The Permanent Mission of Japan to the United Nations and Other International Organizations in Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights (OHCHR) and, with reference to the latters Note Verbale No GVA-0704-ENG dated 10 November 2011, has the honour to transmit herewith the response of the Government of Japan, attached hereto.


Geneva, 2 February 2012

Enclosure mentioned
QUESTIONNAIRE ON NORMS AND STANDARDS
FOR QUALITY OF EDUCATION
FROM THE SPECIAL RAPPORTEUR ON THE RIGHT TO EDUCATION

1. Please list existing national laws, regulations and policies establishing norms and standards for quality of education in your country. Please also include any guidelines on the quality of education.

- The Constitution of Japan: Guarantee of Academic Freedom (Article 23), Right to Receive Education (Article 26)
- Basic Act on Education: provides for the purpose of education
- School Education Act: provides for the purpose and goals of each stage of schooling
- Courses of Study: standards for the curriculum to be formulated by each school
- Act on Standards for Class Formation and Fixed Number of School Personnel of Public Compulsory Education Schools
- Act on Appropriate Location, Standards for Fixed Number of School Personnel and Other Matters Related to Public High Schools
- Regulations on Textbook Authorization: provides for specific procedures on textbook authorization
- Standards on Textbook Authorization: standards of screening for textbook authorization

2. Please describe briefly applicable norms and standards and minimal requirements, especially with regard to the following:
   a) School infra-structure

Elementary schools: provided for in the Standards for the Establishment of Elementary Schools

(General standards)
The facilities and equipment of elementary schools must be appropriate in terms of instruction, health and sanitation, and safety and management.

(Area in square meters of the school buildings and athletic grounds)
The area in square meters of the school building and athletic grounds must not be less than the area specified in the Appended Table unless there are special provisions otherwise in law and regulations. The school building and exercise grounds must be within the same site or be located on adjacent sites.
(Appended Table)
a) Area in square meters of the school building

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Area (square meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One to 40 children</td>
<td>500</td>
</tr>
<tr>
<td>41 to 480 children</td>
<td>500 + 5 x (number of children – 40)</td>
</tr>
<tr>
<td>481 or more children</td>
<td>2700 + 3 x (number of children – 480)</td>
</tr>
</tbody>
</table>

b) Area in square meters of the athletic grounds

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Area (square meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One to 240 children</td>
<td>2400</td>
</tr>
<tr>
<td>241 to 720 children</td>
<td>2400 + 10 x (number of children – 240)</td>
</tr>
<tr>
<td>721 or more children</td>
<td>7200</td>
</tr>
</tbody>
</table>

(Facilities to be installed in the school building)
The school building must, at the minimum, contain the following facilities:

i) Classrooms (ordinary classrooms, special classrooms, and others)

ii) Library, nurse's office

iii) Staff room

In addition to the facilities listed in the preceding paragraph, the school building must also contain classrooms for special needs classes where necessary.

(Other facilities)
In addition to the school building and athletic grounds, elementary schools must include a gym.

(School equipment and teaching equipment)
Elementary schools must prepare school equipment and teaching equipment of a type and quantity necessary in terms of instruction, health and sanitation, and safety in accordance with the number of classes and number of children

Lower secondary schools: provided for in the Standards for the Establishment of Lower Secondary Schools

(General standards)
The facilities and equipment of lower secondary schools must be appropriate in terms of instruction, health and sanitation, and safety and management.

(Area in square meters of the school building and athletic grounds)
The area in square meters of the school building and athletic grounds must not be less than the area specified in the Appended Table unless there are special provisions otherwise in law and regulations. The school building and athletic grounds must be within the same site or be located on adjacent sites.

(Appended Table)
a) Area in square meters of the school building

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Area (square meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One to 40 children</td>
<td>600</td>
</tr>
<tr>
<td>41 to 480 children</td>
<td>600 + 6 * (number of children – 40)</td>
</tr>
<tr>
<td>481 or more children</td>
<td>3240 + 4 * (number of children – 480)</td>
</tr>
</tbody>
</table>

b) Area in square meters of the athletic grounds

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Area (square meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One to 240 children</td>
<td>3600</td>
</tr>
<tr>
<td>241 to 720 children</td>
<td>3600 + 10 * (number of children – 240)</td>
</tr>
<tr>
<td>721 or more children</td>
<td>8400</td>
</tr>
</tbody>
</table>

(Facilities to be installed in the school building)
The school building must, at the minimum, contain the following facilities:
i) Classrooms (ordinary classrooms, special classrooms, and others)
ii) Library, nurse’s office
iii) Staff room

In addition to the facilities listed in the preceding paragraph, the school building must also contain classrooms for special needs classes where necessary.

