

# 197th CICE Open Seminar

## Japanese education reform and its effects on the ground; voices from Japanese junior high schools

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### Riho Sakurai, Ph.D.

Associate Professor

Center for the Study of International Cooperation in Education, (CICE)  
Hiroshima University, JAPAN



#### Education

1995, B.A., Liberal Arts, Tsuda College  
2000, M.A. Education, Stanford University  
2005, Ph.D. Education, Pennsylvania State College

#### Professional Experience

1995–1998 Teacher at Escuela Japonesa de Aguascalientes, Mexico  
2005–2007 Intern & Consultant for the EFA section, Education, UNESCO  
2007–2009 Post-Doctoral Fellow, Kyoto University  
2009–present Associate Professor, CICE, Hiroshima University

#### Abstract:

Numerous education policies, which are not necessarily oriented in the same direction, have been implemented over the last few decades in Japan. Two of these seemingly opposing policies are Yutori-Kyoiku and Datsu-Yutori Kyoiku. However, how have these policies been perceived on the ground? Are they understood correctly? This presentation, while exploring voices from Japanese local schools, describes perceptions of these education policies by lower secondary school principals and teachers. The paper concludes that while some policies have been well-received, teachers have not yet been informed as to what these policies are based on, how they are formed, etc., in the larger educational framework; it also suggests that smoothing the channels between policy makers and administrators at the local level by clarifying policy objectives, implications and plausible effects would enable not only to smooth policy dissemination but also to understand real needs from the local school level, thereby bettering education policy as a whole.

