

Field I Outline of Japanese School System

Tsutomu HORIUCHI

(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 1)

- 1 The School System in Japan
- 2 Pre-School Education
- 3 Elementary Schools
- 4 Lower Secondary Schools
- 5 Six-year Secondary Schools
- 6 Upper Secondary Schools
- 7 Colleges of Technology
- 8 University System (Colleges, Graduate Schools)
- 9 Schools for Special Needs Education
- 10 Specialized Training Colleges and Miscellaneous Schools
- 11 Modernization of Japan and the Public Education System

Center for Research on International Cooperation in Educational Development (CRICED)

University of Tsukuba, JAPAN

URL: <http://www.criced.tsukuba.ac.jp/keiei/>

The School System in Japan

■ Change from a dual system to a single-track school system

- Change from dual system before World War II to single-track school system after that;
- 6-3 school system

■ Change from single-track school system to dual system

- The system of colleges of technology (the levels of upper secondary education + lower higher education)
- Secondary school system (the levels of lower secondary education as compulsory education + upper secondary education as non-compulsory education)

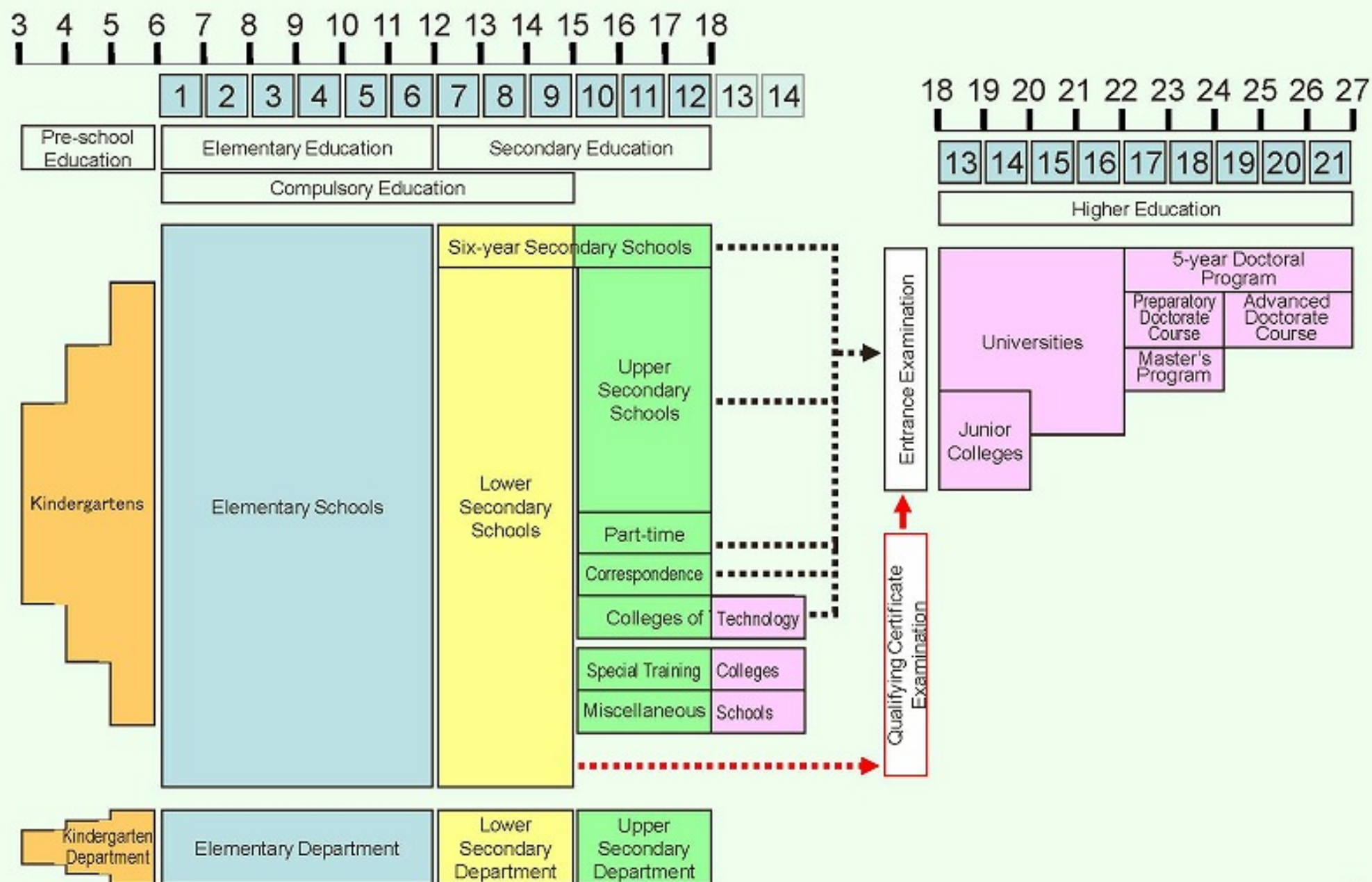
■ Primarily legitimated and collateral education

- Schools defined in Article 1 of the School Education Act as primarily legitimated schools
(Eight school types are prescribed in Article 1 of the School Education Act: kindergartens, elementary schools, lower secondary schools, upper secondary schools, six-year secondary schools, schools for special needs education, universities, and colleges of technology)
- Specialized training colleges and miscellaneous schools as “collateral” education

■ Increasing elasticity and flexibility of education in a life-long learning society

