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I **Special Papers : Social Inclusion and Public Education Planning**

(1) **Social Inclusion and Theory of public education system: The fundamental issues** **MINEI, Masaya**

The education policies that “Osaka Ishin no Kai”, a new local political party led by Toru Hashimoto, the present mayor of Osaka City, proposes in its manifesto and is realizing will influence how the public education system in Japan is managed.

The policies are typical of neo-liberal education policy and the new conservatism. Among them, the main four issues have been argued in Japan for a long time.

This paper discussed critically the relationships between the public education system and nationalism, the political neutrality of public education, the public education system and school choice system, and the public education system and inclusive public education.

(2) **The Meaning and the Dilemma of Social Inclusion Policies**

HORI, Masatsugu

The term “Inclusion” has been used by disabled children’s rights activists as a “concept for resistance” to the exclusion and segregation of disabled children from the mainstream schools. On the other hand, the term “Social Exclusion” arose as a result of the drastic social change from a domestic industrial society to a global post-industrial society in the 1990s. The concept of social exclusion/inclusion enables us to recognize as a problem the lack of social relationships, in addition to the lack of resources, and prepare an action plan to challenge it.

The incompatibility of Special Needs Education, Culture, Sports, Science and Technology (MEXT) has established a “Special Committee for Special Needs Education” under a subcommittee for elementary and secondary education of the Central Council for Education, in order to ratify the “Convention on the Rights of persons with Disabilities”. The committee has proposed that the present system, whereby children with disabilities are obliged, in principle, to enter special needs schools on the basis of the arbitrary assessment of specialists or parents, be changed to a system in which the Board of Education determines which schools children with disabilities should enter. In accordance with the idea underlying the Convention on the Rights of Persons with Disabilities, the committee of persons who themselves have disabilities. Thus, the opinion offered is that decisions on school placements should be made with the

agreement of parents by focusing on a committee composed of persons with disabilities. However, while “accepting to the utmost” the intention of facilitating school selection. The logical frameworks of this committee report is almost the same as that of the previous reports: although the report says that it is in accordance with the Convention on the Rights of Persons with Disabilities, the policy of MEXT is clearly one of maintaining the current Special Needs Education policy.

However, under the current system, we can find there are trials of new school placement procedures in certain Japanese local government (for example, Higashimatsuyama City in Saitama Prefecture and Higashiosaka city in Osaka Prefecture). We strongly support the actions of such local governments, and, in our view, they should become in due course the substance of Inclusive Education. Persons with disabilities and their parents should therefore support positively those that way, we can convert Special Needs Education into Inclusive Education, and, I think, we can make Inclusive Education real.

II Free contribution thesis

(1) A critical survey of the relationship between the industry-academe-government collaboration and the career education from a view of a constitutional scholar

by ISHIKAWA, Takako

A critical survey of the relationship the industry-academy-government collaboration is now the “third mission” of the university. At the same time, the “career education” is becoming an obligation on the university. The triangular collaboration is likely to cause a serious threat to academic freedom. Under the “career education”, students are training for workers who follow demands of the industrial world. By examining propositions from the business world, I would like to make clear the relationship between the triangular collaboration and the career education and also to consider the “employee education” for sovereign.

(2)The feature of “private citizen principals” in the policy of deregulating the eligibility requirements and the status of implementation of recruitment policy in local governments

By AKUTAGAWA, Masayuki

The purpose of this research was to find clues for the scientific analysis of the policy of recruiting “private citizen principals”. Then, their characteristics and the status of implementation of recruitment policy in local governments were analyzed. In this case,

seven items have been used for the analysis: 1) local governments which recruited “private citizen principals”, 2) their recruitment year, 3) the category of industry of their previous jobs, 4) official positions in their previous jobs, 5) the number of schools they have worked for, 6) their experience of “education-related jobs”, 7) the number of items used as criteria for their recruitment.

As a result, “private citizen principals” can be classified into the following three groups: First, is “the promotion type” that has local governments promoting recruitment policies, but they have some serious problems. Second, is “the steady type” that has local governments recruiting “private citizen principals” who have worked for public officials or in “education-related jobs” by making personnel changes. Third, is “the careful type” that has local governments recruiting the company’s top management layer by carefully using many different items as recruitment criteria.

(3) Pursuing School Funding Equity and Consensus – The School Funding System in England

YMAGUCHI, Nobue

Education has a redistributive function which enhances equality of opportunities and plays an important role in achieving social equity. Therefore, discussion of the system of distribution of educational resources entails examination of the fundamental rules for achieving social equity. Focusing on the school funding formula in England, various kinds of factors are considered, based on individual circumstances, such as deprivation or a need for additional education. In a pluralistic society, individual needs are inevitable. However, funding for individual needs also causes disparities. Therefore, consultation over funding is required. Also, consultation systems for funding, such as school forums and E-consultation sites, play important roles with respect to participation in the process of making decisions and creating a consensus.

(4) Analysis of the characteristics of the administrative behavior of principals regarding curriculum management in typical high schools: Focusing on a survey of principals’ consciousness of the issue

KOIZUMI, Shoichi & AKUTAGAWA, Masayuki

This research, aimed at identifying and clarifying the features of a principals administrative behavior relating to curriculum management in typical high schools, is based on an investigation of principals’ consciousness of the issue. Conclusions are drawn from evidence extracted from a questionnaire.

As a result of analyzing principals’ administrative behavior in relation to the basic

attributes of principals and schools, the following became clear. Firstly, the relation between a school's year of foundation and the "school deviation score" is especially strong. Secondly, principals who have worked for a board of education tend to think of the curriculum as being important, to consider the educational demands of parents or the community as being important, and to think of a common understanding among teachers and students as being important. Thirdly, those principals who have worked for a long time as a principal have a tendency to think of the demands of parents or the community as being important. Fourthly, in schools which are establishing a department for common or comprehensive subjects of study, the principals have a tendency to consider the educational demands of parents or the community as being important.

III Research Reports on Public Education Planning

Japan Teachers' Union (JTU) and labor agreements – Reflections on the labor agreements of Teachers' Associations

SOMEYA,

Mikio

This is the first time in more than 60 years that bill has been introduced to the Diet to ensure that public employees will have the right to conclude labor agreements.

There was a period of time after WWII when basis labor rights were authorized for public employees and JTU concluded labor agreements with the Ministry of Education. That was because teachers and school staff were government officials (national employees) in those days.

I will clarify the establishment of Labor Union Law, the change of status of teachers and school staff when labor agreements were recognized as demands from teacher's unions that were acceptable to MEXT, the situation regarding agreements concluded at the prefectural level, and the problems concerning the current amendments.

The current amendments do not ensure that JTU can conclude labor agreements with MEXT, but our affiliated unions will have authority to conclude agreements with Superintendents of Education, who are the appointers of teachers and school staff.

However, there are many aspects to MEXT and there will be many problems in building up autonomous labor management relations at the local level.

Even if JTU, a national representative organization, does not have the right to conclude labor agreements, it will be necessary to guarantee the negotiation system at the central government level between JTU and MEXT.