

Field II Japanese Educational Administration & Finance

Shinji KUBOTA

(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 1)

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

University of Tsukuba, JAPAN

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

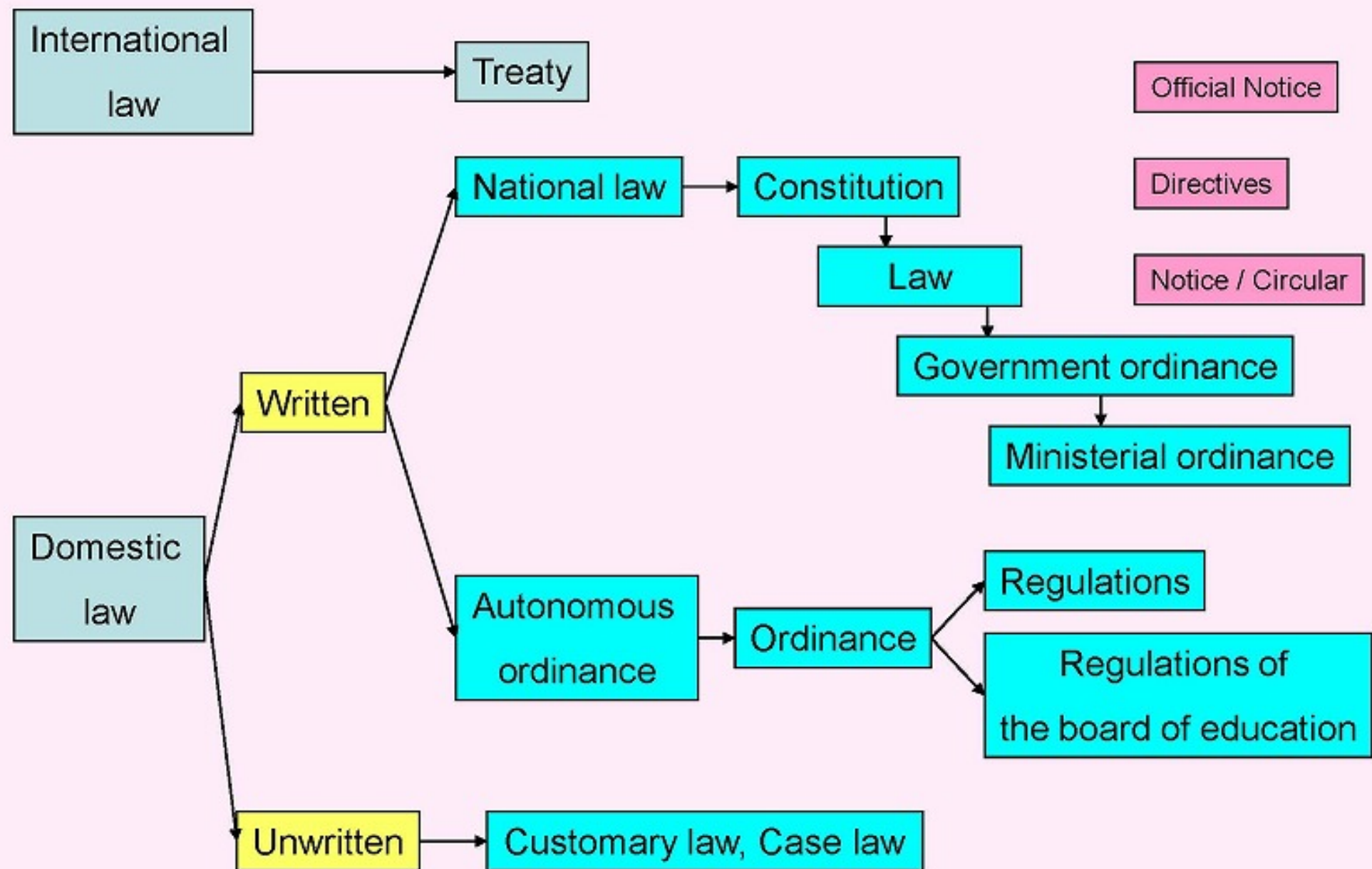
■ Written Laws

- National Law
Constitution/Law/Government Ordinance/
Ministerial Ordinance
- Autonomous Ordinance
Ordinance/Regulations
Regulations of the Boards of Education/
School Management Regulations)

■ Unwritten Laws

- Customary Law/Case Law/Construction
by Administration/Rational Law

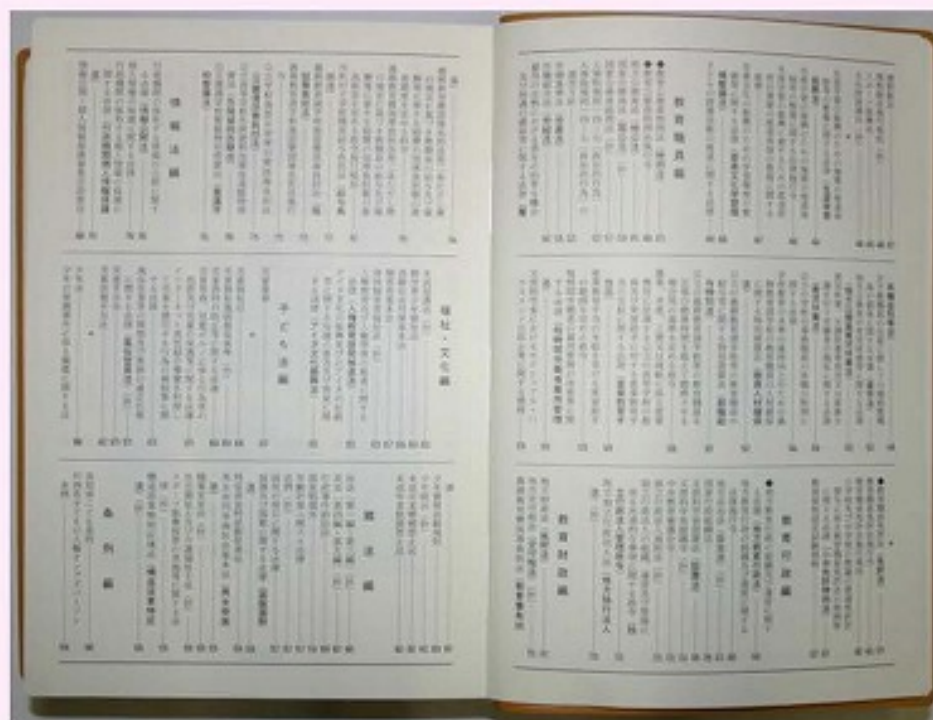
The System of Law



The System of Law

Fundamental	Constitution/ Basic Act on Education
School Education	(1) School Education Act (2) University Management Law (3) Law Concerning the Provisional Measures on the Publication of Textbooks (4) the law Concerning the Free Provision of Textbooks in Compulsory Education Schools (5) Law concerning the Standard Number of Teacher in Public Compulsory Education (6) Law Governing Provisional Measures for Securing Political Neutrality of Education in Compulsory Education Schools
Educational Promotion	(1) School Enrollment Promotion Law (2) School Enrollment Promotion Law for Challenged Children (3) the Law for the Promotion of Science Education (4) the Law for the Promotion of Education in Isolated Areas (5) the Law for the promotion of part-time education and co-respondents education of high-school (6) Japan Scholarship Foundation Law

The System of Law



2005

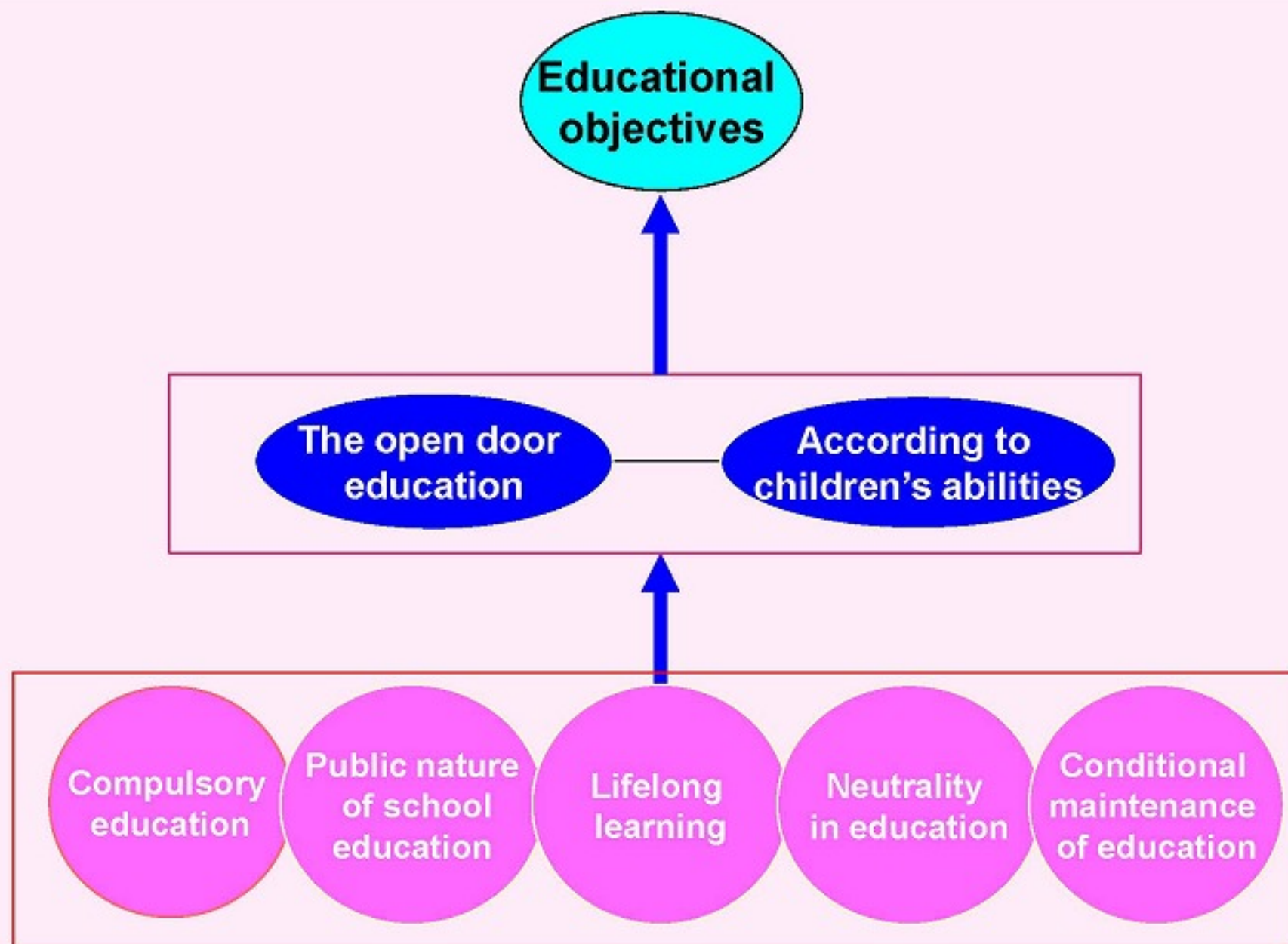
Basic Act on Education

- Article 1 Aims of Education
- Article 2 Objectives of Education
- Article 3 Concept of Lifelong Learning
- Article 4 Equal Opportunity in Education
- Article 5 Compulsory Education
- Article 6 School Education
- Article 7 Universities
- Article 8 Private Schools
- Article 9 Teachers
- Article 10 Education in the Family
- Article 11 Early Childhood Education
- Article 12 Social Education
- Article 13 Partnership and Cooperation among Schools, Families, and Local Residents
- Article 14 Political Education
- Article 15 Religious Education
- Article 16 Education Administration
- Article 17 Basic Plan for the Promotion of Education
- Article 18 Enactment of laws and regulations

■ Fundamental principles and issues

- (1) The significance of regulations on educational objectives
- (2) The equal opportunity of education and prohibition against discrimination in education
 - > The interpretation of "according to their ability"
- (3) Compulsory education
 - > Nation's obligation to have their children receive secular education, and the country and autonomies' obligation for conditional maintenance
- (4) Public nature of school education
- (5) Lifelong learning and social education
- (6) Neutrality of education (politically/ religiously)
- (7) The educational administration in the course of maintenance and establishment of educational conditions

Basic Act on Education



Basic Act on Education

■ Conditional preparation of education and theory of internal and external matters

■ Discussion point of the IENAGA Court Case

- Sugimoto Judgment and discussion on right to education of nationals
- Takatsu Judgment and discussion on right to education of nation