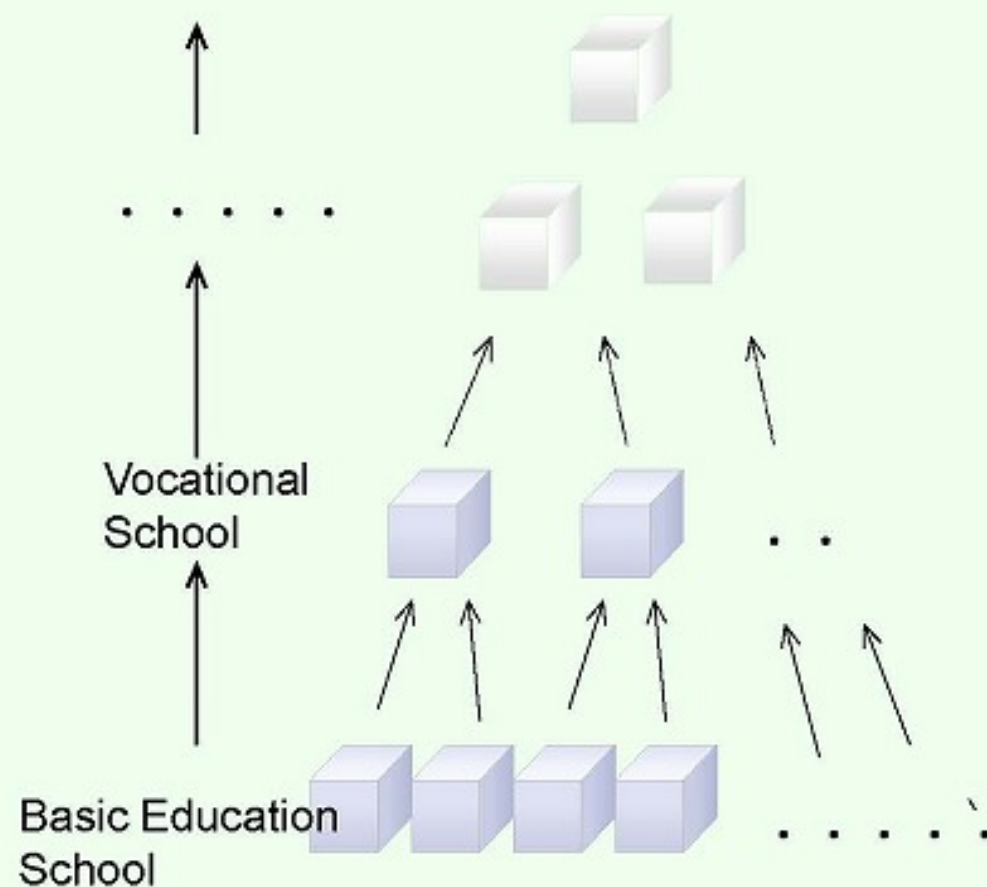
- Cooperation and interaction between school and out-of-school education
- Dissolution of uniformity and closeness in school systems

The School System in Japan

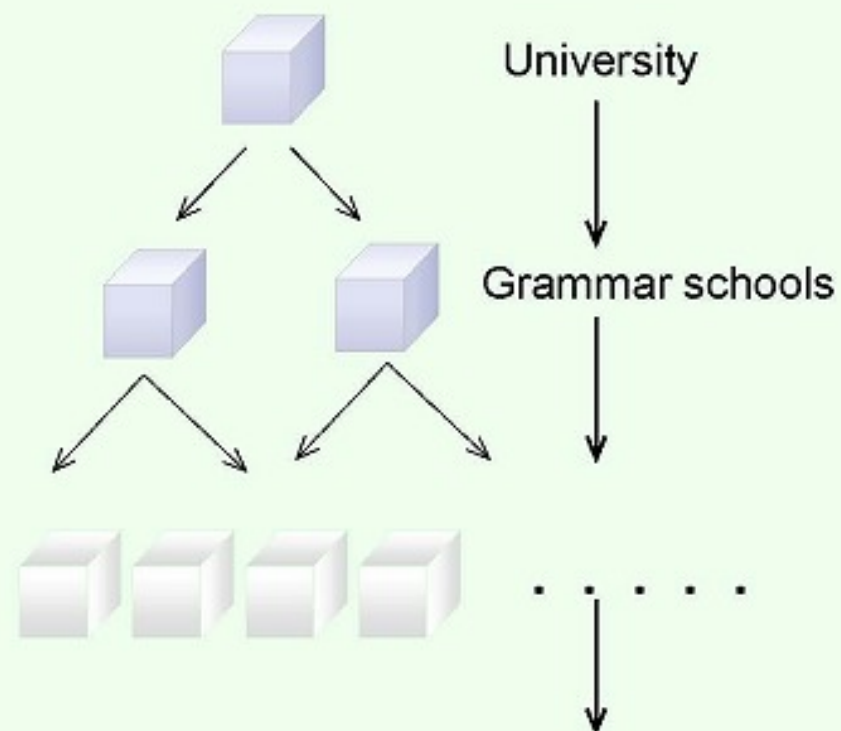


The School System in Japan

Bottom to top school systems



System "from top to bottom."



The School System in Japan



Elementary school
October 2004



Elementary school
February 2005



Elementary school
July 2004



Kindergarten
July 2004



Lower secondary school
November 2004



Upper secondary school
March 2005

■ Kindergartens

- Educational facilities that are superintended by MEXT
- They target children from 3 to 5 years old
- Established by the state, autonomous regional entities and scholastic corporations

■ Integration of two tier systems of pre-school education

- The dualism of day care centers and kindergartens
- The demand for unification due to declining birth rates, changes in work situations, administrative and financial efficiency, etc.
- Approved child institutions

Pre-school Education

Age	0	1	2	3	4	5	
Kindergarten							→ Elementary school
Nursery school							→ Elementary school

Pre-school Education

Classification		Total	National	Public	Private
Number of Kindergartens		13,515	49	5,206	8,260
	Total	1,630,344	6,315	306,017	1,318,012
	3 years old	415,996	1,278	42,105	372,613
	4 years old	584,228	2,492	115,683	466,054
	5 years old	630,120	2,546	148,229	479,345
Number of Full-time Teachers		110,702	337	24,425	85,940

