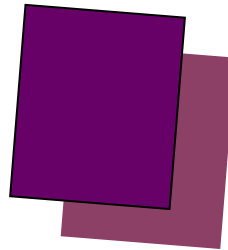


3rd International Symposium
Educational Policy and Reform in a Global Age
Cross-Cultural Perspectives
11-12 December 2004

Transformation of the Japanese Mode



Motohisa KANEKO
Center for Research in Core Academic Competences
Graduate School of Education
The University of Tokyo

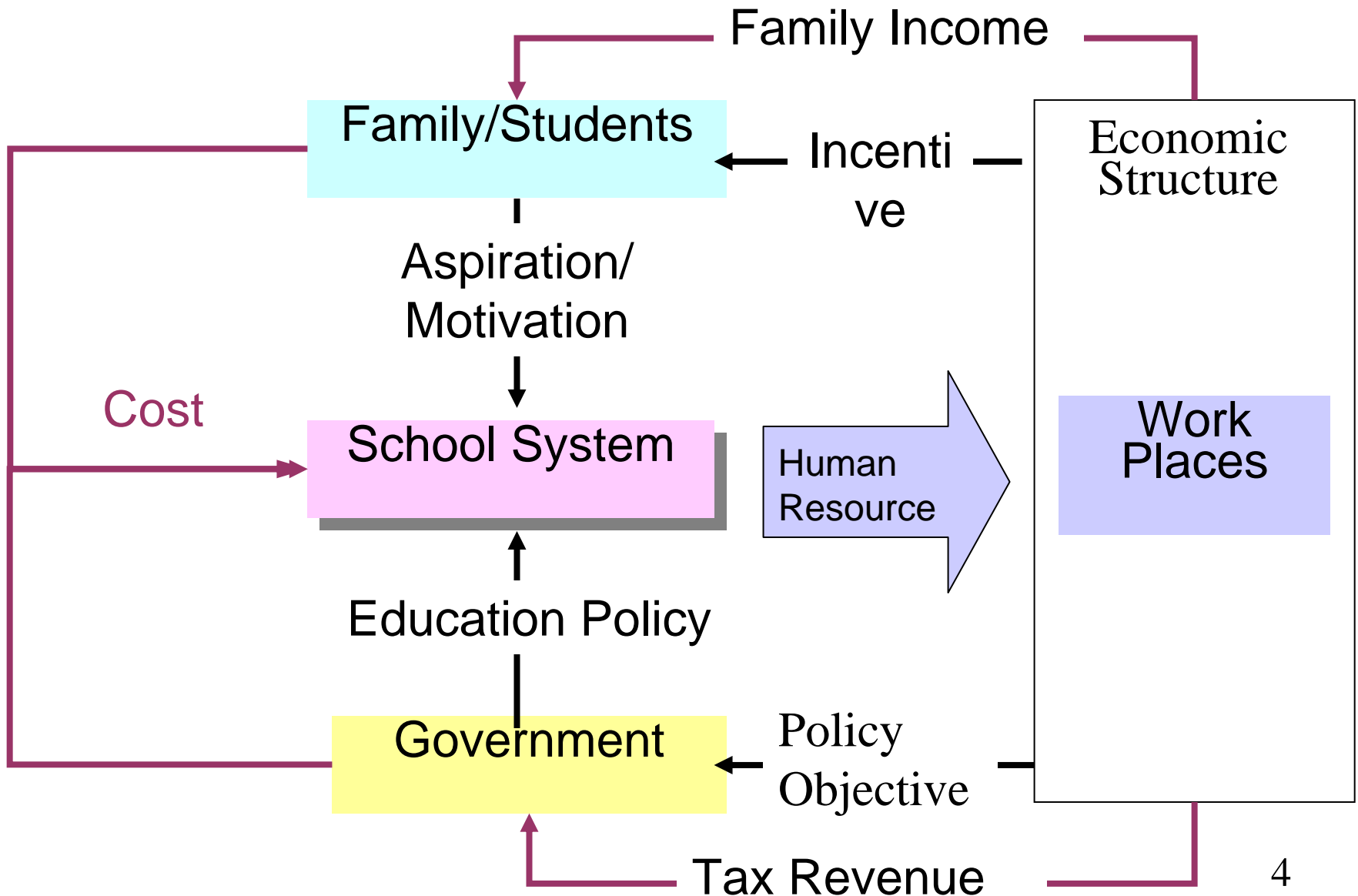
Contents

- Education-Economy Link in Japan – “J-Mode”
- Declining Effectiveness of J-Mode
- Towards J+

