to the MS Course in mind, we will work to improve high-level academic ability through classes aimed at high levels of achievement, the development of self-directed study skills, and the establishment of home study habits. We will also implement initiatives that raise students' motivation to apply to highly selective national and public universities and medical schools in the future. While clarifying outcomes and issues in each subject, we will advance initiatives toward achieving target levels as we aim to produce many students with strong academic ability and a clear sense of purpose.

Action Item 3 Strengthening guidance, centered on the MS Course, to improve results in admissions to highly selective national and public universities and medical schools

To support students in gaining admission to highly selective national and public universities and medical schools directly after graduation, we will aim to help them acquire strong academic ability through high-level classes and the development of self-directed study skills. We will also provide lectures and career learning opportunities that raise students' motivation, and we will cultivate the aspiration to continue working toward their goals. While clarifying outcomes and issues in each subject, we will aim to achieve targets for the number of students admitted to highly selective national and public universities and medical schools.

Action Item 4 Clarifying future visions through individual interviews between students and the Principal or Vice Principals

To help each student verbalize the process of learning at Ritsumeikan Senior High School, reaffirm their intentions, and heighten their aspirations for the next stage, the Principal and

Vice Principals will conduct one-on-one interviews with all third-year senior high school students. Through these interviews, we will develop each student's ability to design their own life.



AY2026 Annual Plan

Action Item 1 Enhancing opportunities for career guidance, with particular emphasis on further collaboration with the Ritsumeikan Seiwakai Alumni Association

We will strengthen collaboration with the Ritsumeikan Seiwakai Alumni Association and provide opportunities for students to encounter diverse career models by increasing the participation of its members in career guidance and career learning.

Action Item 2 Improving academic ability in the AL Course with an eye to advancement to highly selective universities

To systematically develop students with strong academic ability from the junior high school stage, we will identify the current status and issues of the AL Course and develop a roadmap for academic development. Through instructional improvement based on learning outcomes and stronger collaboration with guardians, we will cultivate self-directed study skills through which students set their own questions and continue learning, and we will instill students with solid academic ability and proactive study habits.

Action Item 3 Strengthening guidance, centered on the MS Course, to improve results in admissions to highly selective national and public universities and medical schools

We will identify the current status and issues of the MS Course and build a roadmap for academic development. We will understand students' learning outcomes and connect them to instructional improvement. In addition, by making use of special classes during long vacations and other opportunities, we will cultivate self-directed study skills through which students continue learning on their own, and we will instill students with solid academic ability and proactive study habits.

Action Item 4 Clarifying future visions through individual interviews between students and the Principal or Vice Principals

For all third-year senior high school students, the Principal and Vice Principals will conduct individual interviews to confirm students' desired future pathways and support them in verbalizing their future visions. We will also consider the future introduction of digital portfolios and connect these efforts to enhancing the understanding and trust of students and guardians and systematizing career development support.

Key Policy 2

Ensuring stable student recruitment, establishing a financial foundation, and promoting work style reforms

① Ensuring stable student recruitment and enhancing brand power **R2**

Purpose of the Key Measure

Action Item 1 Promoting the development of a school that students and guardians can take pride in

We will enhance the content of education and improve facilities and equipment, support students in building relationships with peers and growing as individuals, and help them realize their desired future pathways. Through these efforts, we will promote the development of a school that students, guardians, alumni, faculty, and staff can take pride in. By doing so, we will deepen their attachment to and sense of belonging to the school and connect this to enhancing the school's brand and value.

Action Item 2 Establishing trust and brand strength through enhanced public relations and consistently attracting applicants who have the ability to further energize the school

In addition to improving facilities and equipment, we will further develop our vibrant school culture grounded in student-centered learning, as well as the distinctive features of our global education, advanced science and STEAM education, and integrated education, and we will actively communicate their outcomes and appeal. We will also strengthen public relations activities, including through social media, while taking into account social conditions surrounding entrance examinations, thereby further enhancing the value of the school brand. Through these initiatives, we will generate expectations from the local community, guardians, and educators and establish the capacity to consistently attract applicants who have strong academic ability, initiative, and the ability to further energize the school.



AY2026 Annual Plan

Action Item 1 Promoting the development of a school that students and guardians can take pride in

We will respect each student's individuality and promote the development of a safe and secure school. We will support students' active engagement through self-directed activities, including the formation of solid academic ability, the realization of desired future pathways, club activities, and Student Council activities. In this process, we will promote a school culture in which all faculty and staff support all students, and students support one another. In addition, through enriched facilities and equipment, diverse overseas training programs, and other distinctive educational programs, we will enable students to feel their own growth and build a school that students, guardians, alumni, faculty, and staff can take pride in.

Action Item 2 Establishing trust and brand strength through enhanced public relations and consistently attracting applicants who have the ability to further energize the school

Based on the results of the 2026 entrance examinations for

the junior high school and senior high school, as well as analysis of questionnaires from open campus events and other sources, we will accurately grasp the needs of guardians and prospective applicants, and reflect these needs in school development. We will enrich the content of open campus events, school information sessions, and other opportunities. At the same time, in addition to the school website and other existing channels, we will make greater use of information dissemination through social media and theme-based public relations videos as means of communicating the appeal and distinctive features of the school's education. Through these initiatives, we will convey the school's appeal to a wider audience, further enhance trust and the school brand, and connect this to the consistent attraction of many applicants.

② School management through which teachers and students can both experience growth **R2**

Purpose of the Key Measure

Action Item 1 Proactively securing donations and external funding

To implement advanced education, it is essential to proactively secure donations and external funding. To this end, we will develop mechanisms through which members of the Ritsumeikan Seiwakai Alumni Association—the alumni association of Ritsumeikan Junior and Senior High School—can see how the school's education is evolving and support the school as partners in co-creating the future. Through these efforts, we will cultivate a culture of giving and aim to increase school-support donations. We will also proactively work to secure education-related grants and support programs.

Action Item 2 Promoting teacher training to enhance professional competencies

To respond to the rapidly changing educational environment, we will enrich training opportunities that enable teachers to remain engaged with advanced forms of learning. We will develop an environment in which teachers can actively make use of graduate school coursework and various training systems and support the continuous enhancement of their professional expertise. We will also strengthen horizontal collaboration among the affiliated schools and increase our capacity to address common issues. Furthermore, by utilizing ICT and AI, and by promoting operational efficiency and learning data analysis, we will create an environment in which teachers can concentrate on educational activities. Through these initiatives, we will help teachers grow as “lifelong learning professionals” and aim to evolve the school's education for the future.

Action Item 3 Developing faculty and staff ownership of school finances and implementing focused cost reductions

To maintain and improve the quality of education, we will develop a framework that enables resources to be concentrated in areas where they are needed. At the same time, we will continue initiatives to expand private school

subsidies and strengthen the foundation that supports sustainable school management.

Action Item 4 Promoting work style reforms and operational reforms

To promote work style reforms while maintaining the quality of education, we will make further use of ICT and AI to reduce time burdens and create an environment in which teachers can concentrate on educational activities. Through school structural reforms that maximize both “vertical continuity” and “horizontal co-creation,” we will aim to achieve both sustainable school management and the substantive implementation of integrated education.



AY2026 Annual Plan

Action Item 1 Proactively securing donations and external funding

We will continue strengthening relationships with alumni and build the foundation for a culture of giving. In addition to regularly disseminating information to the Ritsumeikan Seiwakai Alumni Association and holding exchange events, we will strengthen public relations through the school website and social media, while enhancing initiatives that foster pride in and attachment to the alma mater.

Action Item 2 Promoting teacher training to enhance professional competencies

To increase opportunities for teachers to engage with advanced forms of learning, we will systematize the internal training system. We will also develop an educational research topic for the school that leads to “building better classes” and structure it in connection with teacher training. Training on the use of ICT and inquiry-based classes will be offered throughout the year. In addition, we will develop systems that encourage teachers to take graduate school coursework and participate in external training.

Action Item 3 Developing faculty and staff ownership of school finances and implementing focused cost reductions

We will develop a foundation for deepening all faculty and staff members' understanding of school finances and increasing their cost awareness. At the same time, we will devise ways to formulate budgets and balance cost reductions with maintaining the quality of education.

Action Item 4 Promoting work style reforms and operational reforms

We will promote the use of ICT and AI to reduce the time required for routine work and improve operational efficiency. We will also consider reducing administrative work and routine operations, as well as outsourcing certain tasks. Through these initiatives, we will create an environment in which teachers can concentrate on educational activities. We will also identify school operations that can be standardized across the affiliated schools as a whole.

3-3 Ritsumeikan Uji Junior and Senior High School

School Vision

The school will serve as a leading model of international education in Japan and develop future global leaders who can contribute to the world.

Key Policy 1

Policy to develop students who learn and think independently with broad knowledge and an inquisitive mindset

① Expanding inquiry-based learning U1

Purpose of the Key Measure

Action Item 1 Strengthening high school-university and junior high school-university collaboration with RU and APU

In collaboration with RU and APU, we will give substantive form to the principles of integrated junior high school-senior high school-university-graduate school education through vertical collaboration, and we will build a cycle of learning that spans the regular curriculum and extracurricular activities. From the junior and senior high school stages, students will encounter university-level academic thinking and international collaborative experiences, thereby realizing integrated education that supports the foundation for learning after advancement to university and the formation of international careers.

Action Item 2 Building an integrated junior and senior high school inquiry stream that connects junior high school QUEST to senior high school Core Inquiry

We will connect QUEST at the junior high school level with Core Inquiry and GLS at the senior high school level and consistently develop students' inquiry processes over six years. Through a systematic inquiry stream, we will develop students' thinking and creativity, and deliberately cultivate future leaders.

Action Item 3 Launching numerous real-world implementation-oriented inquiry projects

We will connect inquiry to real-world implementation and develop students' initiative and ability to engage with the real world. By forming projects in collaboration with companies, international organizations, and a wide range of other organizations, we will enhance the practical skills and problem-solving abilities that students will need after advancing to university and beyond.

