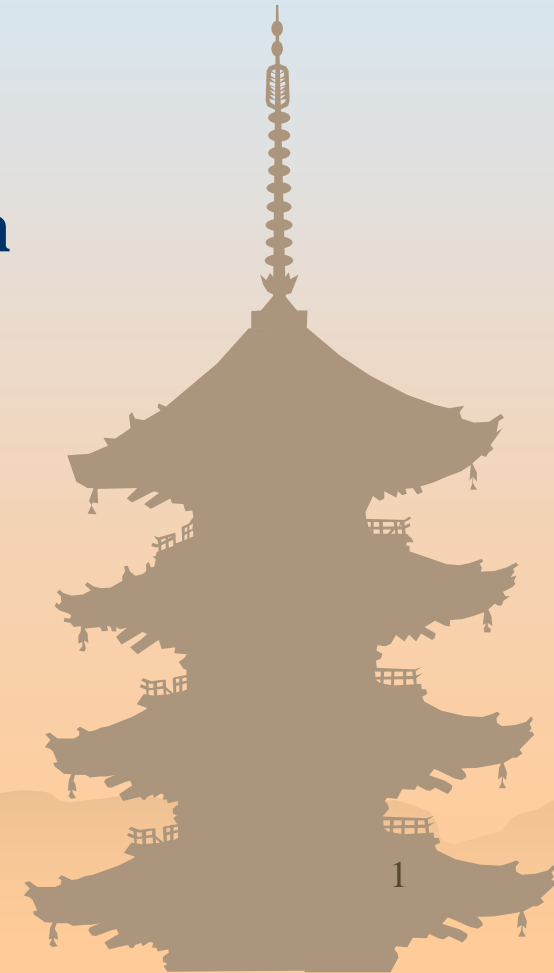


**WORKSHOP ON  
EDUCATION SYSTEM REFORM IN EGYPT  
APRIL 3-4, 2016  
Cairo, Egypt**

**Implications from Japan**

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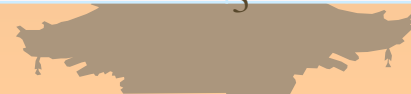
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# Where is Japan in the PISA league Tables (2012)?

	<b>Reading</b>	<b>Score</b>		<b>Science</b>	<b>Score</b>		<b>Mathematics</b>	<b>Score</b>
1	Shanghai (C)	570	1	Shanghai (C)	590	1	Shanghai (C)	613
2	Hong Kong (C)	545	2	Hong Kong (C)	555	2	Singapore	573
3	Singapore	542	3	Singapore	551	3	Hong Kong (C)	561
4	<b>Japan</b>	<b>539</b>	4	<b>Japan</b>	<b>547</b>	4	Chinese Taipei	560
5	Korea	536	5	Finland	545	5	Korea	554
6	Finland	524	6	Estonia	541	6	Macao (C)	538
7	Ireland	523	7	Korea	538	7	<b>Japan</b>	<b>536</b>
8	Chinese Taipei	523	8	Vietnam	528	8	Liechtenstein	535
9	Canada	529	9	Poland	526	9	Switzerland	531
10	Poland	518	10	Liechtenstein	525	10	Netherlands	523
64	Qatar	388	64	Indonesia	382	64	Indonesia	375
65	Peru	384	65	Peru	373	65	Peru	368



# PISA- Problem Solving Skills (2012)

Singapore	562	1 – 2
Korea	561	1 – 2
Japan	552	3
Macao-China	540	4 – 6
Hong Kong-China	540	4 – 7
Shanghai-China	536	4 – 7
Chinese Taipei	534	5 – 7
Canada	526	8 – 10
Australia	523	8 – 11
Finland	523	8 – 11
England (United Kingdom)	517	9 – 16
France	511	11 – 19
Netherlands	511	11 – 21
Italy	510	12 – 21
Germany	509	12 – 21
United States	508	12 – 21
...		
<b>OECD average</b>	<b>500</b>	

# How does Japanese education perform well?

- ❁ “Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States” (OECD 2011)