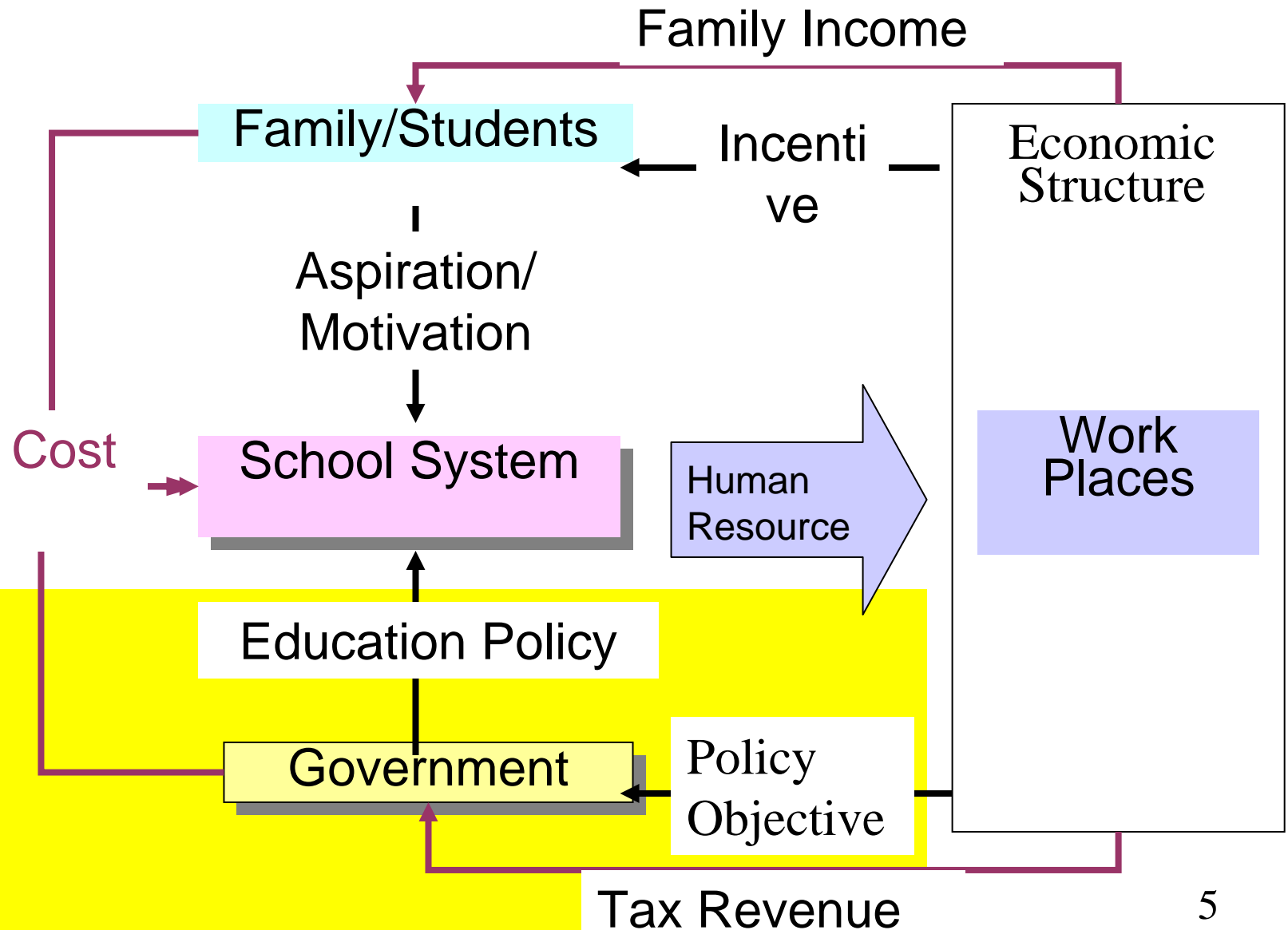
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Education-Economy Link



Education-Economy Link



The Role of Government (1)

- Commitment to Basic Education- investment on basic education at early stages of development
- Continued Investment
 - Completion of universal completion
 - Rural areas
 - Urban immigrants
- Continued Investment (2)
 - Qualitative improvement
 - Extension of compulsory education to 9 years
 - Wage increase for teachers

The Role of Government (2)

- Control

- Strict Instruction Standards
- Rigorous application

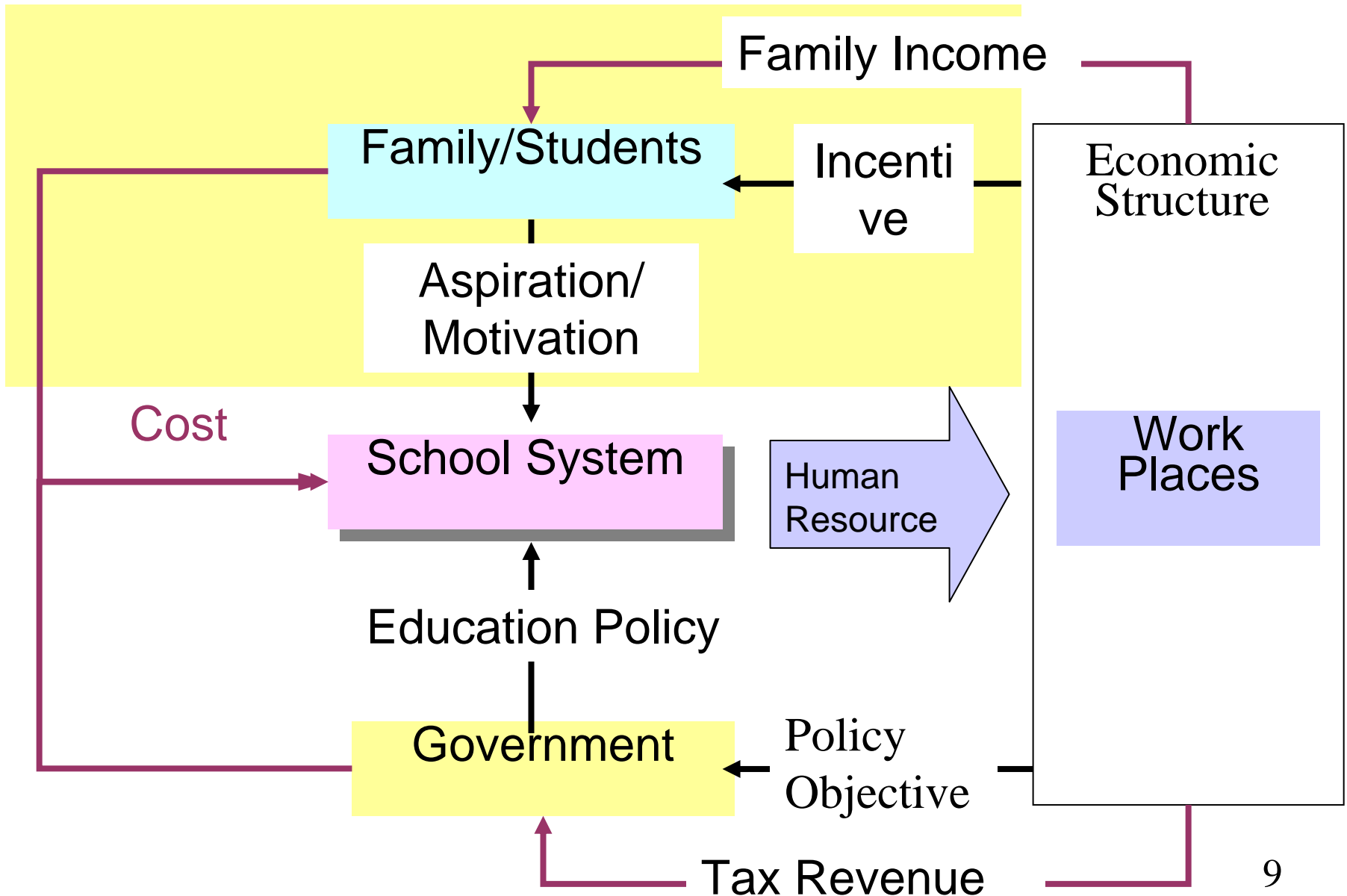
- Finance

- Basic responsibility at local government
- National government provides Half of teachers' salary, construction costs
- Concentration of resources for formation of strategic manpower at higher education