Action Item 4 Advancing education through DX

We will place DX technologies, including generative AI, the metaverse, and data analysis platforms, at the core of education and expand opportunities for advanced inquiry and international collaboration. Through DX, we will enhance

the quality of students' inquiry activities, while also developing their English proficiency and collaborative research capabilities through international exchange and research activities in online spaces. In addition, we will improve the efficiency of teachers' work and secure both the time and quality needed for inquiry guidance.

Action Item 5 Building a guidance system for inquiry-based learning and systematically implementing teacher training therefor

To continuously enhance the quality of inquiry-based learning, we will build a consistent guidance system. By standardizing the design and assessment of inquiry and sharing standards and skills among all teachers, we will maintain a high level of quality in students' inquiry outcomes.

AY2026 Annual Plan

Action Item 1 Strengthening high school-university and junior high school-university collaboration with RU and APU

We will rebuild university collaboration programs and position them as a foundation for improving the quality of inquiry-based learning. We will include lectures delivered by university faculty members and visits to research laboratories in the annual plan and create opportunities for students to encounter academic thinking in accordance with the stage of their inquiry.

Action Item 2 Building an integrated junior and senior high school inquiry stream that connects junior high school QUEST to senior high school Core Inquiry

We will systematize six years of inquiry-based learning. We will consider developing an Inquiry Skills Map that visualizes the abilities to be developed in each grade. Senior high school teachers will review the outcomes produced by third-year junior high school students using common perspectives, and we will develop a framework for smoothly connecting inquiry at the junior high and senior high school levels.

Action Item 3 Launching numerous real-world implementation-oriented inquiry projects

We will actively launch real-world implementation-oriented inquiry and provide real-world issues as inquiry themes in collaboration with companies and other partners. We will develop students' initiative and problem-solving abilities, and deepen inquiry into learning through which students can tangibly experience how their outcomes engage with society.

Action Item 4 Advancing education through DX

We will place DX technologies at the core of education and advance inquiry activities. Through DX, we will make hypothesis generation and analysis more efficient, while also

developing students' English proficiency and collaborative research capabilities through international exchange.

Action Item 5 Building a guidance system for inquiry-based learning and systematically implementing teacher training therefor

By standardizing the design and assessment of inquiry and sharing standards and skills among all teachers, we will maintain a high level of quality in outcomes. We will systematize teacher training and implement it continuously, aiming to enhance trust in the quality of education at the school.

Key Policy 2

Policy to develop students with advanced foreign language proficiency and cross-cultural understanding

① Advancing global education U1

Purpose of the Key Measure

Action Item 1 Strengthening high school-university and junior high school-university collaboration with RU's English-basis undergraduate colleges and APU

We will strengthen vertical global education connections with the universities and support students' transition to university-level learning.

Action Item 2 Reforming study abroad destinations and future pathways for the IM Course (Developing new study abroad destinations and partnerships with RU science-related colleges)

We will renew the study abroad and future pathway model for the IM Course, develop new study abroad destinations, and strengthen partnerships with RU science-related colleges.

Action Item 3 Expanding English immersion classes in the IG Course

By expanding the areas in which students learn in English, we will create an environment in which students routinely "think in English and learn in English."

Action Item 4 Considering a new overseas study tour program in the IG Course

We will rebuild overseas training and build a highly effective program that incorporates international collaboration and problem-solving.

Action Item 5 Considering the establishment of an IM Partnership Course in the junior high school

To develop students who will transition into the IM Course, we will consider a course in which students systematically learn international education from the junior high school stage.

Action Item 6 Developing junior high school experiential programs as a global series

We will systematize global experiences and build a learning model through which students deepen their international understanding in stages over their three years of junior high school.

Action Item 7 Strengthening guidance for overseas university admission across all courses

Across all courses, we will expand opportunities and information provision related to admission to overseas universities and support students in making diverse choices for their future pathways.

Action Item 8 Promoting the active intake of international students and creating cross-cultural experiences

We will strengthen the intake of international students and build a multicultural campus where current students and international students learn from one another.



AY2026 Annual Plan

Action Item 1 Strengthening high school-university and junior high school-university collaboration with RU's English-basis undergraduate colleges and APU

We will strengthen university collaboration and create opportunities for students to encounter university-level international learning from an early stage.

Action Item 2 Reforming study abroad destinations and future pathways for the IM Course (Developing new study abroad destinations and partnerships with RU science-related colleges)

To enhance the value of the IM Course, we will expand study abroad destinations and review the future pathway model. We will also consider partnership with RU science-related colleges and work to develop science-oriented students with an international outlook while expanding the range of future pathways.

Action Item 3 Expanding English immersion classes in the IG Course

With an eye toward the introduction of subjects in which students learn specialized content in English, we will consider course content, guidance systems, assessment methods, and related matters.

Action Item 4 Considering a new overseas study tour program in the IG Course

We will consider a new overseas training model that incorporates international collaboration, inquiry into issues, and visits to universities.

Action Item 5 Considering the establishment of an IM Partnership Course in the junior high school

Toward the establishment of an IM Partnership Course at the junior high school level, we will consider a basic policy for future introduction.

Action Item 6 Developing junior high school experiential programs as a global series

In the junior high school WOW Program, we will work to develop experiential programs as a global series.

Action Item 7 Strengthening guidance for overseas university admission across all courses

We will enhance guidance for overseas university pathways across all courses and respond to the needs of students who wish to advance to overseas universities.

Action Item 8 Promoting the active intake of international students and creating cross-cultural experiences

We will develop the framework for accepting international students and further enrich opportunities for cross-cultural experiences within the school.

Key Policy 3

Policy to develop students who can contribute to the world and society through extracurricular and self-directed activities

① Further developing extracurricular and self-directed activities **U1**

Purpose of the Key Measure

Action Item 1 Considering guidance systems and related structures for club activities

We will review guidance systems for club activities and develop an environment in which students can continue their activities with confidence. While ensuring safety, supporting balance with academic learning, and keeping the burden on faculty and staff appropriate, we will introduce specialized guidance and scientific training. Through this, we will build an environment in which students can challenge themselves toward higher goals, and enhance the educational value of club activities across the school.

Action Item 2 Further developing club activities and strengthening guidance systems through high school-university and junior high school-university collaboration

Through collaboration with the universities that integrates our educational resources as a comprehensive academy, we will incorporate academic perspectives into club activities and enhance their quality as learning venues connected to inquiry-based learning and future pathway development. Through collaboration linking junior high school, senior high school, university, and graduate school, we will systematize seamless growth support that continuously develops students' interests and strengths. We will strengthen mechanisms through which club activities play a core role in school education and through which their outcomes and experiences circulate and develop within integrated education that spans primary school, junior high school, senior high school, university, and graduate school.

Action Item 3 Considering expansion of fields under the SA Program

By expanding the fields covered by the SA Program, we will develop a framework for accepting students with strong achievements in a range of fields. We will incorporate a wide range of areas, including sports, the arts, technology, international exchange, and regional contribution. Through this, we will stimulate students' self-expression and creativity, broaden their future pathway options and strengthen connections with inquiry-based activities and global education.

Action Item 4 Invigorating Student Council and other self-directed activities, as well as school events

We will invigorate Student Council and committee activities and develop students' ability to create school culture as active agents in school-building through their own judgment and collaboration. Through these activities, we will cultivate leadership, problem-solving abilities, and communication skills.

Action Item 5 Promoting activities that contribute to the world and society

Through activities that contribute to the world and society, we will develop students' ability to act on their own initiative in response to issues in local communities and around the world with a sense of responsibility as members of society. Through experiences that connect them with local communities and the world, we will enhance students' empathy and ethical awareness.

AY2026 Annual Plan

Action Item 1 Considering guidance systems and related structures for club activities

We will organize the activities, guidance systems, outcomes, and issues of all clubs, and systematically identify their strengths and challenges in terms of guidance. We will develop the foundation for enhancing their educational value and prepare to redefine club activities as important educational activities of the school.

Action Item 2 Further developing club activities and strengthening guidance systems through high school-university and junior high school-university collaboration

We will begin discussions on the possibility of vertical collaboration with university athletic teams and cultural organizations, and consider concrete collaboration models. By enabling students to encounter university-level expertise and activities from the junior and senior high school stages, we will work to enhance their motivation, skills, and expressive abilities.

Action Item 3 Considering expansion of fields under the SA Program

To develop the potential of each student with diverse talents,

we will conduct research and consideration toward expanding the fields covered by the SA Program. Based on the results, we will identify candidate fields and consider the feasibility of introducing them.

Action Item 4 Invigorating Student Council and other self-directed activities, as well as school events

We will analyze the current state of Student Council and self-directed activities and consider a framework that enables students to proactively engage in planning and operation.

Action Item 5 Promoting activities that contribute to the world and society

We will organize initiatives related to social contribution and international exchange, and systematize the school's contribution activities.

Key Policy 4

Developing the school into one that continues to be chosen; sustainable school development

① Developing a faculty and staff organization that can collaborate with a strong sense of purpose U2

Purpose of the Key Measure

Action Item 1 Conducting and holding research lessons, open lesson study meetings, and other opportunities for teachers to learn from one another

We will systematically conduct research lessons and open lesson study meetings so that teachers can visualize one another's classroom practices, share diverse instructional techniques and learning designs, and continuously improve the quality of education across the school. To further deepen the school's strengths in inquiry-based learning, international education, and the use of ICT, we will deepen collaboration and reflection among teachers and continuously improve the quality of education by enhancing teachers' professional expertise.

Action Item 2 Implementing and participating in teacher training and developing mid-level leaders

To develop core human resources who support the sustainable development of the school organization and to strengthen the group of teachers who lead improvements in the quality of educational activities, we will advance systematic teacher training and mid-level leader development. We will enhance teachers' curriculum management, problem-solving, coaching, and facilitation capabilities, and we will strengthen lesson improvement, project promotion, and organizational management across the school, thereby leading to the sustained enhancement of educational capabilities.

