

EDUCATION IN INDONESIA

by Iman Sumantri
(Indonesia)

The preamble and Article 31 of the 1945 Constitution stipulate that every citizen is entitled to education. Since the Second Five Year Development Plan (Fiscal year 1973/1974 through fiscal year 1978/1979), the development of national education under the plan is focused on the expansion and enhancement of the efforts to step up the full comprehension and practical application of Pancasila.

At the same time it is to comply with the rights of citizens to acquire education, knowledge with the emphasis on providing opportunities for the people to enjoy education in order to promote the implementation of compulsory education at primary schools.

The opportunity to study at the secondary education level, especially vocational education will be enlarged. Likewise at higher education level, participation of private education institutions, the community and parents and teachers' association will be stepped up.

Efforts in promoting the implementation of compulsory education at primary schools and equitable distribution of educational opportunities at primary education level up to 1986 have shown a considerable increase. The number of pupils at primary schools and at Islamic Primary Schools in 1983/1984 numbered 28.869 million, in 1984/1985 numbered 29.270 million, and in 1985/1986 numbered 29.317 million.

From 1973/1974 to 1983/1984 the development of primary education included a total of 136,740 primary schools built. In 1984/1985 alone there were 2,000 new primary schools including those built with Presidential Instruction Aid.

In the same period, a number of 7,850 public primary schools, 1,230 private primary schools and 2,220 Islamic private schools had also been

constructed.

To meet the need for additional teaching staffs, some 44,300 teachers, and 20,700 teachers teach religion.

To foster the quality of education, 20,700 teachers received upgrading courses in 1985/1986. 10,000,000 textbooks and 32,000,000 reference books for primary schools have been supplied.

The number of Junior High School students were 5.342 million in 1984/1985, which rose to 6.165 million in 1985/1986, resulting an increase of 823,000 students.

To accommodate the growing number of Junior High School students, 178 new schools and 2,605 new class rooms have been built in 1985/1986.

In line with the efforts to expand educational opportunities in Junior High Schools, 32,250 teachers have been appointed. To promote the quality of education, 127 laboratories for natural sciences, 100 classes for vocational training and 102 libraries had been constructed. Other efforts such as upgrading of teachers, supply of textbooks and books of basic studies have likewise been undertaken.

In 1985/1986 the number of students at the Senior High School level increased to 3.022 million compared with that of the previous year which totaled 2.733 million students, showing an increase of 289 thousand students or 9.6%.

To implement the expansion and equity in opportunities to attend Senior High Schools, the Government has constructed 76 Senior High Schools and 1,592 new class rooms in 1985/1986. To meet the need of teachers following the development of new schools, 798 candidates of teachers were appointed.

Within the framework of promoting the training of teachers, in 1985/1986, 55 teachers' colleges have been set up. The upgrading of 11,548

teachers, the supply of 409,000 basic study books and 139,000 reference books and the appointment of 250 teachers were undertaken.

There are about 49 State Universities and Higher Learning Institutions and 637 private ones throughout Indonesia.

Up to September 1985, the number of students registered totaled 73,423 consisting of 3,673 for S-0 (non degree) programmes and 69,750 students for S-1 degree programmes.

Thousands of them could not continue their education because their parents are poor. They dropout from elementary schools and high schools.

Thousands of these new job seekers are partly teenager and live in urban areas and rural areas.

This problem undoubtedly needs serious attention, because it can have wide-ranging implications in socio economic, socio political and security fields.

This problem must be tackled and Government policies for it are:

1. Many of the dropout from elementary schools live in rural areas with transmigrators who were transferred by the Government in an attempt to make effective use of manpower (from Jawa island to Sumatera island, Sulawesi island, Kalimantan island and Irian Jaya island).
2. The Minister of Manpower gave vocational training for the dropout from high schools, but the total number of the trainers are very limited.
3. Some private agencies sent them to foreign country (Arab country). They worked as drivers, bricklayers, carpenters, painters and women worked as baby sitters.
Before they went to Arab country, the private agencies gave

vocational training for about 6 weeks.

The problem of providing employment opportunities is very important. Indonesias' work force is expected to increase from year to year. Measures to overcome the problem of employment opportunities must be accompanied by a very fundamental step in terms of increasing the absorption of manpower, namely to stimulate the over all economic activities.

IN THE NAME OF THE MOST HIGH

by Ashrafoloqalae Ahmad Reza
(Iran)

I. Education in the Islamic Republic of Iran:

Formal education system in the Islamic Republic of Iran is 5-3-4, that is five years for primary school, three for junior secondary schools and four for senior secondary schools. As for higher education, it should be noted that it differs from three to more, depending on the field of study.

Since there was a high percentage of illiteracy during the days the previous regime oppressively ruled, literacy movement was established on January 8, 1980 - less than a year after the victory of the Islamic revolution. Over seven million illiterate people enrolled in the classes sponsored by the movement from 1980 to 1987.

Another step taken to eradicate illiteracy in this Islamic country was dispatch of volunteer conscripts to remote areas to teach in deprived regions. To make people learn reading and writing a law was enforced under which no illiterate individual can be employed in public services. Meanwhile, the illiterate conscripts should serve for a few more months, unless they learn how to read and write during their service.

To induce the parents to send their children to school, not only the primary school is compulsory, but it is also free; in fact there is no tuition to enroll in secondary (both junior and senior) and tertiary educational system. As a matter of fact, the university students receive allowances. But the problem is that the number of universities are limited. Therefore, open Islamic University was established in 1983 to fill the gap. The open Islamic University began opening branches in various parts of the country, shortly after the establishment.

Another step taken for helping those who want to continue their study was establishment of correspondence university.

Also, a professor training university was established to train graduated students to teach in universities in future.

II. Impact of Education:

A better educational system and improvement of the quality of education will naturally result in improving health and at the same time decreasing the mortality rate, and consequently enhancing life expectancy and healthy labour force. The education also has direct relation with better quality of the labour force of each country.

III. Recommendations:

In order to improve educational background, it is essential to attach much more importance to the education of the whole nation and especially those living in rural areas. Making secondary school obligatory can also be a means of improving educational background and to obtain this end, much more facilities should be provided.

To make the quality of the education better, more teachers ought to be trained. In the meantime, special attention should be given to the situation of the teachers, so that they could better concentrate on the heavy task they shoulder.

Appendix I.

Literate Population 6 Years of Age and Over, 1976-1986

(Unit: 1,000)

Area	1976 Census			1986 Census (Estimate)		
	Population 6 years and over	Number of literate	Proportion of lite- rate (%)	Population 6 years and over	Number of literate	Proportion of lite- rate (%)
Total country						
Both sexes	27,113	12,877	47.5	38,872	24,054	61.9
Male	13,926	8,198	58.9	19,916	14,214	71.4
Female	13,187	4,679	35.5	18,956	9,841	51.9
Urban areas						
Both sexes	13,183	8,628	65.4	21,327	15,593	73.1
Male	6,919	5,145	74.4	10,989	8,852	80.6
Female	6,263	3,483	55.6	10,338	6,741	65.2
Rural areas						
Both sexes	13,930	4,249	30.5	17,545	8,462	48.2
Male	7,006	3,053	43.6	8,927	5,362	60.1
Female	6,924	1,196	17.3	8,618	3,100	36.0

Source: Iran's Center for Statistics.

EDUCATION SYSTEM IN MALAYSIA

by Mohd, Idris Bin Salim
(Malaysia)

The education policy of Malaysia which was stated in the Education Act 1961 is to establish a national system of education which will satisfy the needs of the nation and promote its cultural, social, economic and political development ... and for the progressive development of an educational system in which national language (Bahasa Malaysia) is the main medium of instruction. As such it is really a unique system. The aim of education is to fulfill a three-fold function:

- a) to provide a minimum of 6 years of primary education and 3 years of lower secondary education for all;
- b) to preserve and sustain the growth of language and cultures of every community living in Malaysia.; and
- c) to unite the various races together so that a united Malaysian nation will evolve.