The Role of Government (3)

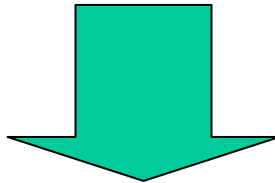
- Higher Education
 - Legal framework to allow private universities to take up excessive demands
 - Concentration of government resources on formation of strategic manpower

Education-Economy Link



The Role of Family (1)

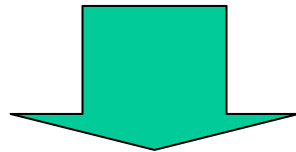
- Duality in Economic Structure
 - High wage premium in the modern sector
 - Educational credential as the qualification for employment at modern sector
- Increases in family income
- Social commitment to education



Aspiration for education

The Role of Family (2)

- Strong demands for secondary/higher education
- Limited demands / Hierarchy among institutions
 - Selection of entrants by examination
 - Widening range of participation
- Examination as a means of selection of basic competences



Acceleration/Escalation of Competition

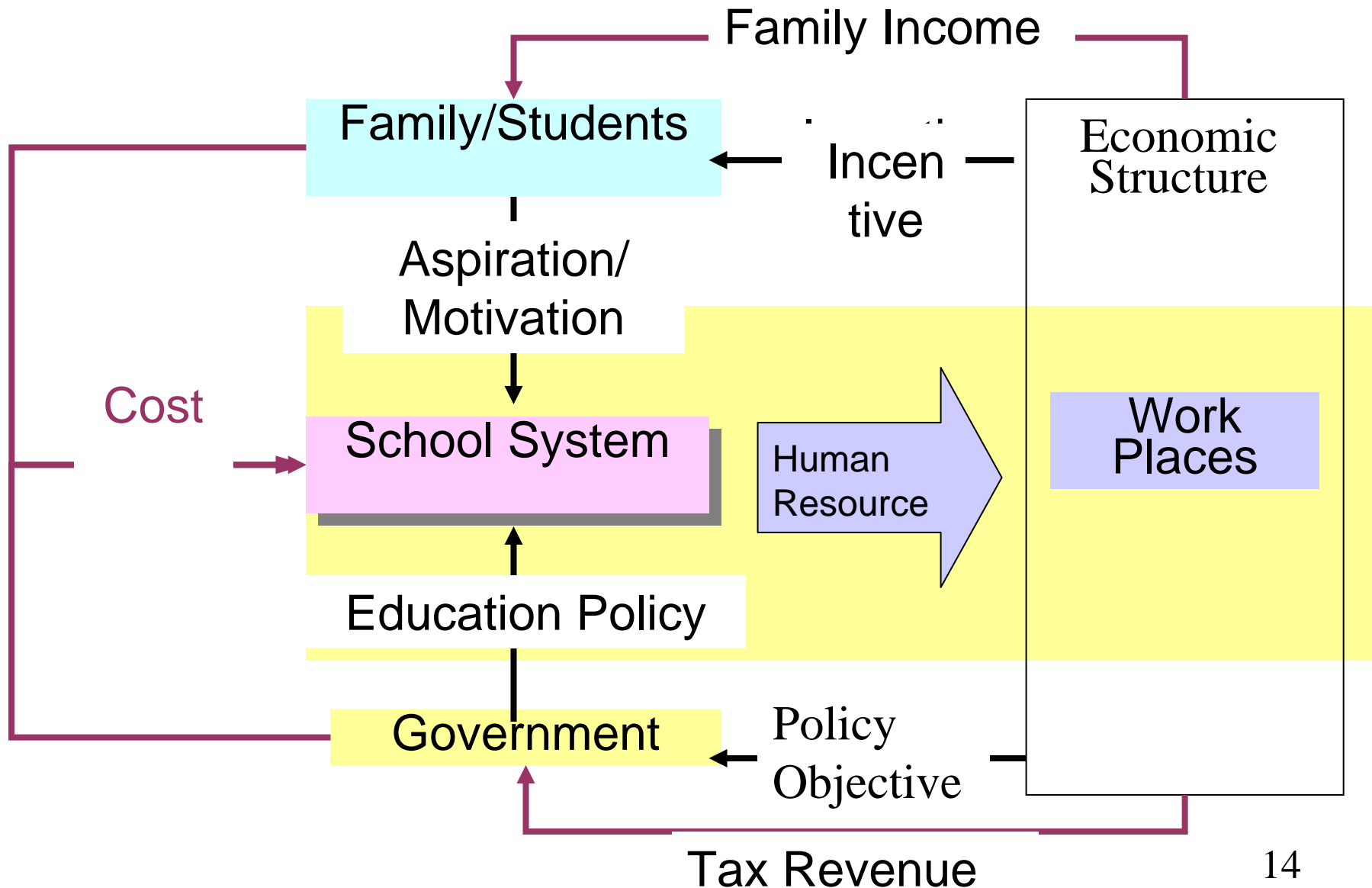
The Role of Family (3)

- High aspiration and competition Gave children
 - Obvious goal for learning
 - Family / Peer pressures for learning
- Psychological pressures
- High motivation for learning