Action Item 3 Improving teamwork and operational efficiency

The purpose of improving teamwork and operational efficiency is to establish ways of working through which

faculty and staff can (i) collaborate with one another while reaffirming the value of primary and secondary education and integrated primary school-junior high school-high school-university-graduate school education and (ii) steadily secure the time and energy needed to improve the quality of education. We will strengthen the collaborative framework among faculty and staff and improve the efficiency of school duty assignments and administrative work. We will reduce workloads through the use of AI and DX and the standardization of information sharing and reallocate the time created to class improvement and inquiry-based guidance. Through these initiatives, we will build a sustainable school management structure and improve the quality of education.

AY2026 Annual Plan

Action Item 1 Conducting and holding research lessons, open lesson study meetings, and other opportunities for teachers to learn from one another

In AY2026, we will systematically conduct research lessons and open lesson study meetings with the aim of enhancing teachers' instructional capabilities and improving the quality of education across the school. We will set lesson themes based on priority areas and share instructional techniques and learning designs through discussion. Through these initiatives, we will establish lesson study as part of everyday school culture and promote the enhancement of teachers' professional expertise and collaborative learning among teachers.

Action Item 2 Implementing and participating in teacher training and developing mid-level leaders

In AY2026, we will organize the teacher training system and implement training through a two-tier structure consisting of basic training and middle leader training. We will enhance the foundational capabilities of all teachers, while developing curriculum management and organizational management capabilities among heads and deputy heads. By sharing the knowledge gained through training within the school and connecting it to practice, we will enhance the growth of individual teachers and the organizational driving force of the school and build a structure in which the entire school works together to improve the quality of education.

Action Item 3 Improving teamwork and operational efficiency

In AY2026, we will place priority on improving teamwork and operational efficiency in order to create an environment in which faculty and staff can devote more time and energy to educational activities. We will clarify roles and strengthen coordination and build an efficient operating structure. Through these initiatives, we will enhance collaboration as an organization and develop the foundation for future work style reforms and sustainable school operations.

② Enhancing the school's brand power and student recruitment capabilities U2

Purpose of the Key Measure

Action Item 1 Consider the diversification of 12-year integrated education across all affiliated schools

We will reaffirm the value of primary and secondary education, as well as integrated education, and extend six years of learning into a 12-year framework by sharing educational resources and innovative educational practices across our affiliated schools. Based on a shared vision of academic achievement, we will establish multiple learning pathways to broaden students' educational options. By clarifying the distinctive value of our school while integrating and further developing the unique strengths of each affiliated school, we will create an Academy model that reflects both unity and diversity.

Action Item 2 Promote and strengthen student recruitment and public relations activities in Japan and overseas

We will link the strengths of our international education, inquiry-based learning, and extracurricular activities with the value of our integrated primary-junior high school-senior high school-university-graduate school education and communicate this as a unified message in Japan and overseas, supported by the educational resources shared across our affiliated schools. We will demonstrate to society the learning environment of the Academy as a whole, where the distinctive strengths of the five affiliated schools are integrated and further developed, and we will foster greater understanding of and confidence in our vision of cultivating individuals with emergent potential.

Action Item 3 Build mutually beneficial relationships with partner companies and organizations and promote donations

We will advance collaboration with companies and organizations, open our educational activities to society, and provide students with opportunities to engage with social issues through connected learning experiences. We will promote donations by positioning them as a means of building partnerships with those who will work together with us to shape the future of our school.

Action Item 4 Build collaborative relationships with parents

We will foster a collaborative educational community in which the school and families work together to support students' growth. By sharing our educational vision and learning processes with parents—the educational influence closest to students—we will further deepen students' learning.

Action Item 5 Strengthen collaboration with alumni organizations through Alumni Association meetings and other initiatives

We will position alumni as important evidence of our educational achievements and establish a cycle in which current students, the school, and alumni mutually influence one another, thereby enhancing the value of the school. By strengthening collaboration with alumni that creates value in multiple ways, including providing career role models for

current students and participating in school reform, we aim to establish a lifelong community in which members continue to support one another.

Action Item 6 Strengthen collaboration with local communities

We will build relationships in which the school and the local community complement one another and further develop the school as a hub for co-creation that is open to the community. Through local events and collaborative projects, we will expand learning opportunities while also contributing to the creation of a safe and secure environment for students' commute to and from school.



AY2026 Annual Plan

Action Item 1 Consider the diversification of 12-year integrated education across all affiliated schools

We will conduct a preliminary study on the diversification of 12-year integrated education across our affiliated schools. By examining educational continuity among the affiliated schools, we will explore the feasibility of multiple educational pathways spanning junior high school, high school, and university, and lay the groundwork for future institutionalization.

Action Item 2 Promote and strengthen student recruitment and public relations activities in Japan and overseas

As part of strengthening the foundation for student recruitment and public relations, we will review our public relations tools and communicate our strengths through a consistent message.

Action Item 3 Build mutually beneficial relationships with partner companies and organizations and promote donations

We will identify new candidates for collaboration in areas such as inquiry-based learning and international education and expand opportunities for collaboration.

Action Item 4 Build collaborative relationships with parents

We will review the content of grade-level discussion meetings and other venues to improve the quality of collaboration with parents by carefully sharing our educational policies and students' learning progress. We will also establish mechanisms for gathering feedback, analyze survey results, and incorporate them into school management.

Action Item 5 Strengthen collaboration with alumni organizations through Alumni Association meetings and other initiatives

We will develop an alumni database to strengthen collaboration with alumni and encourage greater alumni participation in school development.

Action Item 6 Strengthen collaboration with local communities

We will expand participation in and support for community events and increase opportunities for involvement in community activities.

③ Developing and further expanding learning environments that realize attractive education **U2**

Purpose of the Key Measure

Action Item 1 Development of Ritsumeikan Uji Dormitory (RUD), the new senior high school student dormitory, as a Living Learning Community

We will develop Ritsumeikan Uji Dormitory (RUD), the new senior high school student dormitory, as a Living Learning Community and create an educational environment that gives concrete form to the educational philosophy of integrating learning and daily life. Through communal living, students with diverse cultural backgrounds will be able to connect inquiry activities, international collaboration, and extracurricular activities as part of their everyday learning.

Action Item 2 Improving facilities and creating spaces to realize new forms of learning

As a foundational measure to advance inquiry-based learning, international education, and DX education, we will develop facilities and create new spaces, thereby enhancing students' motivation to learn and their learning outcomes. We will develop metaverse spaces, Collabo Square, active learning spaces, and hubs for learning exchange, and we will innovate the ways students learn. On this basis, we will connect these efforts to the quantitative and qualitative development of inquiry projects, the expansion of English-immersion classes, and the further expansion of international exchange.

Action Item 3 Considering new campus development (Consolidation into a single campus including the relocation of the athletic field)

To realize an environment in which education, daily life, and extracurricular activities can be developed in an integrated manner, the school has set forth a concept for consolidating the campus into a single site. We are now at the stage of giving concrete form to this concept, and will move forward with consideration in stages.

By integrating places for learning, daily life, and activities, and by developing campus pathways through which learning, daily life, inquiry, and exchange circulate within the campus, we will maximize learning time and activity time, improve the quality of the learning environment, and strengthen the educational capabilities of the school as a whole.

will incorporate daily-life guidance, learning support, and cross-cultural exchange, and promote students' proactive mutual learning and collaboration. By enabling dormitory life to function as a place of education, we will connect it to students' tangible sense of growth and to enhancing the appeal of the school.

Action Item 2 Improving facilities and creating spaces to realize new forms of learning

We will gradually develop learning spaces specialized for inquiry-based learning and international education. We will design spaces where project-based learning and collaborative learning can be conducted easily. We will also introduce interactive learning using the metaverse and generative AI and pilot new forms of learning that connect inside and outside the school.

Action Item 3 Considering new campus development (Consolidation into a single campus including the relocation of the athletic field)

We will work to formulate a basic concept for consolidation into a single campus, including relocation of the athletic field. AY2026 will be positioned as the concept-development stage. We will organize the educational effects and operational issues associated with campus consolidation into a single site, clarify the direction and conditions for future implementation, and connect these efforts to concrete consideration and consensus-building from the following academic year onward.

AY2026 Annual Plan

Action Item 1 Development of Ritsumeikan Uji Dormitory (RUD), the new senior high school student dormitory, as a Living Learning Community

We will position Ritsumeikan Uji Dormitory (RUD), the new senior high school student dormitory, as a Living Learning Community and put into full operation a dormitory education program in which daily life and learning are integrated. We

3-4 Ritsumeikan Keisho Junior and Senior High School

School Vision

The school will continue to take on challenges under its vision of developing “18-year-olds who can thrive on the world stage,” and it will create social impact by leveraging the strengths of private school education and the unique characteristics of Hokkaido.

Key Policy 1

Policy to develop students with a positive attitude toward learning, solid academic ability, and advanced foreign language proficiency

① Educational activities that foster solid academic ability and advanced foreign language proficiency; development of the SP and GL curricula **K1**

Purpose of the Key Measure

Action Item 1 Finalizing the SP and GL curricula

Building on the school’s achievements to date, including the development of global human resources under MEXT’s SGH program, top-class university admission results nationwide, and our designation as the only school in Hokkaido and Tohoku under the SSH Science and Technology Human Resources Development Core School framework, we will develop SP and GL curricula that aim for even higher levels. The SP curriculum will develop a high level of basic academic ability that enables students to aim for admission to the University of Tokyo, Kyoto University, medical schools, and top overseas universities. It will also develop science-oriented research capabilities by creating learning venues through integrated junior high school, senior high school, university, and graduate school education and public-private collaboration, combining both vertical and horizontal connections. The GL curriculum will develop the qualities and abilities needed to thrive globally through high-level English proficiency, second foreign language education, and project-based learning in which students engage with diverse global social issues, using both the campus and society beyond the campus as their fields of learning.