Some of the most important features of Malaysian education system are:

- i) easy access to education up to lower secondary level due to extensive network of educational facilities.
- ii) quality of education is progressively improved in terms of availability of equipments such as micro-computers, constant improvement in the number of teachers and classrooms.
- iii) community-based approach in the school's management via the formation of effective parent-teachers' associations.
- iv) availability of subsidies for the poor in terms of fixed monthly allowance, free textbooks, free health and dental care and

special nutritional program.

- v) existence of special schools for religious education, special school for some ethnic minority and special program for rural areas.

In the context of Malaysia, the most recent issue is the question of employability among its secondary school leavers and university graduates. Current estimates indicate that about 684,000 new job-seekers are still unemployed. The majority of them are from general stream of secondary education and university graduates in humanities and liberal arts. They tend to have more academic rather than work-related skills and preference for white-collar jobs. This situation is very critical and tend to question the basic purpose of education.

The emphasis on Bahasa Malaysia as the main medium of instruction also partially contributes to the problem of employability. The rapid development of modern communication system in the business world and increase usage of modern technology in the manufacturing sector requires job-seekers to possess good command of English language which is apparently lacking.

On the positive side, however, the high rate of unemployment among secondary school leavers also provides an opportunity for the establishment of private institutions to cater for training at the tertiary level. The areas of training include commerce, computer studies, electronics, secretarial services, tourism and hotel management as well as preparatory courses for college and university education abroad.

While on the part of the government, vocational and technical training facilities were expanded and new form of training with the aim of facilitating self-employment was also introduced.

These developments imply an extension of education system or an extension of training period which will delay the entrance of new job-seekers into the labour market. Thus it will also extend the period of

dependency. Subsequently, the total productivity of the labour force is affected.

It can also be noted that the university graduates unemployment has resulted in the change of educational assistance policy at the tertiary level from scholarship program (which is free) to loan system which has to be repaid.

It is also interesting to note that rural areas, where part of the new job-seekers come from, cannot provide the types of employment designed by them. In other words the rural areas cannot absorb its educated manpower. This factor does contribute to the intensity of urbanization process.

Policy Recommendation:

In view of the problem of employability of educated manpower, it is proposed that the objective of education system be modified in two ways. Firstly, the emphasis on national unity be limited to primary education. Beyond which the emphasis is more towards work-related skills. Special emphasis must also be directed towards technological orientation to support the development and industrialization process of the economy. Secondly, a policy of establishing on-the-job training by respective organization should also be introduced. This effort will help to reduce the problem of employability as organization will have to mould their own manpower to suit their operations.

EDUCATION SYSTEM IN NIGERIA

by Barnabas Chiemeka Ihekire
(Nigeria)

Since 1981, the Nigerian government has placed a lot of emphasis on education and this has resulted in the formulation of a national policy on education. This brought about the introduction of the 6-3-3-4 system of education with emphasis focused on technological education in order to reflect the current socio-economic realities. The policy sets out the current objectives as follows:

- a. The inculcation of national consciousness and national unity.
- b. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society in general.
- c. The acquisition of appropriate skills, ability and competence both mentally and physically as equipment for the individual to achieve in and contribute to the development of his society.

The major form of education is formal. The government maintains a monopoly in the establishment and running of universities, colleges of technology, colleges of education and the high schools. Nursery school is 100% owned by private organizations while the government own 95% of the primary schools and private individuals own 5% of the entire primary schools. The reasons for this policy are:

- a. To ensure a uniformed standard of education.
- b. To ensure that the schools are established along the lines required for the current economic and social development of the country.

There are also informal schools which are owned by private individuals and are aimed at the training of professionals. There is also an open

university system which is used to enhance the knowledge of people who did not have the opportunity to acquire a university education.

There are four levels of education in Nigeria as follows:

- a. Six year compulsory and free fee paying primary education
- b. Three years in the junior high school
- c. Three years in the senior high school
- d. Four years in the university, college of technology or teacher training colleges.

About 70% of primary school graduates enroll into the high schools, while only about 40% of those enrolled in the high school secure admissions into universities after the secondary (high) school career.

The reasons for this decline are as follows:

- a. High cost of education
- b. Alternative opportunities
- c. Limited number of higher institutions

To reduce this, the government has continued to subsidize education and also government and communities are providing more school stocks and more teachers have been trained. This has helped to abolish the shift system of education of the early 1980s.

A lot of differences still exist between schools and colleges in the urban and rural areas. This is due to the following factors:

- a. An already built up reputation by the urban schools which attracts student's of high I.Q.

- b. Existence of many schools in the urban area which makes for competition.
- c. More attention by the government on urban schools which are used as models.
- d. Existence of modern amenities and infrastructure in the urban area which aid learning. These facilities are absent in the rural areas.

The government provides the following inducements to encourage education:

- i. Subsidy on tuition, boarding and feeding fees in schools.
- ii. Award of scholarship and loan scheme to deserving students.

In the last five years the government has introduced several new measures aimed at boosting up education as follows:

- a. Introduction of a programme for nomadic education.
- b. Provision of US\$28 m for rehabilitation of primary schools all over the country.
- c. Tripartite arrangement of funding education jointly by the national, state & local governments.
- d. Provision of workshops in secondary schools.
- e. Special grants to polytechnics and restructuring of their curricular away from management to technology.
- f. Creation of four special universities of technology and agriculture.

The impact of education in the society is far reaching as follows:

- a. Improvement of the overall standard of living.
- b. Improvement of the quality of the manpower.
- c. Increase in productivity.
- d. Higher wages and improved welfare of workers.
- e. Indirect impact on mortality rate, quality of labour force, urbanization etc.

The problem areas are as follows:

- a. Over production of labour force that cannot be absorbed by the economic system.
- b. Reduction of allocation to other sectors of the economy.
- c. Ethnic and tribal problems in embracing the new trends.
- d. Inadequate management and supervision of the programme.

Policy Recommendations:

- a. Government should avoid an over production of a labour force that cannot be absorbed by the economic system.
- b. Reduction of allocation to education because other economic sectors are starved because of the huge allocation to education.
- c. A thorough education and campaign at the grassroot level so that the masses will understand the government intentions and support them.

- d. Proper management of the resources and adequate supervision of the implementation of the programme.
- e. Sustenance of the central government support to the state governments as any withdrawal will cause a collapse of the educational structure.
- f. Schools should be provided with adequate workshops so that practical technical knowledge should be acquired by the students to fit into the technological design of the government.

SOME EDUCATIONAL PROBLEMS IN PERU

by Samuel Cangalaya Navarro
(Peru)

A. Introduction

The actual political constitution of Peruvian State stipulates that the education and culture right is inherent to the human person and the primary education is obligatory.

Before entering into the discussion, it is important to mention some general aspects about population. The annual growth rate of total population in Peru is exceedingly high. In 1988 it was 2.5%. A glance at the age structure of the population^{*(1)} in 1988 shows us that it is extremely young. Nearly 40% of total population (21 million inhabitants) was under 15 years old. In 1979 that group of age reached 7.4 million inhabitants, while in 1988 it was 8.4 million. This structure reveals a high child dependency ratio of 66.8%^{*(2)}.

The population dynamic and its structure constitute a heavy burden on social and economic development that will make the provision of foods, basic services such as education, health, and housing, as well new employment creation difficult.

B. Some Educational Problems

The present educational situation in Peru is characterized by the following problems:

1. High Illiterate Rate Particularly in Rural Areas

The illiterate rate in Peru for youth and adult older than 15 years in 1987 was 13.0%. The illiterate rate of urban population was 6.1% while in rural areas reached 31.1%.

2. Centralism of the Educational Services in Lima Metropolitan

The educational system is marked by an overwhelming primacy of the Lima-Callao metropolitan area resulted from strong economic, social and political centralization. In 1987, Lima-Callao concentrated the 32% of total school enrollment; 87% of teachers; 53% of the university population and 62% of the university professors.