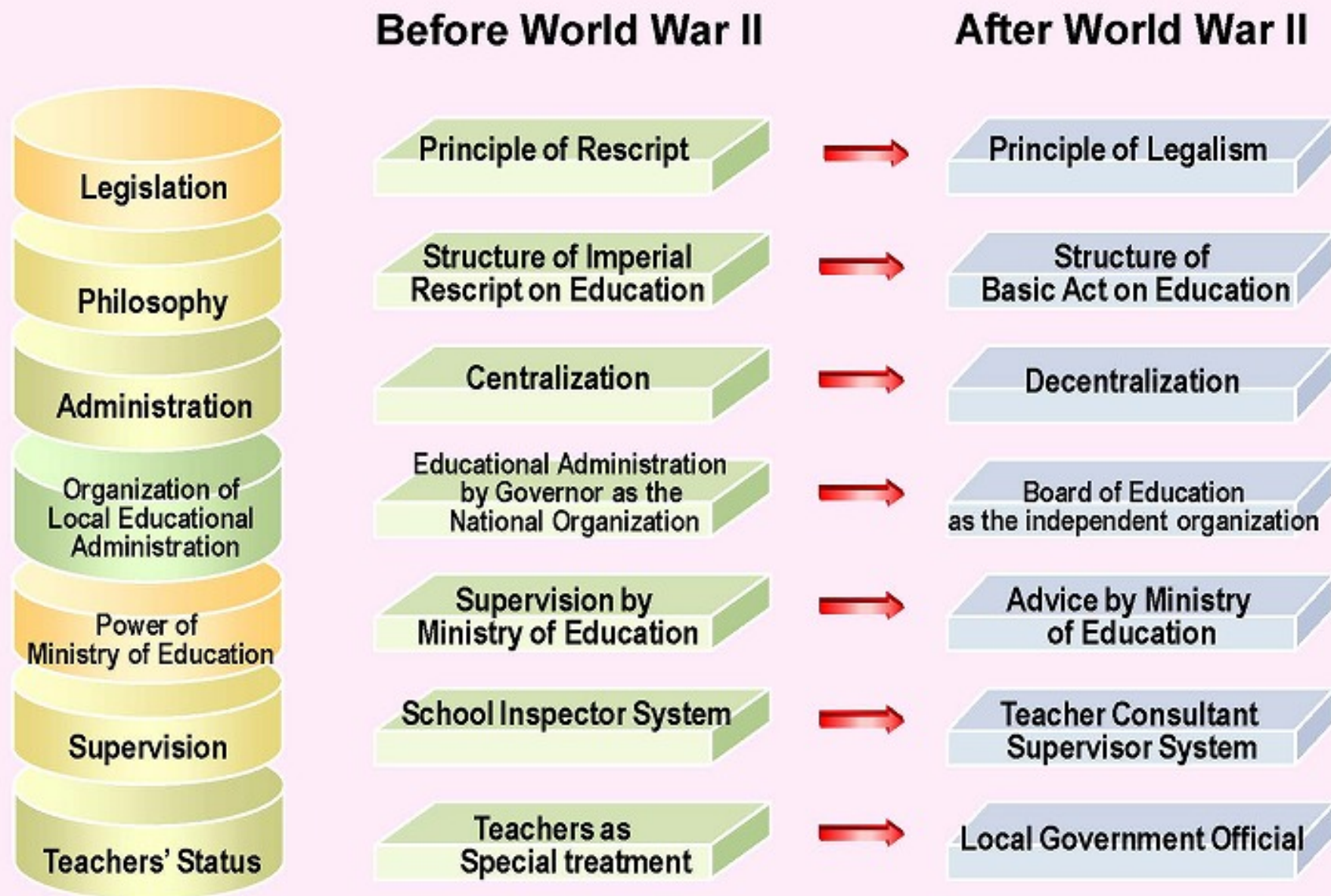
■ Points of the Achievement Examination Judgment by the Supreme Court (1976)

- Right to learn
- Freedom of education of parents
- Freedom of teaching of teachers
- Approval of right of nation on determining educational contents

Reform Movements in Educational Administration (1)

- 1948 Board of Education Law
- 1954 Revision of the Educational Personnel Certification Law, and Promulgation of Law concerning Continued Neutrality of Education
- 1956 Law concerning the Organization and Functions of Local Education Administration
- 1971 Final Report of the Central Council for Education
- 1987 Final report of the National Task Force for Educational Reform
- 1999 Law concerned with the advancement of regional devolution
- 2006 Revision of Basic Act on Education
- 2007 Revision of three laws on education

Reform Movements in Educational Administration (1)



Reform Movements in Educational Administration (1)

Board of Education Law

Boards' publicly elected system
(Principle of democratization)

The legal equality within the Ministry
of Education
(Principle of the regional devolution)

The preservation of financial autonomy
(Principle of autonomy)

Law concerning the Organization and Functions of Local Education Administration

The system of being appointed as a board
by the head of the administrative
organization concerned
(Political neutrality and securing its stability)

Reinforcement of upper
institutions' commission
(Reinforcement of the state
and regions)

Reinforcement of chieftain's commission
(Balance with the administration at large)



Comparison of the principle of board of education law and the law concerning the
organization and functions of local educational administration

Reform Movements in Educational Administration (2)

- 1993 Society for the Study of Economic Reforms "Interim Report on Deregulation (Hiraiwa Report)" (fields of medical • welfare, employment • labor, education to be on one's own responsibility as a principle and regulation of government to be minimum) "Resolution on the Promotion of Decentralization" at both Upper and Lower House
- 1994 Decision of the Cabinet on "Promotion of Future Deregulation"
- 1995 Regulative standards for kindergarten establishment the Collective Decentralization Law
- 1996 Federation of Employers "Associations "Promotion of Deregulation for Creative Human Development"
Committee for the Promotion of Decentralization First Recommendation "Creation of the decentralized Society"
- 1997 Establishment of Task Force on Decentralization at the Ministry of Home Affairs
Ministry of Education notification "Flexibility of School Districts" Educational reform program Approval of 4 laws for educational reform
(Introduction of system of optional tenure for university teacher etc)

Reform Movements in Educational Administration (2)

- 1998 Partial amendment of School Education Act (Optional introduction of consistent secondary education) Central Council for Education Report "How Local Administration on Education Should Be"
- 1999 Law concerned with the advancement of regional devolution
- 2000 Amendment of enforcement regulations of the School Education Act (school councilor, appointment qualification of principal / vice – principal, position of teachers' meeting)
- 2001 Education reform plan for the 21st century (the Rainbow Plan) Approval of six laws related to educational reform (public opening of board of educations' meetings, appropriate correspondence to non-qualified teachers, skipping entrance to school)
- 2003 Enforcement of National University Corporation Law
- 2007 Revision of School Education Act (revising objectives and goals for school education, creating new positions within schools such as assistant principal and senior teacher, and school evaluation)
Revision of Law Concerning Organization and Functions of Local Education (revising educational board system and promoting decentralization)
Revision of Education Personnel Certification Law and Special Law for Education Officials (adopting certification renewal system for education personnel and tightening of personnel administration for teachers with insufficient ability)

Reform Movements in Educational Administration (2)

- Relaxing the geographic restrictions on school districts of public elementary and lower secondary schools
- Completeness of home – visiting education at school for the visually, aurally, and physically and mentally challenged children.
- Transparency of the Textbook Authorization System and Improvement of Textbook Adoption
- Deregulation of Admission Requirements to Universities and Graduate Universities.
- Treatment of graduation from university in attendance of less than four years and more than three years

- System of Credits – Accumulated by National Institute for Academic Degrees and University Evaluation
- Selective–tenure-term System for University Teachers Credit System for Out-of-school Activities at Upper Secondary Schools
- Expansion of the Evaluation System for Out-of-school Learning Achievement without Schooling

The Education Reform Plan for the 21st Century

The 7 priority strategies

- (1) Improve students 'basic scholastic proficiency' in easy to understand classes.
- (2) Foster youths into becoming open and warm-hearted Japanese through participating in community services and various programs.
- (3) Improve learning environment so that they are enjoyable and free of worries.
- (4) Make schools that can be trusted by parents and communities.
- (5) Train teachers as real 'professionals' of education.
- (6) Promote the establishment of universities of international standard.
- (7) Establish an educational philosophy suitable for the new century and improve the provision for education.

Reform Movements in Educational Administration (2)



The Boards of Education

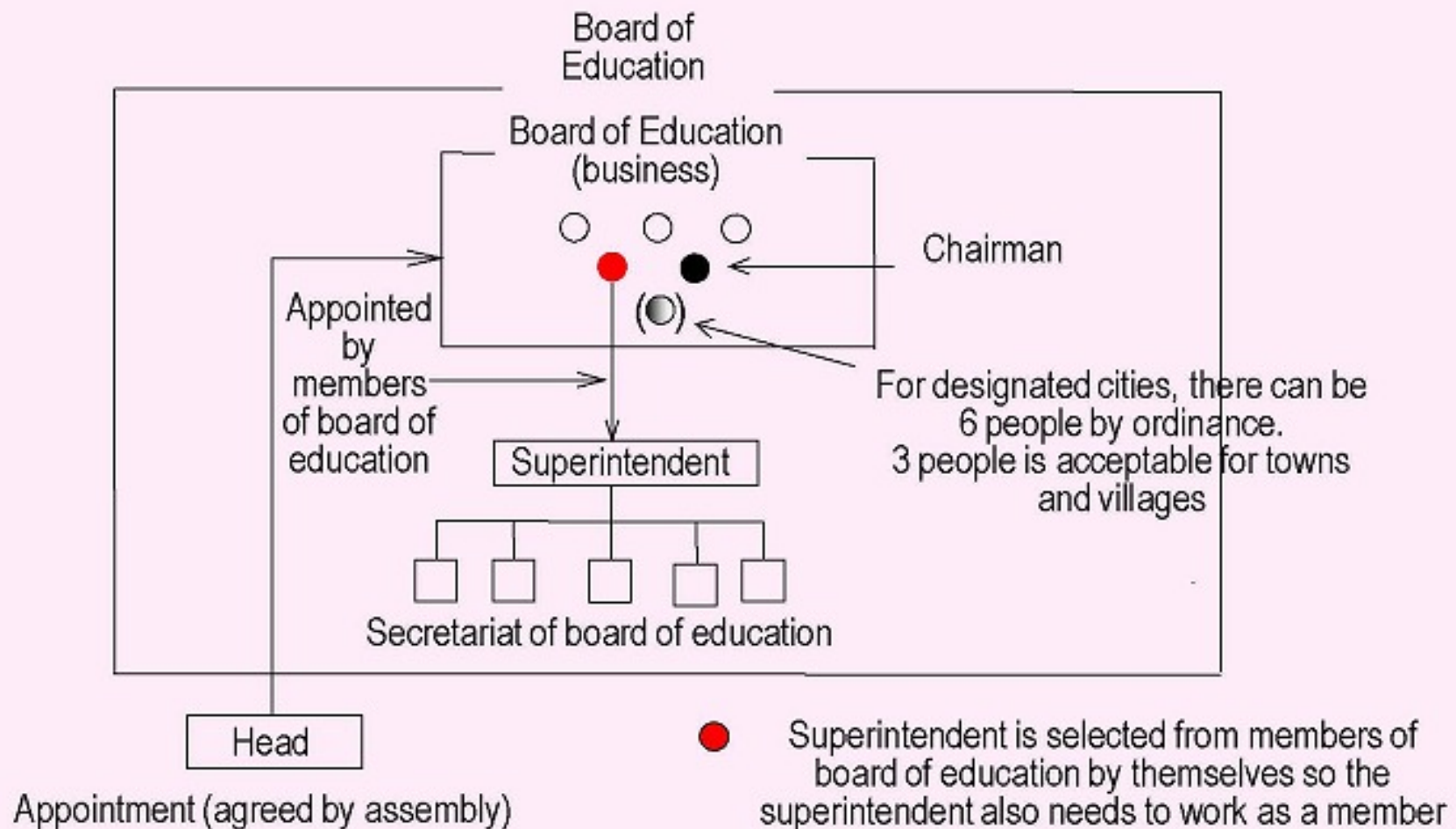
■ The Boards of Education are ...

- The administrative committees that are established in prefectures and municipality
- Working the administration on education, academic research and culture
- Institutions which embraces the council system

■ The philosophy guiding establishment of Boards of Education

- The layman's control of educational administration
- Independence from the administration at large
- Decentralization

The Boards of Education



The Boards of Education

Boards of Education: Municipalities

- Report on Budget, Personnel matters, etc.
- Requirement for dispatching teacher consultant
- Reporting and Cooperation for Survey, etc.

