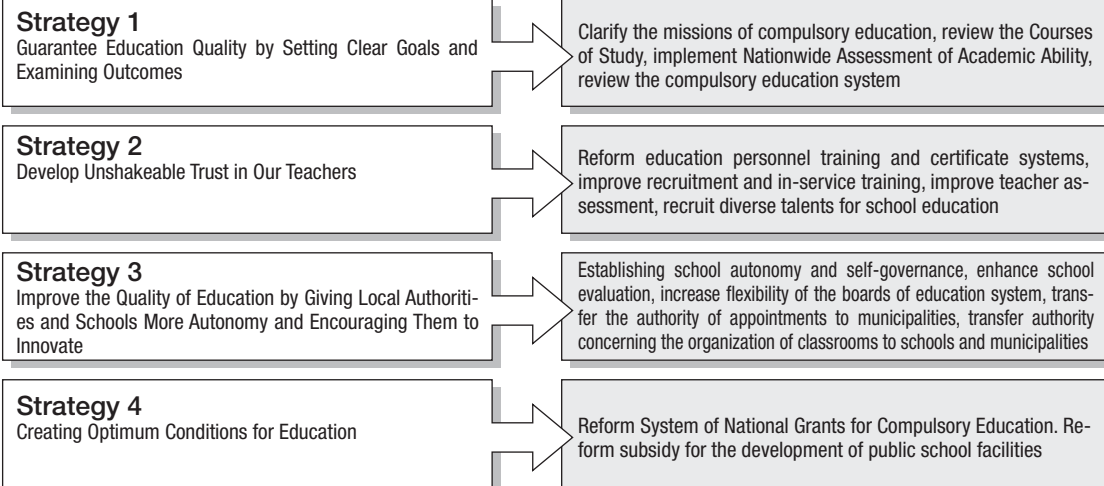


~ Four national strategies ~



Strategy 1 Guarantee Education Quality by Setting Clear Goals and Examining Outcomes (1)

Item	Policy	FY2005	FY2006	FY2007
Clarification of the missions of compulsory education and increasing of the flexibility of the system	<ul style="list-style-type: none"> ○ Clarify targets (revision of the School Education Law) ○ Increase flexibility of the system <ul style="list-style-type: none"> • Deliberate on mechanisms to improve coordination and connection among different types of schools. For example, making it possible for the founders of schools to establish 9-year compulsory education system at their own discretion and increase the flexibility of the curriculum division • Deliberate on mechanisms to allow non-attending students, etc., to fulfill compulsory education requirements by taking courses at educational institutions other than schools, and on other measures 	Central Council for Education Report (October 26, 2005)	Further deliberations at the meeting of the Subdivision on Elementary and Secondary Education	System revision
	<ul style="list-style-type: none"> ○ Review the Courses of Study <ol style="list-style-type: none"> (1) Ensure the acquisition of the basics and fundamentals; foster the ability to learn, think, and act independently (2) Enhance education to teach respect for study, work, and life, and increase willingness to learn (3) Establish basic lifestyle habits and learning habits (4) Cultivate self-awareness for Japanese people as members of the global society ○ Nationwide Assessment of Academic Ability <p>Guarantee a certain level of educational standards to assess educational outcomes and related matters</p> 	Specific deliberations by experts at the Subcommittee on Curriculum for the Central Council for Education Central Council for Education Report (October 26, 2005)	Prepare the Courses of Study, taking into consideration the progress of the revision of the School Education Law Committee	Preparations Assessment

Strategy 1 Guarantee Education Quality by Setting Clear Goals and Examining Outcomes (2)

Item	Policy	FY2005	FY2006	FY2007
Improve "human resources" from infancy	<ul style="list-style-type: none"> ○ Review the Course of Study for Kindergartens <p>Based on the view of its continuity with compulsory education, work to improve and enhance education content at kindergartens. Expand the functions to support kindergarten education in the community (a center-like function)</p> ○ Fully implement unified, compound institutions that integrate preschool and day care functions (tentative) <p>Institutionalize a framework for providing new services to implement education and day care in a unified manner, regardless of parents' work hours, etc.</p> 	Specific deliberations by experts at the Subcommittee on Curriculum for the Central Council for Education Implement compound institution model programs	Revise the Course of Study for Kindergartens Establishment and full enforcement of the system	
	<ul style="list-style-type: none"> ○ Convert schools for blind, deaf, intellectual disabilities, physical disabilities, and health impairments to a "special support school" <ul style="list-style-type: none"> • Give the "special support school" a role to support local schools in terms of special support education • Establish a "teaching certificate for the special support school" to respond to severe and multiple disabilities, and to the role of supporting local schools 	Central Council for Education Report (December 8, 2005)	Revision of the system	Full enforcement