(Other facilities)
In addition to the school building and athletic grounds, lower secondary schools must include a gym.

(School equipment and teaching equipment)
Lower secondary schools must prepare school equipment and teaching equipment of a
type and quantity necessary in terms of instruction, health and sanitation, and safety in accordance with the number of classes and number of children

Upper secondary schools: provided for in the Standards for the Establishment of Upper Secondary Schools

(General standards)
The facilities and equipment of upper secondary schools must be appropriate in terms of instruction, health and sanitation, and safety and management.

/Area in square meters of the school building/  
The area in square meters of the school building must not be less than the area specified in the following table regardless of differences between full-time and part-time courses and of types of subjects unless there are special provisions otherwise in law and regulations.

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Area (square meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 121 students</td>
<td>1200</td>
</tr>
<tr>
<td>122 students to 480 students</td>
<td>1200 6 x (number of students − 120)</td>
</tr>
<tr>
<td>481 or more</td>
<td>3600 + 4 x (number of students − 480)</td>
</tr>
</tbody>
</table>

/Area in square meters of the athletic grounds/  
The area in square meters of the athletic grounds must not be less than 8,400 square meters regardless of differences between full-time and part-time courses and of the accommodation capacity; provided, however, that this shall not apply where there are indoor exercise facilities such as a gym and/or where there are otherwise obstacles in terms of education.

/Facilities to be installed in the school building/  
The school building must, at the minimum, contain the following facilities:

i) Classrooms (ordinary classrooms, special classrooms, and others)

ii) Library, nurse’s office

iii) Staff room

In addition to the facilities listed in the preceding paragraph, the school building must also contain facilities to implement specialized education where necessary.
(Other facilities)
In addition to the school building and athletic grounds, upper secondary schools must include a gym.

(School equipment and teaching equipment)
Upper secondary schools must prepare school equipment and teaching equipment of a type and quantity necessary in terms of instruction, health and sanitation, and safety in accordance with the types of subjects and number of students.

b) Class size and pupil-teacher ratio
Elementary schools: provided for in the Standards for the Establishment of Elementary Schools

(Number of children in one class)
The number of children in one class shall be a maximum of 40 children unless there are special provisions otherwise in law and regulations; provided, however, that this shall not apply where there are special circumstances, allowing that an exception to this provision would not create any obstacles in the education of children.

(Class formation)
Elementary school classes shall be composed of children of the same year; provided, however, that where there are special circumstances, several grade years may be organized into one class.

(Number of teachers)
There must be at least one senior teacher, one advanced skills teacher, and one teacher per class in each elementary school.

Lower secondary schools: provided for in the Standards for the Establishment of Lower Secondary Schools

(Number of children in one class)
The number of children in one class shall be a maximum of 40 children unless there are special provisions otherwise in law and regulations; provided, however, that this shall not apply where there are special circumstances, allowing that an exception to this provision would not create any obstacles in the education of children.
(Class formation)
Lower secondary school classes shall be composed of children of the same year; provided, however, that where there are special circumstances, several grade years may be organized into one class.

(Number of teachers)
There must be at least one senior teacher, one advanced skills teacher and one teacher per class in each lower secondary school.

_Upper secondary schools: provided for in the Standards for the Establishment of Upper Secondary Schools_

(Number of students taking lessons)
The number of children in one class taking lessons at the same time shall be a maximum of 40 children; provided, however, that this shall not apply where there are special circumstances, allowing that an exception to this provision would not create any obstacles in the education of children.

(Number of teachers)
There must be at least one vice-principal in the upper secondary school for each full-time course and part-time course in such upper secondary school, and the number of teachers must be equal to or more than the number obtained by dividing the accommodation capacity of said upper secondary school by 40; and the number of teachers must be sufficient so as not to create any obstacles in the education of children.

(School nurses)
Upper secondary schools shall endeavor to keep the appropriate number of school nurses and other staff responsible for the care of students.