- Construction, management, administration of schools
- Institution building
- Treatment of textbooks and education materials
- Supervision of service regulations of teachers

Public elementary and lower secondary school
(principal)

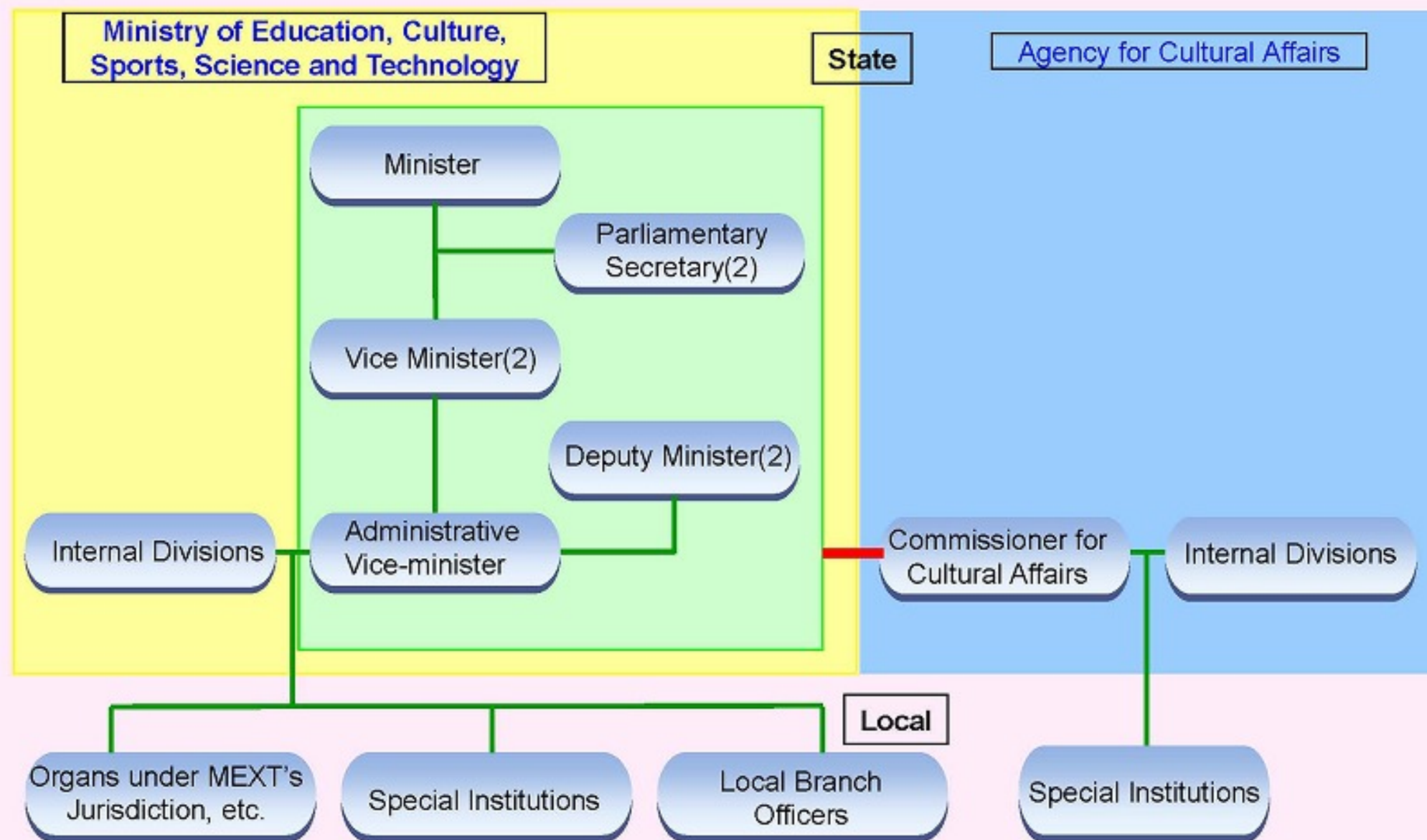
The Boards of Education

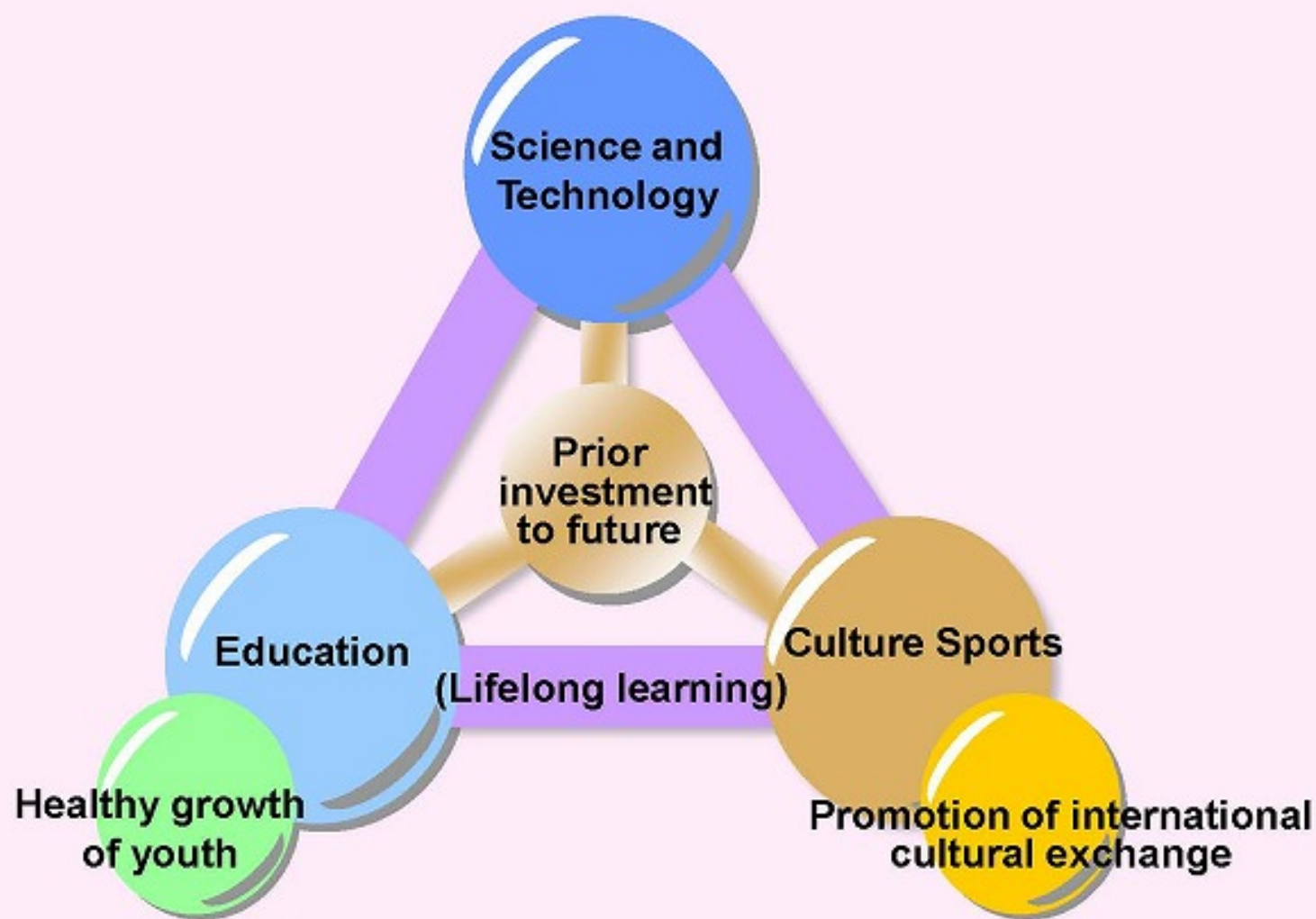


■ **Revised aspects enacted by MEXT through a law concerned with the advancement of regional devolution**

- 1) The specification of administrative division¹⁾**
- 2) Deregulation**
- 3) The delegation of commission to the lower administrative levels**

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





■ **The role of Ministry of Education, Culture, Sports, Science and Technology (MEXT)**

- Establish a nationwide basic framework of educational system
- Set national standards
- Support improvements in local educational conditions
- Support measures for appropriate implementation of programs



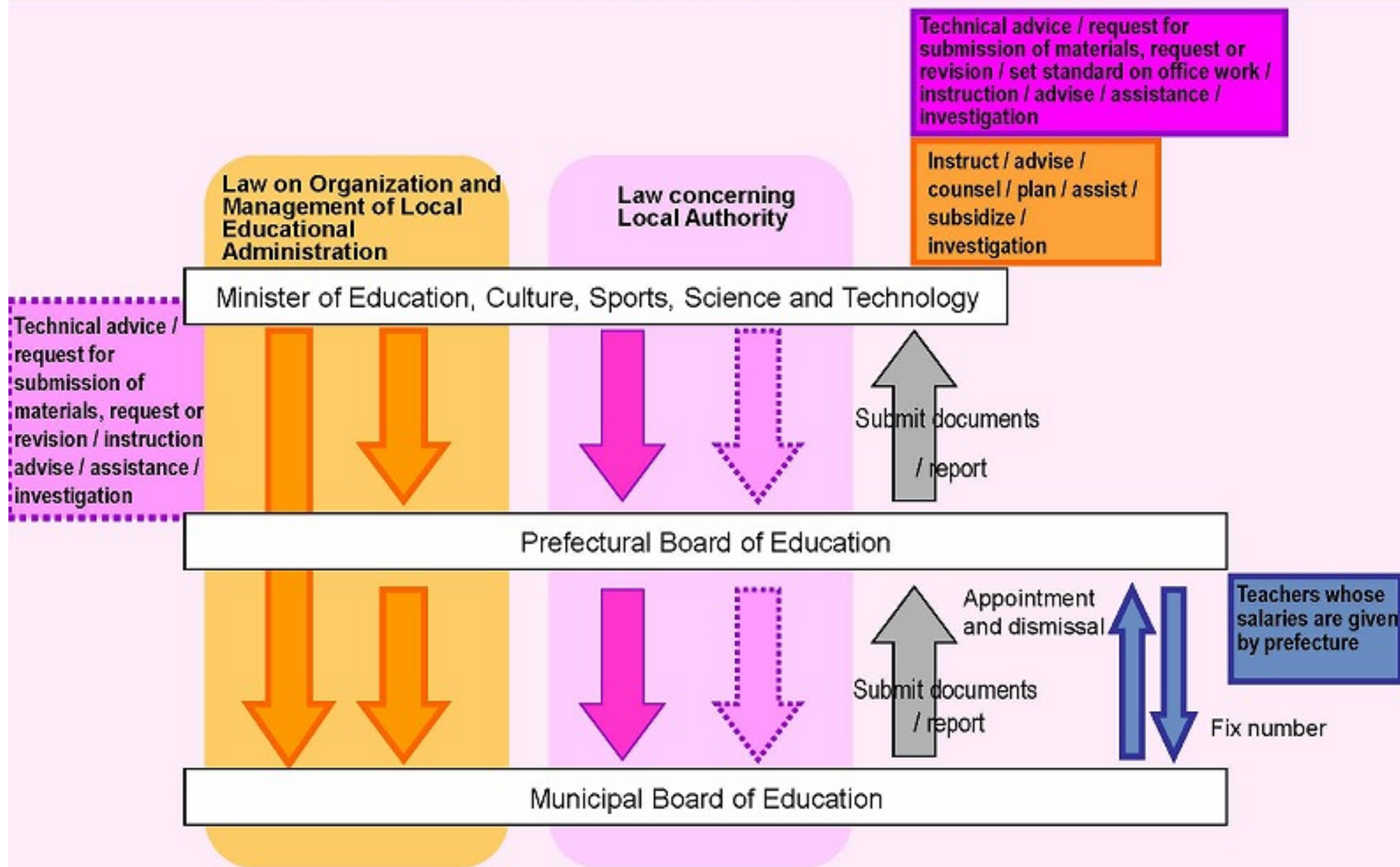
文部科学省

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

■ Contents of guidance administration

- Interpretation of laws and transmission of Government institutions and policies to prefectures and municipalities;
- Interpretation and explanation of professional and technical items about contents and methods of education;
- Requests to secure correct educational administration and school management and administration, etc.

Guidance Administration by MEXT



The Relationship between MEXT (Ministry of Education, Culture, Sports, Science and Technology) and the boards of education

Guidance Administration by MEXT

Classifications	The number of boards of education	The boards of education disposing teacher consultant supervisors		The boards of education disposing supervisors for Social Education and sent Social Education supervisors	
		The ratio of the disposition	The average number per a disposed board of education	The ratio of the disposition	The average number per a disposed board of education
Total	1,932	52.9%	5.2	56.7%	1.9
More than 500,000	33	100.0%	34.6	63.6%	4.2
More than 300,000, less than 500,000	49	100.0%	15.7	63.3%	2.9
More than 100,000, less than 300,000	200	97.5%	8.0	61.0%	2.7
More than 50,000, less than 100,000	281	85.1%	4.1	60.1%	2.2
More than 30,000, less than 50,000	260	71.5%	2.5	63.5%	1.9
More than 15,000, less than 30,000	327	49.5%	1.5	58.4%	1.8
More than 8,000, less than 15,000	278	33.0%	1.3	58.0%	1.6
More than 5,000, less than 8,000	172	26.2%	1.2	57.0%	1.5
Less than 5,000	227	6.6%	1.0	55.9%	1.4
Whole-affairs association of educational administration	-	-	-	-	-
Partial-affairs association of educational administration	106	5.7%	3.0	9.4%	1.4
Jointly established boards of education	1	100.0%	4.0	100.0%	4.0
Wide area union network boards of education	-	-	-	-	-
(cf.) Total number in 2005	2,524	44.1%	4.4	61.3%	1.8

MEXT: Ministry of Education, Culture, Sports, Science and Technology

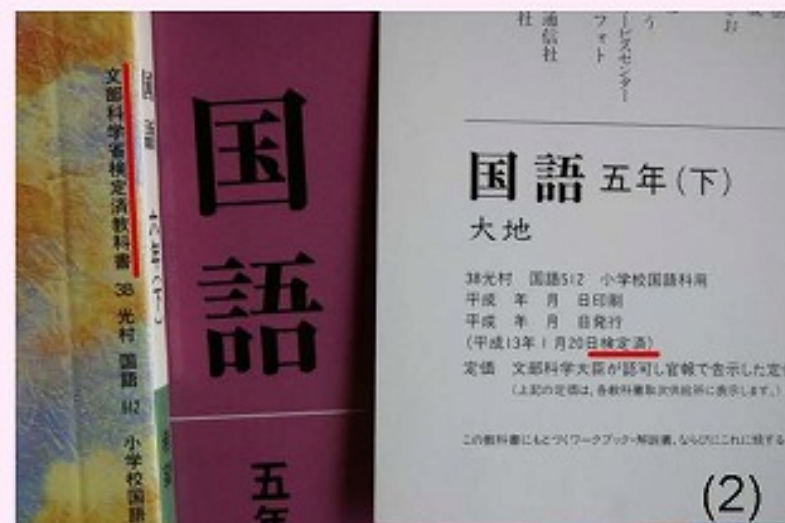
Guidance Administration by MEXT

MEXT: Ministry of Education, Culture, Sports, Science and Technology



(1)

November 2004



(2)



(3)