Strategy 1 Guarantee Education Quality by Setting Clear Goals and Examining Outcomes (3)

Item	Policy	FY2005	FY2006	FY2007
Promote special support education	<ul style="list-style-type: none"> Enhance education for children with disabilities, including LD (Learning Disabilities), etc., in elementary and lower secondary schools <ul style="list-style-type: none"> Revise relevant ministerial ordinances. For example, enabling children with LD and ADHD (Attention-Deficit Hyperactivity Disorders) to avail of Tsukyu classes (resource rooms) Promote flexible application of special classes, such as enabling special class teachers to support children with LD and ADHD students, etc. Consider "special support classrooms (tentative)" plan, taking into account efforts made at experimental schools and model schools 	Central Council for Education Report (December 8, 2005)	Revision of ministerial ordinances Full enforcement Project implementation Efforts made at experimental schools, etc.; deliberations	

Strategy 2 Develop Unshakeable Trust in Our Teachers (1)

Item	Policy	FY2005	FY2006	FY2007
Reform education personnel training and certificate systems	<ul style="list-style-type: none"> Improve the qualitative standard of teacher-training curriculum <p>Accelerate teacher-training curriculum reform. For example, upgrade systematic instruction structure in university and introduce ex-post external evaluation system</p> Establish a system of professional graduate schools for teacher training <p>Create a system of professional graduate schools for teacher training to serve as a model for reforming the teacher-training curriculum and to foster a higher degree of professionalism among capable teachers</p> Introduce a "teacher certification renewal system" <p>Take measures to ensure that teachers retain necessary qualities and abilities throughout their teaching career, even after obtaining teaching certificates</p> Improve and enhance recruitment and in-service training <p>Concerning recruitment, encourage further improvement and refinement to the screening process, such as clarifying the role of teachers. Concerning in-service training, improve and refine the contents and method of induction training, modality of evaluation, etc.</p> 	Central Council for Education Interim Report (December 8, 2005)	Report Revision of the system; guidance, etc., for universities and prefectures	
Improve recruitment and in-service training, improve teacher assessment, recruit diverse talents	<ul style="list-style-type: none"> Improve teacher assessment <p>Make further improvements to the new teacher assessment system. For example, by reflecting assessment results in their pay and conditions</p> 	Implement studies commissioned and research projects	<ul style="list-style-type: none"> Guidance, etc., for implementing teacher assessment in each prefecture New study and research commissioned to improve and upgrade the mechanism. One of the aims is to reflect assessment results in teachers' pay and conditions 	

Strategy 2 Develop Unshakeable Trust in Our Teachers (2)

Item	Policy	FY2005	FY2006	FY2007
Improve recruitment and in-service training, improve teacher assessment, recruit diverse talents	<ul style="list-style-type: none"> Awards for distinguished teachers <p>Award distinguished teachers, reflecting their achievements in pay and conditions. Through awards to teachers, foster an environment that breeds trust and respect toward teachers from society as a whole</p> Measures for teachers with little teaching ability <p>Encourage stricter application of the system to take proper measures against teachers with little teaching ability, established by the boards of education of all prefectures and designated cities</p> Strict application of the probationary period system <p>Urge the boards of education of prefectures and designated cities to strictly apply the system to ensure that only those of a high quality, who truly have aptitude as an educator, are formally employed</p> 	Central Council for Education Report (October 26, 2005)	Guidance for prefectures	
	<ul style="list-style-type: none"> Recruit diverse talents to school education <ul style="list-style-type: none"> Proactively recruit various talents such as retirees and corporate workers Assign civilians as vice principals 	Central Council for Education Report (October 26, 2005) Revision of ministerial ordinance	Guidance for prefectures	