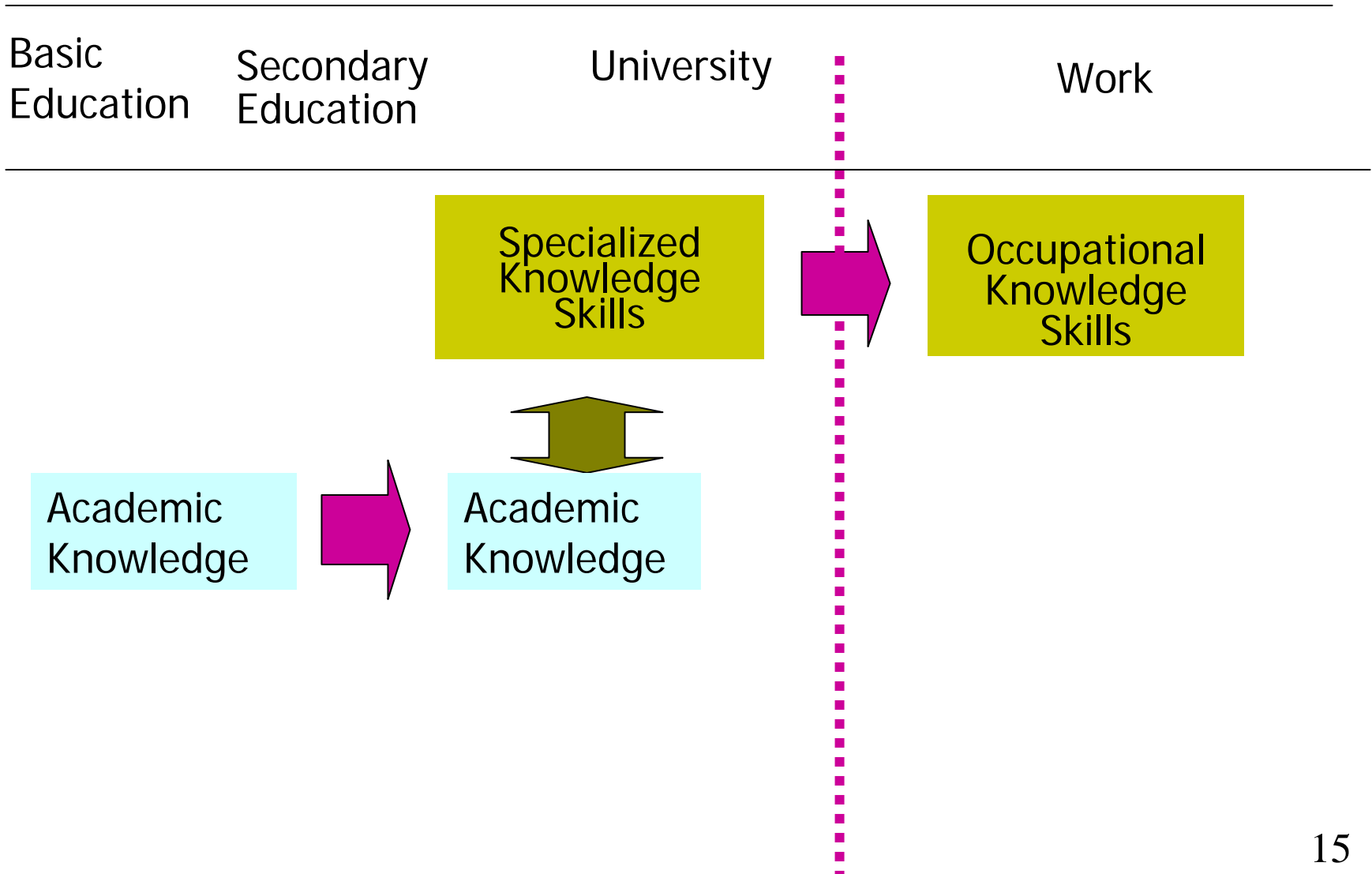
Academic Achievement in Japan

- High Average Academic Achievement
- Relatively Small Variance in Achievement

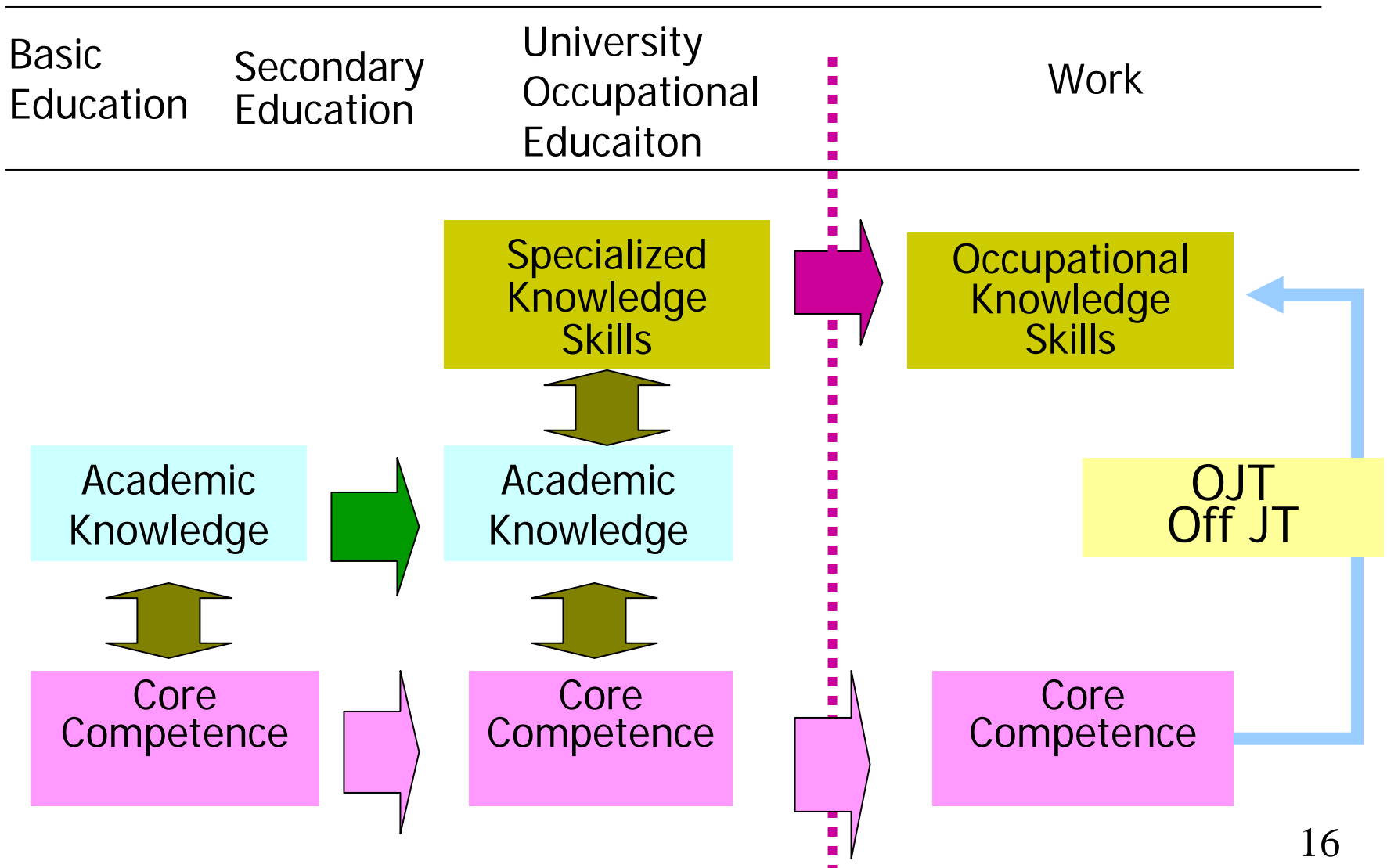
Education-Economy Link



Production of human resources – Path A

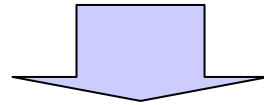


Production of human resources – Path B



Production of Human Resources

- Life-time commitment to one firm
- High core competences among workers
- Informal OJT



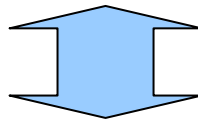
- Learning at work place
- Sharing particular knowledge to the work place – *Contextualized Knowledge*
- Cooperative work and improvement of production process