As of May 1st, 2008

Pre-school Education



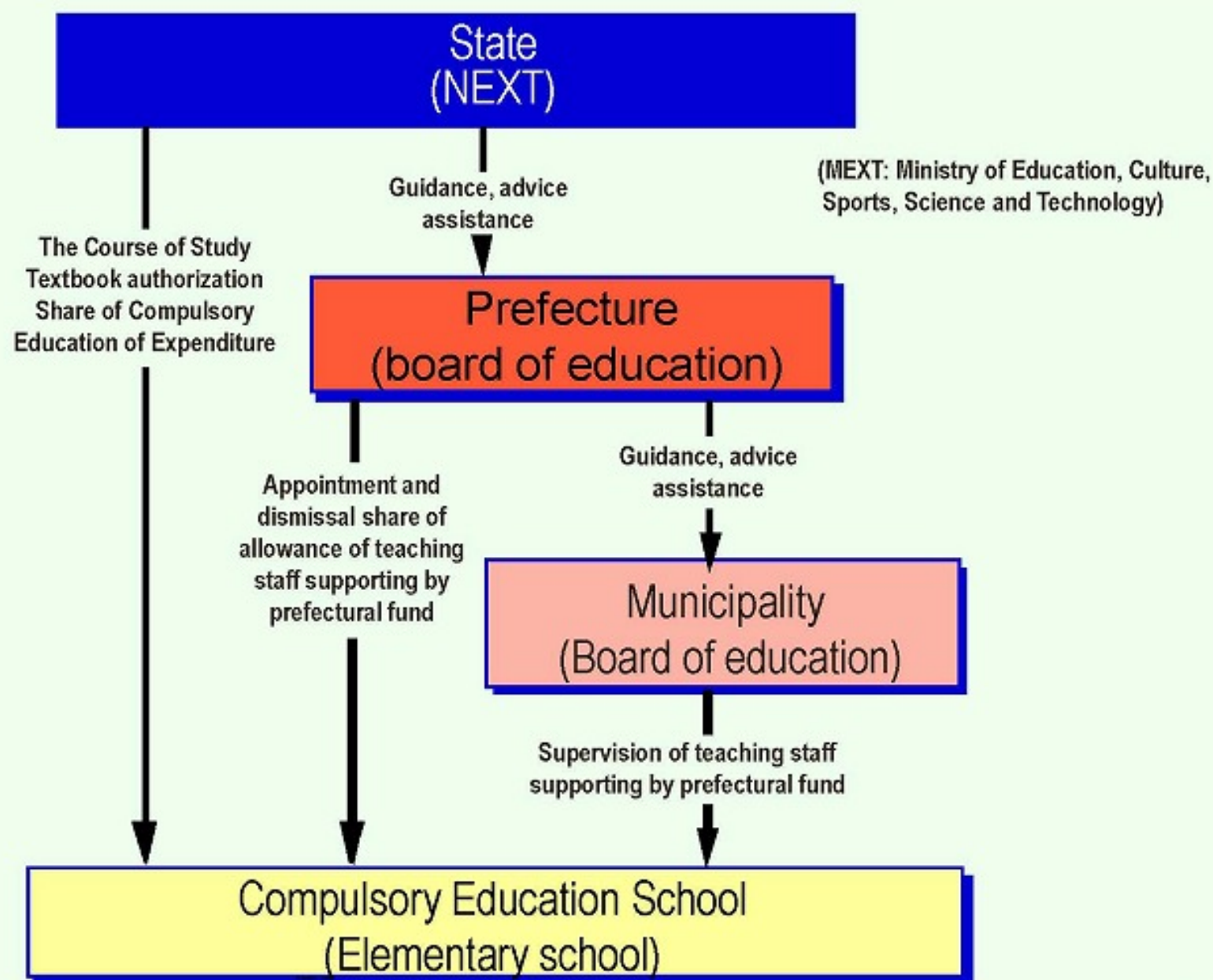
■ Establishment

- Establishment by the State, local governments, and incorporated educational institutions
- Compulsory school establishment (municipalities) and compulsory school enrollment (person who has parental authority)

■ Management

- Management and expense burdens by founders
Principle of management of founder, expense-burden
-Article 5, the School Education Act
- System of the National Treasury's Share of Compulsory Education Expenditure
- System of teaching staff supported by prefectural funds
- Administration by municipal board of education

Elementary Schools



Elementary Schools

Classification	Total	National	Public	Private
Number of Schools	22, 258	74	21, 974	210
Number of Classes	278, 224	1, 268	274, 456	2, 500
Number of Students	7, 063, 606	46, 507	6, 939, 922	78, 177
Number of Full-time Teachers	419, 437	1, 857	413, 239	4, 341

As of May 1st, 2008

Statistical data on elementary schools

Elementary Schools



Lower Secondary Schools

■ Objectives

- Individual lower secondary educational institutions in a single-track 6-3-3-4 school system
- A guarantee of the secondary education as compulsory educational institutions

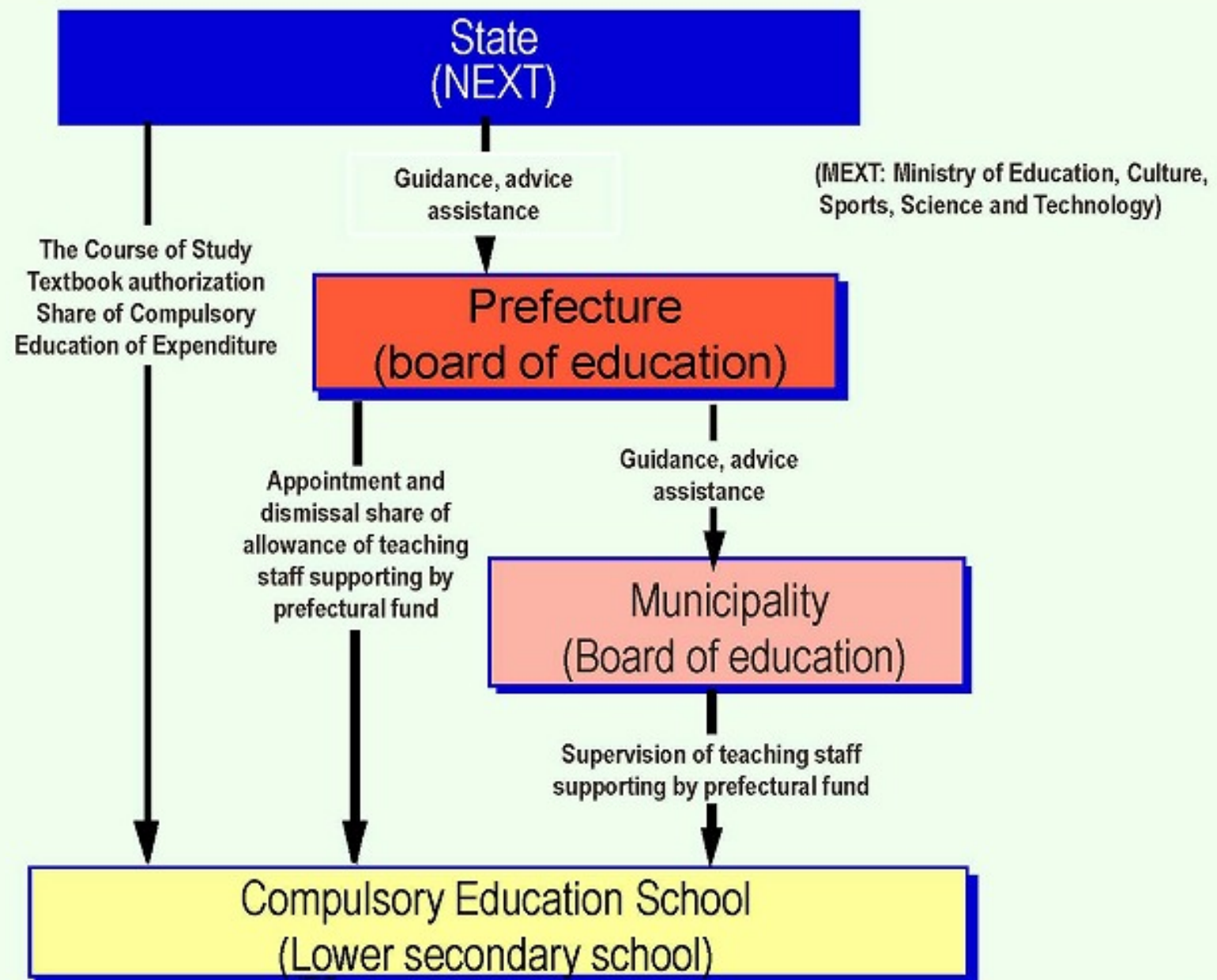
■ Establishment

- Establishment by the state, regional bodies or educational corporations
- Municipalities' obligation to establish compulsory school and obligation of a person who has parental authority to enroll children for compulsory school
- Dualization of compulsory secondary education by putting lower secondary schools under the authority of prefectures