3. Extremely Low Educational Standard of the Population

In 1987, the average educational attainment of the Peruvian population for people over five years old was 6.5 years of schooling.

In 1988, total school enrollment in Peru reached 7.2 million of students as follows: Initial education 6.3%, primary education 50.3%, secondary education 23.4%, non-university higher education 2.4%, university education 5.8%, other modality and literacy programs 9.0%.

In 1987 the percent of age group enrolled between the age of five and 24 years old was 46.7%*(3). In secondary education it was 65% in 1985 while in tertiary education was 24%.

This data revealed the extremely low educational standard of population.

This is a restriction to economic growth.

4. Educational System does not Prepare People according to the Demands of the Economy

The labor force in Peru in 1987 was estimated in 7 million inhabitants which represented the 33% of total population. 4.8% of the labor force was open unemployment situation; 34.9% was underemployed while in the employed condition was 60.3% remainder. In 1986, the educational profile of the Peruvian labor force in the employment condition was the following: without any education 17%, with primary education 47%, with secondary

education 19%, and with higher education 11%. This fact shows us that there is an inappropriate educational level according to the requirements of modernization and the change of social and economic structure in Peru. The Peruvian education system does not prepare the qualified personnel to have an active participation in the economy as worker thereby improving their standard of living and social status by mobility.

As resulted the high levels of employment and underemployment joint the decreasing of real salary and wages approximately 50% between February and October of 1988 for effects of higher and persistent inflation process*(4) had a declination in the consumption of foods, health and education services in Peruvian population. In this circumstance now an increased incidence of poverty and malnutrition, particularly in poverty urban areas as rural areas is observed.

5. The Economic System does not Provide Equal Opportunity to All Peruvians

In Peru, there is a high degree of Income Inequality, the Gini coefficient in 1987 reached 0.48. This fact has its effects on education achievement because higher education is generally attended by children with parents in higher income groups.

C. Policy Recommendations

The policy measure that must be considered necessary for medium and longer-term development are the following:

- Reduction of illiterate rate, specially in rural areas and for adults.
- Expansion in quantity and quality of the primary education and the formation of technical manpower in specialities oriented to the requirement of production and industry sector and in activities that need the solution of national problems.

- The university system to have to progressively adapt to requirement of economic activity and to receive and to take advantage of the new technology that transform the world.
- To promote programs of training job and literacy for women as part of the social and economic development.
- To promote and execute integral programs of education about family planning in favor of low income household specially.

Notes:

- *(1) 0-14 years old 39.7%, 15-64 years old 56.7%, and 65 years old 3.6%.
- *(2) Child dependency ratio = ratio of child population (0-14) to the remainder of the population.
- *(3) Relation between group enrolled (5-24) and total population in (5-24).
- *(4) The annual rate of inflation reached 1,722% in 1988.

EDUCATION SYSTEM IN PHILIPPINES

by Leonor S. Villalon
(Philippines)

The year 1987 is significant to the entire country for a number of reasons. Firstly, it is the first full year of the new democratic government; secondly, it is the year in which the Philippine Constitution was overwhelmingly ratified by the Filipino people. For education, it is doubly significant, for it marks the year in which the sector regained its prominence in the array of national development priorities. The New Philippine Constitution accords to education the highest budgetary priority while the Development Plan spills out the strategic policy directions which the sector would take up.

Under the development plan, the basic thrust of education are:

- a) democratizing access to education and training opportunities.
- b) improving the quality of education and training.
- c) meeting the needs of agriculture and industry.

Various alternative delivery systems for education were adopted to further democratize access to educational opportunities. "Tent Schools" and "walking blackboards" in remote areas in several regions were pilot tested. Multigrade classes were set up in areas where the student population did not meet minimum grade-by-grade size requirements.

The Continuing Learning Delivery System which makes use of innovative and modular instructions were provided to youths and adults who wish to finish secondary education without attending formal schooling. Educational service contracting continues to be implemented nationwide as an innovative and cost-effective delivery scheme wherein surpluses of public schools are enrolled in private schools. Reentry of out-of-school youths into the formal school system is made possible thru the continued implementation of the Accreditation and Equivalency Program.

Consequently, for 1988, the literacy rate is 88.4% compared to that of only 76% in 1980. Furthermore, the percentage of age group enrolled in education for primary school is 99% and for secondary school 70% in 1988 compared to a 106% and 65% respectively in 1985. The transition rate from primary to secondary school is 96%. The survival rate is 70% for primary and 82% for secondary, in 1988.

Non-formal education programs continue to provide functional literacy and skill training to out-of-school youths and the unemployed. Training is desired to help solve unemployment and underemployment by equipping the adults and the youths who were unable to undergo formal schooling with employable skills in short-term non-degree courses for the requirements of agriculture and industry.

The National Manpower and Youth Council conducts vocational and technical skill training programs for the out-of-school youths, unemployed adults and employed workers.

The Apprenticeship and Learnership Program of the Dept. of Labor provide on-the-job training. The graduates are granted regular employment thru the Department's job placement office.

The Department of Agriculture and Department of Agrarian Reforms train farmers/land beneficiaries for community organizing, self-development and management improvements farming systems, income generating projects, food processing, etc.

The Department of Social Welfare and Development likewise extends a package of services designed to develop out-of-school youths to become self-reliant and contributing members of society. The practical skill development services include teaching of dressmaking, carpentry, electronics, automechanics, and others. Also thru the Department job placement service, these youths get employed.

Accordingly, the tertiary education school enrollment rate dropped to 21%. The per capita GNP for 1988, however, increased to US\$586.

Proposed Education Changes:

The present education problem in the Philippines is only apparent and not real. Policies and measures have already been adopted to curb illiteracy. At the same time, education is redirected towards training of the labour force as an answer to the "brain drain". The values education program has been intensified towards dignity of labor.

The real problem, however, will be forthcoming when a greater number will avail of the Vocational and Technical Training courses. Thus, it is suggested that the quality of this technical skill training program must be improved thru realistic admission schemes which include test development. A regular review of curricular programs must be made and minimum standard be revised as guided by the projections made by the Manpower Supply and Demand Matching Survey.

EDUCATION SYSTEM IN SUDAN

by Abdelsalam Mohamed Elhassan
(Sudan)

Enrollment:

Enrollment to primary education had increased from 50% in 1980 to 57% in 1987. It would have been increased to a higher rate if the country had not received a large amounts of refugees (3 million or 1/7 of its total population). These refugees added more pressure to the already limited resources.

Discontinuation Ratio:

Ratios of unoccupied students are 84% to the secondary schools and 98% to the university or equivalent education. The reasons for discontinuation are partially related to failure in the entrance examinations but mainly related to the lack of educational facilities in both levels.

Discontinuation is faced by:

1. Opening more evening classes multiple shifts schools to enroll more student.
2. Encouraging the private sector to open private schools.
3. Opening training centers for:
Textile industry,
Technical training on car, radio, T.V repairements.
4. University or equivalent education outside the country either through the scholarships which is provided by sister and friend countries or on private accounts to the capable parents. However, the numbers of those graduated from foreign universities

are now greater than the number of those graduated from national universities.

Quality of Education:

Quality of education is continuously deteriorating for the following reasons:

1. Classes are overcrowded to the extent that it is difficult for the teacher to follow up the performance of each student.
2. Textbooks are not available. Each two or three students have to share one textbook.
3. Lack of good quality teachers. Most of the good teachers have migrated to the Arab oil-producing countries to work there as teachers with salaries far greater than what they used to have in the Sudan.

Unemployment:

Unemployment among graduates reaches as high as 64% of the humanities and liberal studies graduates. This is because the ratio of technical education is only 17%.

Still there are unemployed graduates from agriculture, pharmacy, geology and veterinary doctors because of the lack of jobs.

Proposed Policies:

1. Utilization of Education Expenditure

Education in Sudan is free on all level. Not only this but our 4 government universities, the technical institute and many secondary, intermediate and elementary schools provide free accommodation, free meals and all the textbooks are distributed to the students without any price.