_Public elementary and lower secondary schools: Provided for in the Act on Standards for Class Formation and Fixed Number of School Personnel of Public Compulsory Education Schools_

(Standards for class formation)
The classes of public compulsory education schools shall be composed of children of the same year; provided, however, that where the number of children in a public
compulsory education school is particularly small or where there are other special circumstances, several grade years may be organized into one class pursuant to the provisions of a Cabinet order.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Classification of class formation</th>
<th>Number of children in one class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary schools</td>
<td>Classes composed of children of the same year</td>
<td>40 children (35 children where the class is composed of first-year children)</td>
</tr>
<tr>
<td></td>
<td>Classes composed of children of two grade years</td>
<td>16 children (8 children where the class includes first-year children)</td>
</tr>
<tr>
<td></td>
<td>Special needs classes</td>
<td>8 children</td>
</tr>
<tr>
<td>Lower secondary schools (including the first half of the course of secondary schools)</td>
<td>Classes composed of children of the same year</td>
<td>40 children</td>
</tr>
<tr>
<td></td>
<td>Classes composed of children of two grade years</td>
<td>8 children</td>
</tr>
<tr>
<td></td>
<td>Special needs classes</td>
<td>8 children</td>
</tr>
</tbody>
</table>

In addition to the number of teaching staff corresponding to the number of classes based on the number of children in the abovementioned schools, additional teachers may be required in order to give special attention to the individual issues of schools and regions based on an application from the prefecture.

**Public upper secondary schools: Act on Appropriate Location, Standards for Fixed Number of School Personnel and Other Matters Related to Public High Schools**

(Formation of classes)
The number of students in one class in the case of full-time or part-time courses of public upper secondary schools shall be a standardized number of 40 students; provided, however, that this shall not apply where there are unavoidable circumstances or where the prefecture establishing the upper secondary school or the board of education of the municipality finds it to be particularly necessary taking into account the actual situation of the students in said prefecture or municipality.

c) **Teacher qualification**
Provided for in the Education Personnel Certification Act
(Certification)
Educational personnel must be persons who have the proper certification awarded through the Education Personnel Certification Act.

Teachers at special needs schools must, in addition to having certification to serve as teachers of special needs schools, hold certification which corresponds to each department of a special needs school.

Teachers at secondary schools must have the certification to serve as teachers of lower secondary schools and certification to serve as teachers of upper secondary schools.

(Granting of the certification)
Ordinary certification is granted by prefectural boards of education to those persons who, in principle, hold a degree, have completed a university teaching course, and have acquired the necessary number of credits.

d) Working conditions for teachers and their professional development

Working conditions:
Provided for in the Labor Standards Act
Employers must not have their employees work for more than 40 hours in one week excluding rest periods.

Public educational personnel only: provided for in the Special Act on Salaries and Other Conditions for Education Personnel of Public Compulsory Education Schools, etc.

Where education personnel are to work in excess of regular working hours, this shall be limited to the cases prescribed in the regulations subject to the standards provided for in a Cabinet order.

In the cases prescribed by Cabinet order as set forth in the preceding paragraph, sufficient consideration must be given to the actual state of work so as not to harm the health and welfare of the education personnel.

Professional development:
Provided for in the Special Act for Public Educational Personnel

(Training)
Public Educational personnel shall endeavor to carry out ongoing research and cultivation in order to fulfill their work responsibilities.

(Training opportunities)
Public Educational personnel must be given the opportunity to receive training.

Unless otherwise interfering with lessons, teachers may receive training which is conducted away from the workplace upon receiving permission from the head of the educational institution.

Public Educational personnel may receive training over the long term designated by those who appoint them while working in their current positions.

(New teachers’ training)
Those who appoint teachers of public elementary schools and other schools shall implement practical training for the teachers on necessary matters for engaging in teachers’ duties for one year beginning from the date of their employment.

(Training for teachers with 10 years of experience)
Those who appoint teachers of public elementary schools and other schools shall implement training for such teachers on necessary matters to improve the quality of the teaching in accordance with individual abilities and competence within an appropriate period following the teachers having completed ten years of teaching.