# Findings of the OECD Study (2011)

*Shared belief that education is the key to the country's future*

- ❁ **“Japan’s total commitment to children is not just rhetoric, but a concrete and enduring priority, for which individuals and the nation as a whole are prepared to make real sacrifices. It is the main reason that Japan has access to a first rate teaching force, that Japanese students are superbly supported at home, and that the schools are well resourced. This commitment is the foundation of the Japanese system”.**

# Findings of the OECD Study (2011)

## *Consistent international benchmarking*

- ❁ **“Japan is committed to continuous international benchmarking of education systems.** From the Meiji government to the present, Japan has succeeded in no small measure because of its determination to know what the best performers are doing, and to adapt the best of what they find to the Japanese setting, weaving them together into a coherent and powerful whole”.

# Findings of the OECD Study (2011)

## *Demanding students' effort based on high expectations and focus on equity*

- ❁ “The Japanese, like most East Asians, believe that academic achievement is more a matter of effort than natural (genetically-endowed) ability. They therefore demand that the effort be made and have high expectations of all their students. Students of whom much is expected – all students – achieve well”.
- ❁ “It has already been pointed out that there is no tracking in Japanese schools, classes are heterogeneous and no student is held back or promoted on account of ability. Furthermore, all are expected to master the same demanding curriculum.”.



# Findings of the OECD Study (2011)

## A coherent and focused curriculum

- ❁ “The Japanese have paid more attention to the details of the national curriculum than most other countries and they have insisted that this curriculum is actually taught. The curriculum is coherent, carefully focused on core topics and their deep conceptual exploration, logically sequenced, and set at a very high level of cognitive challenge”.

# Findings of the OECD Study (2011)

## *Resource allocation priorities*

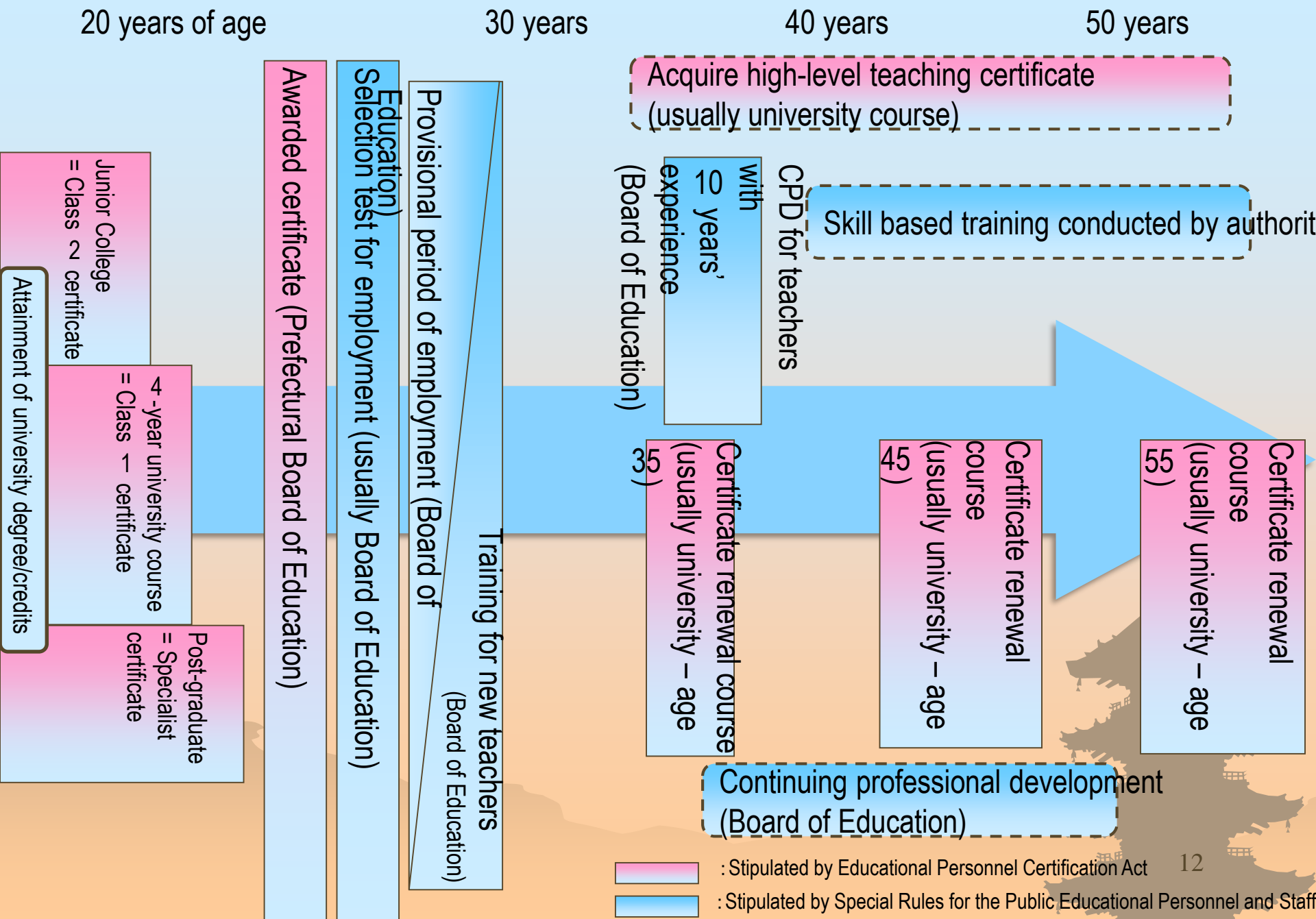
- ❁ “The Japanese spend less on education than other industrialised nations, but they get more for that money. One of the many reasons for this is the careful way they allocate that money. Compared to other advanced industrial nations, they spend more on teachers and less on school buildings and facilities, non-teaching staff, central office specialists and administrators, full colour glossy textbooks and so on”.
- ❁ ” Teachers are still, by law, among the highest paid of Japan’s civil servants. When they start their service, they are paid as well as novice engineers, it is primarily the high regard in which teachers are held. Teaching is a highly desirable job – there are seven applicants for every teaching position in Japan”.

