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I Special Papers: Public Education and Education Planning

(1) Public Education and Education Planning Expectations and Suggestions for the Society for Public Education Planning

By KUNISUKE, Michihiro

Eiichi Mochida and Haruyoshi Ebihara are two never-to-be-forgotten researchers who have had a great influence on researchers of our generation in the field of public education (education policy and educational administration); they are the origin of my own public education research. I want to introduce several parts of the works of Eiichi Mochida in this paper, as they can show some aspects of expectations for the Society for Public Education Planning, too. They are “The education plan for Japan—National development and the future form of education”, written by Eiichi Mochida (July, 1965), and his posthumous manuscripts, ‘Introduction to educational administration—Criticism of modern public education’ (Eiichi Mochida works collection 6) (July, 1979)

‘The education plan for Japan—National development and the future form of education’ is the work of Mochida when he was young (40 years old—he was born in 1925). ‘Introduction to educational administration—Criticism of modern public education’ is the collection of his manuscripts that was edited and published posthumously by the Eiichi Mochida Works Collection Publication Committee after he died at 53 years of age in 1978.

In our Society, “theoretical research on public education planning” activities are necessary, along with practical research and making political suggestions; neither should steady and radical theoretical research into “modern public education” nor “education planning” which has become its bedrock be ignored. A view of the 2020’s which contains an analysis of both historical and actual conditions, pursued as an important global subject by Japan and the rest of the world since the 1980’s, must be considered.

(2) Toward a New Debate on Nationalism in Public Education

By TAKAYAMA, Keita

This paper aims to initiate a new debate on nationalism in public education. Firstly, I assess Japanese liberal and leftist discourses on nationalism as they

have emerged in the recent debate on the controversial revision of the Fundamental Law of Education. I demonstrate how Japanese liberals and leftist criticize without due reflection the recent nationalistic education reform agenda, often associating it with a form of nationalism as extreme as in pre-war/war-time Japan. Then I review the debates in political philosophy on liberalism, nationalism, and multiculturalism, wherein liberal and socialist theorists rethink the overly negative articulation of nationalism and recognize its potential for democratic and social justice ends. I use this review to highlight the particular articulation of nationalism in the Japanese education, which has marginalized a more careful treatment of nationalism in public education and a discussion of its constitutive role in liberal democratic polity. Having identified the essentially contradictory nature of nationalism, I demonstrate how nationalism can be strategically appropriated in the Japanese education context for liberal and progressive political ends. In conclusion, I call for strategic uses of nationalism to restore the conditions essential for redistributive and recognitive justice, which has been seriously eroded by the ongoing neoliberal social, economic, and educational reforms.

(3) Planning and Finance for Public Education

By NAKAMURA, Fumio

A grand journey, the supply of free public education as basis principal of public education policy, has just begun. The establishment of the Democratic Party of Japan (DPJ) coalition government has made it feasible to achieve a free high school tuition service and supersede all reservations regarding the International Covenants on Human Rights Article A13. Since the Constitution of Japan guarantees only free compulsory education to cover all the public education services.

The time is right to carry out the plan to achieve free Public Education services. Even if we make the Educational Administration Plan just one of the Administrative plans, this aspects is still very important. We have already implemented plans for individual issues, such as the school staffing number plan. The Basic Plan for the Promotion of Education as a general educational administration plan has already been designed. However, it should be examined from this standpoint: two further factors should be included. One is the identification of sources of funding for the plan, and the other is the freedom from control by the central bureaucratic system in the interests of the autonomy of public education.

Upon examining the administrative plan at both central government and local

levels, we see that the planning of the local educational administration has been subordinated to The Educational Administration Plan by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The same structure can be seen in The Basic Plan for the Promotion of Education, which offers ever-lasting control by the central bureaucratic system and no budget.

It is important to ensure the availability of local, self-sponsored funds for all the free public education services, in order to be able to design the Local Education Plan. The Local Education Plan is not simply a plan for governance as discussed above but the key that will enable the local citizenry to learn how to build up their autonomy. It is the best way to resolve such problems as guarantees of funding and central bureaucratic control.

(4) Modern Public Education and Thought in Education Planning

By MOTOI, Ichiro

This article discusses the inevitable emergence of modern public education along with education planning. Industrial advances inevitably make a social plan necessary in the modern capitalistic society. Education is no exception and education planning has been set up bearing this in mind. The early discussion of education planning by Haruyoshi Ebihara is work to which one can turn one's mind when considering education planning. His various writings show the genealogy of thought in education planning that it is necessary to examine.

Haruyoshi Ebihara examined his concept of education planning from the standpoint of Utopian socialist. It is now necessary to re-evaluate that range of concepts. In addition, Haruyoshi Ebihara discussed an education planning in the context of educational policy and an educational movement. He also discussed the possibility of reform or even revolutionary change in a public education system in which education planning is involved. A financial discussion is certainly necessary for education planning, although it is insufficient on its own, but Haruyoshi Ebihara discussed it only to some degree.

In conclusion, it is pointed out that it is always necessary, when drawing up an education planning, to take into consideration the problem of finance.

II Research Report on Public Education Planning

(1) An Analysis of Teacher Personnel Management Policy in the De-postwar Period: Focusing on the Process of the Bungen Public System

By OZAKI, Kimiko

This article focuses on the process of formation of the Bungen (status) public sector system in order to grasp how the personnel management of teachers would change in the de-postwar period. The Japanese government has launched into a re-examination of status and pay system in the 2000s. Since the teacher workforce constitutes a large share of public sector employment, teacher policy is a high-priority issue. The Bungen system is divided into three periods, the prewar, the postwar and the de-postwar period. I have analyzed features of each period.

The two findings of this article are the following: the Bungen system was established in order to maintain order in the administrative executive agency which implemented national policies, and to govern public employees. Bungen has the function of guaranteeing as well as depriving of status. However, the ongoing administrative reforms are designed to break the link between national affairs, administrative agency and agent, and to link bungen to merit and ability. As a result, Bungen is becoming a system which requires competence of the public employee separate from the guarantee of status.

These findings suggest that the personnel management of teachers will change along with public sector reforms.

**(2) The Exciting Conditions of Educational Administration in Local Government:
An Introduction to Network-based Planning in Local Education**

By TOKURA, Nobuaki

A change of Japanese government has been realized. It is hoped that the societal system, which had become impoverished, will be reformed.

For true decentralization, it is essential that, from now on, each local government be granted the authority to organize its planning autonomously, depending on the local situation. For that, network-based planning that takes into account equally the views of the teachers and all other staff concerned with policy-making is needed.

In this article, firstly, the existing conditions of educational administration in local government are described critically by the writer on the basis of what he feels as a result of experience. Then, the prospects for network-based policy formulation are described by introducing "Sixteen Proposals for Local Educational Reform" by JICHIRO (All-Japan Prefectural and Municipal Workers Union).