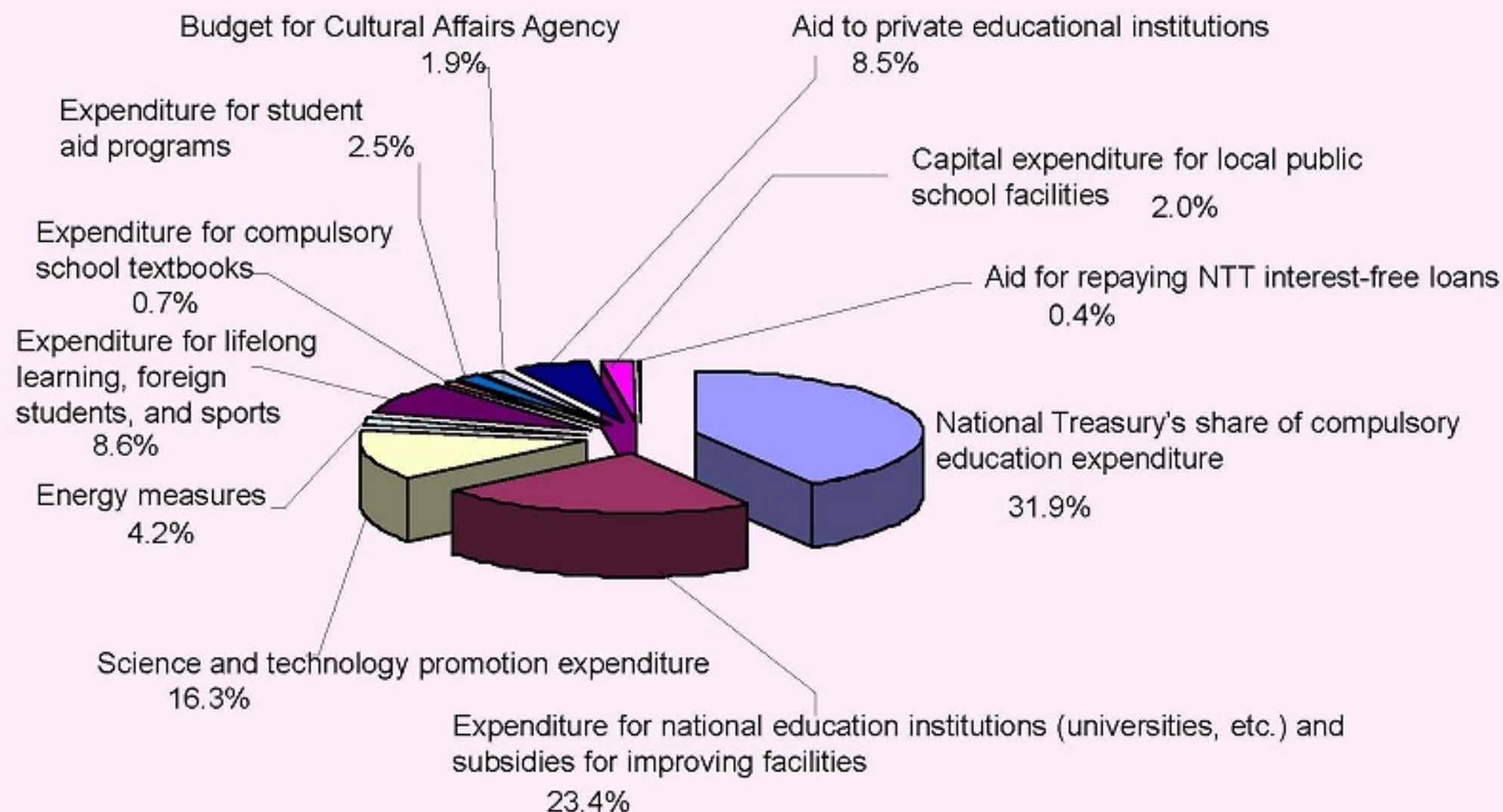
■ The change in responsibility for educational finance

- From beneficiary charge to public responsibility
- Public responsibility changes from principle of burden by founder to national subsidies (national treasury payment)
- National treasury payments changed from the system of national subsidies to fiscal equalization principles

■ The fiscal equalization law

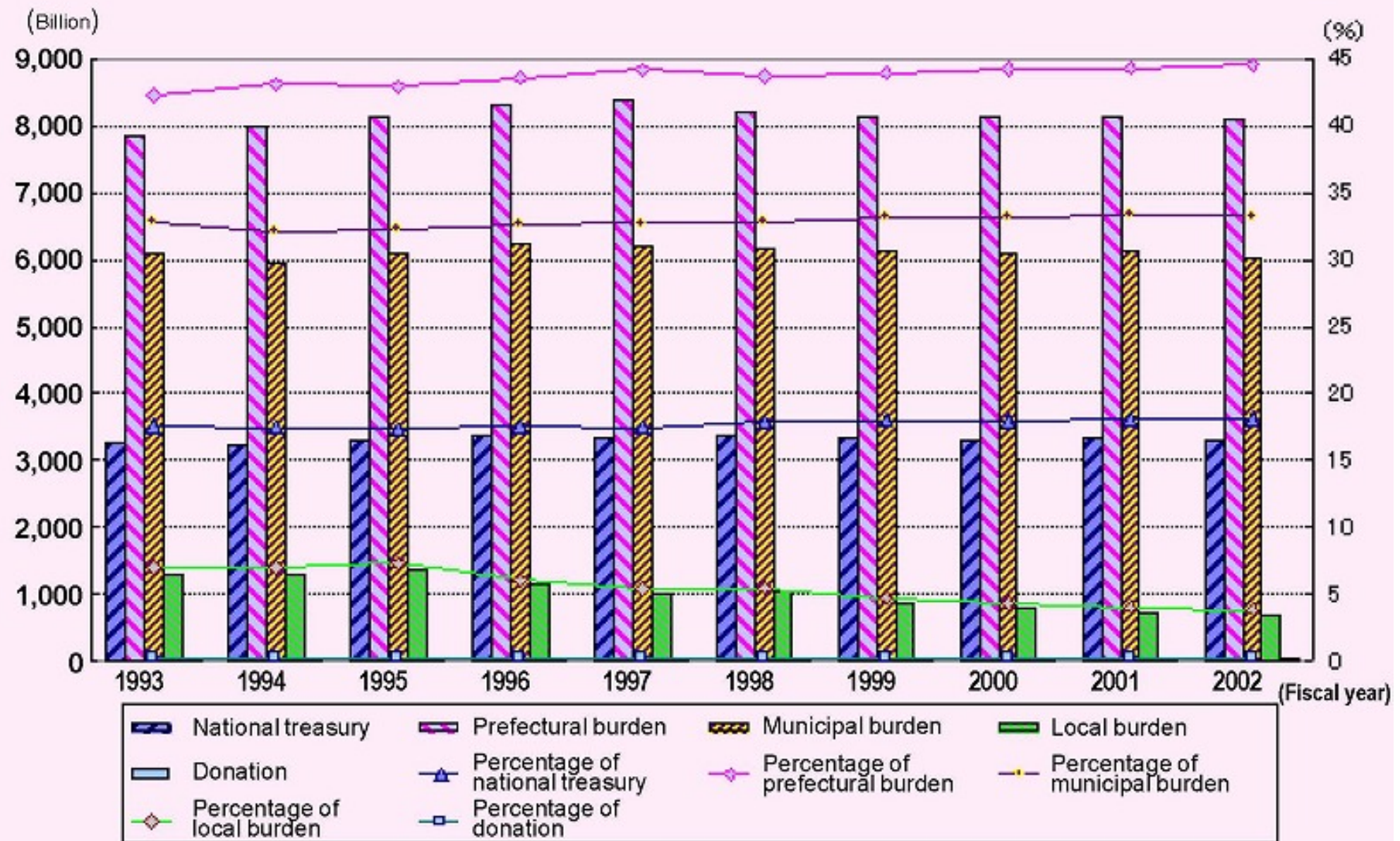
- The system of national subsidies as a vertical adjustment system
- The local tax-allocation system as a horizontal adjustment system

Educational Finance & Responsibility Structure



Total amount for 2006 school year : 5,273,900,000,000 JPY

Educational Finance & Responsibility Structure



Educational Finance & Responsibility Structure



Schools Covered by the School Education Act

■ Schools covered in the first article of the School Education Act

- Kindergarten
- Elementary school
- Lower secondary school
- Upper secondary schools
- Six-year secondary school
- College of technology
- University
- Schools for special needs education
- University
- College of technology

■ Specialized training colleges and miscellaneous schools

■ Other schooling facilities covered in other ordinances

Schools Covered by the School Education Act

- Completion of courses at university / college of technology / specialized training college (upper secondary course / specialized course) is approvable as units for upper secondary school
(Enforcement Regulation of the School Education Act, Article 98)
 - Regarding entrance to specialized course of specialized training college, graduates of upper secondary schools and those who completed the upper secondary courses of specialized colleges are treated in the same way
(Enforcement Regulation of the School Education Act, Article 183)
 - Transfers to universities or junior colleges for graduates of specialized courses of specialized training college
(School Education Act, Article 132, Enforcement Regulation of the School Education Act, Article 186)
 - Completion of courses at education institutions except specialized training colleges is regarded as completion of courses of a specialized training college
(Criteria of Establishing A Special Training College, Article 10)
- Others: it is possible to take an entrance examination to graduate schools by converting experiences in business after graduating from a specialized training college based on individual qualifications and the judgment of graduate schools
(Enforcement Regulation of the School Education Act, Article 155)

Schools Covered by the School Education Act

Elementary school

The aim of elementary schools is to give an elementary part of regular education conducted as compulsory education supporting children's development in mind and body.
(Article 29)

Education in elementary school should be provided to achieve the goals of Article 21, to the extent necessary for realizing the aims stipulated in the preceding article
(Article

30)

Lower secondary school

The aim of lower secondary schools is to give regular education conducted as compulsory education on the basis of elementary education supporting children's development in mind and body.
(Article 45)

Education in lower secondary school should make an effort to achieve the aims of the preceding article.
(Article 36)

Upper Secondary school

The aim of upper secondary school is to give advanced regular education and specialized education on the basis of lower secondary education supporting children's development in mind and body.
(Article 50)

Education in upper secondary schools should be provided to achieve the goals of the following clauses for realizing the aims stipulated in the preceding article.
(Article 51)

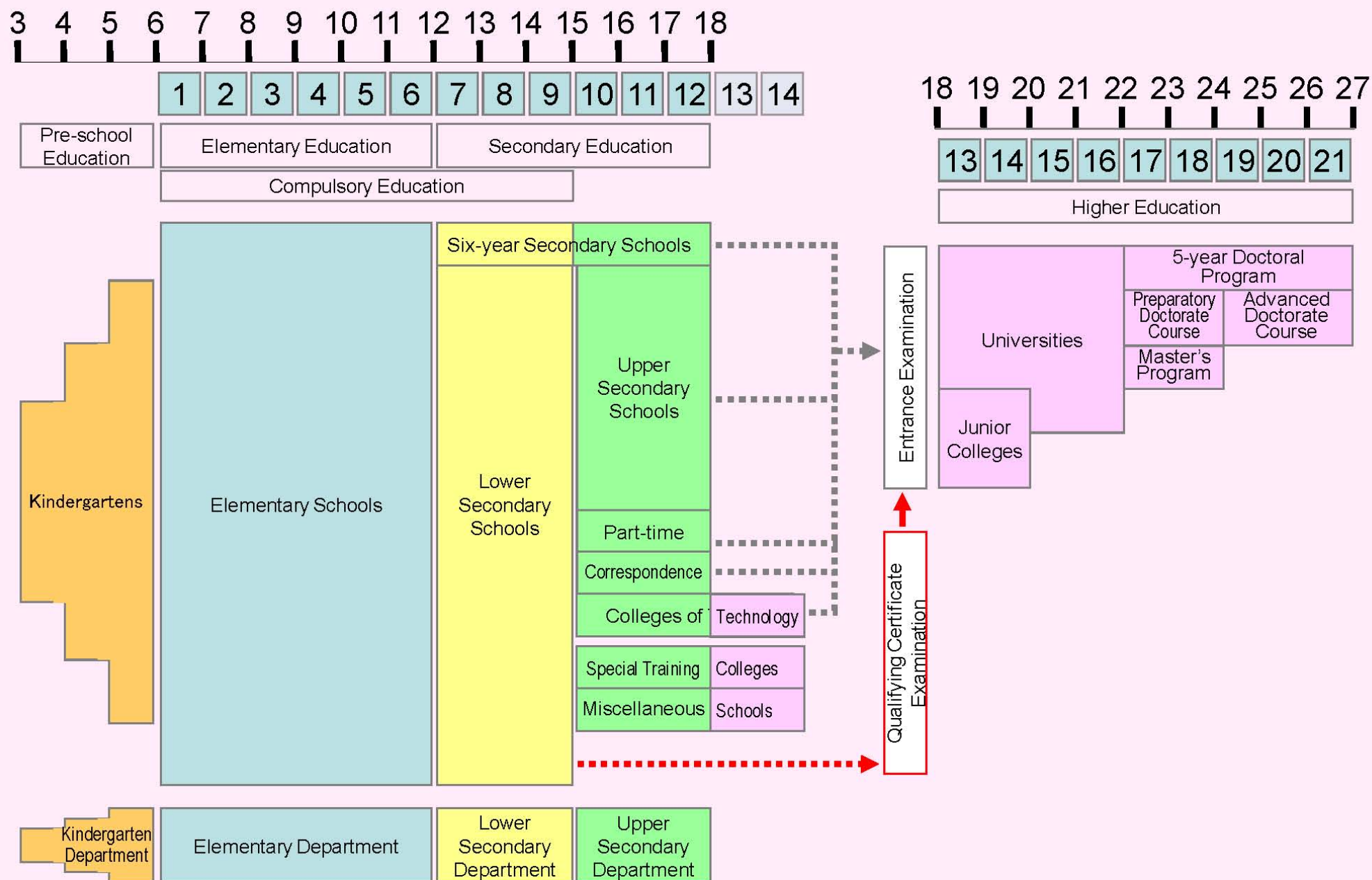
Schools Covered by the School Education Law

Objectives of compulsory education

Normal educational activities in compulsory education shall be undertaken to achieve the following objectives, as prescribed under Article 5, Clause 2 of the Basic Act on Education.