Action Item 2 Establishing mathematics and English instruction models by proficiency level and related guidance frameworks

Against the backdrop of a growing number of incoming students with strong basic academic ability and foreign language proficiency, we will review the mathematics and English instruction models while also considering the student profile envisioned for Ritsumeikan Keisho from 2030 onward. With individualization of learning aimed at higher achievement and further advancement through integration with AI and other technologies as key themes, we will rebuild the instruction

models and establish related guidance frameworks.

Action Item 3 Securing academically outstanding students and promoting individually optimized learning

We will further strengthen the school’s brand power and implement effective admissions strategies to reliably secure academically outstanding students. For students entering through special recommendation from Tanaka Gakuen Ritsumeikan Keisho Elementary School, we will also establish early points of contact, help them become aware of the six years of junior and senior high school education and the learning that follows, and maximize the strengths of 12-year integrated education. As part of developing an environment in which these students can experience growth after enrollment, we will develop settings where they can further deepen their interests, and promote individually optimized learning.

AY2026 Annual Plan

Action Item 1 Finalizing the SP and GL curricula

Before the end of AY2026, we will compile the educational content of the SP and GL curricula, frameworks for social collaboration, and proposals for environmental development as final versions. Starting in AY2026, we will advance discussions on financial plans, admissions strategies, and transition schedules, with the aim of completing both concepts in 2027. For partial early implementation of the GL concept, we plan to proceed so that it can be released in the first half of AY2026. We will also define the organizational framework and service provision for supporting advancement to overseas universities by leveraging the capabilities of specialized personnel.

Action Item 2 Establishing mathematics and English instruction models by proficiency level and related guidance frameworks

In AY2026, we will establish an internal task force that brings together the Career Guidance Department, relevant subject heads, and other stakeholders. The task force will assess the current level of achievement, including verification of current students’ academic ability, discuss instruction models and guidance systems, and compile recommendations.

Action Item 3 Securing academically outstanding students and promoting individually optimized learning

We will rebuild the admissions public relations strategy and implement feasible initiatives. In addition, through the “Ritsumei English” and “Ritsumei Math” classes that we provide to Tanaka Gakuen Ritsumeikan Keisho Elementary School, our partner school, we will further consolidate pupils’ academic ability and ensure that outstanding pupils make a smooth transition to the junior high school. After enrollment, we will survey and verify whether students are satisfied with class content and school initiatives and clarify areas for

improvement from the perspective of promoting individually optimized learning.

Key Policy 2

Policy to develop students with a wealth of firsthand global experiences and career design skills that enable them to transform those experiences into value

① Developing overseas partner institutions and improving career support **K1**

Purpose of the Key Measure

Action Item 1 Further expanding overseas dispatch and intake destinations

We will further expand the short- and medium-term study abroad programs; short-term study tours (e.g., the Keisho Nepal Training, Keisho Moldova Training, and Keisho Harvard Training); SSH international joint research (e.g., international joint research in Thailand, Singapore, Turkey, and India); and programs for hosting students from overseas sister schools that the school has offered to date. In particular, for short- and medium-term intake, in addition to developing the school's own routes, we will actively respond to requests for intake from international exchange organizations and pursue new intake possibilities.

Action Item 2 Further expanding overseas sister schools and partner schools

As initiatives similar to those under Action Item 1, we will further expand overseas sister schools and partner schools in order to strengthen the school's brand as a base for developing global human resources and to make the channels for overseas dispatch and intake more robust. By concluding at least one agreement each year, we will aim to become Hokkaido's leading international school, with 25 to 30 overseas sister schools during the R2030 Second Half Plan period.

Action Item 3 Completing and implementing a six-year junior and senior high school career support roadmap

We will set out a six-year junior and senior high school career support roadmap, align perspectives among students, teachers, faculty, and staff, and promote school development that cultivates the mindsets and skills needed for students to transform the rich experiences they gain through international exchange and international joint research into value by giving meaning to those experiences. Based on these initiatives, we will develop students who can design their own careers and independently decide their future pathways.



AY2026 Annual Plan

Action Item 1 Further expanding overseas dispatch and intake destinations

The Division of International Affairs, the SSH Promotion Organization, and the school executive leadership will work together to develop the school's own training destinations and expand new dispatch and intake routes. As a new training destination, we will develop a study tour that builds on the Keisho Moldova Training, through which students face the realities of international humanitarian assistance. In international joint research, we will explore partnerships with science-oriented schools in Vietnam and Mongolia.

Action Item 2 Further expanding overseas sister schools and partner schools

With the entire world as our target, we will focus on collecting information on and building relationships with partner schools that align with the school's philosophy and initiatives, and work to expand overseas sister schools and partner schools.

Action Item 3 Completing and implementing a six-year junior and senior high school career support roadmap

We will organize the career support initiatives currently conducted over the six years of junior and senior high school and identify possibilities for improvement. Based on this, within AY2026, we will complete a roadmap that lists the career support goals and initiatives for each grade, the support provided by teachers, and the details of collaboration with guardians and external specialized organizations. We will also continue career support utilizing external human resources, which we are currently advancing through research in collaboration with Hokkaido University under the Cabinet Office's Cross-ministerial Strategic Innovation Promotion Program (SIP) framework.

Key Policy 3

Policy to develop students with the qualities and abilities suited to next-generation research talent

① Promoting inquiry-based activities that lead the next-generation inquiry-driven academy concept, centered on the SSH program and inquiry-based activities **K1**

Purpose of the Key Measure

Action Item 1 Steady implementation of the items in the SSH Phase III application and establishment of the operating structure

We will steadily implement the Basic Framework Phase III and Science and Technology Human Resources Development Core School initiatives currently underway. In 2026, MEXT will conduct an interim review. We will work to develop the internal operating structure and return outcomes to society, further consolidating the organization that supports the school's SSH

program, whose strength lies in international joint research, and advancing initiatives to broadly return outcomes to society.

Action Item 2 Establishing infrastructure and financial plans related to the advancement of inquiry-based activities

Based on the industry-academia-government networks built through the anniversary projects, we will develop and launch a multipurpose lab within the school in AY2026 and form a hub for individualizing and advancing inquiry-based activities. In the lab, we are also considering opportunities to present research outcomes widely to society, as well as frameworks for the stationing and utilization of external specialists. We will establish financial plans to support these initiatives through corporate sponsorship and collaboration with the Keisho Alumni Association.

Action Item 3 Holding R-EXPO, achieving visitor targets, and achieving sponsorship targets

R-EXPO is an all-Hokkaido event hosted by the school and involving the wider local community. By hosting this public-interest event, we will widely communicate the individuality of junior and senior high school students and the appeal of inquiry-based research. R-EXPO is also an industry-academia-government collaboration project made possible through cooperation with companies, universities, and local governments. We will work to make it a symbolic and experimental venue for vertical and horizontal collaboration within the Ritsumeikan Academy.



AY2026 Annual Plan

Action Item 1 Steady implementation of the items in the SSH Phase III application and establishment of the operating structure

Regarding the operating structure, as of April 2026 we will make the necessary reviews, including reorganizing the Inquiry-Based Learning Department and developing the SSH Promotion Organization, and we will proceed with consideration so that more concrete implementation will be possible under the internal school structure from April 2027 onward.

Action Item 2 Establishing infrastructure and financial plans related to the advancement of inquiry-based activities

Within AY2026, we will complete the development of the multipurpose lab and promptly launch its operation. To this end, we will organize an internal committee to support the establishment and launch of the multipurpose lab. We will also develop a plan for its sustainable operation.

Action Item 3 Holding R-EXPO, achieving visitor targets, and achieving sponsorship targets

The first R-EXPO was kicked off on February 11, 2026. From April 2026 onward, we will proceed with preparations for the second R-EXPO, to be held on February 11, 2027, centered on the Student Council and the Student Organizing Committee.

Key Policy 4

Building a school connected to society and open to diverse human resources

① Educational reform policy through social co-creation **K2**

Purpose of the Key Measure

Action Item 1 Providing high-quality education and disseminating information on educational outcomes

To improve satisfaction among students, guardians, and other stakeholders, as well as the school's social evaluation and word-of-mouth reputation, we will review the quality of the education the school has provided to date, including school evaluation questionnaires, class questionnaires, and school stakeholder evaluations. We will work to enhance the quality of school education, while also focusing on information dissemination, which has been an issue for the school, and aim to improve evaluations both inside and outside the school.

Action Item 2 Collecting information on and building connections with companies, partner institutions, and other potential partners

We will actively collect information on companies and research institutions with which collaboration may be possible and build connections with them. To this end, in addition to visiting individual companies and research institutions, we will conduct activities to build relationships through the network of the Hokkaido Valley Vision Association (HVVA), in which the school participates. We will also further deepen collaboration with the networks of the school's guardians and alumni across various fields.

Action Item 3 Securing specialized human resources and establishing a financial plan

Against the backdrop of expanded collaboration with companies, local governments, and other partners, we will make maximum use of the capabilities of external specialized human resources in order to further enhance the value of education and respond to students' diverse interests and support needs. We will also continue considering how to utilize educational resources generated through AI-driven DX, work style reforms, and vertical and horizontal collaboration.



AY2026 Annual Plan

Action Item 1 Providing high-quality education and disseminating information on educational outcomes

Based on the internal school evaluation conducted in AY2025 and the school evaluation conducted by external experts, we will review the quality of services provided by the school, identify areas for improvement, and begin concrete initiatives. For information dissemination inside and outside the school, we will address issues identified to date and consider new means of communication.

Action Item 2 Collecting information on and building connections with companies, partner institutions, and other potential partners

Through the Hokkaido Valley Vision Association, in which the school participates, we will strengthen collaboration with related organizations. We will also further define collaboration with Sapporo City, Ebetsu City, and Hokkaido University, with which the school has deepened cooperation in recent years, including through the conclusion of cooperation agreements and related measures.