■ Administration

- Administration and expense-burden by the founder (Principle of management of founder, expense-burden: Article 5 of the School Education Act)
- System of the National Treasury's Share of Compulsory Education Expenditures
- The system of teaching staff supported by prefectural funds
- Administration of the municipal board of education

Lower Secondary Schools



Lower Secondary Schools

Classification	Total	National	Public	Private
Number of Schools	10,864	76	10,044	745
Number of Classes	121,196	864	112,919	7,437
Number of Students	3,600,319	33,453	3,308,101	259,758
Number of Full-time teachers	250,782	1,640	234,505	14,630

As of May 1st, 2008

Lower Secondary Schools



Six-year Secondary Schools

■ Aim:

- To eliminate the discontinuity of secondary education caused by different philosophies between lower secondary schools and upper secondary schools;
- To provide lower secondary schools and upper secondary schools with consistency

■ Formation or establishment:

- "Secondary schools" are established as individual schools;
- Public secondary schools are established by prefectures and municipalities;
- Kinds of secondary education
 - Secondary school
 - Lower and upper secondary school in annex-type
 - Lower and upper secondary school in tie-up-type

■ System

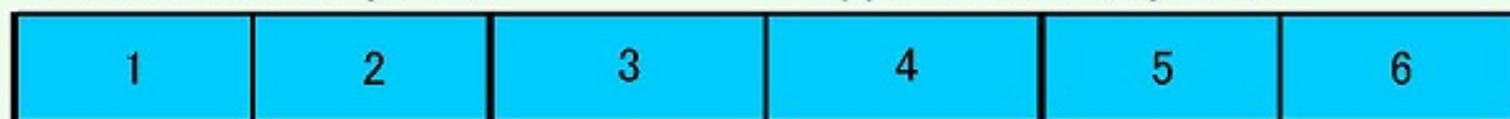
- Term: six years (lower division: three years; upper division: three years)
- Public school: school fees are not collected in lower division
- Public school: entrance selection is not based on achievement test
- It is possible to transfer to lower secondary schools and upper secondary schools on the way.

Six-year Secondary Schools

a. 6-year Secondary schools

Lower division (3 years)

Upper division (3 years)



b. Annex-type

Lower secondary school (3 years)

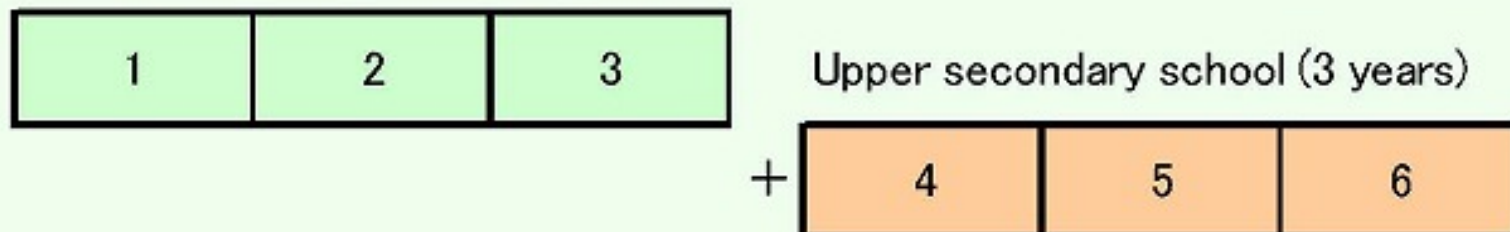
Upper secondary school (3 years)



c. Tie-up-type

Lower secondary school (3 years)

Upper secondary school (3 years)



Six-year Secondary Schools

Classification		Total	National	Public	Private
Number of Schools		42	4	25	13
Number of Students	Number of Lower Divisions	12, 424	1, 228	7, 220	3, 976
	Number of Upper Divisions	8, 013	722	4, 312	2, 979
Number of Full-time Teachers		1, 576	184	857	535

May 1st, 2008

Six-year Secondary Schools



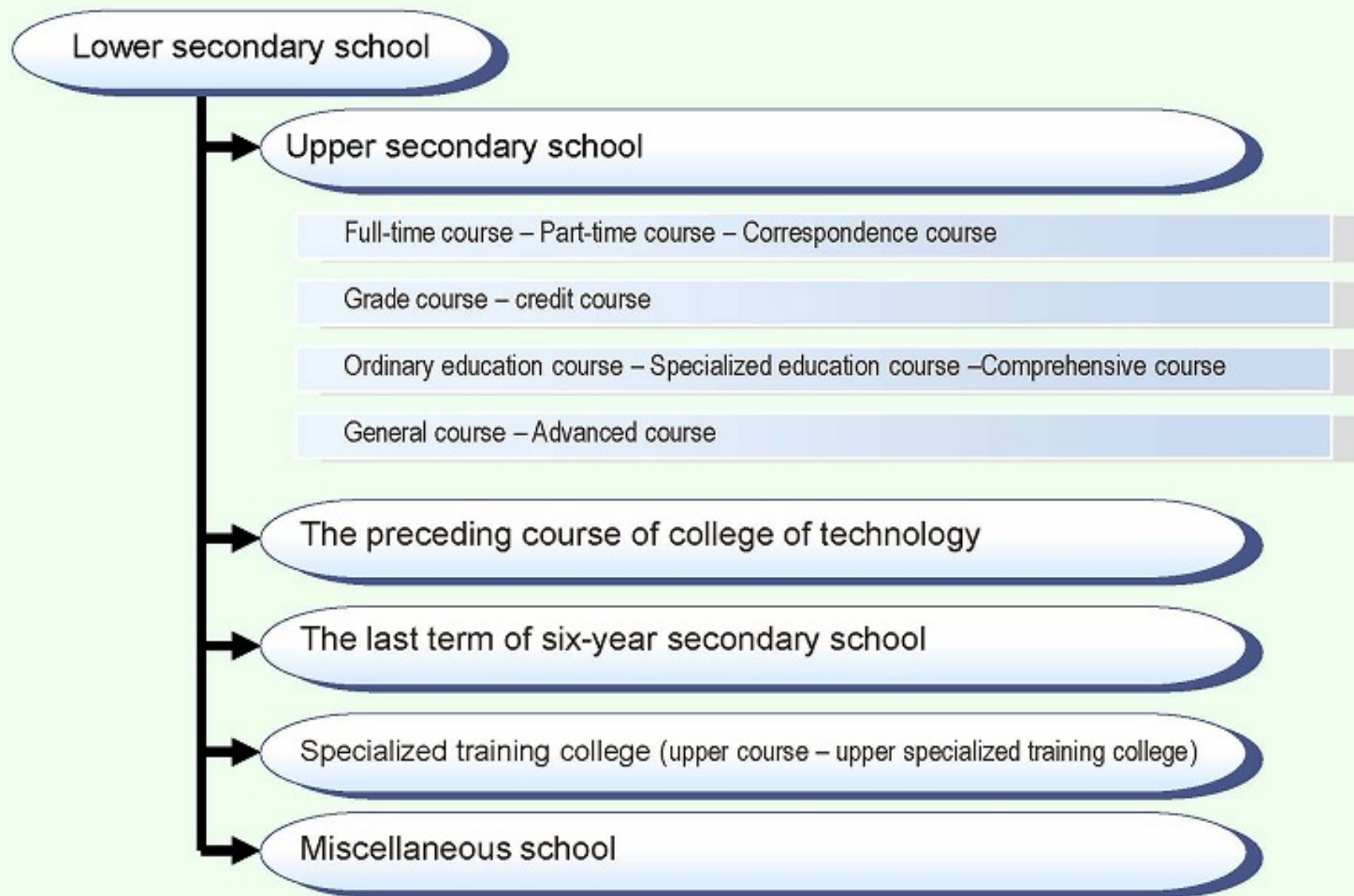
■ Types of upper secondary school systems:

