

3. A Comparative Institutional Study on the Synthesis, Deployment and Reorganization of Japanese-style Systems of Educational Administration and Financing

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(1) Purpose and Aim of Study

This study focuses attention on the debates over education reform that emerged in the latter half of the 1960s, coinciding with Japan's era of high economic growth. Located within the field of educational research, a field that has traditionally been concerned mainly with issues of reform aimed at achieving a meritocratic reorganization of the education system or with assessing the manifest subordination of education to economic considerations during that era, the study aims to identify meanings specific to the 1960s and to re-evaluate how the education system achieved stability in that period. In doing so it applies scholarly insights from comparative institutions theory and other fields.

(2) Outline of Research Results

- Corroborated the process of institutionalization of what can be described as the “Japanese-style board of education system,” a process that began with the traditional American model and has continued to the present day.
- Found that the number of boards of education and board of education administrative staffing levels are not linked to changes in the numbers of enrolled schoolchildren, but are instead governed only by the volume of administrative work that must be processed by local governments as executive organs.
- Confirmed using inter-annual data from the Survey on Local Education Expenditure that it was the 1970s when a change took place in the share of donations in overall public funding for education; confirmed, by reference to the time lag between the achievement of institutional stability and the change in composition of funding sources for education, the existence of path dependency in the course of institutional change in the field of education in Japan.

- Compiled a list of records of proceedings and other materials held by national and public libraries as part of the Central Council for Education's report on Basic Programs for Integrated Expansion and Development of School Education into the Future (the so-called "1971 Report"), and thereby produced a comprehensive listing of the historical processes of developing the materials prepared and discussed in special committees and the names of individuals in attendance and in charge of these processes.
- Analyzed political conditions around the time of the 1971 Report and identified a failure to realign the production regime as the reason why the proposals were not implemented for so long and why the Third Education Reform ended in failure.