Action Item 3 Securing specialized human resources and establishing a financial plan

We will develop concrete measures to secure external specialized human resources in the field of industry-academia collaboration, and consider further joint initiatives with companies, educational institutions, and local governments with which the school already has collaborative frameworks. For the financial plan, we will consider and determine its direction within AY2026.

Key Policy 5

Formulating a sustainable school management plan to realize the future vision

① Developing work style reforms and learning environment and financial policies to realize new forms of learning K2

Purpose of the Key Measure

Action Item 1 Considering revenue-generating initiatives and donation policy and establishing the necessary organizational structure

Toward financial management that does not rely solely on tuition, we will broadly consider the possibility of developing initiatives unconstrained by conventional assumptions and use the anniversary projects as an opportunity to firmly develop donation policy. We will also develop the internal school structure needed to sustain these initiatives in collaboration with the Keisho Alumni Association.

Action Item 2 Building an entrepreneur and business leader network (Alumni and guardians)

The school will build its own network of alumni and guardians who are entrepreneurs and business leaders. We will also make use of this network to steadily advance Action Item 1. To create opportunities for alumni and guardians to gather, we will consider holding a kickoff event.

Action Item 3 Considering an infrastructure development plan to realize new forms of learning

We will formulate an educational environment development plan based on the R2030 Keisho Future Vision. Although the school continues to secure a stable number of students in Hokkaido, where the birthrate is declining, guardians of current students and of prospective applicants have expressed

the view that the school buildings, which have been in use for approximately 30 years since the school opened, do not provide sufficient infrastructure to realize new forms of learning. It is also important to advance DX through the use of AI and to develop a school that is open to society. We will formulate an educational environment development plan that takes these changes in social conditions into account.

AY2026 Annual Plan

Action Item 1 Considering revenue-generating initiatives and donation policy and establishing the necessary organizational structure

We will consider the possibility of new business development and implement the necessary initiatives. We will formulate policies and an organizational development plan, including concrete initiatives that will form the foundation of donation policy.

Action Item 2 Building an entrepreneur and business leader network (Alumni and guardians)

We will build a network of alumni and guardians, together with the Keisho Alumni Association and the Parents' Association.

Action Item 3 Considering an infrastructure development plan to realize new forms of learning

To consider an infrastructure development plan for realizing new forms of learning, we will begin broad discussions linked with the SP and GL curricula (including the dormitory plan).

3-5 Ritsumeikan Moriyama Junior and Senior High School

School Vision

The school will foster social entrepreneurship through the real-world implementation and digital transformation (DX) of learning and produce future game changers who will pursue next-generation research and social entrepreneurship after advancing to university.

Key Policy 1

Institutional reforms to enhance Core Courses

① Curriculum reforms **M1**

Purpose of the Key Measure

Action Item 1 Development of assessment indicators and methods and formulation of a new curriculum

We will define “educational assessment” as the assessment of the extent to which the educational goals (i.e., the four mindsets and the four skills) are achieved across all educational activities, and we will develop sub-indicators for this purpose. By contrast, we will define “learning assessment” as grade evaluation in each subject, and we will consider effective ways to use performance assessment, particularly to assess students’ ability to think, make judgments, and express themselves. We will also move forward with the formulation of a new curriculum in anticipation of the next revision of the National Curriculum Standards. Through these initiatives, we will establish the conditions for helping students develop learning habits and cultivate the ability to continue learning.

Action Item 2 Introduction of a Full-time General Course (Credit-based) in the senior high school

At the senior high school level, we will move forward with concrete consideration toward introducing a full-time credit system, under which students independently register for, take, and earn credits in courses based on their interests and future pathways. Through this system, we will foster students’ ownership of learning, in which they take responsibility for their own learning, while also encouraging them to develop learning habits and acquire the basic academic ability required at the senior high school stage.

Action Item 3 Making the After-School Self-Study Room more effective

We will consider the structure needed to develop the After-School Self-Study Room for junior and senior high school students from a limited-participation model requiring advance registration into an on-demand model that anyone can use at any time. In addition to the current model in which university students support students’ self-directed study, we will

consider expanding the program to a model in which senior high school students support junior high school students’ self-directed study. Through this peer learning, we will help students develop learning habits and cultivate the ability to continue learning.



AY2026 Annual Plan

Action Item 1 Development of assessment indicators and methods and formulation of a new curriculum

Regarding “educational assessment,” we will organize and define the 4Rs and 4Cs as indicators and prepare draft assessment methods for school events and class activities. As for “learning assessment,” we will share the basic approach to assessment through teacher training. In addition, taking into account the next revision of the National Curriculum Standards, which is scheduled for full implementation in junior high school in AY2031 and phased implementation in senior high school from AY2032, we will consider a draft curriculum that anticipates these changes.

Action Item 2 Introduction of a Full-time General Course (Credit-based) in the senior high school

We will begin concrete system design toward introducing a full-time high school credit system. We will conduct simulations of timetables and course-taking models and organize related issues.

Action Item 3 Making the After-School Self-Study Room more effective

We will analyze issues in the current system and formulate improvement proposals. We will also consider public relations measures and incentives to increase utilization.

Key Policy 2

Systematization of inquiry-based classes and social co-creation programs that lead to real-world implementation

① Promotion of the real-world implementation and digital transformation (DX) of learning **M2**

Purpose of the Key Measure

Action Item 1 Developing methods for using generative AI in classes and combining DX with analog approaches

Around the world today, there is a growing trend toward using generative AI in education while also re-evaluating analog methods. In particular, at the junior high school stage,

handwriting practice remains important for reading, writing, and calculation. We will identify the trial-and-error efforts undertaken within the school on each of these issues and develop methods for using both approaches based on their respective strengths and weaknesses.

Action Item 2 Developing new subjects in information and social entrepreneurship

While also keeping in view the formulation of a new curriculum under Action Item 1 of Key Measure ① (“Curriculum reforms”), we will consider new information-related subjects (e.g., Data Science), as well as STEAM-related and social entrepreneurship-related subjects, and we will proceed with their introduction where feasible, including as elective subjects.

Action Item 3 Advancing partnership education from junior high school through graduate school

Based on the achievements of partnership education with the university that has been developed at various levels, including “Global AP” and “Science AP” in the third year of the senior high school GL Course, we will formulate measures to systematize and clarify streams from junior high school through graduate school.

Action Item 4 Promoting collaboration with Moriyama City, the local community, companies, and RIMIX

Moriyama City, which promotes the development of entrepreneurs, holds various events and is advancing collaboration with the school. There are also cases in which students at the school have been involved in collaboration with local companies through inquiry-based learning and in workshops hosted by RIMIX. We will further develop these relationships and aim to form an entrepreneurship network.

Action Item 5 Establishing an in-school venture company

In connection with the preceding item, we will promote entrepreneurship education. However, it is not realistic at the senior high school stage to produce large numbers of students who actually start businesses. We will therefore consider a new form of entrepreneurship education in which teachers and the university take the lead in launching a venture within the school, and senior high school students participate in it.

AY2026 Annual Plan

Action Item 1 Developing methods for using generative AI in classes and combining DX with analog approaches

In light of global trends in educational DX, we will formulate guidelines for using generative AI in classes. We will consider class models that make use of both AI and analog approaches, and teachers will acquire basic skills for their use through teacher training. We will also introduce a program to prevent students from using AI inappropriately.

Action Item 2 Developing new subjects in information and social entrepreneurship

We will formulate concepts for new subjects themed around data science and social entrepreneurship. We will incorporate elements of STEAM education and consider introducing these subjects as electives.

Action Item 3 Advancing partnership education from junior high school through graduate school

We will review the partnership programs currently being implemented, centered on “Global AP” and “Science AP” in the senior high school, as well as collaborative events in the junior high school, and we will reorganize them into more effective programs.

Action Item 4 Promoting collaboration with Moriyama City, the local community, companies, and RIMIX

We will cooperate in events held in collaboration with the local community and companies three times a year, and we will use these opportunities to promote the real-world implementation of students’ inquiry-based activities.

Action Item 5 Establishing an in-school venture company

We will formulate a concept for an in-school venture company and develop a funding plan.

Key Policy 3

Policy to enhance extracurricular and self-directed activities

① After-school reforms **M3**

Purpose of the Key Measure

Action Item 1 Introducing outsourced club operations and a club advisor selection system

The school is currently moving forward with the outsourcing of club operations, but faces issues in securing personnel and financial resources. We will consider possibilities for vertical collaboration, including support from university clubs and alumni. While addressing these issues and verifying outcomes, we will aim to outsource 80% of clubs by 2030.

Action Item 2 Establishing an instructor training program

Currently, club operations are conducted through a three-part structure consisting of outsourcing, club activity instructors, and teacher advisors. In light of the diversification of club operating structures, we will move forward with systematizing a common instructor training program. In doing so, we will pursue the sharing of knowledge held by the university through vertical collaboration and joint initiatives with other affiliated schools through horizontal collaboration.

Action Item 3 Building an after-school program that supports diverse activities

In addition to club activities, we will develop different forms of

after-school activities, such as voluntary activities and sports classes conducted in collaboration with external companies, as after-school programs. We will consider measures to enrich opportunities for students to play active roles, while ensuring consistency with teachers' work styles.



AY2026 Annual Plan

Action Item 1 Introducing outsourced club operations and a club advisor selection system

We will analyze issues in current club activity operations, including the excessive burden on teachers, insufficient specialized expertise, and financial constraints, and we will consider the possibility of expanding outsourcing. We will begin discussions with the university's Division of Student Affairs on the potential for vertical collaboration. We will also conduct a survey of teachers' preferences and design a mechanism to reduce the burden on them while maintaining the quality of club activities.

Action Item 2 Establishing an instructor training program

We will design a common training system for external instructors, teacher advisors, and club activity instructors. We will enhance the qualities needed for high-quality guidance, including safety management, instructional methods, communication skills, and harassment prevention. In doing so, we will pursue support from the university's Division of Student Affairs and College of Sport and Health Science through vertical collaboration, as well as information sharing with other affiliated schools through horizontal collaboration.