- Full-time school - part-time course - correspondence course
- Grade system - credit system
- Ordinary education department - Specialized education department - Comprehensive department
- General education course - Advanced course - Specialized course

■ Educational Curriculum of upper secondary school:

- Subjects, Special Activities and Integrated Study
- Ordinary subjects and subjects for specialized education
- Requirements for graduation: more than 74 credits

Upper Secondary Schools



Upper Secondary Schools

Classification	Total	National	Public	Private
Number of Schools	5,183	16	3,846	1,321
Number of Students	3, 347, 212	8, 815	2, 340, 549	997, 848
Number of Full-time Teachers	239, 349	568	179, 831	58, 950

May 1st, 2008

Upper Secondary Schools



■ Characteristics

- Set up in 1967 by requests from business circles
- 5-year technical educational institution after compulsory education
- Industrial course and mercantile course as special fields
(Departments include also Information and Management)
- Have both characteristics of the upper course of secondary education (upper secondary school) and the lower course of higher education (junior college)
- Modification of single track school system – systematic end-up and transfer to universities

■ Organization

- Departments as educational organizations
- Grade / Class system – 40 students per class
- Teachers' organization based on university and management organization based on non-university

Colleges of Technology

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Primary School						Lower Secondary School			Upper Secondary School			University • Junior College			
									College of Technology						

Colleges of Technology

Classification	Total	National	Public	Private
Number of Schools	64	55	6	3
Number of Students	555, 853	50, 088	3, 803	1, 962
Advance Rate to Universities or Upper Schools	4, 504	4, 073	312	119
Number of Full-time Teachers	4, 525	3, 915	451	159

As of May 1st, 2008

Colleges of Technology



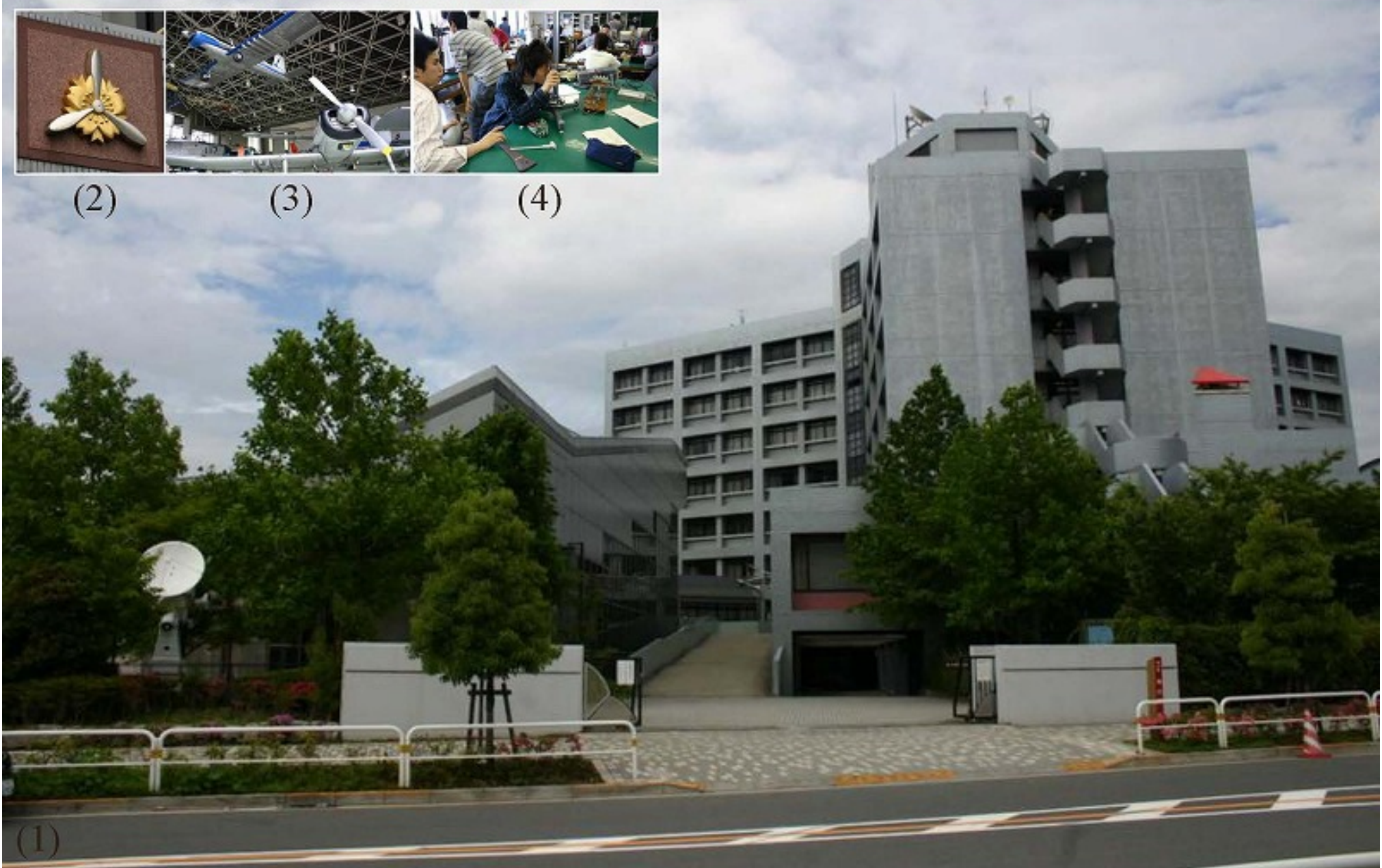
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Universities (Colleges, Graduate Schools)