These facilities increases education expenditure to a large amount. Historically this was acceptable when the economy of the country could withstand, but it is high time to think of the following:

- (1) The elimination of boarding school system providing that some measures should be taken to guarantee the education of the poor students.
- (2) Some tuition fees should be paid by the capable parents.
- (3) More attention should be given to technical education.

2. Mixed Schools

Due to religious reasons there are separate schools for males and females, only the university education is mixed. Mixed schools should be introduced to reduce the expenditure from one side and to increase the educational standard of the student on the other side as it is proved by experiments that mixed schools attain good results. I think it is high time to think of mixed schools on the elementary school level.

EDUCATION SYSTEM IN THAILAND

by Jintana Wongkrud
(Thailand)

Education in Thailand extends over 12 years, that is, six years of primary education, which is compulsory, and six years of secondary education. All children aged seven are required to attend school.

There are two alternative channels of education after junior high school, academic and vocational. The academic channel prepares students for universities while the vocational channel prepares students for the skilled labour market.

Compulsory education in all government schools is given practically free of charge.

In Thailand higher education is given in universities and institutes of higher education. There are at present 14 National Universities and Institutes. There are also a number of private higher education institutes offering undergraduate programmes mostly in the humanities and social sciences.

Non-formal Education:

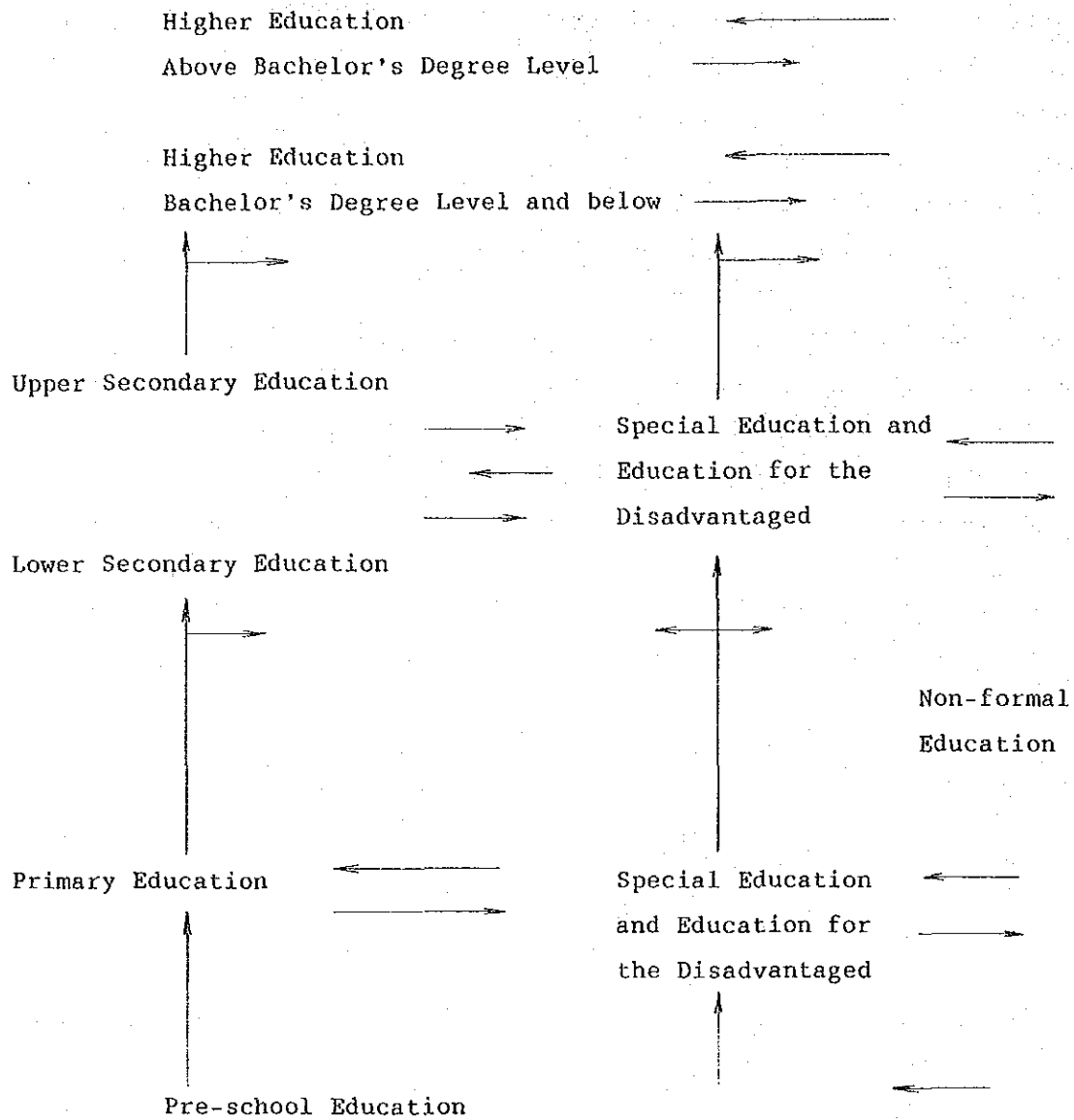
The first adult education act was promulgated in 1940. At present, non-formal education is considered to be an integral part of the national education system. Some of the educational programmes which are at present available to the public include the functional literacy programme with curricula designed for different target group, the functional education programme which provides education equivalent to the primary and secondary levels of the formal system, and a great variety of radio, television and correspondence education programme.

In 1988 Thai economy grew by 10.3 percent, in that year the population amounted to 54.8 million, representing 1.7 percent increase from 1987. The

labour force (aged 11 years old and over) stood at 29.9 million, of which 28.2 million were employed. The employment situation improved substantially this year especially in the manufacturing, services, transportation, construction and trade sectors following the rapid economic expansion, resulting in a decline in the number of unemployed population to 1.7 million.

The rapid economic expansion has put some pressure on education. The demand for engineers and skilled labour has increased rapidly. However, universities and technical school cannot serve this demand. Tourism is the first income of Thailand due to the success of Visit Thailand Year programme in 1987 4 million tourists came to Thailand last year and this year (1989) 4.5 million is expected. The success of tourism has created a problem too. At present the demand for personnel in service sector increases rapidly.

New Educational System:



Policy Recommendation:

To solve the problems, Thai government tries to shift students from social sciences field to the technological field where students are nearly full employed. Number of students in the related field are increased. A shorter way was introduced. Bachelors, junior and senior students in related science field can attend a special program that leads to a degree in engineering in 2 years. In the service sector, the government allows teachers' college to teach about management, tourism and service because the teachers' colleges have the problem of lack of students due to the high unemployed rate of the students who graduated from teachers' colleges.

All above mentioned is a short-run policy that the Thai government tries to solve the problems. In the long-run, the government has to adjust the education system. At the end of the 7th National Plan (1992-1996), Thai government aims to be a NIC and in that time, Thailand will face the problems of shortage of workers due to the rapid growth rate of economy and the decline of birth rate. How to adjust the education system speedily to cope with the above situation is a big task.

In my opinion, Thai government has to ...

- reduce the number of students in the field of social science and increase the number of students in technological field.
- increase the number of schools that teach in the field of service.
- improved vocational education system and set up occupational training centre in consonance with the labour market.
- utilize the labour force in rural area by training and let them work in urban area.

EDUCATION SYSTEM OF TURKEY

by Ahmet Bilgin
(Turkey)

I. Introduction

It is necessary to take into mind three different civilizations to which Turks living in Turkey have belonged since 2000 B.C. when considering the institutions which still sustain their life functions. During the era when they lived in Central Asia, they owned institutions appropriate to nomadic life. After their adoption of Islam in the 9th century, they entered the Islamic community and subsequently turned entirely to a settled life following their expedition into Anatolia in the 11th century. The foundation of the Turkish Republic in 1923 led to entry into the chamber of western civilization and culture.