# Findings of the OECD Study (2011)

## *Established Comprehensive Pre-service and In-service Training System.*

- ❁ Once a teacher is inducted into the regular teaching work force, the law requires teachers to take certain additional training (after 10 years of service). Teachers can also apply for paid leave to take masters' degrees at graduate schools. The ministry also offers various training programmes for prefectural trainers at its national centre”.

# Diagram: The Current Path of Teacher Improvement



# Findings of the OECD Study (2011)

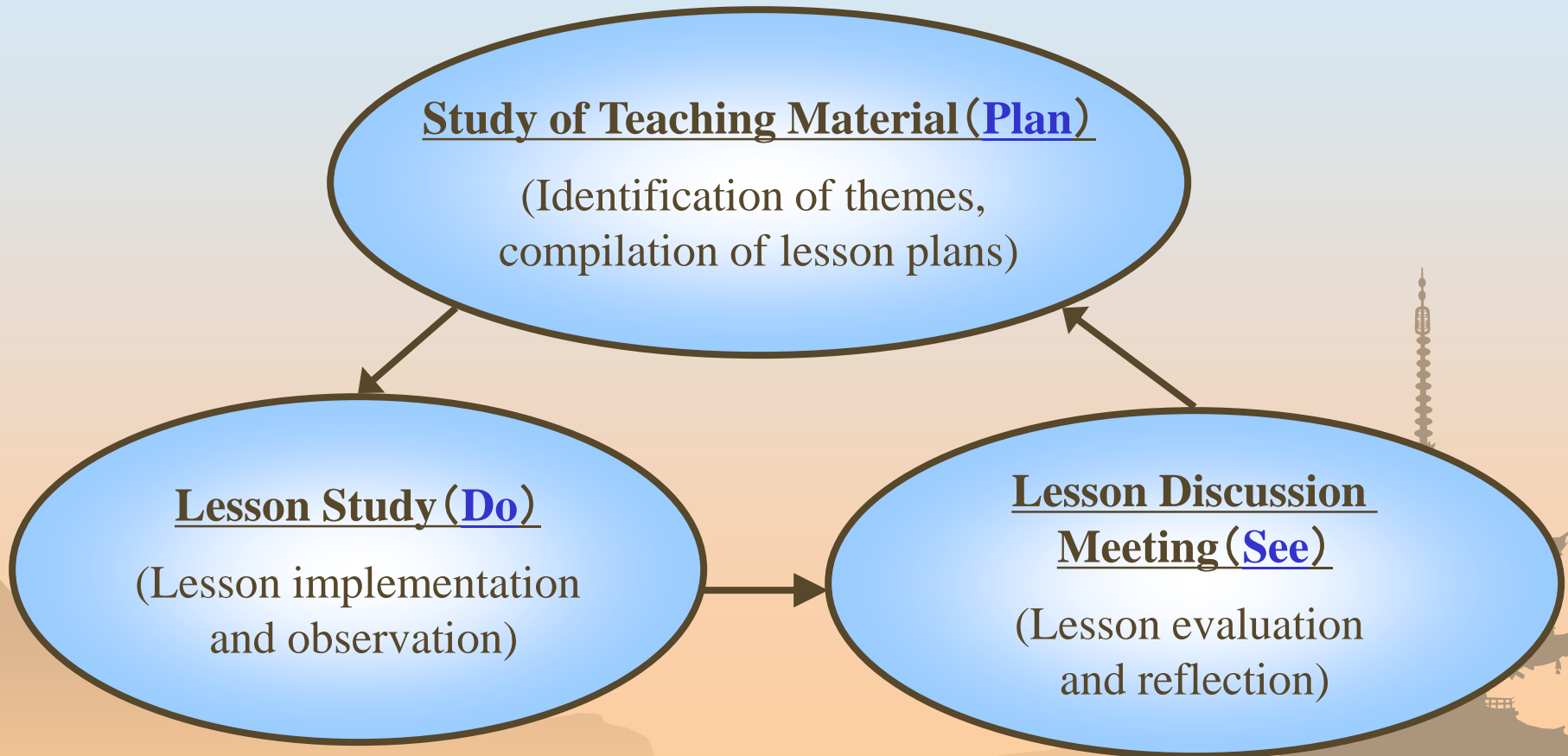
*Collaborative professional development of teachers and emphasis on students engagements*

❁ **“Japan is a laboratory for the idea of continuous improvement of teaching practice. The incarnation of that idea in Japanese schools is lesson study.** This practice undoubtedly contributes in important ways to the high quality of instruction in Japanese schools”.

❁ **“Maximising student engagement is central to the Japanese approach to classroom instruction. Japanese teachers put a great deal of thought into their lesson planning.**

# Lesson Study

The Process of Lesson Study: Elaboration of the lessons through the continuous cycle of “Plan-Do-See”



# Findings of the OECD Study (2011)

## *School-home communication -*

- ❁ “They (Japanese Teachers) are required to regularly visit their students’ families. ....In the upper grades, the teachers are expected to provide academic and career and job counseling”.
- ❁ **“Teachers at elementary schools maintain communication with parents** by means of a notebook that students shuttle between school and home”.

