

Local Educational Governance in Policy Process of the Basic Plan for the Promotion of Education and Plan for School Consolidation

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This paper explores the present situation of the educational policy process in Japanese municipalities using a local educational governance framework. In order to compare the differences in educational policy processes, the Basic Plan for the Promotion of Education and the Plan for School Consolidation are used as case studies.

This paper is based on the surveys which were carried out of 1,750 municipalities (as of April 1, 2010), and targeted six persons per municipality. These surveys explored how each actor is involved the educational policy process, and which actor have influence on the process.

The following points can be identified. Firstly, the policy process is mainly led by educational administration actors. According to the results of the surveys, participation and the influence structure showed that educational administration actors played main roles in planning. Secondly, although the educational administration actors play main roles in governance, it can be pointed out that the actor who has influence varies depending on policy. Thirdly, as for intergovernmental relationships, the matters that the municipalities attach importance in the policy process depend on policy. In other words, during the process of planning the Basic Plan for the Promotion of Education, the plan formulated by national and prefectural government was thought to be important, whilst with regard to the process of formulating the Plan for School Consolidation, case studies on other municipalities were thought to be important instead.