■ Ideas and Types of University Institutions

- Higher educational institutions – Post-secondary educational institutions
 - Tertiary educational institutions
- Colleges – universities – graduate schools
- The 2-year basis – the 3-year basis – the 4-year basis – (the 5-year basis)
 - the 6-year basis

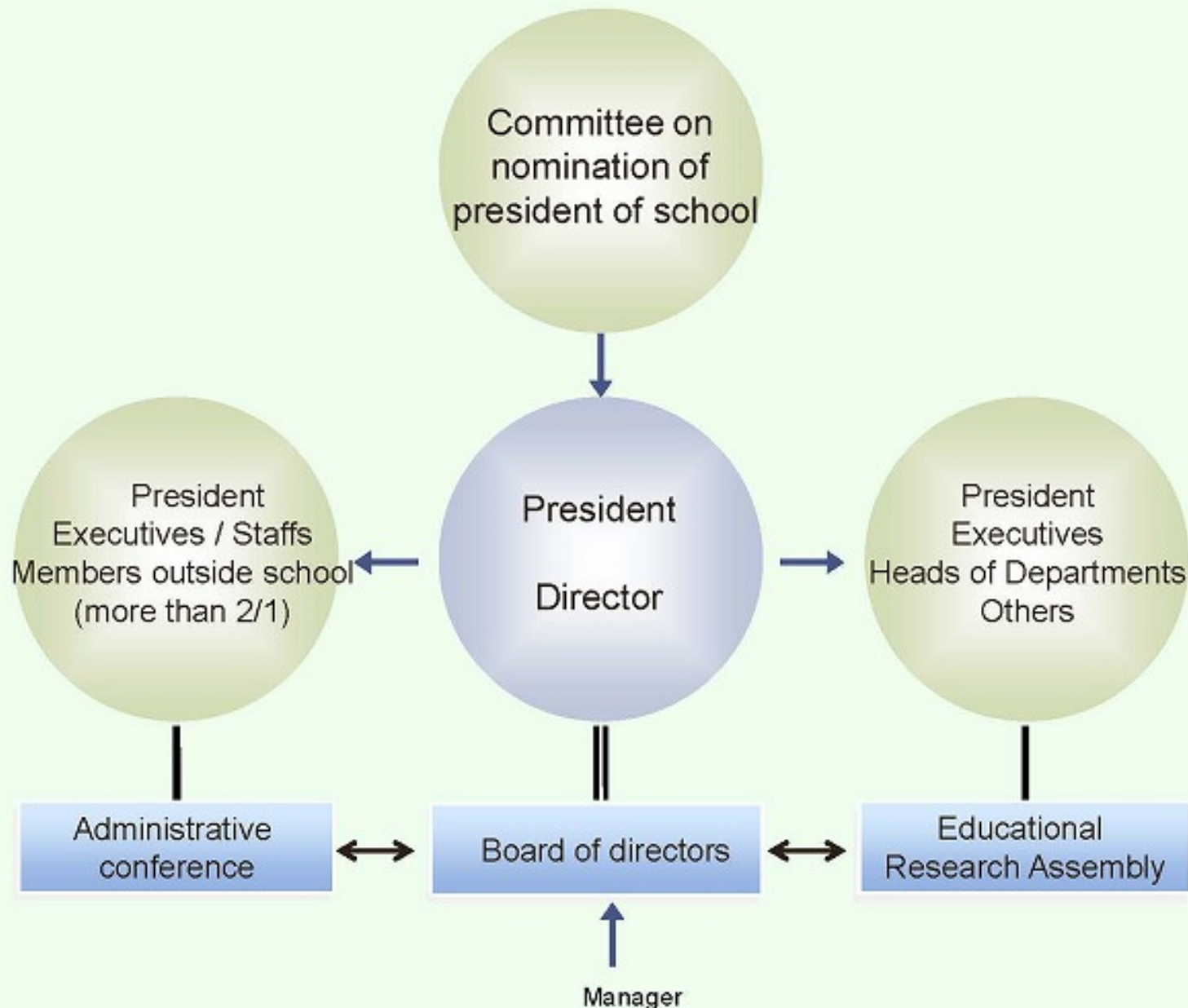
■ Particularities of Universities in Japan

- Quantitative expansion – mass education
- Examination competition and university stratification
- Respect for research functions and disrespect for educational functions

■ Current Reforms of University Education

- The decline in birth rates, reorganization and integration of universities
- The conversion of colleges into 4-year universities
- Turning national universities into newly independent administrative institutions
- Professional graduate schools

Universities (Colleges, Graduate Schools)



Universities (Colleges, Graduate Schools)

〈University〉

Classification	Total	National	Public	Private
Number of Schools	773	86	92	595
Number of Students	2, 845, 965	621, 788	136, 914	2, 087, 263
Number of Full-time Teachers	172, 026	61, 246	12, 402	98, 378

〈Junior

Classification	Total	National	Public	Private
Number of Schools	406	2	26	378
Number of Students	160, 977	3	9, 973	151, 001
Number of Full-time Teachers	10, 130	—	716	9, 414

May 1st 2008

Universities (Colleges, Graduate Schools)



January 2005

Schools for Special Needs Education

■ **Obligation to establish schools for special needs education:**

- Prefectural government

■ **Class formation in special needs education schools:**

- Special needs education class – eight students
- Schools for special needs education: elementary and lower secondary department – six students, upper secondary department – eight students, class for multiple challenged – three students
- Fixing flexible criteria by each prefectural government

■ **System of schools for special needs education with elasticity and flexibility:**

- Multiple and severe impairments and diverse disabilities
- Special needs education

Schools for Special Needs Education

■ Schools for special needs education

- Special needs education school for the visually challenged
(Special needs education school for the visually-impaired)
- Special needs education school for the aurally challenged
(Special needs education school for the hearing-impaired)
- Special needs education school for the mentally challenged
(Special needs education school for the intellectually-impaired)
- Special needs education school for the physically challenged
- Special needs education school for the health-impaired

■ Classes for special needs education

- Children with intellectual disabilities, physical disabilities, health impairment, partial sight, hard of hearing, and others

■ Resource classroom system

■ Visiting education

Schools for Special Needs Education

	Number of schools	Number of Students	Number of Teachers (full-time)
Total	1000	117035	70516
Public	971	113155	3226