1. Social activities are promoted both inside and outside of school in order to nurture in students voluntary, independent, and cooperative attitudes, respect for norm consciousness, the ability to make sound judgments and a sense of public spiritedness that will help them to become productive members of society.
2. Activities for experiencing nature are promoted both inside and outside of school in order to nurture in students a spirit of respecting nature and life and a desire to contribute to environmental preservation.
3. Students are to be given proper guidance in the history and current situation in Japan and their hometown, in order to nurture in students, teach them to respect traditions and culture, and nurture them with an attitude of loving their country and hometown. Then, through an understanding of foreign cultures, they should be instilled with a respect of other countries and a sense of contributing to the development and peace of the global community.
4. Students are to be nurtured with a basic understanding and abilities related to the roles of the family and home, and about food, clothing, shelter, information, production, and other items necessary for daily living.
5. Students are to be nurtured with a love for reading, a proper understanding of and basic skills for using the language arts they will need in their daily lives.
6. Students are to be nurtured with basic skills to properly process and understand quantitative relations they will need in their daily lives.
7. Students are to be nurtured with basic skills for scientifically understanding and processing, through observations and experiments, natural phenomena that are part of their lives.
8. Efforts are to be made to instill in students the proper habits needed to live safe, healthy and happy lives, to build up body strength through physical activities, and to harmoniously develop their bodies and minds.
9. Students are to be nurtured with basic understanding and skills needed for music, art, literature, and other fine arts in order to brighten and enrich their lives.
10. Students are to be nurtured with basic skills and knowledge needed for their careers, an attitude of respecting work, and the ability to choose their career path that matches their own individual aptitude.

Establishment & Management of Schools



■ Founders of schools

- Nation
- Local government
- Juristic person determined by law
- School establishment companies and school establishment incorporated nonprofit organizations stipulated in Special Zone's Act for Structural Reform as an exception of School Education Act

■ The year when criteria were set establishing differing school types

- Criteria for establishing a kindergarten: 1956
- Criteria for establishing a upper secondary schools: 1947
- Criteria for establishment of university: 1956
- Criteria for establishing a college of technology: 1961
- Criteria for establishing a graduate school: 1974
- Criteria for establishing a junior college = 1975
- Criteria for establishing a special training college: 1976
- Criteria for establishing a new elementary/lower secondary school: 2002

Establishment & Management of Schools

Criteria for establishing new elementary schools

- ◇ Organization of class
- ◇ Teachers and teaching
- ◇ General standards for faculty and equipment and related matters
- ◇ Area of school plant and ground and related matters
- ◇ Facilities which should be equipped
- ◇ School materials and teaching materials
- ◇ Usage of other school facilities and equipment

Area of school building	
The number of student	Area (square meters)
More than 1, less than 40	500
More than 41, less than 480	$500 + 5 \times (\text{Number of Students} - 40)$
More than 481	$2700 + 3 \times (\text{Number of Student} - 480)$

Area of ground	
The number of student	Area (square meters)
More than 1, less than 240	2400
More than 241, less than 720	$2400 + 10 \times (\text{Number of Student} - 240)$
More than 721	7200

Establishment & Management of Schools

Types of School	Classification of the Class Organizations	The Number of Students per Class
Elementary School	A class which is organized with the same graders	40
	A class which is organized with different two graders	16 (if it includes the first graders, 8 students)
	A special class which is provided by Article 75 of the School Education Act	8
Lower Secondary Schools (including six-year secondary schools lower division)	A class which is organized with the same graders	40
	A class which is organized with different two graders	8
	A special class which is provided by Article 75 of the School Education Act	8

Establishment & Management of Schools



May 2005



April 2005

(1) Educational finance / laws on facilities / criteria

- Criteria for school establishment
- Law concerning the National Treasury

(2) Other directives, guidelines, council reports

- Guidelines on School Facilities (1967)
- Guidelines on Design of School Facilities (1974)

■ **Appropriate Statute re Standards for School Environments**

● **Social Conditions**

- Not in industrial areas, hotel areas

(Building Standards Law 48)

- No environmental pollution such as air pollution, ambient noise, damage from vibration

● **Natural Conditions**

- Height of the school location
- Commuting distance to school

(Enforcement of National Treasury's Share of Expenses for Compulsory Education Schools 3, less than 4 kilometers are appropriate for elementary school)

Standard of Class Organization & Average Number of Students per Class

	Standard	Average
School for special needs education (elementary and lower secondary school)	6	3
Class for special needs education (elementary and lower secondary school)	8	3
Elementary school	40	28
Lower secondary school	40	33

May, 2006

Criteria for School Facilities & Class Size



Home economics room



Gymnasium



Nurse's office



Computer room



Cooking room



Science room



School broadcasting room



Music Room



Drawing and handcraft room

■ Duty of guardians to make children enroll

- Designation of schools to enroll
- Compulsory school attendance postponement
- Encouragement and assistance to attendance

■ Actions Concerning non-attendance

- Arrangement of school counselors
- Arrangement of counselor of moral education
- Class for school refusal children
- Private free schools

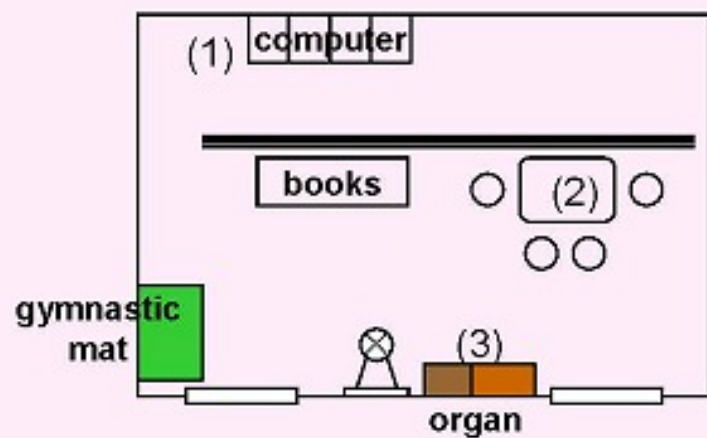
Enrollment & Non-Attendance

	Elementary School		Lower Secondary School		Total	
	Number of no-attendance	Percentage among all students (%)	Number of no-attendance	Percentage among all students (%)	Number of no-attendance	Percentage among all students (%)
2002	25,869	0.36	105,383	2.73	131,252	1.18
2003	24,077	0.33	102,149	2.73	126,226	1.15
2004	23,318	0.32	100,040	2.73	123,358	1.14
2005	22,709	0.32	99,578	2.75	122,287	1.13
2006	23,825	0.33	103,069	2.86	126,894	1.18
2007	23,927	0.34	105,328	2.91	129,255	1.2

Enrollment & Non-Attendance

Counseling style	Number of counseling cases on non-attendance (Total)	Elementary school student	Lower secondary school student	Upper secondary school student
At counseling center	11768	3067	6172	2529
By telephone	18975	4565	9523	4887
At student's house	3255	1043	2111	101
At various places	1474	635	719	120
Total	35472	6272	5377	2296

Enrollment & Non-Attendance



February 2004

■ School Evaluation

As designated by the Minister of Education, Culture, Sports, Science and Technology, elementary schools shall conduct an evaluation of their educational activities and other aspects of school management and must work to improve the level of educational standards by using the results to formulate necessary measures for improving their operations.

(Article 42 of the School Education Act, applying mutatis mutandis to kindergartens, lower and upper secondary schools)

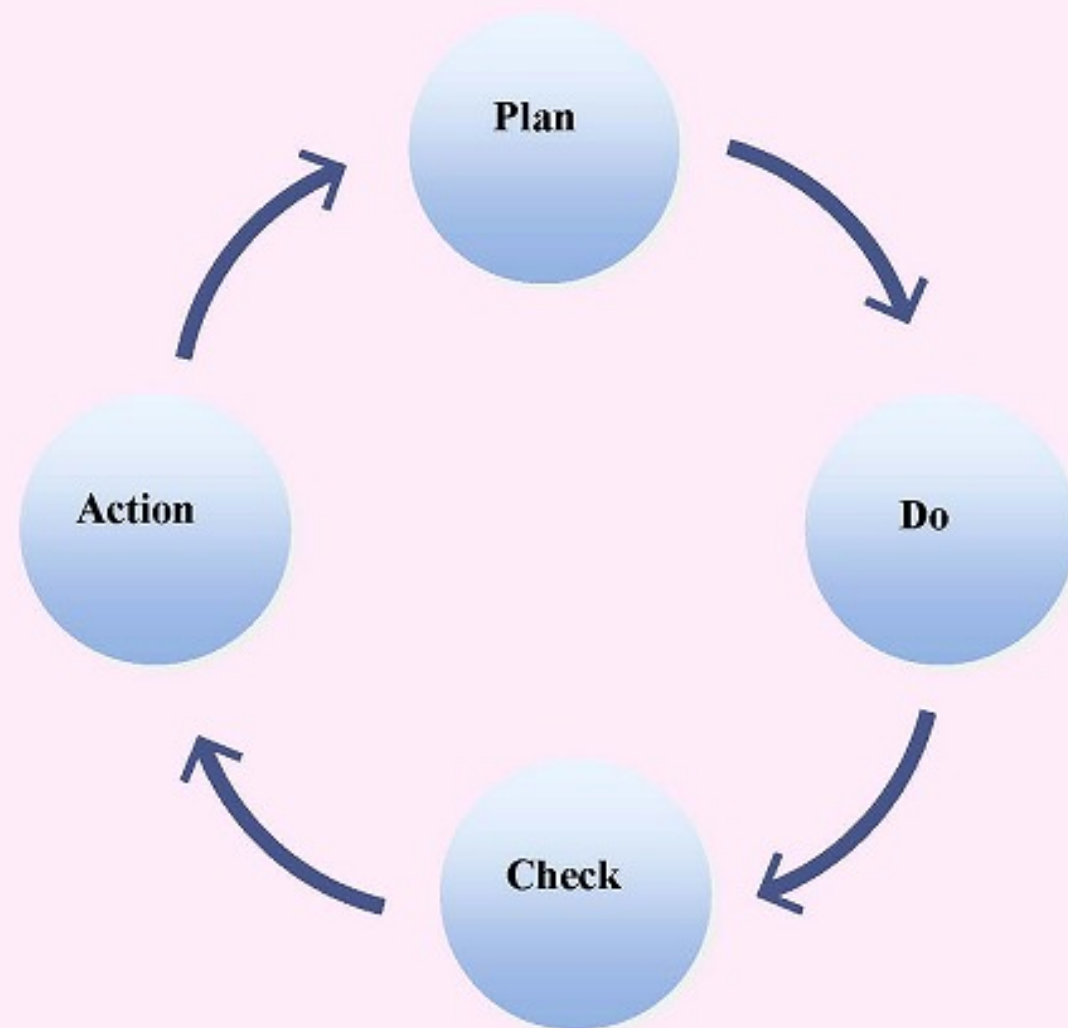
Elementary schools shall evaluate their educational activities and other aspects of school management by themselves and announce the results to the public.

2 In undertaking evaluation of the preceding clause, elementary schools shall set the appropriate evaluation items based on the situation.

Elementary schools shall make efforts to undertake evaluation by parents and other people concerned in the relevant elementary school (excluding school staff at the relevant elementary school) in response to the evaluation by schools themselves which are provided in the first clause of the preceding article, and to publish the results.

Elementary schools shall report the results of evaluation to the founder of the relevant elementary schools.
(Article 66-68 of the School Education Act, applying mutatis mutandis to kindergartens, lower and upper secondary schools)

Self-evaluation / Third Party School Evaluations



Self-evaluation cycle

School Evaluation

1. Specific and definite goals and plans shall be set up, in response to the previous school evaluation and the current situation of school which is shown in the results of survey on academic performance and physical strength.
2. In the pursuit of goals, educational activities shall be conducted in coordination and cooperation with parents.
3. Schools shall undertake self-evaluation about goal attainment level and adequacy of their educational efforts, in order to collect problems and improvement plans. At that time, questionnaire surveys and meetings with students, parents and community residents shall be conducted to be aware of students' level of understanding of lessons and to collect comments or requests regarding schools. The results shall be utilized as an important basis for self-evaluation.
4. As committee composed of external evaluators such as stakeholders other than teachers from the relevant school shall conduct observation on school activities and exchange of views to carry out evaluation (external evaluation) in response to the result of self-evaluations by school.
5. Based on problems shown in the results of self-evaluation and the evaluation by stakeholders (external evaluation), corrective measures shall be taken in coordination with school founders and in light of comments or requests from teachers and parents. Revision or creation of specific and definite goals which are easy to understand for parents shall be conducted. Efforts to achieve these goals shall be made.

Self-evaluation / Third Party School Evaluations



■ Providing information to parents

In order to broaden the understanding of parents, guardians, the local community and other relevant persons, and to help promote cooperation and ties with these persons, elementary schools shall make an intensive effort to provide information about their educational activities and other school-related operations.

