

< Contents >

Foreword

by TAGUCHI, Yasuaki

Special Papers : The Current Status and Issues on Basic Plan for the Promotion of Education

Revision of the Basic Plan for the Promotion of Education in Osaka City and the Shadow of a Political “Ghost”

by KUNISUKE, Michihiro

Local Educational Reform and Planning of lifelong Learning

– Logic of Plan for Education and Viewpoint of Lifelong Learning

by AIBA Kazuhiko

A Way of Public Sector Evaluation in Educational Planning

by TAGUCHI, Yasuaki

Symposium of the Forth General Conference

Free Contribution Thesis

Study of the Power to Reactivate the Inclusive Education Movement

– A Case Study of the Meaning of Reasonable Accommodation in the Movement in Toyonaka City in the 1970's

by FUTAMI, Taeko

‘Education in Original Language and Culture’ for Immigrants in France

by SHIMANOUCI, Megumi

Study Notes

The Need for History Education in Developing Students’ “Critical Thinking, Reasoning, and Essay Writing Skills” :

– A Case Study of History Education whereby the Japanese could Dialogue with other East Asia Countries

by IGARASHI, Takuji

The Third Research Meeting in KUMAMOTO

Memorial Lecture: Goal of Minamata Studies

Chief of the Open Research Center for Minamata Studies

by HARADA, Masanori:

Annual Bulletin of SPEP No.4 The Current Status and Issues on Basic Plan for the Promotion of Education

Symposium: Inclusive Education and Current System Reform

Research Reports on Public Education Planning

Devolution of Personnel Authority to Schools: Global Context and Charter Schools
by OZAKI, Kimiko

Review of the Transition of teachers' Unions until the Formation of the Japan Teachers' Union

— by verifying 'JTU Chronological of 10 Years History'

by SOMEYA, Mikio

Public Education Trends and Current Public Education Theories

Education International and its Views on Public Education

by MINEI, Masaya

Special Events Record : Study Tour on Minami-Soma

— Reality of the Earthquake and Challenges to Reconstruction

Book Reviews

SAKURAI Chieko, The Voice of Children to Society

by TOKURA, Sachie

JTU Institute for Education and Culture, Theoretical course of Educational Theories Retrospective

by OUCHI, Hirokazu

English Abstracts

Information about SPEP

Afterword

by MOTOI, Ichiro

<Abstracts>

I Special Papers : The Current Status and Issues on Basic Plan for the Promotion of Education

(1)Revision of the Basic plan for the Promotion of Education in Osaka City and the Shadow of a Political “Ghost”

By KUNISUKE, Michihiro

The Fundamental Law of Education “revision” was implemented forcibly by the first Abe Cabinet back in December, 2006, based on the prescription set out in the 17th Article 1st clause; the Government then formulated the “Basis plan for the promotion of education” (1st term) in July, 2008. Furthermore, in response to the Law and the Plan, the “Basic plan for the promotion of education in Osaka City” (1st term) was formulated in March, 2011, based on the basis of the 2nd clause of the same Article. Ex-Governor of Osaka Prefecture, Hashimoto, representative of “Ishin no Kai”, was subsequently inaugurated as Mayor of Osaka city in December, 2011. Consequently, the “Basic plan for the promotion of education in Osaka City” is to be revised, The draft on the revised Plan was released in December, 2012 and the proposal itself was released in January, 2013.

The political illusion has been glimpsed from time to time in the background and circumstances of the “Basic plan for promotion of education in Osaka City”. While examining the “Basic plan for promotion of education in Osaka City” (1st term) and the “Basic plan for promotion of education in Osaka City” (2nd term) proposal, I tried to explore the shadow of the political “ghost” in an attempt to clarify the problems.

(2)Local Education Reform and Planning of Lifelong Learning

—Logic of Plan for Education and Viewpoint of Lifelong Learning

By AIBA, Kazuhiko

The main topic of this paper is consideration of the educational concept underlying the plans of the government in the 1990 “Lifelong Learning Promotion Act” and their implementation. This consideration is advanced, especially regarding the influence which the capitalism of Japan has on the specific logical features of the plan for education.

