Mapping initiatives to ‘evaluate’ educational quality in Japan

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Panel Presentations & Discussion:
Initiatives to monitor educational quality in the region
Today’s Apology

• Mapping Initiatives

  to monitor educational quality

  to ‘evaluate’ educational quality

  ◦ factual identification
  + value determination

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Today’s Aim

- To present the idea of mapping by
  \langle Scope \rangle and \langle Story \rangle
  of Evaluation of Education Quality
### Scope of evaluation

#### Evaluation of individuals’ performance
- #1 National Assessment of Academic Ability and Learning Condition
- #2 National College Entrance Examination
- #3 Cumulative guidance record
- #4 Private Testing Services

#### Evaluation of organizations’ performance
- #5 School Evaluation
- #6 Board of Education Evaluation
- #7 Research Institute Evaluation
- #8 Policy Evaluation

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〈Story〉 of evaluation

(dimension of scope here)

#a Quantity
#b Legal status
#c Prosecutors
#d Providers
#e methods
#f public support / private sector
#g researchers (professionals)
#h researchers (strategists)
#5 School Evaluation

- June 2007, *School Education Law* was amended.
- **Schools; Public+Private (aprx. 2008FY)**
  - Elem. (1–6) 22,200 + 200
  - Low-Sec. (7–9) 10,200+700
  - Hi-Sch. (10-12) 4,000+1,300
  - Spec-Ed. (K-12) 1,000

Almost 40,000 Schools.
#6 Board of Ed. Evaluation

- June 2007, **Law Concerning Organization and Functions of Local Educational Administration** was amended.
- Board of Education; 47 Prefectures, 20 Special Cities, 1742 City/Town/Villages
# Research Inst. Evaluation


- 300 Out of the 1800 (Prefectures, Special Cities, City/Town/Villages)

Almost 300 Institutes
#8 Policy Evaluation


- In the MEXT, (Ministry for Education, Culture, Sports, Science and Technology)
  - ‘Performance Evaluation’
  - ‘Project Evaluation’
  - ‘Program Evaluation’

should be done as policy evaluation.
#1 National Assessment of Academic Ability and Learning Condition ①

[Objectives of the assessment]

- To verify the results of education and education measures, identify associated problems, and implement necessary improvements.
- To establish a sustainable cycle of Check–Act in education.
- To improve the teaching and children’s situation for learning.
#1 National Assessment of Academic Ability and Learning Condition ②

[Graders assessed in 2010]

- Sampled or volunteering children
  - 6th graders (25.3% of all school numbers were sampled)
  - 9th graders (41.5% of all school numbers were sampled)
#1 National Assessment of Academic Ability and Learning Condition

[Contents of assessment]
- School subjects (‘knowledge’ & ‘use’)
  -- Japanese A, arithmetic/mathematics A
  -- Japanese B, arithmetic/mathematics B
- Questionnaire survey concerning lifestyle habits and learning environment
  -- Student survey
  -- School survey
To Sum Up

40,000
1,800
300
+ 1

42,101

public educational organizations became to be evaluated
The Problem

# Quantity
# Legal status
# Prosecutors

# Providers
# Methods

# Public support / private sector

# Researchers (professionals)
# Researchers (strategists)
Conclusion

- Scope
- Story
- Strategists

Handson
Faculty Developement