

# Field III Japanese Social Education

Akitoshi TEUCHI

(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 1)

- 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)

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

University of Tsukuba, JAPAN

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

# **Social Education Facilities 1 (Citizen's Public Halls )**

## **■What are citizens' public halls?**

- Social education facility established by the municipal boards of education
- There are 17 thousand in Japan
- They are a regional integrated educational facility

## **■Officials of the citizens' public halls**

- Director
- Supervisor
- Clerk

## Social Education Facilities 1 (Citizens' Public Halls )

Classification	1993	1996	1999	2002	2005
Main Building	11,188	11,446	11,418	11,354	10,889
Branch Building	6,374	6,373	6,839	6,593	6,254
Total	17,562	17,819	18,257	17,947	17,143



# Social Education Facilities 1 (Citizens' Public Halls )



May 2005



July 2005

# Social Education Facilities 1 (Citizens' Public Halls )





# Social Education Facilities 1 (Citizens' Public Halls )





# Social Education Facilities 1 (Citizens' Public Halls )



# Social Education Facilities 1 (Public Hall)





## **Social Education Facilities 2 (Libraries)**

### **■ Regulation of libraries**

**Library Law (issued in 1951)**

### **■ Kinds and the number of libraries**

- **Public libraries**    Libraries of prefectures  
                             Libraries of municipalities
- **Private libraries**

### **■ Library specialists**

**Librarian, librarian assistant**

## Social Education Facilities 2 (Libraries)

Classification	Total	Prefecture	City	Town	Village	Union	Corporation
1993	2,172	66	1,392	619	59	2	34
1996	2,396	66	1,473	745	74	5	33
1999	2,592	65	1,548	856	89	3	31
2002	2,742	64	1,616	927	99	8	28
2005	2,979	62	2,129	697	65	2	24
Main building	1,985	54	1,183	657	65	2	24
Branch	994	8	946	40	—	—	—



# Social Education Facilities 2 (Libraries)

Classification	Total	Prefecture	City	Town	Village	Union	Corporation
<b>1993</b>	14,444	1,928	10,890	1,442	48	3	133
<b>1996</b>	15,754	1,934	11,706	1,906	68	14	126
<b>1999</b>	16,118	1,922	11,776	2,228	90	8	94
<b>2002</b>	16,291	1,899	11,805	2,378	94	18	97
<b>2005</b>	15,282 (15,378)	1,784 (614)	11,704 (11,948)	1,618 (2,574)	70 (199)	14 (6)	92 (37)
<b>Directors</b>	1,434 (1,369)	51 (11)	1,179 (780)	188 (503)	4 (61)	1 (1)	11 (13)
<b>Librarians</b>	6,957 (5,824)	1,042 (298)	5,028 (4,729)	804 (747)	38 (38)	3 (5)	42 (7)
<b>Assistant librarians</b>	237 (205)	10 (2)	195 (171)	31 (32)	1 (-)	- (-)	- (-)
<b>Others</b>	6,654 (7,980)	681 (303)	5,302 (6,268)	595 (1,292)	27 (160)	10 (-)	39 (17)

(Note)

- 1) These are number of full-time staff members. Numbers inside ( ) are of part-time staff members (concurrent position and part-time position).
- 2) "Full-time" staff members are those who are assigned to the library as library staff on a full-time basis, "concurrent position" staff members are those who are "full-time" staff working for institutions other than the said library and also get official appointment of concurrent positions at the said library on a part-time basis, and "part-time position" staff are those who are assigned to the library as library staff on a part-time basis.
- 3) "Others" includes clerical staff, technical staff, and labor management staff.

## Social Education Facilities 2 (Libraries)





## Social Education Facilities 2 (Libraries)



July 2004



July 2004

## Social Education Facilities 2 (Libraries)





## Social Education Facilities 2 (Libraries)



## **■ Regulation of museums**

### **Regulation of “museum” by the Museum Law (issued in 1951)**

In this facility, the aim is to collect information about history, art, folk, industry, natural science, etc., and to keep and preserve them, then to exhibit them for use by the public under educational considerations. Museums perform projects that are necessary for education, investigation, recreation and so on.