# An Example of School Calendar

Month	Semester	School Events	Parents Participation
Apr.	Spring Vacation		
	First Term	School Entrance Ceremony	○
Formal start of classes			
Physical health check			
Visits to children's home		○	
Excursion			
Sports tests			
May	First Term	All-school trip	
		Parental observation of classes/discussion with parents	○
Whole-school cleaning Formal end of classes			
Summer Vacation			
Jun.	First Term	Seaside school	
		Forest school	
Jul.	Summer Vacation		
Aug.	Summer Vacation		

Month	Semester	School Events	Parents Participation
Sep.	Second Term	Formal start of classes	
Oct.		Sports Day	○
Nov.		Presentation of children's achievements (Arts and Culture Festival)	○
Dec.		Parental observation of classes and discussion with parents	○
	Disaster preparation training		
	Whole-school cleaning Formal end of classes		
	Winter Vacation		
Jan.	Third Term	Formal start of classes	
Feb.		Marathon	
Mar.	Third Term	Parental observation of classes and discussion with parents	○
		Whole-school cleaning Formal end of classes	
	Graduation Ceremony	○	
	Spring Vacation		

SOURCE: JICA(2003) "The History of Japan's Educational Development" pp. 89



# Findings of the OECD Study (2011)

## *Long schooling hours and additional schooling*

- ❁ Long schooling hours in comparison with other countries cases.
- ❁ Homework for every day.
- ❁ Shorter vacation
- ❁ During summer and winter vacations, students get special assignments such as independent research.
- ❁ Various forms of private tutoring.