(Article 43 of the School Education Act)

■ Ordinance on disclosure of educational information

- Right of Information Explanation on self-information, Right of request for correction on self-information

(Kanagawa Prefecture Regulation on Private Information Protection)

■ Opinions from both sides of a legal case (comparative list)

Takatsuki City Ordinance of Private Information Protection Article 13 Paragraph 2 implementing agency may avoid giving out private information for the cases below

- (1) When a statute or a regulation exists to protect private information
- (2) When the information is about personnel evaluation, diagnosis, estimation etc. and it is justified not to release the information
- (3) When releasing information obstructs fair and appropriate administration
- (4) When the implementing agency accepts that listening to the council is in the interests of the common good

Disclosure of Educational Information

<Personal Information Protection System>

This tries to protect privacy in relation to personal data by setting restrictive regulations on handling of private information, such as collection, storage, utilization, and provision of personal data.

<Covered personal information>

Personal information which is collected, stored, and utilized by local government and by which a particular individual is identified or can be identified

<General rules on practical handlings>

- Installment and publication of municipally-owned personal information file
- Limits to collection of personal data
- Limits to use and provision of personal data
- Adequate maintenance
- Regulations on electronic processing

■ The placement of school councilors

- 1 School councilors may be placed in elementary schools by the founder's regulation.
- 2 School councilors are allowed to observe ideas on school administration in response to requests from Principals.
- 3 The school councilors are selected from people who are not faculty staff of the school in question, and have understanding and insight about education. They are entrusted by the school's founder through recommendation of the Principal.

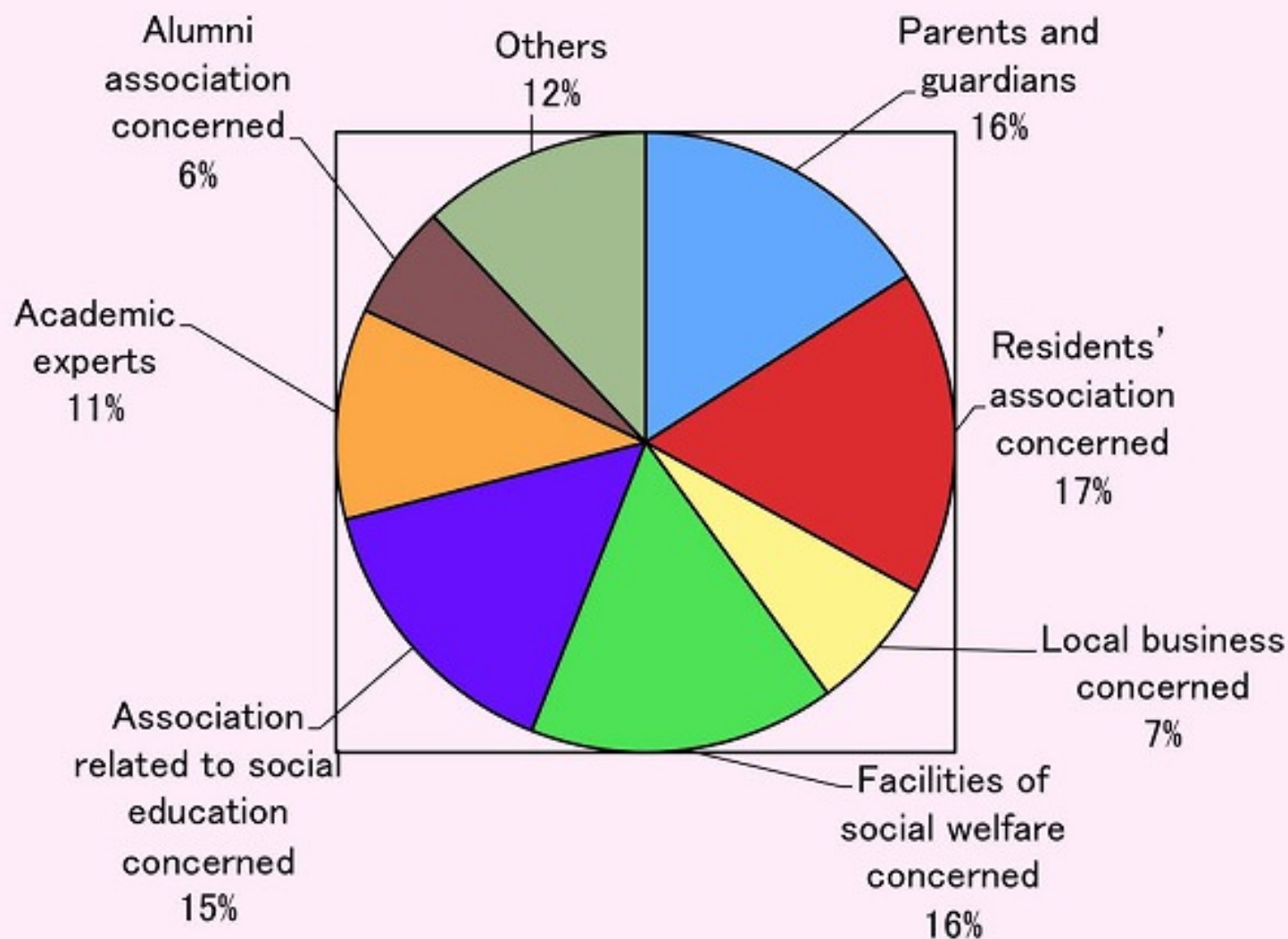
School Councilor System

Kind of school	Total number of schools	Number of schools with school councilor	Ratio	Number of schools under consideration	Ratio
Kindergarten	5243	1860	35.5%	891	17.0%
Elementary school	22249	19619	88.2%	882	4.0%
Lower secondary school	10113	8944	88.5%	449	4.4%
Upper secondary school	4034	3728	92.4%	47	1.2%
Six-year secondary school	14	14	100%	0	0.0%
School for special needs education	933	877	94.0%	15	1.6%

(As of August, 2006)

School Councilor System

(As of August, 2006 : total number of school councilors 153,714 – public school)



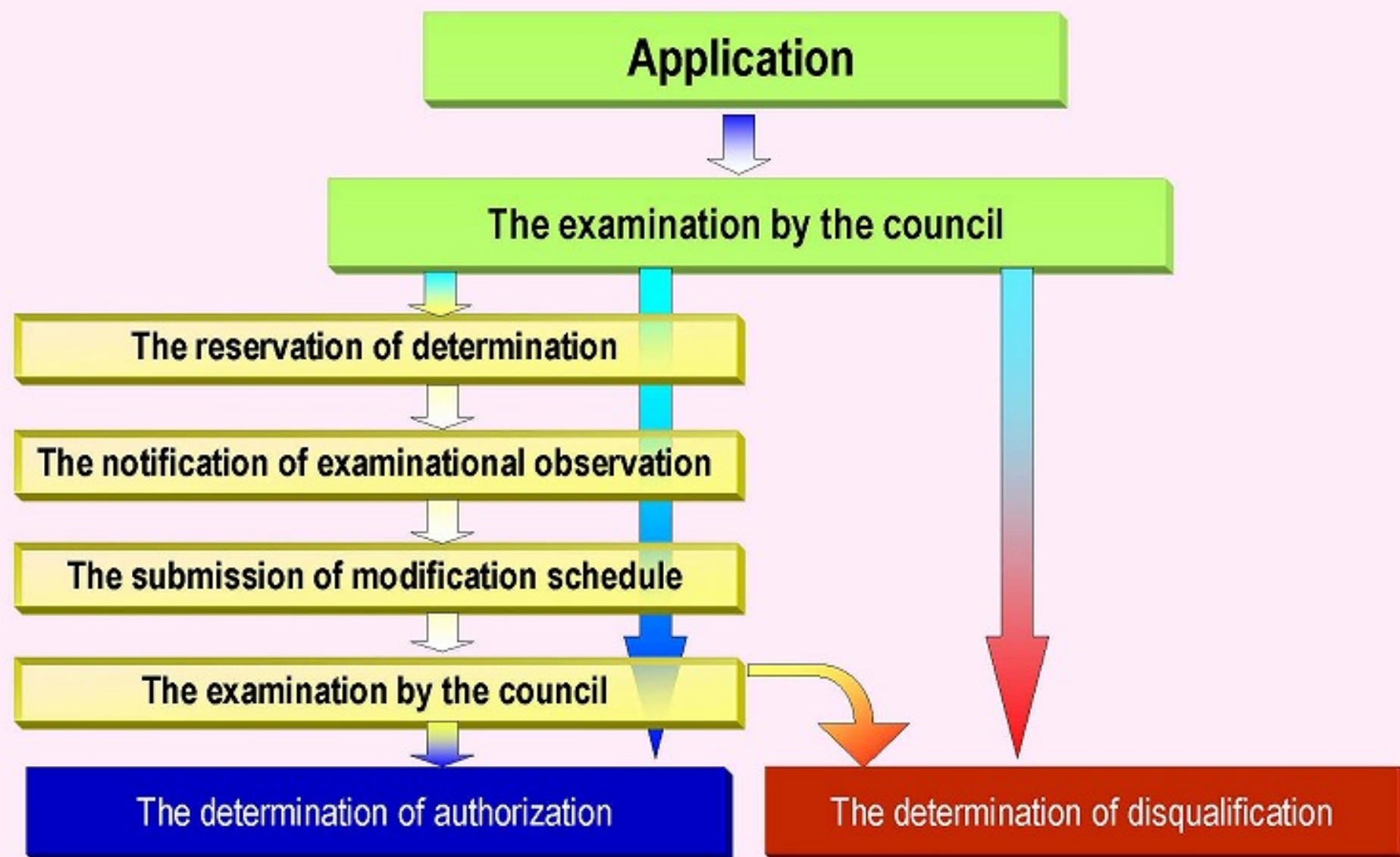
School Councilor System



Textbooks & Supplementary Materials

- Criteria for textbook authorization for various compulsory education schools (January 1999)
“Exhortation toward Learning” which is 2002 appeal for improvement of “Academic Ability”
- The Textbook Survey and Authorization Council
“Concerning improvement on the textbook system” (July 2002)
- Partial revision of the Criteria for textbook authorizations for various compulsory education schools and the Criteria for textbook authorization of upper secondary schools (August 2002)

Textbooks & Supplementary Materials



Textbooks & Supplementary Materials

School Education Act Article 21

Clause 1 Elementary schools shall use textbooks authorized by the Minister of Education, Culture, Sports, Science and Technology or whose copyright the Minister of Education, Culture, Sports, Science and Technology owns.

Clause 2 Books other than the above-mentioned textbooks and other teaching materials may be used, if they are good and suitable.

Copyright Law Article 35

Reproduction at school or other compound institutions

Teachers at schools and other educational institutions (excluding those for profit-making) are allowed to copy published materials when it is admitted to be necessary and it is used in their subjects. However, it is not permitted when it violates the interests of the author in terms of type and use of the book, and number and modes of the copied materials

Textbooks & Supplementary Materials



Disciplinary Actions Against Children & Students

■ School Education Act article11

“Based on the decision by the Minister of Education, Culture, Sports, Science and Technology, principal and teachers are allowed to give disciplinary actions against students and children when there is a educational necessity. However, they may not give corporal punishment.”

■ Enforcement regulations of the School Education Act (excerpt)

“When principals or teachers give children disciplinary actions, they must give consideration that is educationally necessary. For example, they must consider children’s development mentally and physically.”

■ Reasons for expulsion (drop-out) from school

- A person who is recognized with his/her misbehavior and has no chance of improvement
- A person who is recognized as less able and has no chance of success
- A person who doesn’t attend class daily without a valid reason
- A person who disturbs school order, or student that fails his/her duty as a student

Disciplinary Actions Against Children & Students

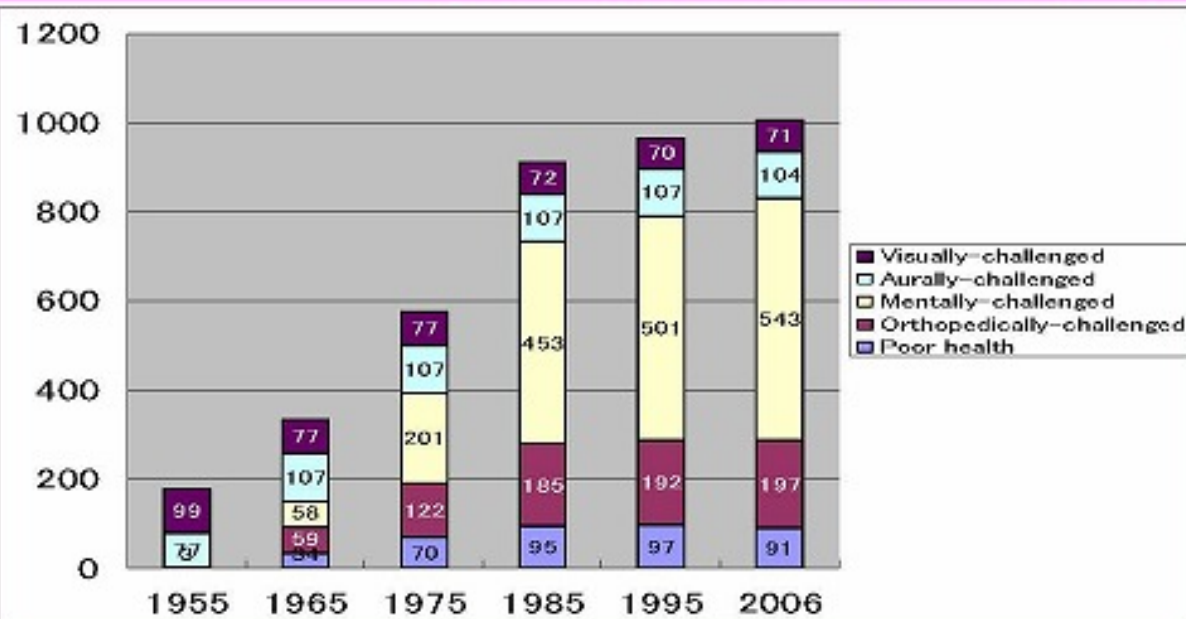
	Public elementary and lower secondary school and so on	National and private elementary and lower secondary school and so on	Upper secondary school and university and so on
Drop-out	×	○	○
Suspension of school	×	×	○
Admonition	○	○	○
Disciplinary action without legal effect	○	○	○