II. Educational Institutions

1. Kindergartens and Primary Schools:

Primary education is a compulsory five-year period during which all Turkish children in the 7-12 age group have to be trained in reading and writing.

2. Secondary Schools:

Secondary school is not compulsory, namely, after graduation from primary school, students can go on with their educations if they wish.

3. Lycées and Their Equivalents:

Every student graduating from a secondary school has the right to attend a vocational, technical or general lycée and benefit from this education. There are three or four years vocational and technical lycées.

a) Regular Lycées:

These educational institutions aim at preparing students for both higher education and for life. These schools have also optional courses, guidance and training subjects.

b) Technical Vocational Lycées:

The aim of these is to prepare students for various professions and to train qualified manpower in technical fields. Most of them are affiliated to the education ministry. Other ministries and organizations have also opened vocational lycées to meet their own personnel needs.

c) Industrial Vocational Lycées:

These institutions aim to train qualified technical personnel to be employed in the fields of repair, maintenance and production in industry. Students are free of payment and also have dormitories. In various branches these offer instruction in many fields sometimes directed at one aim such as textile, chemistry etc.

d) Technical Lycées:

These aim to train technicians to be employed as chief master and engineer in industry and pub. works.

e) Industrial Trade Schools:

Those who graduate from at least a primary school or who, for various reasons, dropout of school after primary education, are received by these lycées and prepared for work.

f) Girl's Trade Lycées:

These train girls in the fields of home management and economics to be good housewives.

g) Business, Tourism, Hotel Management and Secretarial Lycées:

These schools offer education in the areas of business administration, management, banking, insurance, secretarial

skills and tourism.

h) Teacher Training Lycées:

In these, the education is either 6 years after primary or 3 years after secondary school.

i) Islamic Theological Lycées:

These train candidate personnel to be charged with religious services such as khutbah preaching, imamate etc. The period is either 7 years after primary or 4 years after secondary school.

j) Health Schools:

These were established by the Ministry of Health and Welfare to meet the demand for personnel in the health service such as health officers, midwives, laboratory assistants and nurses.

k) Schools of Agriculture:

These were established by the Ministry of Agriculture. There are also Animal Health Lycées and Schools of Forestry in auspice of this ministry.

4. Special Training Schools:

These schools were established to train mentally and physically handicapped or those who can not adopt to their social situations or those who are of extremely high intelligence. Education and board in these schools are free. These schools are as follows:

a) Schools for the Blind:

The primary section is 6 years and there are also secondary sections.

b) School for the Deaf:

Their primary section is 8 years. There is also a secondary section.

c) Anadoluhisan Special Training Classes:

This provides education for mentally retarded, who are pupils of primary school age.

d) Reformatory Institutions:

These provide accommodation and education for children who are orphans or whose parents cannot afford to supply them with basic living conditions. These children are looked after until the age of 18.

5. Informal Education:

The informal education system covers education other than and besides formal one for those who have not had any formal education or who have dropped out of any level of this education. Within the framework of this system:

a) literacy courses and public courses are opened for adult citizens.

b) Various other courses are opened to develop the knowledge and experience of adults.

6. Higher Education:

All universities and higher schools are affiliated to the Higher Education Council established by Law No. 2547 in 1981. In 1987 there were 29 universities with 399 faculties and 263 higher schools. The Bilkent University is a private university. Students are admitted to university through a two-phase examination held once a year by the Centre of Student Selection and Placement attached to the Higher Education Council. A separate examination is held once a year by the same center for foreign national students wishing to be educated in Turkey. Turkish language courses for foreigners are given by the Turkish Teaching Center of Ankara University. English is the language of education in the Middle East

Technical and Bilkent Universities in Ankara, and Begazici University in Istanbul.

III. Difficulties

We can summarize some difficulties in educational performance of Turkey as follows:

- a) First of all the number of schools and also teachers is not enough. Because of that Turkey has about 900 cities and more than 42,000 villages, the school buildings could not sufficiently be constructed. Despite primary schools which are in 90% of villages, a few villages have secondary schools. So, the classes are too crowded and education is divided into morning and afternoon sessions.
- b) There is an unbalanced situation between number of male and female educated at schools. If we compare, especially, at the secondary and following schools, the number of male and female students, we would find a big inequality. Because most of families are not accustomed to send their daughters to schools except primary education.
- c) There is also a big difference between urban and rural education. This difference occurs in many fields such as quality, sufficiency of teachers and classes, supply of requirements etc.
- d) Another difficulty is unemployment. The reality of that most of men graduating from schools, even universities can not find suitable jobs, is a source of anxiety and this case effects education negatively. Because to deal with a profession in early years appears more profitable than prolong education.
- e) The biggest problem, to me, is that all teachers are not happy with their salaries. That is why, most of them look for another job after finishing official duties at schools. Even some of

them are transferred to other professions. So, teachers are not so good morally and they can not thoroughly give expected benefits.

IV. Recommendations

- a) Some basic measures should be taken to incite teachers and to make them love their professions. Naturally, those measures will be in fiscal and economic fields.
- b) It is necessary to eliminate unequality between urban-rural and between eastern-western parts of Turkey. Some incentives have to be implemented for undeveloped regions.
- c) Beyond reading books, an importance should be given to visual education. Many visits should be arranged at schools, and necessary supplies should be completed in every level of education.
- d) To cope with illiteracy, many public courses ought to be opened for the citizens who could not find possibilities to obtain minimal education. And those courses should be free of charge.
- e) Educational exchange, especially with developed countries, must be done through inviting experts from abroad and sending educational persons for improving their capabilities.

D. CONCLUSION

By reviewing the various country reports and their recommendations, it is noticed that there are a number of similarities shared by all developing countries, namely:

- a) A need for special attention to be given to the development of education in the less developed areas in the respective countries;
- b) An improvement to educational facilities is essential for the betterment of education both quantitatively and qualitatively;
- c) A review of the social status of teachers as well as an improvement of salaries and fringe benefits is very necessary for the development of education;
- d) Intensification of utilization of mass media especially radio and TV for the purpose of education is encouraged; and
- e) Development of international education exchange is also recommended as it will foster further improvement of education.

However, there are also some specific features in certain countries which require immediate attention. For the Asean countries, the rapid economic expansion recently has put pressure on education which resulted in transitional unemployment among secondary school leavers and university graduates. Therefore, steps should be taken by their respective governments to enhance and expand the vocational and technical training. The introduction of entrepreneur training in order to facilitate the growth of small and medium scales industries and to support the development of industrialization is recommended.

In the case of Turkey, Adult Literacy Movement should be expanded as a national program. Such an effort had been successful in other countries. As for Egypt, economic reform is required in order to improve its

educational system. And, for Sudan, it has been recommended that co-education system be introduced to meet the shortage of schools and teachers.

As a whole, this study tend to support the general economic theory that a country with a different level of economic development will have different types of educational problem. In the case of less developed economy, efforts towards the expansion and improvement of educational facilities for primary and secondary education is a prime concern. While for a slightly more developed economy, the problems of education are more confined towards the improvement of training for work-related skills.