When the logic of the plan for education is examined, we find it has been turned completely on its head: the local sovereignty theory demands that the decision-making

Annual Bulletin of SPEP No.4 The Current Status and Issues on Basic Plan for the Promotion of Education

power over various policy matters be transferred to a local self-governing body. This is because one of the special features of globalized capitalism has influenced education policy.

First is considered, as the main topic, the relationship between a plan for education and a capitalistic society. Next, the basic plan for the promotion of education verifies the logic of the thinking which permeates the local self-governing body, emanating from the central government, after the passing of the “revised” Fundamental Law of Education. Finally, the logic of the local plan for the promotion of education is explored from the viewpoint of lifelong learning.

(3)A Way of Public Sector Evaluation in Educational Planning

By TAGUCHI, Yasuaki

This paper considers the relationship between educational planning and evaluation.

Planning and evaluation are necessarily linked. However, the evaluation of “The First Basic Plan for the Promotion of Education” has been insufficient for discussion of “The Second Basic Plan for Promotion of Education” that is now being examined. This means that the shift to the new plan is taking place without adequate evaluation. Therefore, the basic plan for promotion of education is inadequate as an administrative plan. Nevertheless, there have been some educational evaluations. Typical are school evaluations and teacher evaluations. They are piecemeal evaluations; a mechanism for evaluation of the entire educational administration does not exist. There will therefore continue to be very bad educational administration in Japan. In any educational plan, there are parts in which performance can be expressed numerically and parts in which it cannot. If evaluation is based solely on numerical targets, the plan will be distorted.

II Free Contribution Thesis

(1)Study of the Power to Reactivate the Inclusive Education Movement

—A Case Study of the Meaning of Reasonable Accommodation in the Movement in Toyonaka City in the 1970’s.

By FUTAMI, Takeo

The purpose of this paper is to show the power for revitalization of our inclusive movement during the period of the establishment of the Hirogari class in Toyonaka as seen from the perspective of accommodation for disabled children. As the framework for analysis, I have made use of three barrier perspectives, the ‘structural barrier’, the ‘environmental barrier’ and the ‘attitudinal barrier’, that are employed in disability

Annual Bulletin of SPEP No.4 The Current Status and Issues on Basic Plan for the Promotion of Education

studies in the UK.

The inclusive education movement in Toyonaka City passed through three stages. In the first stage, the teachers' union sought to shed their professionalism by supporting the parents' movement to return to the use of the 'Application for exemption from entering the schools' that was the very foundation of the segregated education system.

In the second stage, it became apparent that adapting accommodation to a hub class was actually self-contradictory.

In the third stage, the possibility that, in a segregated educational system, 'accommodation for inclusion' could lead to exclusion was recognized. The next measure that the movement took was to institutionalize 'The City's Disabled Children's Education Basic Policy' by adopting the position of not segregating any of the children.

Taking into account all of the above, three points should be notes. The first is that we need to be political to move our movement forwards.

Secondly, it is necessary to ensure that the hub warns us whenever problems of accommodation keep the segregated system in operation.

Thirdly, it is important to be aware of the relationship between accommodation and structural barriers.

Finally, we have to consider more seriously better ways of providing appropriate accommodation.

(2)'Education in original Language and Culture' for Immigrants in France

By SHIMANOUCI, Megumi

Nowadays, with immigrants being the source of an educational phenomenon in France, a policy of "selected immigrants" has become the norm for many countries in Europe: the problem of immigration is set to continue, and not only for France. In France, the problem of integration is caused by the diversity of multi-cultural children living there, so the schools are trying to figure out a solution.

The principal, in France, of dealing with citizens equally without considering their attributes, is based on a concept of integrated citizenship called the "Republic model", so we can see there is an inherent contradiction between the attribute of model. However, the 'Education of original language and culture (ELCO)' programme for immigrant children, agree bilaterally, has been implemented since 1973. The programme could play a role in the Republic model as it respects the values of the receiving country and the diversity of immigrants.

