

論文の英文要旨

論文題目

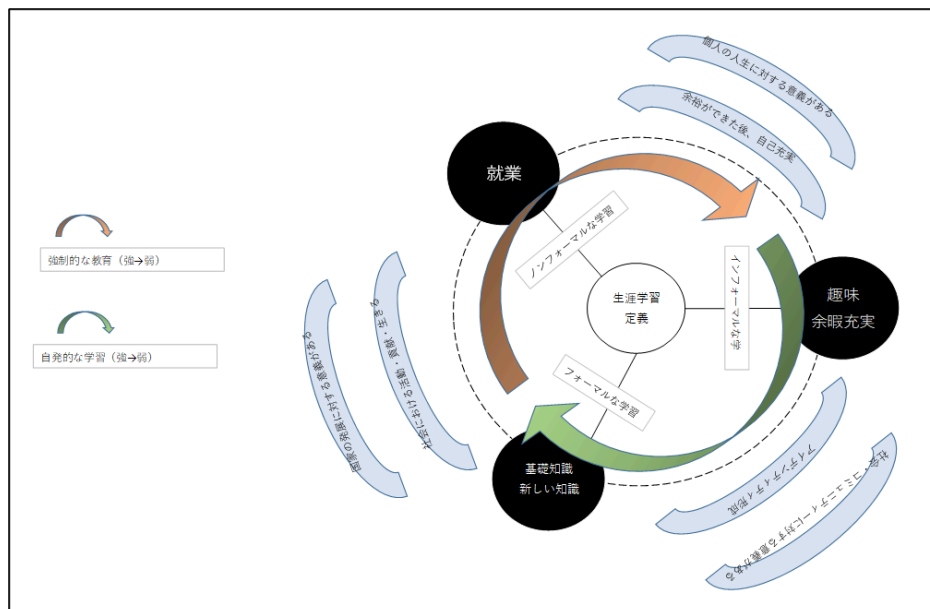
The current state of and issues in lifelong learning in contemporary China and Japan: Exploring the new role of universities through a comparative analysis of Sino-Japanese models

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This study delves into the theoretical frameworks and national policies of lifelong learning in China and Japan, aiming to compare how the concept of "lifelong learning" is defined and has evolved within the educational policies of both countries. The research focuses on the lifelong learning programs implemented by universities in both nations, describing the commonalities and differences in their content, implementation forms, and challenges faced. The study integrates findings from prior research and theoretical studies from both countries, using Kolb's three-stage theory of learning styles and Cranton's theory of three needs in adult education.

The theoretical commonalities reveal that the application of policies varies according to the regional and social contexts of each country. While Western theories emphasize learner autonomy, positioning personal career development and social participation as the main axes of lifelong learning, there is a noticeable trend towards introducing vocational education at the compulsory education stage, as shown in the Figure below.



In contrast, Japan's lifelong education functions as a space for community building and personal relearning, yet it tends to fixate age groups according to learning objectives. Conversely, China's lifelong learning is heavily influenced by national strategies, with a strong emphasis on cultivating STEM talents and developing specific industries, maintaining a certain distance from the concept of autonomous learning. In other words, the promotion

of lifelong learning in China is closely linked to the country's economic growth and technological innovation (as referenced in the policy analysis and university program comparisons in Chapters 2 and 6).

Additionally, the study conducted fieldwork focusing on the lifelong learning programs operated by universities in both countries, clarifying the operational realities of lifelong education at the practical level. Using the logic of policy intervention (prevention, compensation, activation, empowerment) and Fishkin's trilemma theory as analytical frameworks, the research explored the role of university lifelong learning within the educational system. The analysis concretized the positioning of university lifelong learning within China's state-led model and Japan's community-based model. Furthermore, through interview surveys and qualitative analysis, insights into the ideal form of lifelong learning were gleaned from the backgrounds of program operating staff and learner needs.

Future research aims to examine the actual effects of lifelong learning facilities through interviews with learners, particularly exploring the extent to which vocational education contributes to skill enhancement in Japan, where job transitions are increasing. This study aspires to deepen the understanding of the significance and challenges of lifelong learning, clarify the role of universities in lifelong learning, and provide insights beneficial to the formation of lifelong learning systems.