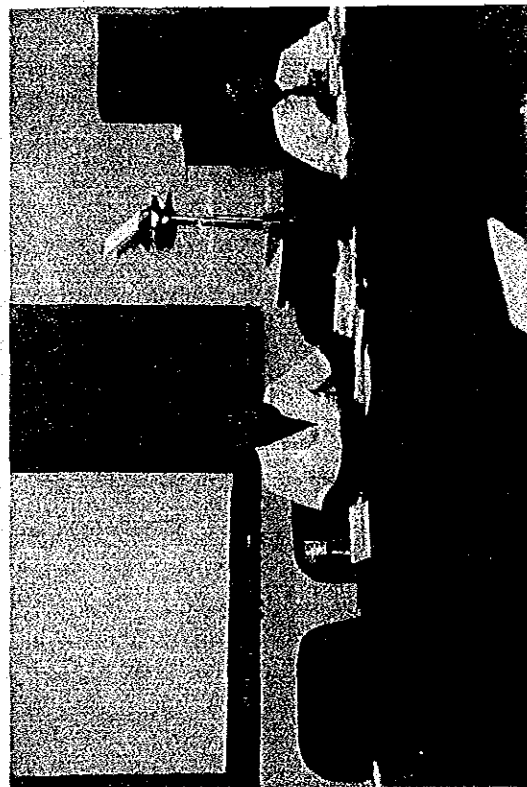
Reports of Seminars



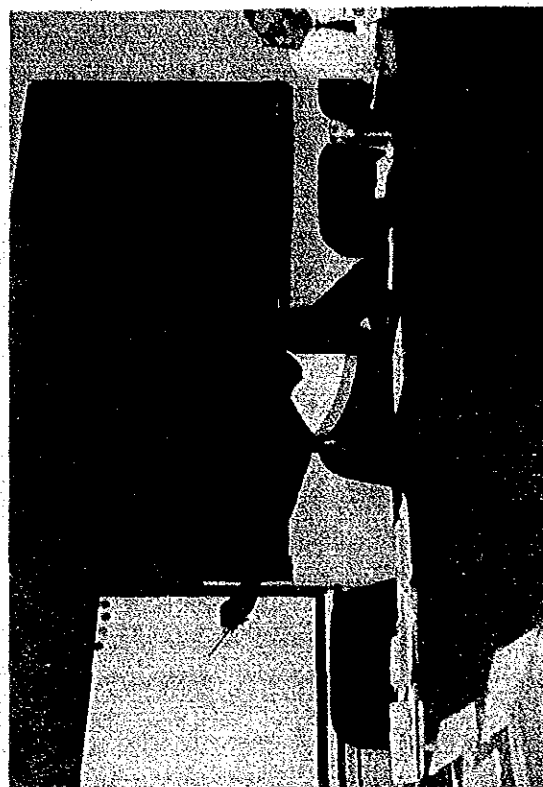
1



2

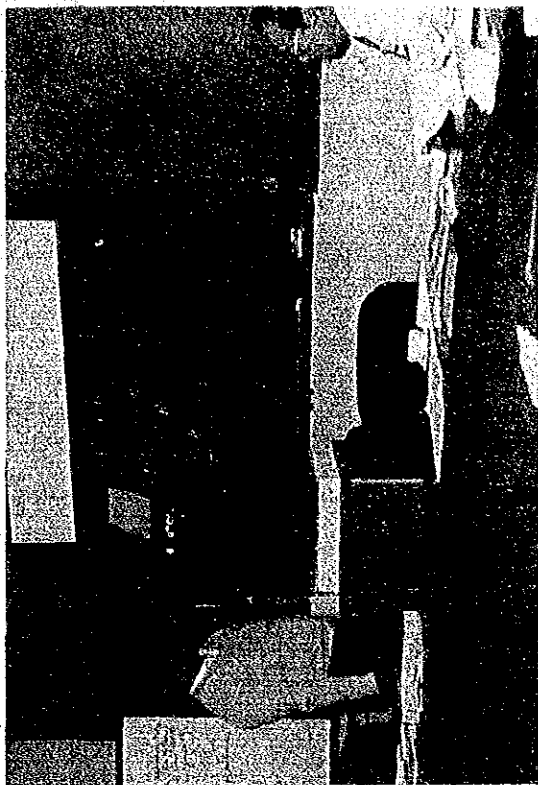


3

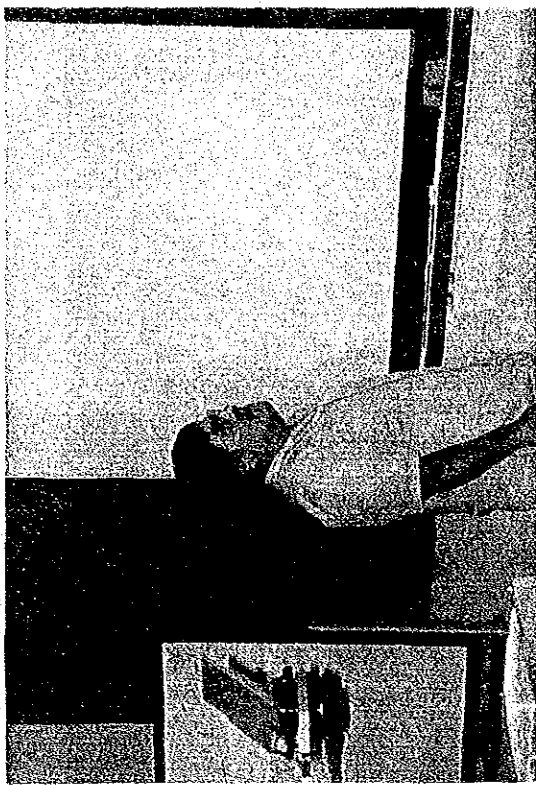


4

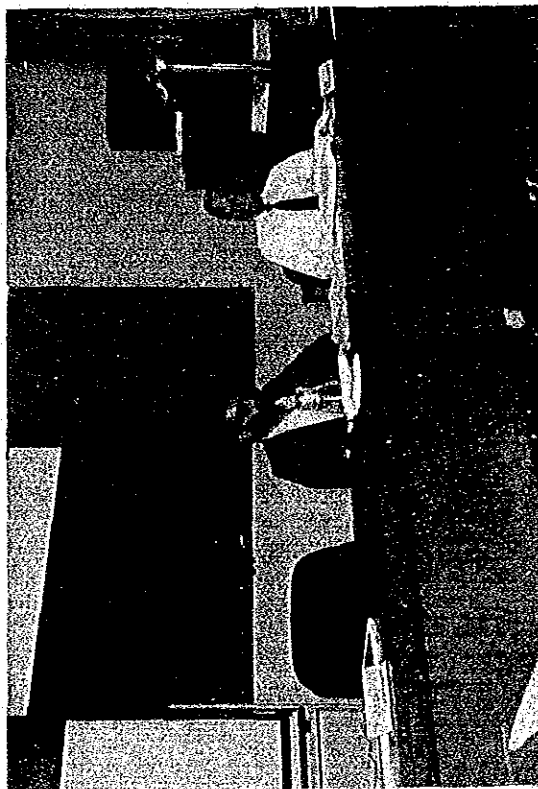
1-4 Lectures and Seminars



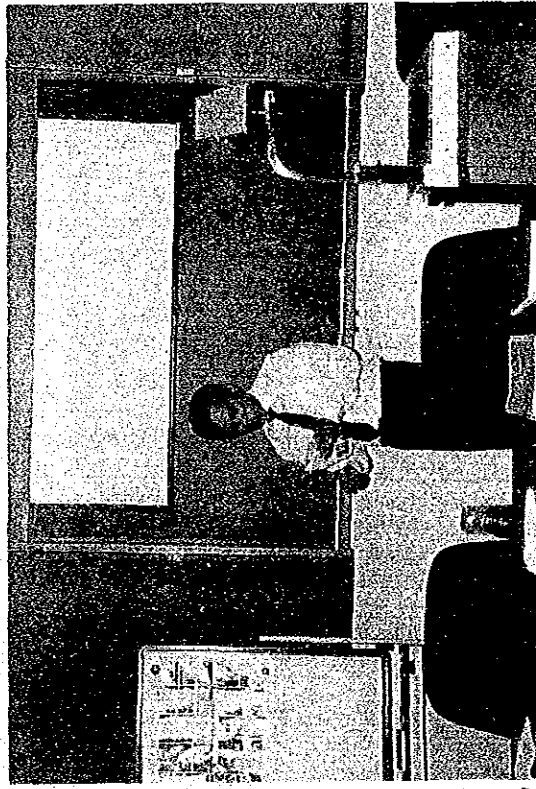
6



8

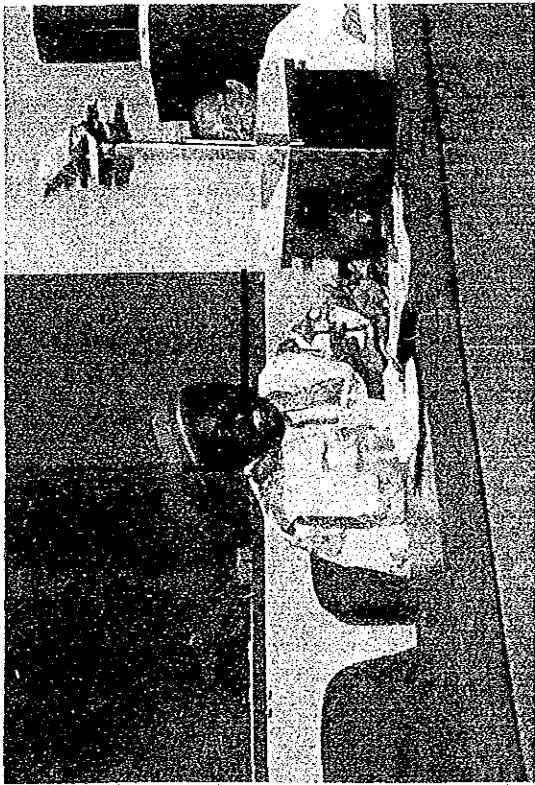


5



7

5-8 Lectures and Seminars



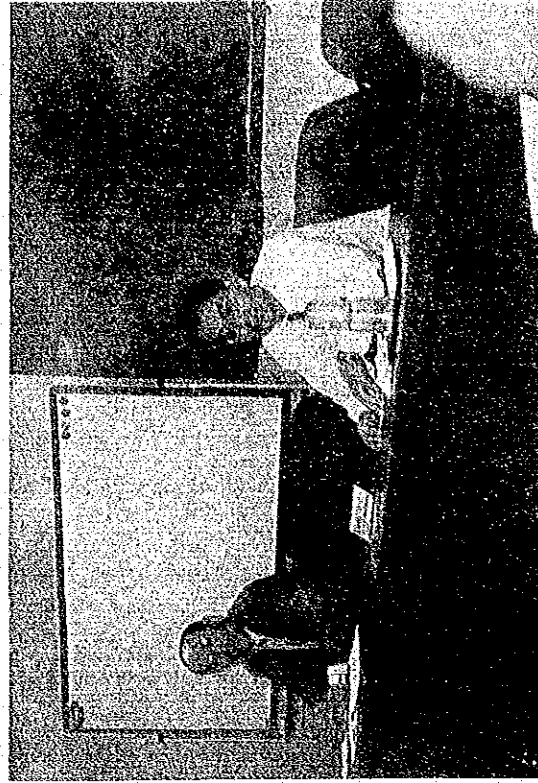
9



10



11



12

9-12 Lectures and Seminars

IV. REPORTS OF ON-THE-SPOT STUDIES

INTRODUCTION TO ON-THE-SPOT STUDY

At the last stage of the training course, each participant is given a chance to conduct an on-the-spot-study of the administrative organs he/she wants to investigate for two days.

Following are reports of the on-the-spot study.

List of the Ministry and Agency for On-the-Spot Study

Assigned Ministry ----- Theme	Participants	Country	Date
Board of Audit ----- Personnel Management in the Audit	Mr. Iman Sumantri	Indonesia	June 1 (Thurs.)
Cabinet Secretariat ----- Policy Making Process	Mr. Abdelsalam Mohamed Elhassan	Sudan	2 (Fri.)
Management and Coordination Agency ----- (1) Administrative Management (2) Personnel Administration	Ms. Jintana Wongkrud Mr. Iman Sumantri	Thailand Indonesia	2
Economic Planning Agency ----- (1) Investment in the Private Sector (2) Long-term Economic Plan	Mr. Abd El Khalik Farouk Hassan Mr. Ahmet Bilgin	Egypt Turkey	2
Ministry of Finance ----- (1) Budget System (2) Tax Policy	Mr. Abd El Khalik Farouk Hassan Ms. Leonor S. Villalon	Egypt Philippines	1
National Tax Administration Agency ----- National Tax System	Ms. Leonor S. Villalon	Philippines	2

Ministry of International Trade and Industry	Mr. Ahmet Bilgin	Turkey	June 1
Trade Policy			
Small and Medium Enterprise Agency	Mr. Mohd Idris Bin Salim	Malaysia	1
Small Scale Industries			
Ministry of Labour	Ms. Miriam Schlatter Rosenberg	Brazil	2
Organization & Functions			
NEC Co. Ltd.	Mr. Mohd Idris Bin Salim	Malaysia	2
Skill Industrial Manpower			
Ministry of Construction	Mr. Ahmad-Reza Ashrafolo-qalae	Iran	2
Housing Policy			
Ministry of Home Affairs	Mr. Barnabas Chiemeka Ihekire	Nigeria	1
Organization and Conducting Election			
Tokyo Metropolitan Government	Mr. Samuel J. Cangalaya Navarro	Peru	2
(1) Civil Service System			
(2) Local Government Administration	Mr. Barnabas Chiemeka Ihekire	Nigeria	2
National Personnel Authority	Ms. Miriam Schlatter Rosenberg	Brazil	1
(1) Civil Service System			
(2) Personnel Administration	Mr. Ahmad-Reza Ashrafolo-qalae	Iran	
	Mr. Samuel J. Cangalaya Navarro	Peru	
	Mr. Abdelsalam Mohamed Elhassan	Sudan	
	Ms. Jintana Wongkrud	Thailand	

REPORT: ON-THE-SPOT STUDY

by Miriam Schlatter Rosenberg (Brazil)

On-the-Spot Study of National Personnel Authority (NPA):

The objective of my on-the-spot study was to learn more about personnel management in Japan to be able to compare it with the personnel management in my own State and, if possible, be able to improve it.