Structure of Knowledge at Work

Occupational Knowledge

Contextualized

Organized/Systematic



Core Competence

Communication, Way of Thinking, Attitude

Contents

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Shift in Structure of Economic Growth

- Globalization - Restructuring of Economy - Increasing Mobility of Labor
- New knowledge industries
- OJT becomes less effective

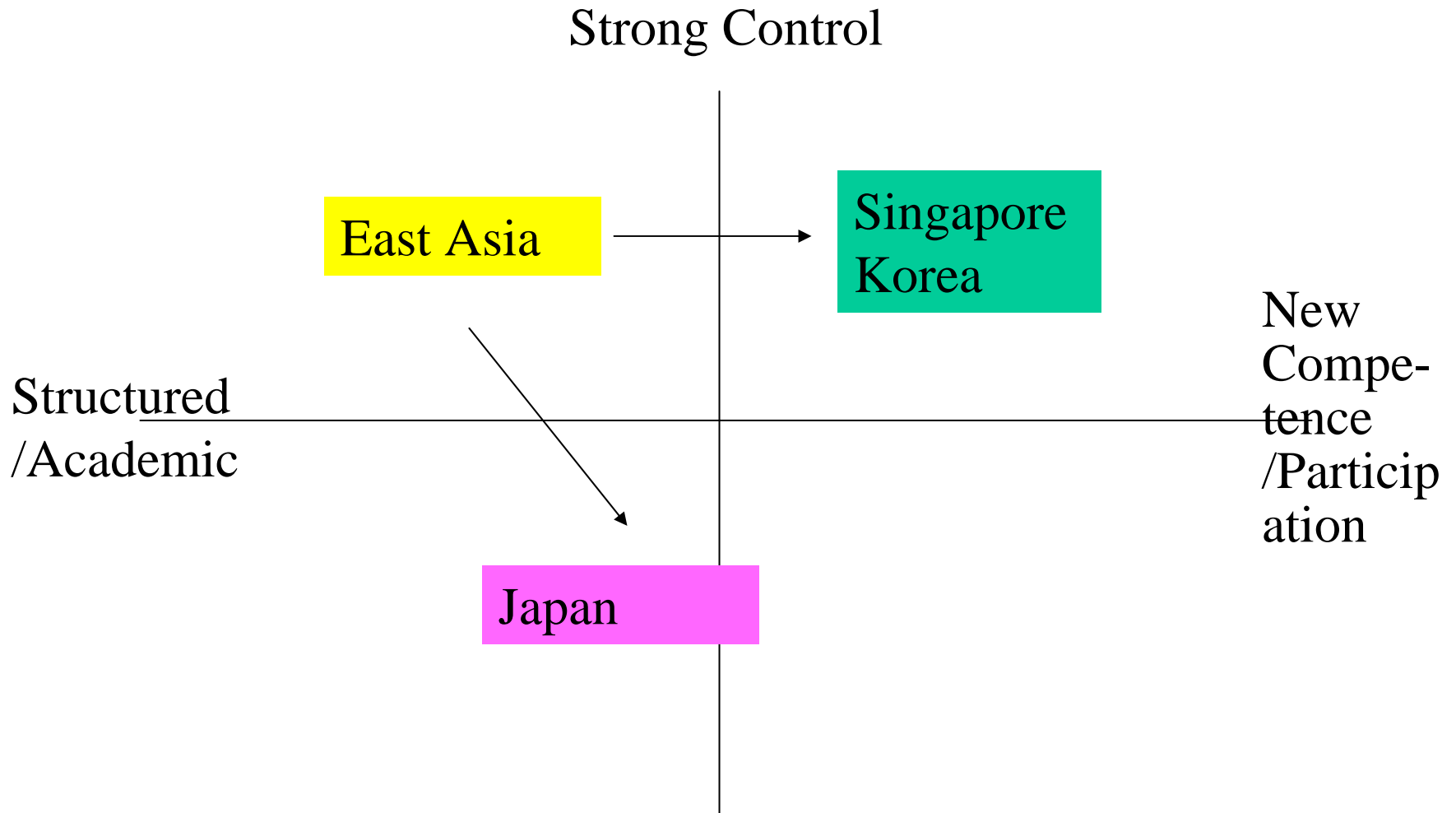
Shift in Value and Family

- Affluent Society – Declining Aspiration for Improvement
- Demographic Change- Less Competition for entrance examination
- Decline in Motivation for Learning