# Subjects and Standard Class Hours for Elementary Schools

Grade List	Japanese	Social Studies	Maths	Science	Life Envmt Studies	Music	Drawing and Craft	Home-making	Physical Education	Moral Education	Special Activities	Integrated Study Period	Total class hours
Grade 1	272	-	114	-	102	68	68	-	90	34	34	-	782
Grade 2	280	-	155	-	105	70	70	-	90	35	35	-	840
Grade 3	235	70	150	70	-	60	60	-	90	35	35	105	910
Grade 4	235	85	150	90	-	60	60	-	90	35	35	105	945
Grade 5	180	90	150	95	-	50	50	60	90	35	35	110	945
Grade 6	175	100	150	95	-	50	50	55	90	35	35	110	945

SOURCE: JICA(2003) "The History of Japan's Educational Development" pp.152

# Findings of the OECD's Country Note (2014) - Learning Environment and School Governance-

- ❁ “PISA shows that high-performing school systems tend to ensure that the learning environment is conducive to learning for all”.
- ❁ “Most students in OECD countries, particularly those in Japan, enjoy orderly classrooms.
- ❁ “PISA shows that school systems that grant more autonomy to schools to define and elaborate their curricula and assessments tend to perform better than systems that don't grant such autonomy”.
- ❁ “Schools in Japan are given more discretion in establishing curricula and assessments than schools in most participating countries and economies”.

# Findings of the OECD's Country Note (2014) - Equity Focused Learning Environment -

- ❁ “Higher-performing countries tend to distribute schools' educational resources more equitably between socio-economically advantaged and disadvantaged schools”.
- ❁ “In Japan, ....there are more teachers per student in disadvantaged schools (than in advantaged schools)”.
- ❁ “In Japan, there is no statistically significant difference between advantaged and disadvantaged schools in the amount of educational resources allocated”.

# Findings of the OECD's Country Note (2014) - Pre-primary education -

- ❁ “Pre-primary education is another educational resource. Students who had attended pre-primary education tend to perform better at the age of 15 than those who had not (in OECD countries)”.
- ❁ “Some 99% of students in Japan reported that they had attended pre-primary education (the OECD average is 93%), and 97% reported that they had attended for more than one year (the OECD average is 74%).

# Findings of the OECD's Country Note (2014) - Efficiency and Accountability Systems -

- ❁ “PISA results show that grade repetition tends to be negatively related to equity and is a costly policy”.
- ❁ “No Japanese student reported that he or she had repeated a grade in primary, lower secondary or secondary school (the OECD average is 12%)”.
- ❁ “PISA shows that high-performing and equitable school systems tend to engage students in school evaluations and teacher appraisals to improve teaching and learning”.
- ❁ “In Japan, 75% of students are in schools that seek written feedback from students regarding lessons, teachers or resources (the OECD average is 61%)”.

# JICA Research on Japan's Experience in Education

- ❁ JICA formulated “Study Committee on Japan’s Policies and Approaches in the field of Education” (2002-2003)
- ❁ It published “The History of Japan’s Educational Development – What implications can be drawn for developing countries today?” (2004)

# Implications from the JICA Study (2003)

## Introduction Period of Modern Education (1868-1899)

- ❁ Expansion and comprehensive structuring of teacher training process
- ❁ Structuring and improvement of teacher licensing system
- ❁ Promotion of research and development by designated schools
- ❁ Adoption of textbook authorization system





# Implications from the JICA Study (2003) Educational Expansion Period (1900-1945)

- ❁ Support for self-initiated research activities by teachers
- ❁ Cooperation between researchers and teachers
- ❁ Introduction of research on teaching materials
- ❁ Improvement of teaching skills through school-based training
- ❁ Implementation of basic school survey