The opportunity to visit National Personnel Authority on June 1, 1989, was therefore very important to add knowledge and more practice to the fundamental principles of personnel management that we had already learned in the lectures about "Modern Civil Service System".

Like other participants I was asked beforehand to submit questions related to the field of our study. These questions, which were answered by officials of NPA during the morning and the afternoon sessions of that day, covered the following subjects: organization and functions of NPA, existent rules of personnel management, job classification, compensation system in public service and other benefits, promotion system of civil servants, measures to improve employees' efficiency, comparison between salary of national public employees and salaries in private industry and analysis of the policy making process to improve the remuneration of public employees.

We received useful and detailed explanations in regard to our questions as well as all available material to enrich our studies.

Analyzing all information received I conclude that the more important aspects to be studied as an example for my own State are: the independent position of NPA in the organizational structure of the Executive Branch; the efficient promotion system of civil servants; the absence of nepotism and the decentralized responsibility on personnel matters. In regard to the aspect mentioned at last, it is important to stress that the decisions

are taken by each Agency and Ministry, but NPA establishes the standards. They also make an annual revision to check all activities in this area.

I would like to thank officials of NPA for their kind hospitality and cooperation in answering our questions and provide the requested materials.

On-the-Spot Study of Ministry of Labour:

My main objective is to learn about personnel management and civil service system in Japan. However, it is important not to forget that public employees work in the same society as workers of private companies and that their pay rates and work conditions are systematically compared with the private sector.

So, it was very important to me that I got an opportunity to visit Ministry of Labour on June 2, 1989. I had submitted beforehand some questions to guide our study, which covered the following subjects: organization and functions of Ministry of Labour; unemployment rates; labour policies; labour disputes; trade unions; work conditions; relations between wages and cost of living.

I received detailed explanations by Mr. Fumiaki Saito of International Labour Affairs Division, during the session. He also provided a complete publication about Labour Laws of Japan, as well as publications presenting statistical aspects of Japanese working life profile as well as other aspects of labour administration.

Analyzing all these information I was able to learn about the activities the Ministry of Labour is executing in order that all people can work and that all working people can lead a more pleasant life.