Shift in Political Environment

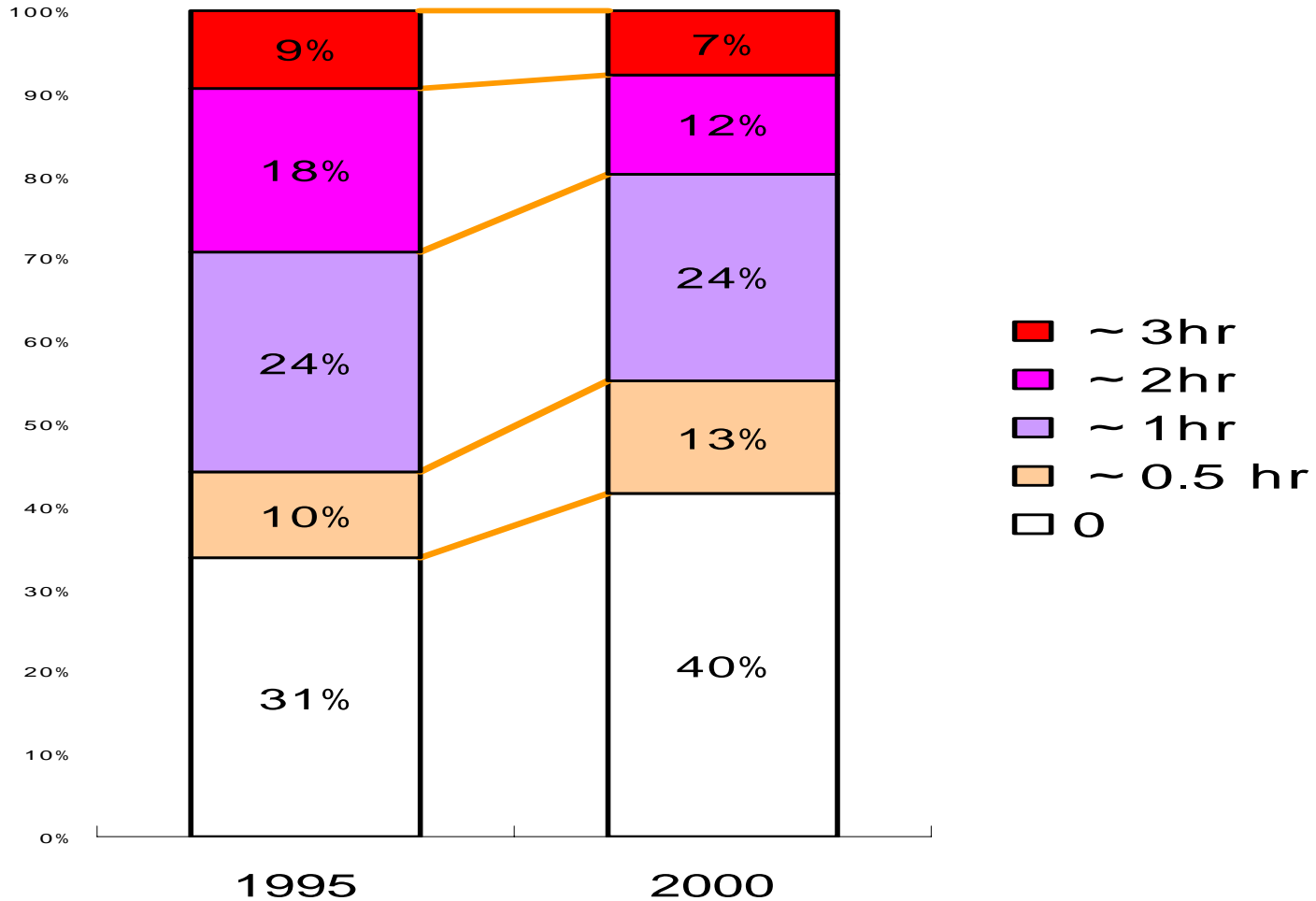
- Problems of excessive competition for entrance examination
- Social/Political Pressure for Educational Reform
- Relaxation of Requirements in Curriculum and Entrance Examination