III Study Notes

The Need for History Education in Developing Students' "Critical Thinking, Reasoning, and Essay Writing Skills":

—A Case Study of History Education whereby the Japanese could dialogue with other East Asian Countries

By IGARASHI, Takuji

This is a report of a study of the process whereby researchers in Germany and Poland designed their history textbooks collaboratively. It explores the "dialogue" between the researchers in the two countries and highlights the importance of history education as a means of developing students' critical thinking, reasoning and essay writing skills. In order to investigate how history education enhances these skills, the "Skills Handbook" in history textbooks adopted in secondary schools in the U.S. is overviewed.

The application of the "Skills Handbook" in my class is presented as a case study, using the skills of "Compare and contrast" and "Cause and effect".

The study concludes with a discussion of the implications of history education and how we Japanese could dialogue with other East Asia countries.

IV Research Reports on Public Education Planning

(1)Devolution of Personnel Authority to School : Global Context and Charter Schools

By OZAKI, Kimiko

The purposes of this paper are (1) to examine the context in which devolution of personnel authority to schools have been discussed and implemented, and (2) to analyze what kind of problems there are by focusing on the OECD report and Character Schools in America.

(2)Review of the Transition of Teachers' Union until the Formation of the Japan Teachers' Union

—by verifying 'JTU Chronological of 10 Years History'

By SOMEYA, Mikio

When I wrote my manuscript, 'Japan Teachers' Union (JTU) and Labor Agreement Reflections on The Labor Agreement of Teachers' Associations', I included a figure showing the transition of teachers' unions until the time of the formation of JTU.

I had decided to re-write the figure, so I checked the results below, which led me to this re-write.

- The Japan Educators' Union (NIKKYO) applied to participate in the Preliminary

Annual Bulletin of SPEP No.4 The Current Status and Issues on Basic Plan for the Promotion of Education

Group for the Formation of JTU, which met on June 6th of 1947, and the application was officially admitted.

- The All Japan Educators' Union (ZENKYO), which was formed in December 1945, had a close relationship with the All Japan Council of Labor Unions.

- It was not on July 21st of 1946 (referenced in JTU Chronology of 10 Years' History), nor on July 7th of 1946 (referenced in JTU Chronology of 20 Years' History), that the National Alliance of Teachers' Union (KYOUZENREN) was formed stated previously, but on June 21st of 1946.

- When the National Alliance of Teachers' Unions (KYOUZENREN) was formed, the West Japan Council of Teachers' Unions had already split up.

- The National Council of Universities and Technical Colleges Teachers' Unions had merged with ZENKYOUKYOU before JTU was established.

- The National Council of Universities and Technical Colleges Teachers' Unions had merged with ZENKYOUKYOU before JTU was established.

V Public Education Trends and Current Public Education Theories

Education International and its view on public education

By MINEI, Masaya

Education International (EI), which was established in 1993, has resolutely maintained its opposition to the neoliberal education policy that many countries have adopted and promoted since 1980. This is because EI has recognized that the neoliberal policy is destroying the public education system. EI has protested especially strongly against privatization policies in order to protect a system that secures the right of children to education.

Public education as supported by EI is maintained by public funds, is under public control, and is oriented towards the values of peace, human rights and equity in order to guarantee the right to education and equal education opportunities for all: Public education is aimed at both the individual development of human beings and social development, it incorporates inclusive education based on social inclusion.

Grounded on the World Declaration of Human Rights, the International Covenant on Human Rights, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and so on. The public education theory provides an ideal model for looking directly into the reality of a schooling system overwhelmed by a privatization policy.

This idealistic model of public education is based on international principles, so it should be evaluated highly. However, is this model, which criticizes education policy, actually appropriate? It is now necessary for us to consider and discuss the public

Annual Bulletin of SPEP No.4 The Current Status and Issues on Basic Plan for the Promotion of Education

education theory, recognizing problems connoted by the modern public education system.