# Implications from the JICA Study (2003) Educational Reconstruction Period (1945-)

- ❁ Improvement of teachers' salary, conditions of service and status
- ❁ Appointment examination for teachers
- ❁ Systematic provision of in-service teacher training
- ❁ Implementation of school-based study training
- ❁ Professional teacher bodies become organized
- ❁ Provision and dissemination of Course of Study (national curriculum)
- ❁ Regular revisions of the Course of Study in line with stages of development and classroom needs
- ❁ In-service training on new curriculum
- ❁ Introduction of the Curriculum Implementation Situation Survey

# Implications from the JICA Study (2003) Educational Reconstruction Period (1945-)

- ❁ Promotion of private sector publications and research journals
- ❁ Promotion of research and development in designated schools
- ❁ Regular publication of guidance documents for teachers
- ❁ Introduction and structuring of lesson planning
- ❁ Adoption of the textbook authorization system and publication of textbook by private companies
- ❁ Free distribution of textbooks
- ❁ Participation on international achievement surveys

# Special Topics - How does Japan promote Non-Cognitive Skills?

## Principles behind the Japanese Course of Study

Solid academic prowess

To acquire the basics & fundamentals; to cultivate introspection, the desire to learn & think, independent decision-making & action, as well as the talent and ability for problem-solving

Zest for life

To cultivate self-discipline in balance with consideration for others and a sense for inspiration, in harmony with the spirit of cooperation

Health & fitness for living a vigorous life

To be rich in humanity

Health & fitness



# Japanese Conventional Methods to Promote Non-Cognitive Skills - Special Activities (Tokkatsu)

## Objectives:

**Special activities, through collective activity practice, aim to foster voluntary and independent abilities and life attitudes by deepening self-awareness as a member of the group.**

- 1. To promote appropriate collective activities**
- 2. To support child development with a good balance between physical and emotional growth**
- 3. To discover and understand the uniqueness of individual personalities**
- 4. To foster social skills**
- 5. To foster voluntary and practical attitudes**

## Contents:

### **1) Classroom Activities**

Issues concerning the improvement and enhancement of school lives at both the classroom and school level.

Issues concerning daily lives, adaptation to school lives, health and safety

### **2) Pupil Council Activities**

### **3) Club Activities**

### **4) School Events - Ceremonies, Arts and Cultural Events, Sports and Health/Safety Promotion Events, School Trips and Excursions, Voluntary and Agricultural/Work Experiencing Activities**

# Proportion of Different Subjects for 9-11 and 12-14 year old students in Japan, Finland and OECD average (% , 2010)

		Language	Math	Science	Society	Foreign L	Technical	Art	Physical	Religion	Vocational	Others	Elective
9   11	J	18	16	10	9	1	n	10	8	n	n	19	8
	F	21	18	10	2	9	n	19	9	5	n	n	6
	OECD	22	16	8	9	8	2	11	9	4	1	5	6
12   14	J	11	11	10	9	10	3	7	9	n	n	17	13
	F	13	13	17	7	14	n	15	7	5	4	n	5
	OECD	16	13	12	12	14	3	8	8	3	1	4	7

# Special Topics

How has Japan promoted Special Needs /Inclusive Education for children with disabilities?



# Special Needs Education System of Japan

Where children with disabilities learn ③

## Who study where ?

### Resource Rooms

Children with...

Low Vision  
Hard of Hearing  
Physical Disability  
Health Impairment  
Speech Impairment  
Autism  
Emotional Disturbance  
LD  
ADHD

### Classes for Special Needs Education

Children with...

Low Vision  
Hard of Hearing  
Intellectual Disability  
Health Impairment  
Speech Impairment  
Emotional Disturbance

### Schools for Special Needs Education

Children with...

Visual Impairment  
(The Blind)  
Hearing Impairment  
(The Deaf)  
Intellectual Disability  
Physical Disability  
Health Impairment



# System Reform since 2007FY

## Revising the school Education Law

- ❁ (1) Legally clarified the special needs education at regular schools to promote inclusive education.
- ❁ (2) Assign special schools to work as a center of education for children with disabilities in each local community providing support to regular schools in the region to promote its inclusive education.
- ❁ (3) Japan ratified the Convention of Rights of Persons with Disabilities (CRPD) in 2014

Thank you for your attention!