Action Item 3 Building an after-school program that supports diverse activities

We will organize the current club activities and systematize the diverse initiatives already in place, including the UNESCO Club, international activities, and dance classes, thereby enriching opportunities for students to play active roles.

Key Policy 4

School branding policy

① School branding plan **M4**

Purpose of the Key Measure

Action Item 1 Public relations strategy for educational branding

To improve both the quantity and quality of admissions, we will develop concrete strategies for effectively communicating the appeal of the school's education. In particular, centered on the message of being "a school that develops game changers," we will communicate the school's distinctive

educational content through diverse media, including the real-world implementation of learning, student participation in school operations, and a wide range of extracurricular activities both inside and outside the school.

Action Item 2 Developing the Second Action Plan for Facilities Development

With regard to facilities development, the conversion of each floor of the junior high school building into a learning commons (LC) has been completed. Remaining issues include the renovation of the junior high school staff room, support room, conversion of the senior high school building into an LC, senior high school staff room, special classrooms, and cafeteria. We will develop concrete plans for these items as the Second Action Plan.

Action Item 3 Developing a sustainable faculty organization and reforming how teachers learn

As part of developing a sustainable faculty organization, we will aim to increase the ratio of women among full-time teachers overall and among the executive leadership based on a view of gender grounded in diversity. We will also position "enhancing one's own capabilities" as one of the roles of teachers and advance reforms to how teachers learn, with the aim of improving their expertise and fostering a tangible sense of growth as companions who support students' self-directed learning.



AY2026 Annual Plan

Action Item 1 Public relations strategy for educational branding

We will renew the school's public relations strategy, using social media and video content to communicate the school's educational philosophy and distinctive features effectively. In particular, we will produce content that visually conveys the outcomes of inquiry-based learning and DX education and disseminate it to guardians, the local community, and society.

Action Item 2 Developing the Second Action Plan for Facilities Development

To evolve the learning environment of the entire school into a next-generation model, we will formulate the Second Action Plan for Facilities Development. We will closely examine the current status of facility usage and clarify high-priority areas for renovation. In particular, we will position as priority issues the development of spaces that promote collaborative learning, including the cafeteria, art classrooms, science-related facilities that support STEM education, and Learning Commons (LC). In formulating the plan, we will reflect the needs of curriculum reform and inquiry-based learning, while also considering the enhancement of the ICT environment.

Action Item 3 Developing a sustainable faculty organization and reforming how teachers learn

To ensure the sustainability of the faculty organization, we will begin measures to increase the ratio of women. We will review recruitment policies and proceed with securing human resources with an emphasis on gender equality and diversity. In particular, we will actively recruit personnel with expertise capable of supporting inquiry-based learning and ICT education. We will also formulate a draft training system aimed at enhancing teachers' expertise. We will clarify the skills needed to support inquiry-based learning and DX education and reflect them in training content. Training will not be conducted in a one-way lecture format; rather, it will be based on dialogue and collaboration, fostering a culture in which teachers themselves continue learning.

4 The Ritsumeikan Trust

Key Policy 1
Academy Scale Policy
Purpose of the Key Measure
Action Item 1 Considering the scale of the Academy required to realize a next-generation research university We will aim to realize a “next-generation research university” in which the intersections between research and society are expanded beyond disciplinary boundaries such as the humanities and social sciences or science and engineering, and in which students at every level of education from graduate school on down to primary school participate in solving social issues through research. Looking ahead to the 2030s, when society is expected to require the development of advanced human resources with graduate-level education more than ever, we will aim to achieve graduate enrollment of approximately 7,000 graduate students and 300 doctoral degrees awarded. With an eye toward this goal, we will consider matters such as the appropriate scale of master’s programs, the scale of undergraduate programs, and the ideal form of integrated education that includes the affiliated schools and partner schools. In particular, with regard to the graduate schools, we will promote enrollment in master’s programs and doctoral programs among a wide range of age groups, while also considering how to respond to reskilling for working adults and to new learning needs.
▼
AY2026 Annual Plan
Action Item 1 Considering the scale of the Academy required to realize a next-generation research university Based on changes in social structures and future demographic trends, we will first consider the admissions structure for the 2030s, including the scale of undergraduate colleges and graduate schools. On that basis, we will work to design a new university vision by developing the faculty organization, considering the future functions of campuses, and developing education and research environments. While taking into account the university’s admissions structure, we will also move forward with the design of the school vision for the affiliated schools and policies related to partner schools.

Key Policy 2
Brand and Public Relations Policy
Purpose of the Key Measure
Action Item 1 Measures to establish the Ritsumeikan brand and improve public recognition With the concepts of “next-generation research university and next-generation inquiry-driven academy” and “innovative and emergent talent” as the core of the brand, we will broadly communicate to society a new vision for the university and the Academy that goes beyond the conventional framework of higher education, and we will establish brand value. We will communicate the strengths of the entire Academy in an integrated manner and clearly differentiate Ritsumeikan from other universities. Action Item 2 Strengthening media exposure We will increase exposure in major media outlets and raise recognition of the brand keywords “next-generation research university / next-generation inquiry-driven academy” and “innovative and emergent talent.” We will strengthen relationships with media representatives and increase the rate at which articles are published. Action Item 3 Reviewing and implementing social media and web strategies We will use social media to raise brand awareness and strengthen engagement with target audiences. We will strengthen collaboration with other divisions and offices, incorporate students’ perspectives into information dissemination, and effectively communicate the appeal and initiatives of the Academy as we aim to increase follower numbers and improve engagement rates.
▼
AY2026 Annual Plan
Action Item 1 Measures to establish the Ritsumeikan brand and improve public recognition Toward 2030, Ritsumeikan aims to become a “next-generation research university that creates new value for coexistence with society” and a “university that develops innovative and emergent talent.” To enhance the value of the Ritsumeikan brand and differentiate Ritsumeikan from other universities, we will consider establishing market positioning, improving brand recognition, and developing differentiation strategies. Specifically, we will design a new vision for the Academy toward 2030, public relations indicators (KGIs and KPIs), measures, communication methods, and a public relations structure, and we will rebuild the strategy. With regard to the Academy Vision, taking into account

the abstract nature of the term “next-generation research university,” we will translate it into messaging appropriate for public relations and present the vision Ritsumeikan aims to realize in a way that is easy for society to understand, while showing concrete initiatives and outcomes. By replacing specialized expressions with language that is easier for the general public to understand, and by using examples and visuals, we will ensure that Ritsumeikan’s direction is communicated clearly.

For the establishment and operation of new public relations indicators (KGIs and KPIs), we will set original indicators aligned with the Academy Vision that Ritsumeikan aims to realize, rather than using the indicators established in existing brand surveys. To achieve these public relations indicators and implement the strategy effectively, we will select the most appropriate communication channels for each stakeholder group and build communication tactics. Through these efforts, we will deepen resonance with society and enable wider recognition of Ritsumeikan’s initiatives and value.

Action Item 2 Strengthening media exposure

We will optimize the quality and timing of press releases and increase the media exposure rate. We will aim for placement in the national sections of the five major national newspapers, strengthen relationships with journalists, and develop new media contacts.

Action Item 3 Reviewing and implementing social media and web strategies

We will actively communicate brand messages through social media, and we will use video and story formats. We will plan and implement initiatives that encourage reactions as we strive to improve engagement rates.

Key Policy 3

Faculty and Staff Policy

Purpose of the Key Measure

Action Item 1 Developing and securing personnel to implement the R2030 Challenge Design

We will implement three staff policies to develop and secure personnel capable of taking on the roles expected of full-time staff in the years ahead. These are: (1) organizational reforms, which will contribute to increasing the effectiveness of strategy and operations; (2) personnel system reforms, through which each staff member will contribute to advancing the R2030 Challenge Design by making use of their professional expertise and broader capabilities to fulfill the roles expected of them; and (3) work style reforms, which will contribute to developing and retaining capable personnel by improving staff members’ sense of fulfillment in their work and the value they provide.

As part of Policy (2), personnel system reforms, we will

formally transition to the new staff personnel system, targeted from AY2027 onward, and steadily develop personnel capable of responding to the more advanced roles expected of staff under that system. Amid changes in the social roles and functions expected of universities, the severe decline in the birthrate, and other challenging conditions, the new personnel system is expected to contribute to enhancing the capabilities required of staff as Ritsumeikan aims to become a next-generation research university and next-generation inquiry-driven academy.

Action Item 2 Developing education, research, and working environments for full-time faculty and staff who will drive the R2030 Challenge Design

We will develop education, research, and working environments in order to develop and secure full-time faculty and staff who will drive the next-generation research university and next-generation inquiry-driven academy concepts. These initiatives will help inspire faculty and staff to take ownership of the Academy’s Challenge Design and take on related challenges.

Action Item 3 Promoting DE&I initiatives that foster a faculty and staff mindset that further strengthens diversity as a defining feature of Ritsumeikan’s organizational culture

A faculty and staff community in which individuals with diverse qualities respect one another’s differences, discover new value, and take on challenges together will be the driving force that carries the strength of Ritsumeikan Academy’s diversity into the future. We will foster a shared understanding of DE&I among Ritsumeikan stakeholders and promote the maintenance and further development of Ritsumeikan’s organizational culture.

AY2026 Annual Plan

Action Item 1 Developing and securing personnel to implement the R2030 Challenge Design

With the aim of transitioning to the new system from AY2027 or AY2028, we will proceed with the trial implementation of the grade classification system and evaluation system and consider refining the compensation system. We will deepen staff members’ understanding and work toward a transition to a personnel system appropriate for the administrative organization that will support the future of Ritsumeikan.

Within the personnel system, and in relation to the grade classification system, we will develop new training particularly for full-time staff in the initial grades, based on the premise that they will advance to grades in which they can perform their duties independently and autonomously as full-time staff. In addition, so that greater effort can be devoted to carrying out the R2030 Challenge Design, we will work to improve the efficiency of procedures related to employment, work arrangements, payroll, and other matters, including by introducing digital tools for hourly employees such as student part-time workers.