## **■ Kinds of museums**

- **Public museums**
- **Private museums**

## **■ Museum specialists**

- **Technical staff of museums**



## Social Education Facilities 3 (Museums)

Classification	Total	National	Independent administrative institution	Public	Private
1993	861	28	—	423	410
1996	985	29	—	518	438
1999	1,045	26	—	549	470
2002	1,117	21	10	608	478
2005	1,196	2	24	667	503
Comprehensive Museum	148	—	—	117	31
Science Museum	102	—	—	67	35
History Museum	401	—	—	241	160
Gallery	418	—	—	191	227
Others	101	—	—	51	50

## Social Education Facilities 3 (Museums)

Classification	Total	National	Independent administrative institution	Public	Private
1993	9,944	320	—	4,841	4,783
1996	10,674	334	—	5,474	4,866
1999	10,934	352	—	5,522	5,060
2002	11,428	158	448	5,888	4,934
2005	11,525 (5,829)				
Curator	575 (607)				
Technical Staff of Museum	3,251 (576)				
Assistant Technical Staff of Museum	343 (126)				
Other Staffs	7,356 (4,520)				

Note: These are number of full-time staff members. Numbers in parenthesis are of total number of concurrent and part-time staff.



## Social Education Facilities 3 (Museums)





## Social Education Facilities 3 (Museums)



Jul, 2004



# Social Education Facilities 3 (Museums)



体育と自然観察  
国語：ひたすら要領  
英語：できる生機しか聞かない  
理科：わかりやすい、生徒指導が面白い(創井先生)





## Social Education Facilities 3 (Museums)





## ■ Legal evidence of supervisors for social education

Chapter 2 (2 to 6 in Article 9) of the Social Education Law

## ■ Duties of supervisors for social education

1. Formulating, planning and programming of subjects
2. Supplying learning information and counseling
3. Supporting organization of study groups
4. Role of adjusting

# Supervisors for Social Education

Classification	Supervisors			Assistant supervisors			Sent social education supervisors
	Total	Prefecture	Municipal	Total	Prefecture	Municipal	
1993	3983	792	3191	431	34	397	1623
1996	4000	785	3215	454	49	405	1643
1999	3599	740	2859	340	33	307	1326
2002	3279	756	2523	264	46	218	1056
2005	2799 (627)	674 (6)	2125 (621)	164 (78)	43 (-)	121 (78)	1423

Note) These are numbers of full-time supervisors. Numbers in ( ) are those of part-time supervisors and not included as full-time staff



# Supervisors for Social Education



## **Children's Natural Houses & Public Houses for Youths**

- **Objectives of national houses for youths**

- To nurture youth's health through group lodging training

- **Objectives of national children's natural houses**

- To nurture children's health through group lodging training in nature

- **2 types of establishers: national and local autonomous bodies**

- **2 types of functions: lodging type and non-lodging type  
(houses for youths only)**



# Children's Natural Houses & Public Houses for Youths

Classification	Total	Children's Natural House	House for Youth (Lodging)	House for Youth (Day Care)	Cultural Center for School Children	Others
1993	1,225	294	249	162	71	449
1996	1,319	304	248	161	99	507
1999	1,263	311	229	176	75	472
2002	1,307	326	223	171	105	482
2005	1,320	311	209	171	128	501
Prefectures	196	96	67	5	—	28
City	881	182	115	141	112	331
Towns and Villages	243	33	27	25	16	142

Note: National House for Youth, National Children's Natural House and Private institutions are not included.



# Children's Natural Houses & Public Houses for Youths





# Children's Natural Houses & Public Houses for Youths



Lunch Room



Work Shop Room

July 2004

# Children's Natural Houses & Public Houses for Youths



July 2004



## ■ What social educational organizations are: (Article. 10 of the Social Education Law )

Social organizations are both corporate bodies and non-corporate ones that do not come under official control and that aim to provide services related to social education

## ■ Typical social educational organizations :

- Boy Scouts, Girl Scouts, Boys Sports Clubs
- Youth Associations
- Regional Women's Associations
- PTAs
- Cultural Associations
- Sports Associations



# Social Educational Organizations





# Social Educational Organizations





# Social Educational Organizations





## ■ What is social correspondence education? (Social Education Law article 50)

Under the law, “correspondence education” is education carried out under a regular educational plan sending teaching materials and supplementary materials to the students by using the correspondence method. Based on these materials, problem solving, correction and transfer of instructions, questions and answers are conducted. This educational method is called social correspondence education.