Limits of application and disciplinary action of drop-out and suspension from school

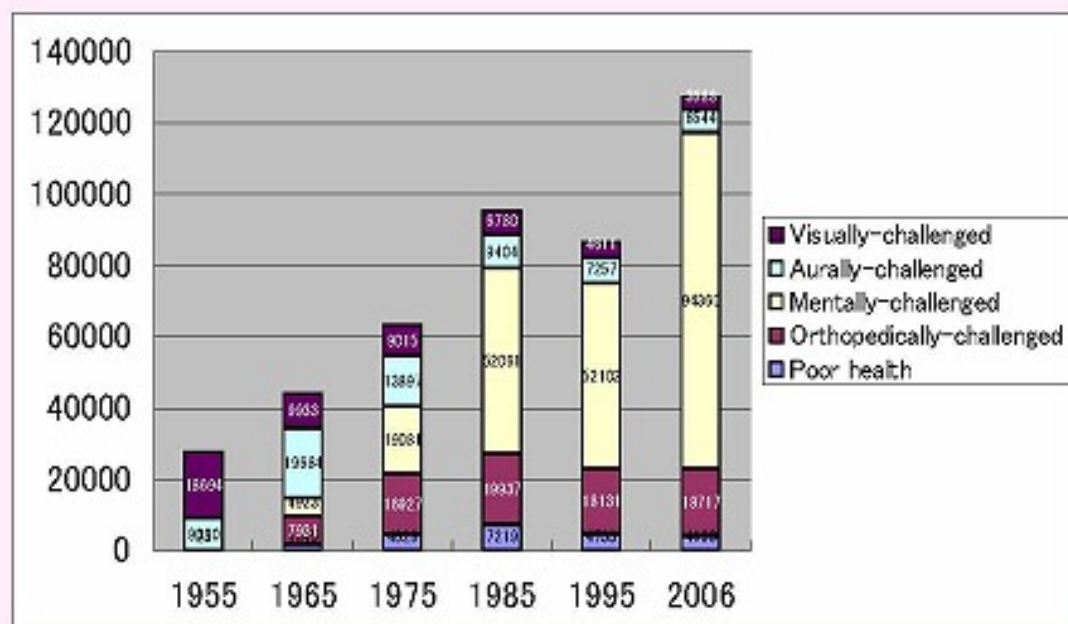
Special Needs Education System

- 1. Change of situations regarding education of challenged students**
- 2. Basic ways of thinking of specially supported education**
- 3. Individual educational support plans**
- 4. Current situation and ways to deal with Learning**
- 5. Disabled, Attention Deficit Hyperactivity Disorder Permitted Enrollment**

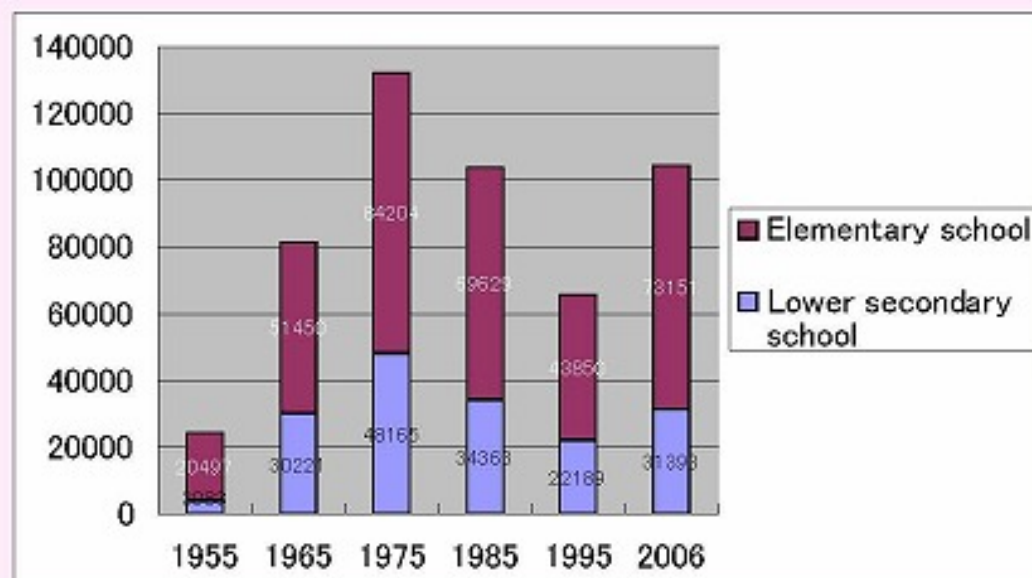
Special Needs Education System



Student number in special needs education schools

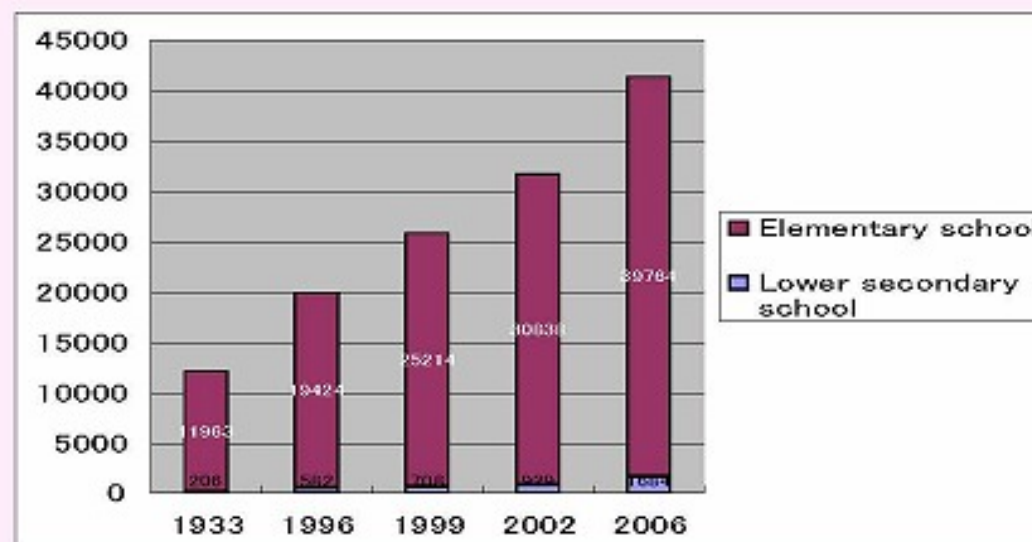


Special Needs Education System

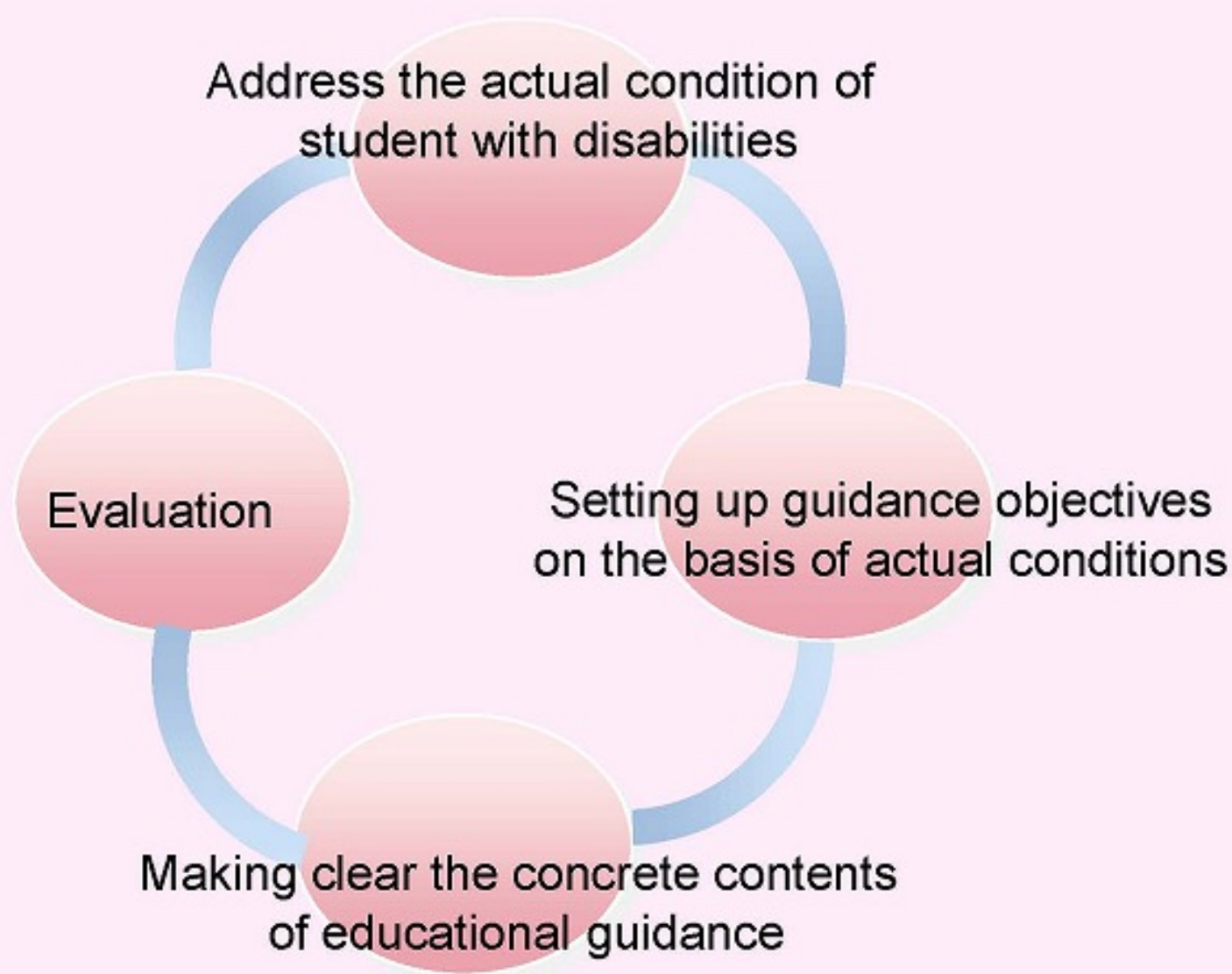


Special Needs Education System

Student number attending
resource rooms



Special Needs Education System



Special Needs Education System



Students of the Permitted Enrollment System

1.Intention of the system

Based on changes in circumstances around special education such as the spread of normalization of society and progress on decentralization of education, the system intends to reconsider enrollment guidance that allows appropriate education in response to special educational needs of individual challenged students.

2.Who is a student of permitted enrollment?

Students who, are usually judged that they need to enroll in schools for visually, aurally, and physically and mentally challenged due to their degrees of disabilities, may be admitted to have appropriate education at elementary schools or lower secondary schools.

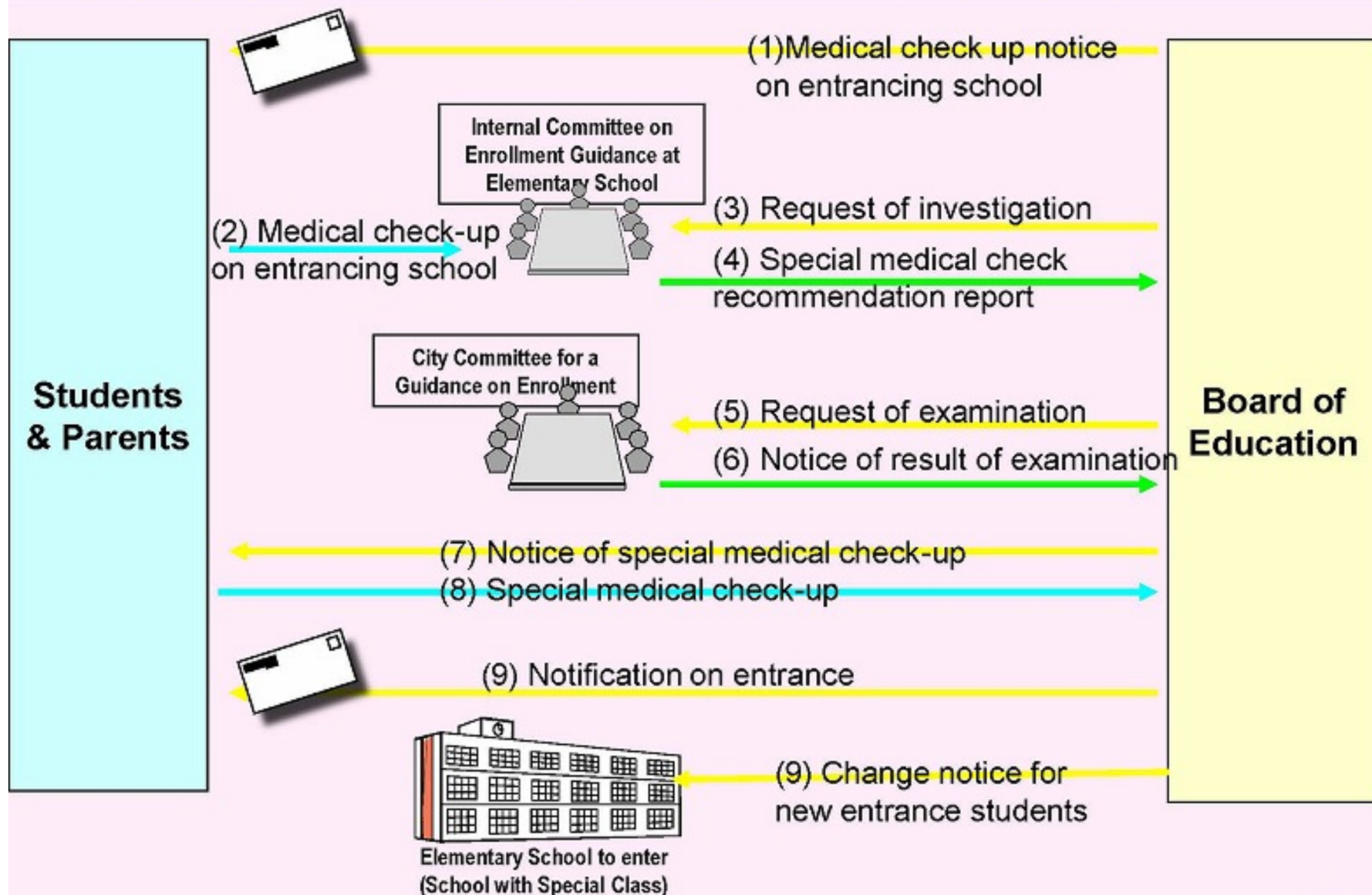
3.Important aspects regarding authorization of students for permitted enrollment