May 1st, 2008

Schools for Special Needs Education



Specialized Training Colleges and Miscellaneous Schools

■ Characteristics

- “Non-regular” institutions of education (schools not defined in the Article 1 of the School Education Act)
- Specialized training college as institutionalization of miscellaneous schools
- Life-long learning society and diversification of educational opportunities

■ Institutional Position

- Specialized training college – equal to upper secondary education or higher education
- Miscellaneous school – school that does not come under any article of any law, modeled after specialized training college, private school for preparing students or entry into a university, schools for foreigners

■ Establishment

- State
 - Local governments
 - Others – not necessarily to be a corporation
- Miscellaneous school – have necessary economic base, knowledge / experience, social confidence

■ Sphere of Education

- Industry, agriculture, medical care, hygiene, education / social welfare, commerce, dressing / domestic science, liberal arts

■ Curriculum

- Higher course: Graduation from lower secondary school is required.
- Advanced course: Graduation from upper secondary school is required.
- General course: Not required

■ Criteria

- Term: more than one year
- Period: more than 800 periods per year
(more than 450 periods in case of evening course)
- The number of students: more than 40
- The number of teachers and the area of school buildings:
minimum based on course, department and the number of students

Specialized Training Colleges and Miscellaneous Schools

Specialized Training Colleges

Classification	Total	National	Public	Private
Number of Schools	3,350	11	204	3,135
Number of Students	624, 794	679	26, 845	597, 270
Number of Full-time Teachers	40, 916	136	2, 827	37, 953

Miscellaneous Schools

Number of Schools	1,518		10	1,508
Number of Students	135, 985	—	941	135, 044
Number of Full-time Teachers	9, 654	—	58	9, 596

As of May 1st, 2008

Specialized Training Colleges and Miscellaneous Schools



Modernization of Japan & the Public Education System

Background and requirement

- Maturity of late Edo period
 - Economy - 'Economy of selling rice'
 - Development of commercial capital, establishment of exchange trust economy, maintenance of distribution and transportation
 - Single commodity (United States) same price —
 - Religion and Culture – 'Laicized medieval times'
 - Primacy of political power over religious power
 - Coexistence of Buddhism, Shinto, Confucianism
 - Education – 'world's best literacy rate'
 - Political no-control on education
 - For a period of time, there were about 20000 'Terakoya' which was an educational institutions of the people
- Opening up the country – modernization and balance of power – intra-temporal involvement of great powers
- No corruption of political power - Confucianism as ethos

The modern school system and western model

- Educational System (1872) – system: France, philosophy: England, educational method: the United States of America
- "Education Ordinance" (1879) – American liberalism and noncompulsory school attendance
- "Amended Education Ordinance" (1880) – German style state control-oriented education

Arinori Mori and Japanese style public education

- Understanding public education – 'Nourishment of national spirit' (formation of the nation by the state)
- Four School Ordinance (Primary School Ordinance, Lower Secondary School Ordinance, University Ordinance, Normal School Ordinance and clarification of the objective
- 'Late capitalist state' and promotion of efficiency of government initiated public education management
- 'Imperial Rescript on Education' (1890) and promotion of vocational education

Establishment of Emperor-ruled nation and establishment of compulsory education system

- No tuition fee charged for compulsory education (1900) and increase of school enrollment
- Extension of compulsory education to 6 years (1907)

Establishment of public education system in the Meiji period and the development within the framework

- Improvement of higher education and expansion of education opportunity
- "Taisho Liberal Education" and new education movement
- World War II and trend toward militarism in education

Post war education reform and democratization of education

Composition(1)

Part 1

I Outline of Japanese School System

41 slides

- 1 The School System in Japan
- 2 Pre-School Education
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II Japanese Educational Administration & Finance

84 slides

- 1 The System of Law
- 2 Basic Act on Education
- 3 Reform Movements in Educational Administration (1)
- 4 Reform Movements in Educational Administration (2)
- 5 The Board of Education
- 6 Ministry of Education, Culture, Sports, Science and Technology (MEXT)
- 7 Guidance Administration by MEXT
- 8 Educational Finance and Responsibility Structure
- 9 Schools Covered by the School Education Law
- 10 Establishment and Management of Schools
- 11 Criteria for School Facilities and Class Size
- 12 Enrollment and Non-Attendance
- 13 Self-Evaluation / Third Party Evaluations
- 14 Disclosure of Educational Information
- 15 School Councilor System
- 16 Textbooks and Supplementary Materials
- 17 Disciplinary Action Against Children and Students
- 18 Specially Supported Education System
- 19 Students of the Permitted Enrollment System
- 20 Education of Children in Isolated Areas
- 21 Evening Lower Secondary School

III Japanese Social Education

43 slides

- 1 Social Education Facilities 1 (Citizen's Public Halls)
- 2 Social Education Facilities 2 (Libraries)
- 3 Social Education Facilities 3 (Museums)
- 4 Supervisors for Social Education
- 5 Children's Natural Houses & Public Houses for Youths
- 6 Social Educational Organizations
- 7 Social Correspondence Education
- 8 Social Physical Education & Life-long Sports
- 9 Cultural Centers (Private Profit Social Education Businesses)

Composition(2)

Part 2

IV Organization & Implementation of Curriculum

74 slides

- (1) Outline
- 1 Total Structure of Curriculum
- 2 Process of Curriculum Development
- (2) Organization of Curriculums
- 3 Educational Objectives and Curriculum
- 4 Curriculums and Courses of Study
- (3) Implementation of Curriculums
- 5 Organization of Units and Study Materials
- 6 Lesson Plans
- 7 Evaluation of Study
- 8 Class and Curriculum Evaluations
- 9 Forms of Guidance
- (4) Examples of Curriculum Activities
- 10 Subjects in Elementary Schools
- 11 Moral Education
- 12 English Activities
- 13 The Period of Integrated Study
- 14 Special Activities 1 (Class Activities)
- 15 Special Activities 2 (Students Council)
- 16 Special Activities 3 (Club Activities)
- 17 Special Activities 4 (School Events)
- 18 Club Activities

V Classroom Management & Guidance

43 slides

- 1 Classroom Management Plans
- 2 Class Objectives
- 3 Class Activities, Group Activities, Day Duty
- 4 "Class Newsletters"
- 5 Group Activities for Children of Differing Ages
- 6 Non-attendance at School (Absenteeism)
- 7 Measures for Dealing with Non-attendance at school
- 8 Visits to Children's Homes
- 9 The School Counselor and the Counselor of Education for Sound Mental Development
- 10 Teacher Guidance Meetings
- 11 Class Fees

