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I Special Papers : Current Status and Potential of Public Education Planning

(1) Can lifelong learning really be promoted by a lifelong learning promotion plan?

—A viewpoint to the education planning for reproduction of Solution capability of a local matter

By TOKURA, Nobuaki

Generally speaking, people have an image of lifelong learning as a leisure-time activity or hobby. Moreover, there is criticism of the inability of social education to deal adequately with extensive and varied local needs.

On the other hand, some say that the techniques acquired through social education can be of great practical utility, and that replication of the ability to solve local problems is an important issue.

Based on these contrasting points of view, a critical examination of the matter is first undertaken by considering the effectiveness of the “lifelong learning promotion plan” that is to be decreed by local government. Next, by analyzing the actual status of a “children’s reading promotion plan” , the conclusion is drawn that an effective lifelong learning plan does indeed identify a concrete policy concern.

(2) Current Status and Issues of Community School

By YAMASHIRO, Naomi

By referring to my 3 years of practical as a member of staff of the secretariat of a compulsory community school, and to actions observed in other cities, I consider the current situation and the problem of community schools based on practices in community schools in Japan and the role of school boards in the U.K. Then I discuss the future of schools in areas where they are going to be shut down owing to depopulation, a low birthrate, ageing, and poverty. I also mention the need to reinforce education and social welfare and introduce the techniques of Outreach.

(3) Reconsideration of school clerical administration in Hokkaido

By NADACHI, Kazutoshi

Of all school activities, people are most concerned about teaching. Teachers play the central role in this activity in schools and most people, especially parents, pay a great deal of attention to children's scores as they quantify the academic ability of each student. Although this seems to be naturally understood by schools, I doubt that such recognition extends to the relations between society and public education in school.

This issue is common to much research undertaken for school clerical administration by school staff in Hokkaido, a defined area of Japan. In my view, a school is the epitome of real society and can develop in children "a zest for living" in their everyday lives.

The Hokkaido Board of Education has provided its teachers with a sufficiency of training courses. That being so, I will propose what should be passed down to the next generation, offering an overview of my experience of theoretical studies and actual practices. I think that school planning based on a view of "school clerical administration as part of educational activities" and "school-to-school cooperation" can facilitate the access of local communities to public education.

(4) Fundamental ideas of the "Child and child-raising support system"

—The perspective of "schooling from an early age"

By INOUE,

Hisami

This article looks at the fundamental ideas underlying the "Child and child-raising support system" from the perspective of "schooling from an early age." It is concluded that the new system differentiates between education and childcare for preschool children, and aims to establish school education from an early age that is different from conventional early-age education. Early-age school education has the objectives of preparing children for elementary school life, and equipping them with the abilities required to eventually achieve academic success and earn a high income scoring high marks in academic tests. This threatens to change the content of the curriculum and to lose the independence of education and childcare for preschool children. I consider that fundamental ideas underlying the new system, by lacking a children's perspective, have created this situation.

II Free Contribution Thesis

The Trend of Reform of the Foreign Students' Admissions System for Elementary and Secondary Schools in China —Differentiation Based on Status of Residence

By Ma

Canjing

The purpose of this paper is to clarify the trend of reform of the admissions system for public primary and secondary schools in China, meanwhile exposing aspects of this system in practice through an analysis of its implementation in Shanghai, Beijing and Guangzhou.

All foreign students are treated as overseas student and admitted through the principal “Learning in Regular Classes with Chinese Students” system, with the same tuition fees, in accordance with the regulations of the “Provisional Regulations for the Foreign Students’ Admission Management of Primary and Secondary Schools” which were promulgated by the Ministry of Education of the People’s Republic of China in 1999. Since then, the admissions system has been changed, especially the treatment of both overseas Chinese children and the children of foreign permanent residents as being locally resident Chinese children with regard to admission procedures and educational expenses, in accordance with the publication of “Provisional Regulations for Overseas Chinese Children’s Receiving Compulsory Education” in 2009, and “Measures on Relevant Treatment for Foreigner’s Permanent Residence” in 2012. As to local implementation, Shanghai and Beijing are now paying more attention to foreigners’ status, which affects foreign children’s educational expenses, etc.; a concrete admissions system has not yet been established in Guangzhou. Finally, there are aspects of Chinese education still to be resolved.

III Study Notes

The history of handicapped-child priority entrance movement in Toyonaka-City, Osaka —The argument on a children worker’s additional arrangement

By FUTAMI, Taeko

Tatsuo Okamura has pointed out that an essential feature of fair distribution of resources is that of seeing people who are different as having an individual existence. This paper was initially going to clearly a practical strategy to avoid the pitfalls of fair distribution by understanding more clearly the history of the movement for handicapped-child priority access to childcare facilities in Toyonaka City.

The following three points became apparent from this study. The first point is that we found that the “pitfalls of fair distribution” in the provision of additional childcare workers has already been aware of the pitfalls of fair distribution and had a strategy for avoiding them. And also, the most important point of all regarding the arrangement of additional childcare workers, is the need to create a structure for adjustment by means of both a policy and a movement.

IV Research Reports on Public Education Planning

(1) Teachers' Trade Union Movement in the Early Post-World War II Era and Ono Shunichi—Realities of the Post-war Teachers' Trade Union Movement

By SOMEYA, Mikio

When researching the teachers' trade union movement in the early post-WWII era, there were found references to an individual, Ono Shun-ichi(1892-1958) but, unfortunately, there was no biography or life history to indicate in any detail who he was, neither papers about his character, nor his career, nor any reference to his specific roles in the activities he undertook for the teachers' trade union movement after WWII.

This manuscript introduces briefly Ono's character and career as basic knowledge for an understanding of his activities, and examines what he contributed to the establishment of teachers' trade unions in the early post-WWII era. It also refers to the Free Men Association and Ono's contributions as Chief of its Education Unit, and his success in arranging a meeting between the teachers' trade unions and the United States of America Education Mission to Japan. In addition, a subscript records Ono's ideas regarding reconstruction and educational reforms in that era, which were the backbone of his activities.

Based on the verification above, I will examine the reasons why Ono's roles in the establishment of the teacher's trade union and in the movement itself have not been highly valued.

(2) Educational administration and finance in the Board of Education established arbitrarily —The case of Okegawa Town

By NAKAMURA, Fumio

Soon after World War II had ended, a young town mayor, Ryokutaro Matsunaga, commenced the implementation of local autonomy policies, citing the slogan 'Make Okegawa Town the centre of culture in Saitama Prefecture' In accordance with those policies, Matsunaga promoted the setting up of a new junior high school under the 6-3 system of education and the setting up of a Board of Education. However, Matsunaga could not resolve the ensuing disputes and there arose so many problems in budgeting for the building costs that they triggered a shutdown of the Town Assembly.

That all occurred because the Board of Education's secretariat lacked the financial, institutional and human resources required to enforce the necessary changes in technical educational administration. We still have the same problems today when trying to enforce changes in the administration of education as it is currently organized.