(Establishment of a systematic training plan)
Plans for new teachers’ training and training for teachers with 10 years of experience designated by those who appoint the teachers shall be established as part of the systematic training to be implemented according to the number of years of experience of the teachers.

e) School curricula and pedagogical materials
School curricula:
The Ministry of Education, Culture, Sports, Science and Technology establishes “the Courses of Study” as the standards for forming the curriculum of the schools pursuant to the School Education Act so that all students will be able to receive a certain level of education regardless of the region of the country in which they receive their education.
In addition to setting the goals for each subject and broad educational contents for elementary schools, lower secondary schools, upper secondary schools, and schools for Special Needs Education, "the Courses of Study" set the annually required number of classes for each subject for elementary and lower secondary schools through the Enforcement Regulations for the School Education Law (Act). Each school formulates its own curriculum in accordance with the actual circumstances of the region or the school taking into account "the Courses of Study" and the annually required number of classes for each subject, etc.

**Pedagogical materials:**
In Japan, with regard to textbooks written and edited by private companies, a textbook authorization system has been adopted whereby the Minister of Education, Culture, Sports, Science and Technology screens the textbooks to see whether they are appropriate and, if they pass the screening, are authorized as textbooks allowed for use. The textbook authorization is conducted fairly and neutrally through the academic and specialized discussions of the Textbook Authorization Research Council pursuant to the Courses of Study and the Act on Textbook Authorization in order to maintain and improve nationwide educational standards and to secure appropriate educational contents. Moreover, all elementary, lower secondary and upper secondary schools must use textbooks as the main teaching materials for the subjects.

**f) Teaching-learning process**
Each school prepares a concrete instruction plan and implements distinctive educational activities utilizing the school's creativity in order to implement educational courses based on the Courses of Study (see the abovementioned "Contents of the School Curriculum").

**g) School management, including student and parent participation**
In accordance with the amendment of the Enforcement Regulations for the School Education Law (Act) in January 2000, a system for School Evaluation Committee members was introduced and systematically positioned as a framework for participation by local residents in school management, beginning implementation in April 2000. "Ordinance for Enforcement of the School Education Act"
Elementary schools may appoint School Evaluation Committee members based on designations determined by those establishing the schools.
The School Evaluation Committee members express their views on the school management by request from the school principal.
School Evaluation Committee members shall be appointed by those establishing said elementary school based on recommendation from the school principal from among persons who possess understanding and understanding of education other than the staff of the elementary schools.

N. B. This ordinance also applies mutatis mutandis to kindergartens, lower secondary schools and upper secondary schools, secondary schools, and special needs schools.

In accordance with the amendment of the Act on Organization and Operation of Local Educational Administration in June 2004, a School Management Committee has been introduced whereby parents and guardians and local residents are able to participate in school management with a certain scope of authority and responsibility, since its implementation in September 2004.

“The Act on Organization and Operation of Local Educational Administration”
The members of the School Management Committees are composed of local residents in the area of the designated school, the parents and guardians of the students enrolled in the designated school, or other persons deemed to be necessary by the board of education, and are appointed by the board of education.

The School Management Committees may express their views on matters relating to the management of the designated school to the board of education or the principal.

h) Methods to evaluate student performance and assess learning outcomes
At present, from the perspective of analyzing the actual status of the learning of students in each subject, an evaluation of the learning status and a comprehensive assessment are conducted in each school as an evaluation of compliance with the goals in order to enhance the provision of detailed educational guidance and to ensure that the contents of the studies take root in each and every student.

Moreover, each school stipulates the method of evaluation and decisions on assessments, taking into account their school's own priority issues for instruction and evaluation methods in accordance with the policy under which it was established and in light of the results of the national study on learning evaluations corresponding to the Courses of Study.

In addition, the national government offers such support as giving case examples as reference for schools conducting learning evaluations.
3. Please identify the institutional mechanisms in your country used to collect and process information and to assess adherence to norms and standards established to ensure quality of education.

In accordance with the partial amendment of the School Education Act in June 2007, comprehensive, fundamental provisions pertaining to the implementation of school evaluations were incorporated for the first time into law, and through the partial amendment of the Enforcement Regulations for the School Education Law (Act) in October of the same year, a provision was established relating to the implementation and publication of self-evaluations and evaluations by school-related persons and a report on the evaluation results to the establisher.

Accordingly, the Ministry of Education, Culture, Sports, Science and Technology is preparing School Evaluation Guidelines to be used as reference for school evaluation measures for schools and those establishing schools.

In the FY 2008 survey, self-evaluations were implemented in nearly all schools, and an evaluation by school-related persons was implemented in over 70% of schools.

4. Please provide information on other relevant initiatives and developments aiming to promote quality in education.

N/A