Action Item 2 Developing education, research, and working environments for full-time faculty and staff who will drive the R2030 Challenge Design

We will formulate a mid-term plan for improving education, research, and working environments according to job type, so that faculty and staff who take ownership of Ritsumeikan's Challenge Design priorities can be encouraged and further motivated.

Action Item 3 Promoting DE&I initiatives that foster a faculty and staff mindset that further strengthens diversity as a defining feature of Ritsumeikan's organizational culture

To visualize the appeal of diversity as part of Ritsumeikan's organizational culture and communicate it to stakeholders, we will work with the divisions in charge to improve university campus buildings and facilities from a DE&I perspective. We will also improve the way facility information is provided and signage is designed in an integrated manner and advance campus development that is inclusive, comfortable, and easy for everyone to use. These efforts will also help enhance stakeholders' motivation for learning and research.

In addition, as the first year of the five-year action plan formulated based on the General Employer Action Plan (an employer obligation under the Act on Advancement of Measures to Support Raising Next-Generation Children and the Act on Promotion of Women's Participation and Advancement in the Workplace), we will propose flexible support measures for securing female faculty members, for which early implementation of measures is particularly required, while taking into account the specific circumstances of each college, graduate school, and affiliated school. We will share data on annual changes and encourage progress over the five-year period.

Common to Action Items 1, 2, and 3

With regard to the Grassroots Practice Support Program (GPSP), which has played a role in promoting collaboration and challenging endeavors among faculty and staff across schools and divisions, we will update the program as a system that further advances the R2030 Challenge Design based on the outcomes of initiatives in AY2022 and AY2023 (Phase 1) and AY2024 and AY2025 (Phase 2), and we will implement Phase 3 (in AY2026 and AY2027). In addition, for the Ritsumeikan Awards (which were held for the first time in AY2025 and for which recruitment and selection are scheduled every two years thereafter), we will work on system design with an eye toward the second implementation planned for AY2027 based on the outcomes of the first implementation in AY2025.

Key Policy 4

DX Policy and Academy Policy in the Age of Generative AI

Purpose of the Key Measure

Action Item 1 Putting EBPM into practice

Under the DX Policy and Academy Policy in the Age of Generative AI, we aim to reform the way staff work and shift to an evidence-based policy making (EBPM)-centered way of working. From AY2026 to AY2030, we will link the Ritsumeikan Data Platform (RDP), R-AI (the in-house generative AI system), and various operational systems together, and by entrusting routine tasks such as preparing standard materials, compiling data, and responding to inquiries to AI agents, we will develop an environment in which staff can devote more time to formulating hypotheses, interpreting data, and designing and verifying measures.

At the same time, we will consolidate KGI and KPI categories and develop dashboards, standardize EBPM planning sheets and approval requests supported by evidence, and assign staff who will lead EBPM in connection with training and personnel rotation. Through these initiatives, we will shift to a data-centered way of working. We will also operate these initiatives as a cycle of "planning, use, monitoring, and improvement" and develop a framework for continuously improving rules and mechanisms based on actual operational data and incident trends. Through this, we will establish ways of working that enable staff to continuously contribute to enhancing the value of the Academy while demonstrating their expertise and creativity.

Action Item 2 Initiatives related to the stakeholder database (Stakeholder 360)

In parallel with making EBPM substantive, we will develop a data foundation for strategically expanding, maintaining, and visualizing the "Ritsumeikan-related population." The "Ritsumeikan-related population" is a concept that broadly captures people who have diverse connections with Ritsumeikan through curricular and extracurricular learning, industry-academia collaboration, social co-creation, regional collaboration, international collaboration, and other forms of engagement, and it is positioned as an important complementary indicator for the second half of the R2030 period.

A CRM system is currently being built on the Salesforce platform, centered mainly on students. Going forward, we will expand the scope to include alumni, prospective enrollees, adult education participants, industry-academia collaboration partners, donors, and other stakeholders in order to build out the stakeholder database (Stakeholder 360), so that we can manage these stakeholders in an integrated manner. This system will visualize lifelong relationships with Ritsumeikan, from the pre-enrollment, post-enrollment, and post-graduation phases and further out into adult education, donations, and joint research. It will enable cross-functional use in public relations, admissions, career support, social collaboration,

donation policy, and other areas.

To ensure that this data foundation can be used safely and sustainably, we will also develop a governance structure by organizing personal information protection, consent management, purposes of use, access rights, and log management. Through this, we will clarify which data are used, for what purposes, by whom, and in what ways, and we will develop a framework that can also support data exchange with users outside the Academy.

Action Item 3 Initiatives related to generative AI (and AI agents)

With regard to initiatives related to generative AI, we will take into account the impact of generative AI and AI agents on education, research, and student support, and we will connect their use not only to operational efficiency but also to improving the quality of learning, creating new educational services, and strengthening international competitiveness. Across the entire lifecycle from pre-enrollment nurturing to learning and career support during enrollment, recurrent education after graduation, donations, and joint research, we will link CRM and generative AI to provide personalized communication and learning.

At the same time, to use generative AI safely and sustainably, we will also redesign business processes and develop a governance structure. Specifically, we will review staff workflows on the premise that generative AI will be used as a matter of course, while simultaneously expanding the functions of R-AI and improving staff literacy. We will build standard procedures that incorporate generative AI into a wide range of intellectual work, including planning, research and surveys, document preparation, meeting preparation, hypothesis formulation in EBPM, and data summarization, thereby achieving both greater operational efficiency and higher quality.

AY2026 Annual Plan

Action Item 1 Putting EBPM into practice

In AY2026, we will develop the foundation for shifting staff work to an EBPM-based model. After extracting the data needed to visualize KGIs and KPIs from RDP and operational systems, we will develop a data catalog and clarify which figures should be referenced. We will also conduct introductory EBPM training, mainly for managers and planning staff in each division, so that the basics of hypothesis-driven thinking and data use can become a shared language. In addition, in coordination with each division, we will identify targets for future work style reforms in preparation for the following academic year.

Action Item 2 Initiatives related to the stakeholder database (Stakeholder 360)

We will work on the concept and foundation design for the stakeholder database. We will organize the scope and lifecycle of the “Ritsumeikan-related population,” including

students, alumni, prospective enrollees, adult education participants, and industry-academia collaboration partners, and we will define a data model centered on Salesforce, the design of access rights, and policies for linkage with existing systems. We will also examine the current status of internal systems and external collaboration, organize data types and risks, establish basic principles for data use and the approach to personal information protection, and build the foundation for future integrated operation.

Action Item 3 Initiatives related to generative AI (and AI agents)

AY2026 will be the year in which we establish the basic policy for the use of generative AI. We will formulate the Academy’s basic principles for data and AI use, implement generative AI usage guidelines for staff, and conduct introductory R-AI training. On that basis, we will design the overall approach for incorporating generative AI into planning, research and surveys, and EBPM processes, and prepare to redesign workflows. At the same time, we will select priority areas for the use of generative AI by students and faculty and share throughout the Academy a basic concept aimed at improving the quality of learning and creating new services, thereby forming a common understanding.

Key Policy 5

Risk Management Policy

Purpose of the Key Measure

Action Item 1 Building an Academy-wide ERM framework

We will build an Enterprise Risk Management (ERM) framework that centrally identifies risks across the entire Academy and manages risks related to strategy, operations, compliance, and other areas in a cross-functional manner. Based on the revised Private School Act, we will enhance the effectiveness of governance by developing an Academy-wide accountability framework by way of coordination between the Risk Management Committee and the Internal Control Committee.

Action Item 2 Identifying and assessing major risks and systematizing response measures

We will identify risks that could have a major impact on the Academy’s continuity and brand, etc. and systematize response measures for those risks. Through this, we will strengthen response capabilities for major risks at each of the following stages: prevention, initial response, and recovery.

Action Item 3 Strengthening crisis response capabilities

We will strengthen crisis response capabilities across the entire Academy by developing manuals for major risks, standardizing initial responses, strengthening practical response systems through tabletop exercises and simulations, and improving risk awareness among faculty and staff through training.



AY2026 Annual Plan

Action Item 1 Building an Academy-wide ERM framework

Through an assessment of the current risk management framework (including the Risk Management Committee and Internal Control Committee, as well as current initiatives such as the Basic Guidelines for Risk Management, Business Continuity Plan, Disaster and Fire Prevention Manual, and Basic Policy for the Internal Control System), we will identify current issues, formulate a course of action for building an Academy-wide ERM framework, and implement the course of action in stages.

Action Item 2 Identifying and assessing major risks and systematizing response measures

Based on the “classification of major anticipated risks” developed under the Risk Management Promotion Office and routine monitoring conducted under the Internal Control Committee (including business process descriptions, flowcharts, and internal control development and operation status tables), we will identify and assess major risks. By engaging each division in dialogue with and providing them with support, we will begin systematizing response measures.

Action Item 3 Strengthening crisis response capabilities

Centered on areas involving major risks, we will begin strengthening crisis response capabilities by supporting the development of manuals and the implementation of exercises and training.

Key Policy 6

Campus Development Policy

Purpose of the Key Measure

Action Item 1 Facility development needed for a next-generation research university and the development of emergent talent

Based on the graduate school expansion policy, we will formulate plans to expand research spaces in anticipation of an increase in students advancing to doctoral programs and master’s programs. At Kinugasa Campus, we will consider facilities drawing hints from spaces such as Kyuronkan Hall. At BKC, we will consider expanding research spaces in science and engineering fields. We will formulate facility development plans based on requests from each college.

We will also proceed with planning for the development of social co-creation hubs to promote industry-academia-community collaboration and entrepreneurship and commercialization. In particular, because Kinugasa Campus currently does not have such facilities, we will move forward with plans for that campus on a priority basis.