## ■ Methods of correspondence

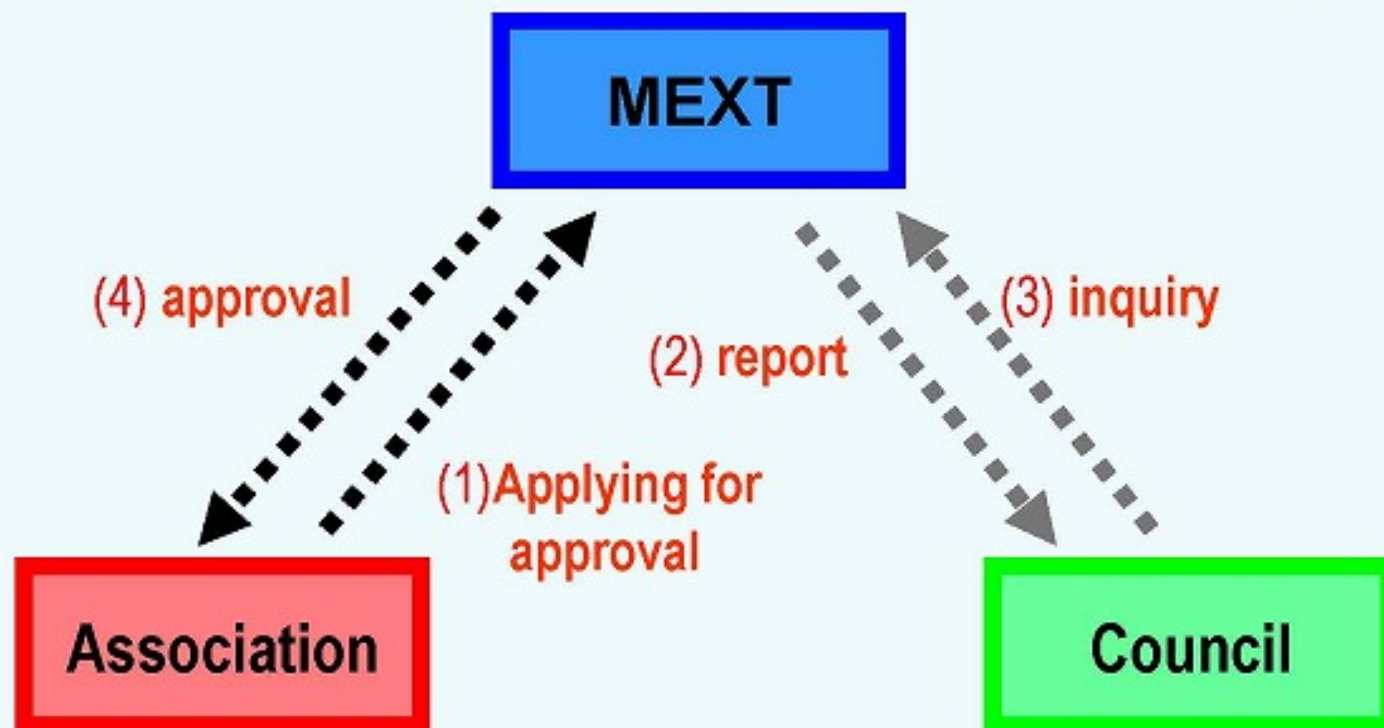
**Mail, Fax, Computer correspondence, broadcast, etc.**

## ■ Social correspondence educational associations

**Schools, corporations, other private associations**

# Social Correspondence Education

Ministry of Education, Culture, Sports, Science and Technology





# Social Correspondence Education



## ■ Basic Plan on Promotion of Sports

(Report of the Health and Physical Education Council, September 13, 2000)

### The Developmental Plan of A Sports Promotive Measure

1. The consolidated plan of the local environment supporting
2. The synthetic improvement plan for Japan's international competitive
3. The plan to promote cooperation among life-long sports, competitive sport and Physical Education

## ■ Institutions and people who encourage local sports

1. Japan Amateur Sports Association
2. Integrated local sport clubs
3. Physical education advisors



# Social Physical Education & Life-long Sports





# Social Physical Education & Life-long Sports





# Social Physical Education & Life-long Sports



(1)



(2)



(3)



(4)

Boys and Girls Judo Tournament July, 2004

- **What is a private profit social education business?**
- **Types of private profit social education businesses**
- **Relationship between private profit social education businesses and public social education**



# Cultural Centers (Private Profit Social Education Businesses)

(Unit: program number)

Classification	Total	Cooperative works with board of education	Cooperative works with public halls (including similar institution)	Cooperative works with library	Cooperative works with museum	Cooperative works with institution similar to museum	Cooperative works with educational institution for youths	Cooperative works with educational institution for women	Cooperative works with social physical educational facility	Cooperative works with cultural halls
FY1995	2,572	743	1,829	—	—	—	—	—	—	—
FY1998	10,332	874	2,474	329	136	242	169	47	4,419	1,642
FY2001	33,429	18,161	6,534	527	104	252	131	59	5,609	2,052
FY2004	17,037	3,061	2,620	304	36	183	91	10	9,046	1,686
Percentage of Total	1.3%	1.5%	0.4%	0.4%	0.1%	0.5%	0.3%	0.0%	5.0%	1.1%

Cooperative work of private social education businesses  
and citizens' public halls

# Cultural Centers (Private Profit Social Education Businesses)





# 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 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.



**(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](mailto:criced-adm@human.tsukuba.ac.jp)