Strategy



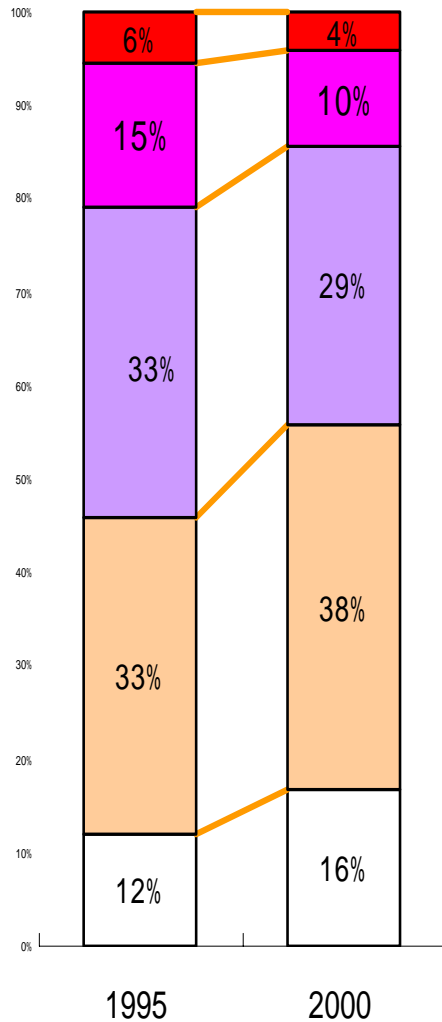
Hours Spent for Study

Upper Secondary

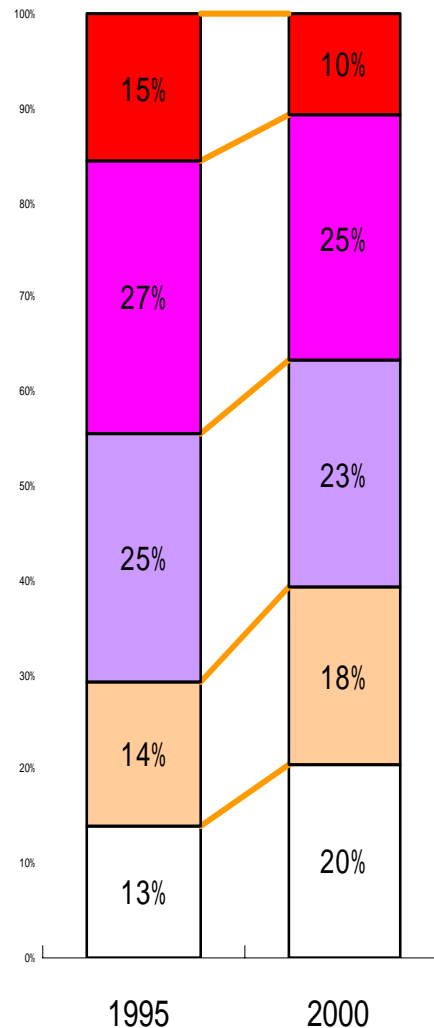


Hours Spent for Study

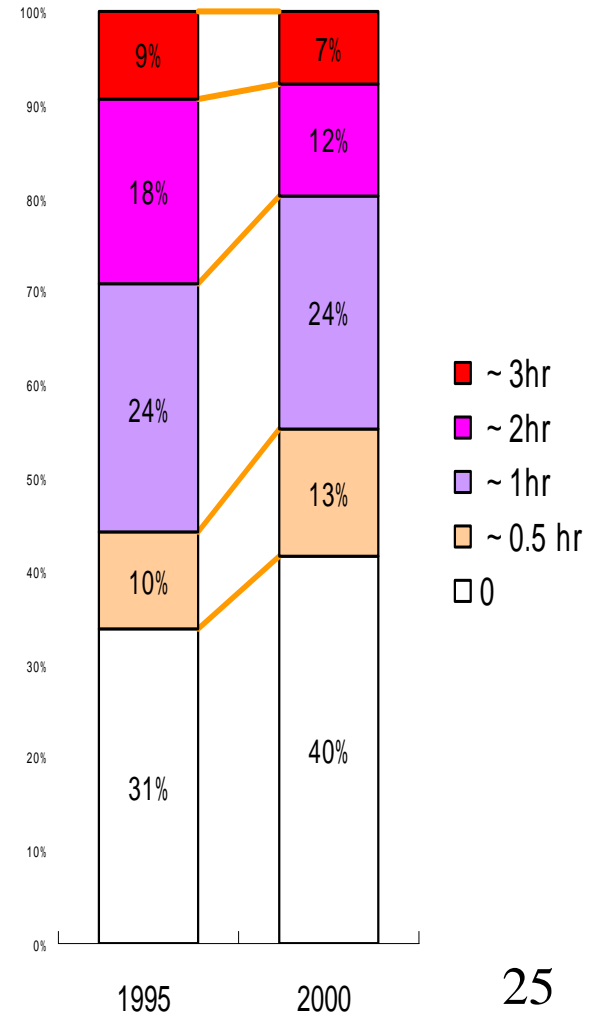
Primary



Lower Secondary



Upper Secondary



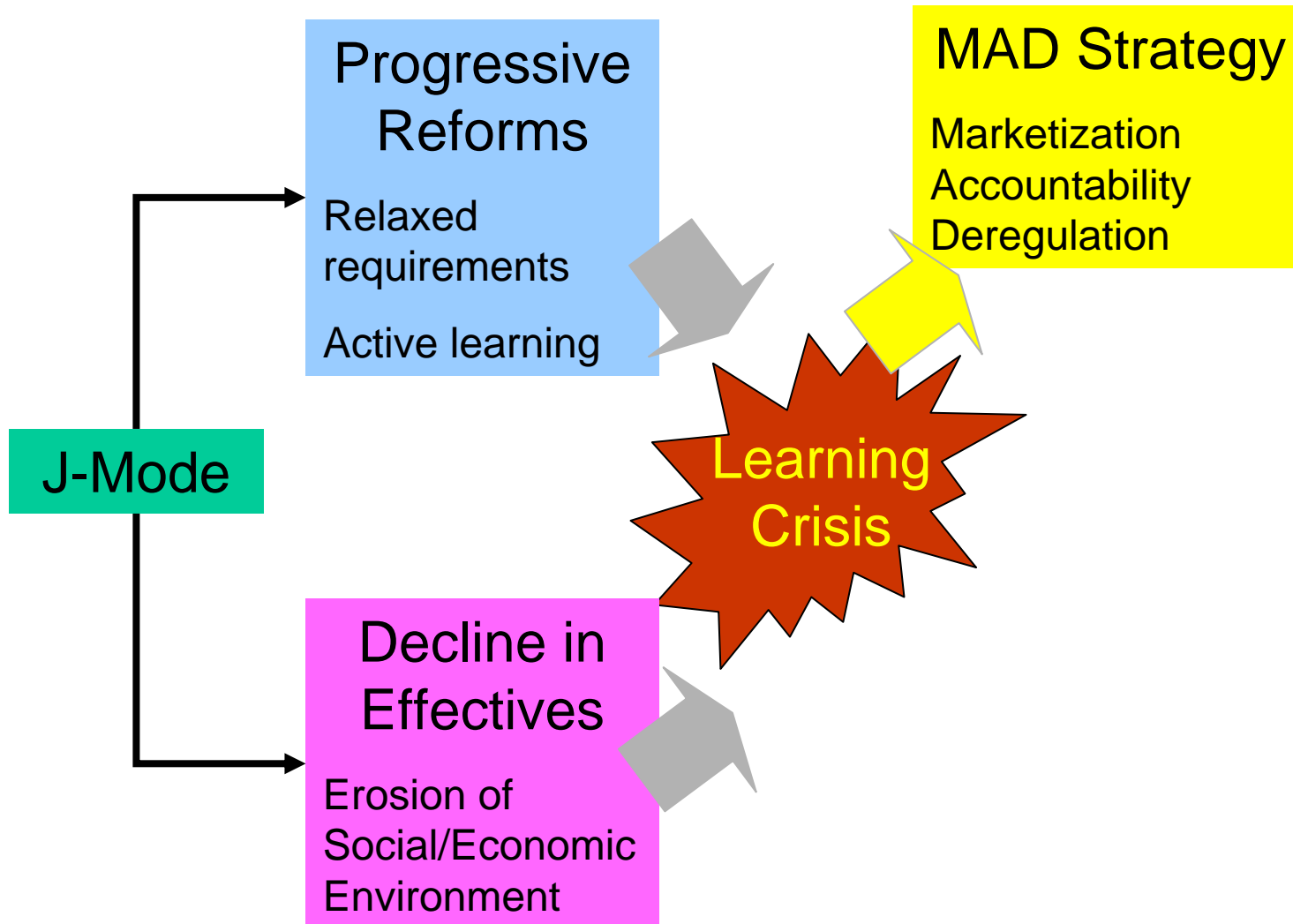
2003 PISA Results

- Decline of achievement among low achievers
- Weakness in active interests in learning

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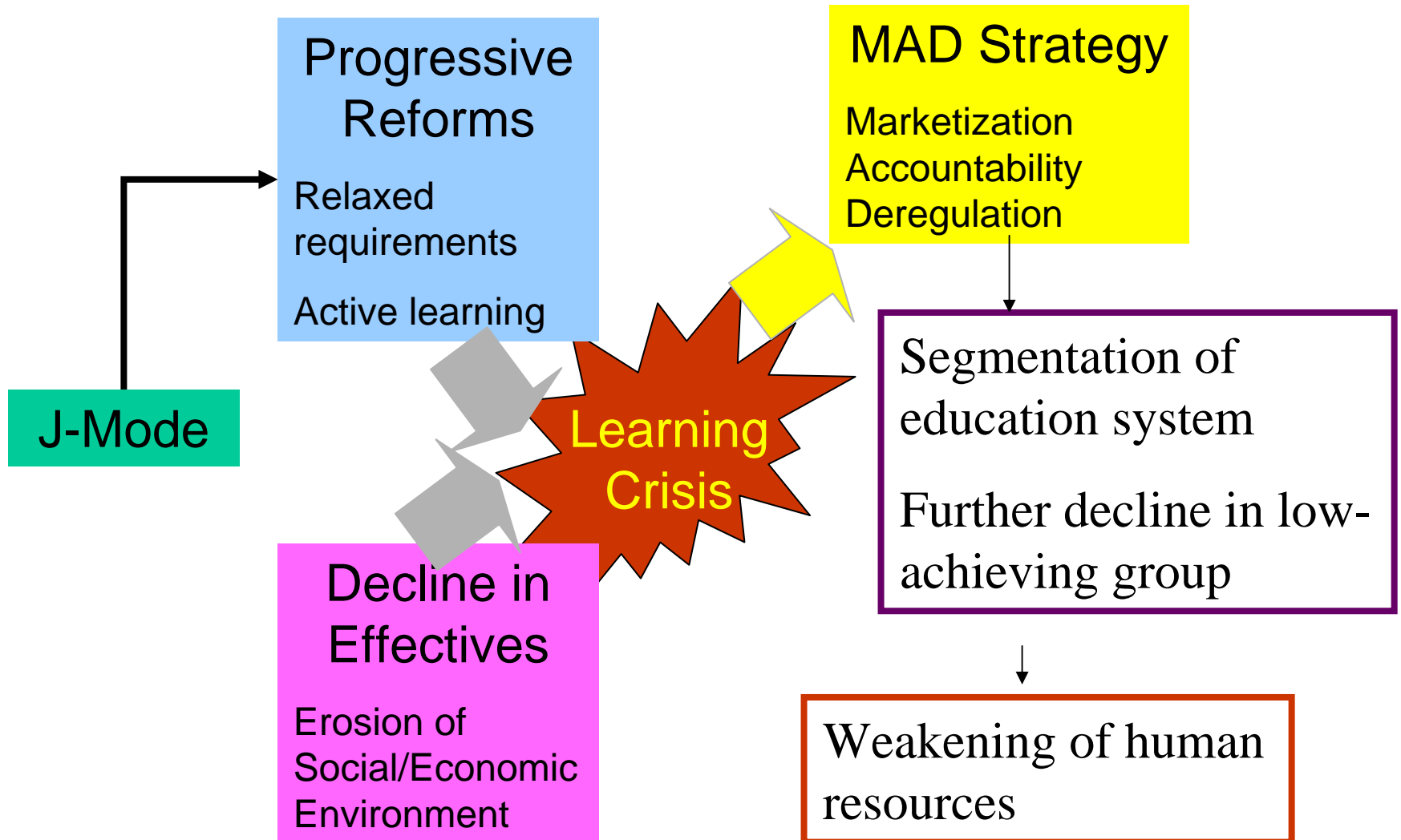
Policies and Politics



MAD Strategy

- **Marketization**
 - School choice
 - For-profit schools
- **Accountability**
 - Control by results
 - Education as an agenda in local politics
- **Deregulation, Decentralization**
 - Relaxed requirements/ curriculum
 - Budget transferred to local governments

Policies and Politics



Towards J+

- No single model for success
- Problems created by thinking on a single scale
- New combination of alternatives in many axis

Towards J+ - Major Issues

- Core academic competences
 - Motivation,
 - new skill requirements,
 - measurement, standards
- School/Teachers
 - Differentiation/Stratification
 - Accountability of school/teachers
 - Professional competence of Teachers
- Policy
 - Evaluation/Monitoring Instruments
 - Level of Control
 - Level of resource

Role of Research

- Critical analysis of policies
- Widen perspectives for alternatives
- Create grounds for social consensus

- Thank you