- Environment for enrollment (school facilities corresponding to disabilities, disposition of teachers with professional skills on guidance)
- There should be consideration towards safety and appropriate guidance according to types and degrees of disabilities. (such as double disabilities or a case when daily medical care is needed.)
- Hearing from professionals and parents about contents and methods of appropriate education according to types and degrees of disabilities

4.Preparation of teachers to deal with challenged and environment for enrollment

- Preparing counseling system
- Preparing enrollment guidance system

Students of the Permitted Enrollment System



Students of the Permitted Enrollment System

■ Conditions of the student

- Independence of the student, and communication ability of the student in daily school life
- Any other disabilities, the type of disability, and behavior problems (for example, human relations)
- Medical and physical considerations, learning conditions for each subject, consideration when participating school events, accepting system of founder

■ Conditions of elementary and lower secondary schools

- Distribution of teachers with high degree of specialty, support system in school, facilities, evacuation in a time of disaster, emergency contacting system

■ Other conditions

- Support and cooperation from outside school, intention of the parents about educational contents and methods

Students of the Permitted Enrollment System



The scene of regular class

(This photo is irrelevant with the permitted enrollment system.)

- 1. The Law for the Promotion of Education in Isolated Areas**
- 2. Grading of isolated areas**
- 3. Special allowances for teachers working in isolated areas**
- 4. Project for development of IT application method for schools in isolated areas**

Education of Children in Isolated Areas

Criteria points

+

Additional points

=

45 - 79 points → 1st degree

80 - 119 points → 2nd degree

120 - 159 points → 3rd degree

160 - 199 points → 4th degree

More than 200 points → 5th degree

Examples of assessable points

<The distance to a station or a bus stop>

(The area where is no transportation)

2 - 4km → 4 points

4 - 6km → 8 points

6 - 8km → 12 points

8 - 10km → 16 points

...

36 - 40km → 72 points

Farer than 40km → 80 points

Assessable elements

The distance to a station or a bus stop

The distance to a hospital

The distance to a clinic

The distance to an upper secondary school

The distance to a post office

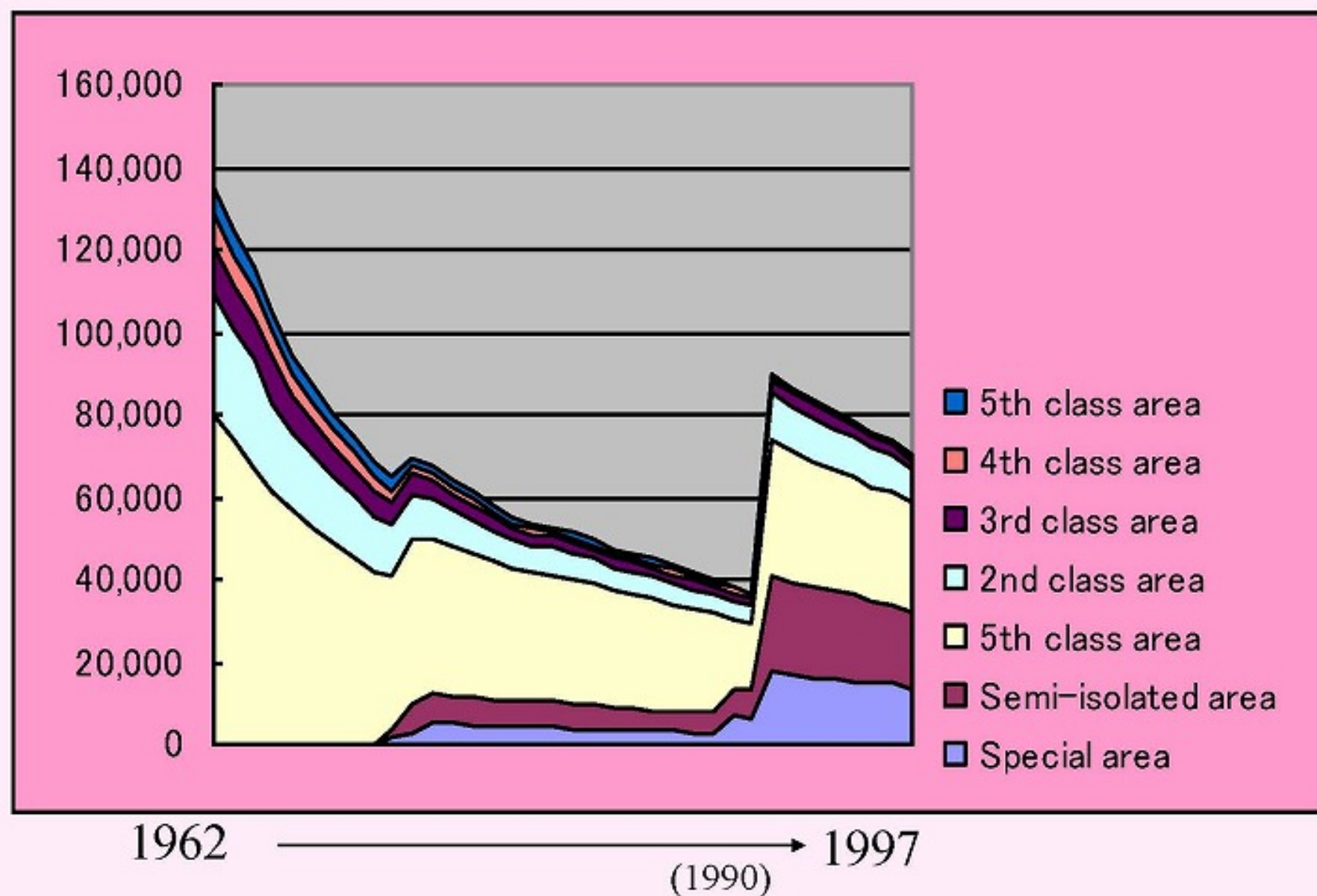
The distance to municipal board of education

The distance to the center of the town

The distance to the seat of prefectural government or the associate of it

The manner of classes' assessment by the rules for the operation
of the law for the promotion of education in isolated areas

Education of Children in Isolated Areas



Education of Children in Isolated Areas



Evening Lower Secondary Schools

1.What is an evening lower secondary school?

- A secondary school with evening classes in order to secure opportunities for education for people who could not have compulsory education for various reasons

2.Progress and the present condition

- This concept started in Osaka in 1947 to provide opportunities of learning for children who could not go to school because they had to work for a living after Second World War.
- Securing educational opportunity for Koreans in Japan, Vietnamese refugees, War returnees from China, foreign workers and their children. Also coping with an increase in number of school refusal students
- At the time of April, 2002, there are 35 evening lower secondary school in 8 prefectures of Japan; 1 in Chiba, 8 in Tokyo, 6 in Kanagawa, 1 in Kyoto, 11 in Osaka, 3 in Nara, 3 in Hyogo and 2 in Hiroshima

3.Requirements for entrance

- Example: Tokyo
 - * Those living or working within Tokyo prefecture, who did not graduate a lower secondary school
 - * Age of more or equal to 15
 - * Nationality does not matter

Evening Lower Secondary Schools

History

- 1947 "Yuuma-gakkyu (evening class)" was held at a municipal school in Osaka prefecture but is closed after three years.
- 1948 "Kajikko-gakkyu (class for steersmen's children)" was held by fishermen's cooperative association in Yokohama city. It was permitted as evening class in municipal school after two years.
- 1949 Evening class was held in Kobe city. It was permitted as class for the school refusal.
- 1967 Lower Secondary Equivalency Examination was started.
- 1971 Subsidy from Ministry of Education was started. In Tokyo, Japanese Language Class for Repatriates from China was held.
- 1981 The number of the young students who experienced school refusal. The Japanese Government ratified Convention Relating to the Status of Refugees.
- 1994 The number of Japanese-Latin American student was suddenly increased.

Change in the number of students of evening lower secondary schools

	Number of School	Number of Students
1951	47	2,195
1954	87	4,350
1955	84	5,280
1957	60	2,284
1968	21	416
1991	35	2,814
2001	35	3,125

Evening Lower Secondary Schools



(1)

Bクラス時間割 2005.4.18

校時	時間	月	火	水	木	金
1	5:00 ~ 5:30	英語	理科	国語	技術	道徳
2	5:35 ~ 6:05	社会	数学	美術	国語	理科
給食 6:55 ~ 7:35						
3	7:35 ~ 8:15	国語	英語	国語	音楽	国語
4	8:20 ~ 9:00	体育	国語	数学	社会	道徳



(2)



(3)



(4)



(5)

科目別 授業時数表

学年	科目	1学期	2学期	3学期	合計
1年	国語	10	10	10	30
	英語	10	10	10	30
	数学	10	10	10	30
	理科	10	10	10	30
	社会	10	10	10	30
	音楽	10	10	10	30
	美術	10	10	10	30
	体育	10	10	10	30
	道徳	10	10	10	30
	技術	10	10	10	30
2年	国語	10	10	10	30
	英語	10	10	10	30
	数学	10	10	10	30
	理科	10	10	10	30
	社会	10	10	10	30
	音楽	10	10	10	30
	美術	10	10	10	30
	体育	10	10	10	30
	道徳	10	10	10	30
	技術	10	10	10	30
3年	国語	10	10	10	30
	英語	10	10	10	30
	数学	10	10	10	30
	理科	10	10	10	30
	社会	10	10	10	30
	音楽	10	10	10	30
	美術	10	10	10	30
	体育	10	10	10	30
	道徳	10	10	10	30
	技術	10	10	10	30

(6)



(7)



(8)

科目別 授業時数表

学年	科目	1学期	2学期	3学期	合計
1年	国語	10	10	10	30
	英語	10	10	10	30
	数学	10	10	10	30
	理科	10	10	10	30
	社会	10	10	10	30
	音楽	10	10	10	30
	美術	10	10	10	30
	体育	10	10	10	30
	道徳	10	10	10	30
	技術	10	10	10	30
2年	国語	10	10	10	30
	英語	10	10	10	30
	数学	10	10	10	30
	理科	10	10	10	30
	社会	10	10	10	30
	音楽	10	10	10	30
	美術	10	10	10	30
	体育	10	10	10	30
	道徳	10	10	10	30
	技術	10	10	10	30
3年	国語	10	10	10	30
	英語	10	10	10	30
	数学	10	10	10	30
	理科	10	10	10	30
	社会	10	10	10	30
	音楽	10	10	10	30
	美術	10	10	10	30
	体育	10	10	10	30
	道徳	10	10	10	30
	技術	10	10	10	30

(9)

Composition(1)

Part 1

I Outline of Japanese School System

41 slides

- 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

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

Request about teaching-materials use

CRICED has the copyright of these teaching materials, and it is prohibited to edit or reproduce these materials without notice of approval, including publishing photographs, figures, tables, and descriptions. And, when using these teaching materials except in the context of training under the auspices of international educational cooperation for a developing country, contacting and obtaining consent from CRICED beforehand about the purpose of use and the usage is required.

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 of 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.

(Members of the editorial board)

Supervisor: Mariko Sato

-Textbook-

Editor

Ryoichi Kamada &
Nobuhiko Yanagibayashi

Page layout

Yukiko Yamao

-Slides-

Editor

Ryoichi Kamada &
Nobuhiko Yanagibayashi

Slide layout: Ryoichi Kamada

Chart design: Nobuhiko Yanagibayashi

Documents research : Nobuhiko Yanagibayashi

Photographs & Interview : Ryoichi Kamada / Atsuyoshi Hirata

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

Center for Research on International Cooperation
in Educational Development
(CRICED)
University of Tsukuba, JAPAN

〒305-8572 1-1-1, Tennodai, Tsukuba-shi, Ibaraki-ken
Tel: 029-853-7287 Fax: 029-853-7288

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

E-archive: <http://e-archives.criced.tsukuba.ac.jp/>

Please send your comments and concerns here

e-mail: criced-adm@human.tsukuba.ac.jp