Strategy 3 Improve the Quality of Education by Giving Local Authorities and Schools More Autonomy and Encouraging Them to Innovate (1)

Item	Policy	FY2005	FY2006	FY2007
Reform school administration and structure	<p>○ Expand the authority of schools and principals Expand the authority of schools and principals, concerning such matters as budgets and personnel. For example, the open recruitment system and free agent (FA) system</p>	Central Council for Education Report (October 26, 2005)	Guidance for prefectures	
	<p>○ Ensure and improve the quality of compulsory education by establishing school evaluation system</p> <ul style="list-style-type: none"> Formulate school evaluation guidelines to serve as a broad outline Require schools to conduct self-evaluations and make the results public Consider measures to enhance evaluations, including the mechanism of nationwide external evaluation through third-parties agencies 	Central Council for Education Report (October 26, 2005) Formulate school evaluation guidelines	Practical research on evaluation in each region Trial third-party evaluations	Revision of the system
	<p>○ Guardians and residents' participation in school administration Promote cooperation and participation of parents or guardians and residents in school administration</p>	Central Council for Education Report (October 26, 2005)	Guidance for prefectures	

Strategy 3 Improve the Quality of Education by Giving Local Authorities and Schools More Autonomy and Encouraging Them to Innovate (2)

Item	Policy	FY2005	FY2006	FY2007
Reform the boards of education system	<p>○ Increase the flexibility of the boards of education Make the following provisions to enable administration to deal with the differing situations of the municipalities:</p> <ol style="list-style-type: none"> Establish more than three members for the boards of education as the number stipulated in the ordinance Concerning the division of authority between the heads of the prefectures and the boards of education, consider the possibility of the former being responsible for culture, sports, etc. 	Central Council for Education Report (October 26, 2005)	Revision of the system	
Reform relations and roles of the central government and local governments, prefectures and municipalities	<p>○ Transfer authority over appointments to core cities, etc. For the time being, transfer authority to certain municipalities, including core cities. Meanwhile, consider the creation of a system to ensure a certain level of personnel across the region</p>	Central Council for Education Report (October 26, 2005)	Conferences, etc., with concerned groups Revision of the system	
	<p>○ Transfer the authority over the organization of classrooms to schools and municipalities</p> <ul style="list-style-type: none"> Revise the standard for fixed number of education personnel based on the Compulsory Education Standard Law, from calculation by prefectures to calculation by municipalities Review the current mechanism of classroom organization to enable schools and municipal boards of education to use their discretion in the organization of classrooms 	Central Council for Education Report (October 26, 2005)	Conferences, etc., with concerned groups	Revision of the system

Strategy 4 Creating Optimum Conditions for Education

Item	Policy	FY2005	FY2006	FY2007
Provide for the basic requirements of education	<ul style="list-style-type: none"> ○ Reform System of National Grants for Compulsory Education Revise systems for elementary and lower secondary schools, and schools for the blind, deaf, and otherwise disabled. Expand freedoms of the local governments 	Central Council for Education Report (October 26, 2005) ↓ Revision of the system	Implementation	
	<ul style="list-style-type: none"> ○ Review education personnel remuneration Deliberate on the general modality of educational personnel remuneration, and reach conclusion during FY2006. Conduct necessary system revisions in the spring of 2008 	Deliberations	Conclusion	Revision of the system in the spring of 2008
	<ul style="list-style-type: none"> ○ Reform subsidy for the development of public school facilities <ul style="list-style-type: none"> • Upon expanding freedom of the local governments, consider ways for the central government to ensure budgets for those specific purposes • In order to promote prompt earthquake-resistance, consider ways to shift focus to more efficient developing procedures, such as possible conversion from reconstruction to repairs 	Central Council for Education Report (October 26, 2005) ↓ Revision of the system	Implementation	
	<ul style="list-style-type: none"> ○ Institutionalize appointment of education personnel financed by municipalities <ul style="list-style-type: none"> • To promote distinctive education in regions, nationalize the special zones for structural reform project, where municipalities finance the fees for elementary and lower secondary school teachers they appoint • Enable the municipal boards of education to finance travel expenses for their training programs 	Central Council for Education Report (October 26, 2005) ↓ Revision of the system		