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**I Special Paper : Regional sovereignty and Public Education**

**(1) Education in the reform of regional sovereignty**

**by IKEDA, Kenichi**

Following the change of political power, the Democratic Power of Japan (Minshu-to) continues the decentralization reform initiated by the Liberal Democratic Party (Jimin-to). The content of this reform has a neo-liberalist character, following the logic of giving priority to the autonomy of the enterprise rather than the welfare of the residents. In a word, a national system to support the multinational companies is needed because of the demands of the economic world; and so “selection and concentration” of the budget by broader-based local government becomes the problem of maintenance of the business environmental. The idea of “the national minimum” is being destroyed by the conception of the roles of the country and the provinces; at the same time, rule by central government that disregards local conditions is made possible. To achieve educational activity based on the interpersonal relationships in each province, the activity of residents as the centre of autonomy is required.

**(2) Regional economies and the divide educational opportunity under global capitalism**

**by MIYAZAKI, Teruomi**

Global capitalism is promoted by the “neoliberalist policy”, “financial globalization”, and “industrial globalization”. The “neoliberalist policy” has destroyed the framework of the welfare state by deregulation and privatization, made labor markets flexible and increased temporary labor. The “neoliberalist policy” has expanded an economic divide and the income divide of parents, bringing about a child divide in educational opportunity. “Financial globalization” first brought a great deal of money, information and work to global cities like Tokyo. Then, a wide range of jobs was created there, from the advanced professions to regular jobs. These employment patterns are expanding the economic divide. On the other hand, in the local cities, factories are transferring to foreign countries because of “industrial globalization”, and employment is decreasing along with the orders placed with small businesses in those places, thus expanding divide between areas is expanding in educational opportunity.

**(3) “New Public” An Essay on Criticism Theory – Issues in the education**

**by TAGUCHI, Yasuaki**

This manuscript considers the place of “the private” in public services.

The power of the private sector has been utilized to reduce financial costs since the latter half of the 1980’s. Simultaneously with reducing costs, the possibility of having not only public administration has also been opened up. This has been called “the private sector that supports the public sector”.

However, since the Democratic Party of Japan (DPJ) gained political power, “the new public” has emerged. Consequently, public services moved to “the private” from the administration. In economic policy, this takes the Continuation to Libertarianism of the Koizumi cabinet, and adds a collective principle. It promotes the following: (1) Reduction in administrative structure; (2) The development of various independent bodies that provide public service in a local area; and (3) Expansion of an option and security of quality through choice.

This policy is being put into effect only in the field of nurture for the moment, but is now going to be put into effect even in the educational field.

**(4)Regional sovereignty and education planning – Focusing on issues of regional education planning theory**

**by MOTOI, Ichiro**

When we set up regional education planning, the concept of regional sovereignty has a major impact on the region. We know that administrative and financial reforms since the 1980s have built a new political structure based on the decentralization of neoliberalism. With the progress in decentralization reforms, we believe that they have had a major impact on education in the community. In the decentralization reforms of the 1990s, the local education administrative system of postwar Japan was reorganized. As a result, we will now be strongly focused on the reorganization of local boards of education.

In addition, the Basis Plan for the Promotion of Education has been established as stipulated in the revised Fundamental Law of Education in 2006.

After the Cabinet decision to approve the Basis Plan for the Promotion of Education in 2008, many local governments have formulated a basic plan for the promotion of education in their own municipalities. Under these political conditions, the Basic Plan for the Promotion of Education was to create a new step for regional education planning.

Regional education planning should be developed for each municipality. For the time

being, I would argue that every regional education plan should be what each municipality wants.

Regional education planning, although there are many other conceptual issues, should be examined from various perspectives. I would also point out that the planning should be actively developed.

## **II    Research Reports on Public Education Planning**

### **(1)    Management and Issues of Sapporo Urban Child-related Complex**

**-Approaches to new fields by a school administrative staff –**

**by HIRANO, Masashi**

The Sapporo Urban Child-related Complex was established seven years ago for the purpose of deploying a coherent system based on child-related measures, such as education for children (0-12 year olds) , support for families who care for children, protection for students after school, and so on. Since it was first established, the Complex has comprised four buildings (an elementary school, a kids’ “mini” hall, a day-care center for children and a child-care general support center) , and this advanced concept is still being evaluated throughout Japan as a specialized Complex.

School administrative staff take responsibility for the management of a Complex. We have to manage our own school and the other buildings. The role is important for good management. We therefore need to discuss where we should place school administrative staff members in the organization in order to keep management stable in the future.

Through these approaches, I think school administrative staff should have the motivation of being like one of the members of staff in a local government. That would be a solution to these issues. With this motivation, we should be able to cooperate better with the staff of the Board of Education and other local government staff than at present. As a result, we would be able to widen the field of activity through our experience and specialties derived from working at school.

### **(2)    A critical consideration of the joint enforcement of school office work**

**-Working on-site enhances specialties-**

**by TAKENAMI, Kenzo**

A form of organization called “the joint enforcement of school office work” is enforced in one third of the cities, towns and villages throughout the country by policy instruction of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). From

the point of view of promoting voluntary autonomous school administration of the whole local educational administration in a way that can include the Board of Education secretariat, I analyze the joint enforcement of school office work and question it once again.

### **III Free contribution thesis**

#### **Some difficulties in forming of the UK ‘national citizen’ in England**

by SUGITA, Kaori

This paper examines the citizenship policy, including the immigration and naturalization policy, in the UK, and the citizenship education policy in England. It argues that there are some difficulties in the forming of the UK ‘national citizen’.

First, this paper provides some distinctions within England/Britain/UK along with their historical background. Second, it defines ‘Koku-Min’ as a ‘national citizen’ who has the national type of citizenship. In addition, it asserts the importance of two perspectives in the research on the forming of the ‘national citizen’ in England/UK. Third, the development of the citizenship policy after the Second World War is outlined. There was no ‘national citizen’ in the UK previously. However, recently, ‘the UK’ as a framework of citizenship policy has been becoming prominent. Fourth, the citizenship curriculum review process in England is examined. In this process, the focal point is on how to deal with the notion of ‘Britishness’. Instead of using that, concept, this report asserts, in citizenship education the experience of living in the UK should be emphasized.

In conclusion, this analysis reveals that there is a remarkable attempt to search for the connection between the ‘state of being a citizen’ and ‘education for citizenship’ in England.

### **IV Public Education Trend and Current Public Education Theories**

#### **School reforms in Nordic countries as welfare states.**

by FKUDA, Seiji

The Nordic countries, Denmark, Finland, Iceland, Norway and Sweden, have built unique and interesting school systems. There are various types of system among them, but welfare state and child-centered ideas are common to them all. Although Neoliberalism was in-built there in the 1980s, liberalism and a market economy have been balanced by social democratic order or Nordic social democracy. The Nordic model of a comprehensive school has been developed. There are many private schools in

Denmark because of the thinking of N.F.S.Grundtvig. In the order Nordic countries, there are only a few private schools. In Sweden, the proportion of private schools has been increasing for the last twenty years, but every school gets sufficient financial support.