These initiatives will indirectly contribute to the number of

doctoral degrees awarded, the graduate school advancement rate, the number of university-launched startups, and the number of industry-academia-community joint research projects. In terms of facility development, we will formulate an overall plan that looks beyond the R2030 Second Half Plan and the R2030 plan period itself, with an eye toward the 2030s.

Action Item 2 Creating value through the elaboration of the R2030 Kyoto Campus Future Vision

To update the master plan for the Kyoto campuses and enhance brand value, we will advance facility development plans based on the future vision for Kinugasa Campus. Specifically, we will make proposals concerning the areas around the Main, East, and West Gates; the East and West Plazas; and the corridors connecting them.

As for concrete facility development, we will propose an overall plan looking beyond the R2030 Second Half Plan and the R2030 plan period itself, with an eye toward the 2030s, and we will formulate specific facility development proposals for each area. We will also plan these efforts in conjunction with regional collaboration, regional co-creation, and the elaboration of the MLA Concept. Through these initiatives, we will enhance the appeal of the colleges, graduate schools, research centers, and other organizations located at Kinugasa Campus, and thereby indirectly build the foundation for R2030 and the mid-term plan beyond R2030.

Action Item 3 Formulating a building reconstruction and renovation plan

At Kinugasa Campus and BKC, we will formulate building renovation plans. In carrying out these renovations, we will develop plans that take into account the issues facing the Academy, looking beyond the R2030 Second Half Plan and the R2030 plan period itself, with an eye toward the 2030s. At Kinugasa Campus, large-scale renovations of Igakukan Hall and Koshinkan Hall are planned, and we will formulate plans for subsequent renovations.

At BKC, by 2030, 36 years will have passed since the buildings constructed when the campus opened were completed, and 33 years will have passed since the buildings constructed under the New Development Project were completed, so we will formulate large-scale renovation plans for these aging buildings. Through the maintenance and enhancement of campus spaces and functions, these initiatives will indirectly build the foundation for R2030 and the mid-term plan beyond R2030.



AY2026 Annual Plan

Action Item 1 Facility development needed for a next-generation research university and the development of emergent talent

We will assess the current use of graduate school facilities. In light of graduate school enrollment capacity and fulfillment rates, we will calculate facility utilization rates and identify and

analyze current issues. We will also assess the use of social co-creation hubs at OIC and BKC and identify and analyze current issues. Specifically, we will examine actual usage and cases that have led to entrepreneurship. We will also address necessary renovation and development projects for sports facilities.

Action Item 2 Creating value through the elaboration of the R2030 Kyoto Campus Future Vision

We will make concrete proposals for the overall plan under the R2030 Kyoto Campus Future Vision. We will prepare a unified design policy and an overall schedule. We will also make concrete proposals for the MLA Concept.

Action Item 3 Formulating a building reconstruction and renovation plan

At Kinugasa Campus and BKC, we will formulate building renovation plans. In carrying out these renovations, we will design plans that take into account the issues facing the Academy, looking not only to the R2030 Second Half Plan but also to 2031 and beyond. At Kinugasa Campus, large-scale renovations of Igakukan Hall and Koshinkan Hall are planned, and we will consider plans for subsequent renovations. At BKC, by 2030, 36 years will have passed since the buildings constructed when the campus opened were completed, and 33 years will have passed since the buildings constructed under the New Development Project were completed. We will clarify the direction for large-scale renovation plans for these aging buildings.

Strategic Objectives		No.	KGI	Target Level (AY2030)
1 Ritsumeikan University				
1	Elevate researchers' research ambitions to a world-class level, connect their outcomes with industry-academia-community co-creation, and open new frontiers of knowledge that respond to social issues	1	Overall rank in the QS World University Rankings	In the 200s
		2	Number of industry-academia-community collaboration cases	(Under consideration)
		3	Amount of external funding secured	JPY 10 billion per year
2	Establish excellence in undergraduate and graduate education that develops and produces next-generation research talent and highly specialized professionals	4	Number of doctoral degrees granted	200 per year
		5	Advancement rate to graduate school, including advancement to external institutions [UG → M: Science and engineering]	60%
		6	Advancement rate to graduate school, including advancement to external institutions [UG → M: Humanities and social sciences]	9%
		7	Advancement rate to doctoral programs, including advancement to external institutions [M → D: Science and engineering]	8%
		8	Advancement rate to doctoral programs, including advancement to external institutions [M → D: Humanities and social sciences]	12%
3	Develop global human resources equipped with the capacity for multicultural coexistence and the practical skills required for international society	9	Percentage of undergraduate and graduate students with overseas experience	11.6%
		10	Ratio of international students	20%
4	Spread throughout society the capacity to create the future through the development of emergent talent	11	Survey of student growth from university enrollment through the post-graduation period	(Under consideration)
		12	10-Year Post-Graduation Alumni / Corporate Survey (Life & Career Review)	(Under consideration)
5	Increase the diversity of students, graduate students, and faculty, and realize an inclusive and innovative university through co-creation	(11)	Survey of student growth from university enrollment through the post-graduation period	(Under consideration)
		(12)	10-Year Post-Graduation Alumni / Corporate Survey (Life & Career Review)	(Under consideration)
2 Ritsumeikan Asia Pacific University				
1	Develop the APU Global Learning Nexus	13	QS Asia University Rankings (Overall Score)	50 points
2	Expand the community through the inclusion and development of lifelong learners (LLL)	14	QS Asia University Rankings (Employer Reputation Score)	70 points
3 Integrated Primary and Secondary Education and the Affiliated Schools				
1	Develop emergent talent who create new value through integrated primary school-junior high school-high school-university-graduate school education	15	Internal advancement status for RU/APU Course students	100%
		16	Graduate school advancement rate	20%
		(11)	Survey of student growth from university enrollment through the post-graduation period	(Under consideration)
		(12)	10-Year Post-Graduation Alumni / Corporate Survey (Life & Career Review)	(Under consideration)
2	Establish a future vision for the schools that realizes the growth of children	17	Students' tangible sense of growth and satisfaction	95%
		18	Number of schools with a positive balance of cash receipts and payments	5 schools
3-1 Ritsumeikan Primary School				
1	Lay the foundation for emergent talent through globally oriented STEAM education	19	Satisfaction with inquiry-based learning	92%
		20	Satisfaction with global education	92%
		21	Future pathway self-determination rate	100%
2	Build a sustainable learning community that continues to be chosen	22	Capacity fulfillment rate	100%
		23	Students' tangible sense of growth / guardian satisfaction	97%
		24	Balance of cash receipts and payments	Positive
3-2 Ritsumeikan Junior and Senior High School				
1	Develop global leaders who can create new value and contribute to the future	25	Students' tangible sense of growth / guardian satisfaction	95%
		26	Percentage of internally advancing students with a first-year GPA of 3.5 or higher	50%
		27	Number of students accepted to highly selective national/public universities and medical schools	50
		28	Internal advancement status for RU/APU Course students	100%
		29	Graduate school advancement rate	20%
2	Build a sustainable school vision for a school that continues to be chosen even in an era of declining birthrates	30	Capacity fulfillment rate	100%
		31	Balance of cash receipts and payments	Positive

Strategic Objectives		No.	KGI	Target Level (AY2030)
3-3 Ritsumeikan Uji Junior and Senior High School				
1	Develop global leaders	32	Internal advancement rate	90%
		33	Average GPA of internally advancing students	3.2
		34	Number of students accepted to overseas universities ranked in the top 100 in world university rankings	15
		35	Positive response rate in student and guardian questionnaires	95%
		36	Internal advancement status for RU/APU Course students	100%
		37	Graduate school advancement rate	20%
2	Engage in sustainable school development	38	Number of first-choice applicants	Increase from previous year
		39	Capacity fulfillment rate	100%
		40	Balance of cash receipts and payments	Positive
3-4 Ritsumeikan Keisho Junior and Senior High School				
1	Build world-standard curricula based on the SP and GL concepts that leverage the unique characteristics of Hokkaido, and develop students who can thrive on the world stage	41	Number of students accepted to the University of Tokyo, Kyoto University, medical schools, and overseas universities	100
		42	Number of students holding Eiken Level 1-equivalent English proficiency	100
		43	Percentage of students recommended for internal advancement who hold Eiken Level 1-equivalent English proficiency	20%
		44	Total number of overseas dispatch and intake cases	1,000
		45	Future pathway self-determination rate	100%
		46	Acquisition of SSH Core School Phase IV	Implementation of Phase IV
		47	Students' tangible sense of growth / guardian satisfaction	95%
		48	Internal advancement status for RU/APU Course students	100%
		49	Graduate school advancement rate	20%
2	Realize an innovative school where students drive social change through co-creation with society, centered on diversity	50	Number of collaborations with companies, local governments, and other partners	100
		51	Capacity fulfillment rate	100%
		52	Balance of cash receipts and payments	Positive
3-5 Ritsumeikan Moriyama Junior and Senior High School				
1	Develop students with the ability to continue learning based on intellectual curiosity	53	Average GPA of internally advancing students (first- and fourth-year students)	3.2
		54	Students' tangible sense of growth / guardian satisfaction	95%
		55	Internal advancement status for RU/APU Course students	100%
		56	Graduate school advancement rate	20%
2	Develop students who engage in the real-world implementation of learning based on inquiry-based academic skills and DX skills	57	Application rate to various contests	80%
		58	Award-winning rate in various contests	20%
3	Develop students who autonomously take on ambitious challenges in diverse fields and formats through extracurricular activities	59	Number of clubs and individuals participating in competitions at the national level or higher	15 cases
4	Establish sustainable school operations and management	60	Capacity fulfillment rate	100%
		61	Balance of cash receipts and payments	Positive
		62	Female teacher ratio among full-time teachers	30%
		63	Female teacher ratio among full-time teachers (executive positions)	20%



The Ritsumeikan Trust
Office of Planning and Operations
Management

1 Nishinokyo-Suzaku-cho, Nakagyo-ku, Kyoto 604-8520 Japan
Tel.: 075-813-8244
<https://en.ritsumeikan-trust.jp>
Published: March 2026