VI School Management

46 slides

- 1 School Management
- 2 Aims and objectives of Public Education
- 3 Objectives of Compulsory Education
- 4 School Management Plan
- 5 Educational Goals of School
- 6 Curriculum Management
- 7 Teachers' Meeting
- 8 Principal's Duty & Competence
- 9 Principal from Private Sector
- 10 School Management Duty
- 11 Head of Department System
- 12 Duty of Assistant Principal, Senior Teacher, and Advanced Skill Teacher
- 13 School Evaluation
- 14 School Evaluation System
- 15 Community School
- 16 Evaluation of Teacher
- 17 Risk Management of School
- 18 System of School Choice
- 19 School Empowerment
- 20 School Management Reform in Japan

Composition(3)

Part 2

VII Cooperation between School and Local Community

77 slides

- 1 PTA
- 2 Visits to Children's Homes
- 3 Open Class Days
- 4 Parent-Teacher Meetings
- 5 Report Cards
- 6 Communication Notebooks between Teachers and Parents
- 7 School Newsletters, Grade Newsletters, Class Newsletters
- 8 School Home Pages
- 9 Networking system
- 10 Human Resources of Communities
- 11 Local Community Office Supporting School
- 12 Work Experiences
- 13 Community Learning
- 14 School Councilor System
- 15 School Administrative Council
- 16 Opening Schools to the Public
- 17 School Complex Facilities
- 18 Kodomo-kai (Children's Gathering)
- 19 Local Education Liaison Councils
- 20 110 Homes for Children
- 21 Educational Costs Paid by Parents

VIII Teacher's Qualifications • Training

45 slides

- 1 Teacher's Professionalism and Qualification
- 2 Pre-service Training of Teacher
- 3 Equivalency Examination for Teacher's Qualification
- 4 Appointment of Teacher
- 5 Renewal System of Teachers' Certification
- 6 In-service Training
- 7 School-based in-service Training
- 8 Training of School Leader
- 9 Teacher's Salary
- 10 Punishment for Teacher
- 11 Training of Principal and the Role of Graduate School

Composition(4)

Part 3

IX Japanese School life & Culture

• School Events 15 slides	• The Typical Day of a Teacher 13 slides	• The Typical Day of a Student 15 slides	• Japanese School Life 29 slides	
1 (Items List)	16 (Items list)	29 (Items List)	44 (Items List)	58 Notice 1
2 Entrance Ceremony	17 Morning meeting	30 Going to School in a group	45 Greeting	59 Notice 2
3 Opening Ceremony	18 Preparation for Class	31 Morning Meeting	46 Collective Discipline	60 Notice 3
4 Morning Assembly	19 Teaching Classes	32 Class-based activities	47 Name, Name Card	61 Nurse's Office
5 School Excursion	20 Skills to Teach	33 Before Class	48 Preparing & Clearing up	62 Co-education
6 Sports Day 1	21 Recesses	34 Class Hour	49 School Lunch Bag	63 Health Education
7 Sports Day 2	22 School Lunch 1	35 Recesses 1	50 Recording	64 Students' Preferences
8 Marathon Race	23 School Lunch 2	36 Recesses 2	51 Indoor Shoes	65 Uniform
9 Overnight Trip with Outdoor Study	24 Cleaning Time	37 Recesses 3	52 Lunch Time	66 School Emblem, School Song
10 School Trip	25 Meeting before going back home	38 Playing	53 Cooperative Work for School Lunch	67 Testimonial
11 Medical Check-up	26 Teachers' Room	39 Before & After Lunch	54 School Lunch Menu	68 National Flag, Clock
12 Disaster Drill	27 Teacher's Desk in Class	40 Teachers' Room	55 Cooperative Work for Cleaning	69 Memorial for Graduation
13 Music Festival	28 Instructions to Students	41 Meeting before going home	56 Places for Cleaning	70 Assistant English Teacher
14 Closing Ceremony		42 Getting out of School	57 Keeping Animals, Growing Plants	71 Notice 4
15 Graduation Ceremony		43 After School		72 Teachers' Study

About the use of teaching materials

○ The background of teaching-materials development

In order to promote and sustain elementary secondary education within a developing country, preparation of educational management, educational system, social education teacher training, and other aspects, become requisites. Japan has accumulated much educational experience which can provide useful information for a developing country in contrast to the dominant flow of information that derives from educational cooperation among advanced nations. The interest regarding the Japanese educational model, which differs from European and American models, is very high in developing countries. However, Japan has not adequately responded to such needs until recently. It is useful to maintain and reconstruct the information about Japan's educational experience, and to prepare materials that can be shared with developing countries.

○ The purpose and budget of teaching-materials development work

After fully understanding the features of the educational situation of a partner country, and the needs which the educational staff of a developing country have, educational cooperation enterprises need to be considered, including how to transmit information on Japan's educational experience. The form of educational cooperation activities varies, including provision of training in Japan, dispatch of training to the spot, and training through local educational personnel. The method of this particular activity is to edit effective teaching materials for use in all types of educational cooperation, and to construct information databases about teaching-materials development and teaching methods. The Ministry of Education, Culture, Sports, Science and Technology recognizes its utility and supplies the budget as 「Project to Organize Information on Educational Experiences from Japan ~Focusing on Educational Management and Teachers' Training」 (the cooperation building project system for international cooperation in educational development promoted by MEXT).

○ The kind, form, whereabouts and the language of teaching materials

	HP of CRICED	Organization related to JICA	Japan Foundation	University foreign student center	Language
Teaching materials	PDF file	Slide collection CD	Slide collection CD	Slide collection CD	Japanese and English
Manual of teaching materials	PDF file	Manual	Manual	Manual	Japanese and English
Index	PDF file	—	—	—	Japanese and English
Training module	PDF file	—	—	—	Japanese and English

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The method for preparing a training module

This set of teaching materials consists of 509 slides covering 113 topics within nine domains, comprising outlines, charts, photographs and text. Provisionally, if one slide is explained in 1 minute, the full explanation and coverage of the entire set of teaching materials takes 509 minutes, or 8 hours or more.

In fact, the time required to cover a slide and to perform a presentation should be based on the the purpose and target of training. The set or slides that specify the purpose, object, etc. of the training is called a training module.

In CRICED, because various training modules are exhibited on HP, please refer to this set of slides and create an individualized training module from the PDF file on the CD and HP slide collections.

- How to create a training module from the CD slide collection
 - i. The file of the CD slide collection is moved to one's own personal computer.
 - ii. The new screen of the software for presentations is opened.
 - iii. Insertion → file to a slide → the original form is saved. Slide which saves → slide is chosen. (If it does not, choose "the original form is saved", because color scheme of the background, the character and line may change, so please be careful)
- Acrobat is required to create a training module from the PDF file of HP.

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Japanese Educational system and Practice

*(A Core Center of the Cooperation Bases System Building Project for
International Cooperation in Educational Development Promoted by MEXT)
[Project to Organize Information on Educational Experiences from Japan
— Focusing on Educational Management and Teachers' Training —]*

February 2010

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