ON-THE-SPOT STUDY

by Abd El Khalik Farouk Hassan (Egypt)

On the Spot Study to Economic Planning Agency:

One of the main questions that I had when coming to Japan was how planning methods encourage the private sector? And what are the influences of the economic planning in the development of Japan society?

So, on Friday morning, June 2, Mr. AHAMD from TURKEY, and I visited the Economic Planning Agency to know more information about the Japanese experience.

We met Mr. HIROSHI DOIHARA, who is head of Economic Structural Adjustment Office. He is very intelligent man and he has good idea and good experience not only about Japan experience but also about some developing countries such as EGYPT and TURKEY and so on.

He explained the Japanese Methods in preparing their plans from the first plan in 1955, until the eleventh plan in Mr. TAKESHITA administration. I understood that;

FIRST: The Prime Minister chooses the names of the PLANNING COUNCIL members.

SECOND: This council consists of number of the official and experienced men in several sectors from the Japanese society such as the chairman of the most important companies and academic men and representatives of trade union and so on.

THIRD: This Council starts in setting up the new plan through wide discussions within the Council and negotiations with the more important and effective sectors in the society and ministers.

FOURTH: These negotiations and wide discussions continue from 8 to 12 months.

FIFTH: After that the plan is submitted to the Prime minister by the Council, it is approved by the CABINET.

SIXTH: Finally the plan is submitted to the Diet by the Cabinet, and is finally approved.

What about the private companies?

He explained that the Japanese plans are inductive. This means that it is no obligation to follow them. Through the indicators of the National plans the private companies in Japan determined their investments and programs.

I believe that this system is similar to the French and to the British systems. Thank you to Mr. HIROSHI DOIHARA for his good information and good reception and finally I want to thank JICA for creating this chance for me.

On-the-Spot Study of Ministry of Finance:

How is the taxation system? And how this system distributes tax charges on all groups and individuals in the Japanese society? Finally, how does the Japanese Banking System work in this complex world?

These were some of the questions that I submitted to the officials in the Ministry of Finance (Tax Bureau).

On Wednesday, June 1, 1989, I went to visit the Ministry of Finance, together with Ms. Leonor from Philippines and our Coordinator Mrs. Saito. There we met seven officials that presented to us very important information about the monetary system in Japan as well as about the taxation system. They also gave us information that improved our knowledge about the Banking System in Japan.

According to these information we learned that:

1. There are twelve commercial Banks in Japan;
2. There are about 120 regional Banks and about 60 local Banks;
3. There are also 80 foreign Banks in Japan, but they are not joint Banks (Japanese & foreign).
4. The Bank of Japan doesn't exercise any control upon these Banks; it is the Ministry of Finance that centralizes the responsibility for their control; the Bank of Japan only uses his power to issue the Japanese currency;
5. Every new fiscal year the Tax Bureau estimates the revenues which they will collect, and submits this estimation to the Ministry of Finance; according to this estimation the Cabinet fixes the Government Expenditure Programme. This contrasts with the situation in my country (Egypt). We start from the decisions of the Cabinet about the Government expenditure. After that, the Tax Bureau put up the estimation for revenues which will be collected. I believe that the Japanese System has more equity and equilibrium.

I would like to thank officials of Ministry of Finance for their cooperation as well as JICA.

ON-THE-SPOT STUDY

by Iman Sumantri (Indonesia)

Personnel Management in the Audit:

For my on-the-spot study according to theme "Personnel Management in the Audit", I have a good opportunity to visit the Board of Audit to discuss about personnel management in Japan. It was important to me to get much information about public employees in Japan and I have to introduce these measure when I get back to Indonesia.

On 1st of June, I visited the Board of Audit's Office. I discussed with Mr. Noriaki Katsuno, an International Cooperation Officer and 4 officials of the Board of Audit.

In the meeting Mr. Noriaki Katsuno talked about:

1. Organization of the Board of Audit.
2. A national public employee is one who:
 - (1) takes charge of public affairs of state;
 - (2) is selected and appointed by state;
 - (3) is paid compensation from the state.
3. a. Recruitment:

Initial appointment is made based on competitive examinations or in exceptional cases, evaluation procedures.

 - b. Promotion:

Promotion of personnel shall be based either on a competitive examination among employees holding lower level position than that under consideration, or on an evaluation procedure utilizing the past service records of candidates. In most cases, promotion is based on the latter.

4. Guarantee of employee status:

To match the importance of the tasks of employees and the obligations imposed on them, NPSL guarantees their status as national public employees. They can not, against their will, be demoted, dismissed or temporarily retired unless they come under the causes provided for by law and NPA's rules.

5. Disciplinary action:

When an employee has acted contrary to his/her official duties assigned by laws and orders, his/her appointing officer may impose disciplinary punishment in order to maintain discipline within the public service. The nature of disciplinary punishment is different from a criminal penalty which is a sanction against violation of legal interest of the society.

6. Retirement:

The age limit system fixes the retirement age at 60 in principle. Since there exists a wide variety of job fields in the public sector, retirement ages other than 60 are to be fixed in accordance with the nature of job fields by the Authority's rule.

7. a. Salary:

Salary represents the remuneration for the services rendered during regular work hours and occupies the most important portion (around 84 percent) of the monthly pay.

b. Allowances are supplementary pay for various purposes i.e. adjustment of salary rates, support for living expenses, pay for special duties and overtime so called bonus, etc.

8. Accident compensation:

The accident compensation system aims at compensating an employee or his/her surviving family for damage or loss (i.e. injury, disease, disability for death) that he/she has incurred in line of duty or in the course of commuting.

9. a. Retirement allowance:

National Government employees get a lump sum of non-contributory retirement allowance at the time of their retirement.

b. Annuity:

Annuity system for government employees started in 1959 by bringing various old ones together. It forms a link in the chain of Japanese social security system and applies equally to all the employees.

10. Efficiency and training:

For the purpose of promoting employees' working efficiency, NPA has established basic standards for evaluation of work performance, training, health and safety control.

Personnel Administration:

For my on-the-spot study according to theme "Personnel Administration", I have a good opportunity to visit the Management and Coordination Agency to discuss about personnel administration in Japan. It was important for me to get much information about personnel administration in Japan and I have to introduce these measure when I get back to Indonesia.

On 2nd of June, I visited the Management and Coordination Agency, Prime Minister's Office.

I discussed with Mr. Mikio Hayashi, Personnel Planner, Planning and Coordination Division, Mr. Mitsuo Takegawa, Deputy Councilor in charge of Career Training Program and Survey and Mr. Ken Sanuki & Mr. Takehiro Kumanomidou, Administrative Management Bureau, Management and Coordination Agency.

In the meeting Mr. Mikio Takegawa talked about:

1. Organization of the Management and Coordination Agency.

2. Basic Principles of Japanese Civil Service System:

- (1) Political Neutrality;
- (2) Equal Treatment;
- (3) Merit System;
- (4) Statutory determination of working condition.

3. Central Personnel Agencies:

- (1) Prime Minister:
(Personnel Bureau, Management and Coordination Agency)
- (2) National Personnel Authority.

4. Personnel Bureau:

Personnel Bureau was established in 1965, with the ratification of ILO 87 article. This aims at making clear the responsibility of the Cabinet over the personnel management of National Government employees.

With the revision of the NPSL, Prime Minister is defined as one of the Central Personnel Agencies and its Secretariat Organ in this respect is Personnel Bureau.

Personnel Bureau is in charge of the following matters:

- (1) Investigation, researches and planning regarding the national civil service.
- (2) Coordination and integration of policies, programs, etc. developed by Ministers and Agencies for their personnel management.
- (3) Administrative affairs regarding such aspects of personnel administration of national public employees in the regular service as efficiency, welfare, service, discipline etc.
- (4) Administrative affairs regarding the retirement allowance of national public employees.
- (5) Administrative affairs regarding the pay system of national public employees in the special service.

5. Coordination:

- (1) Sponsoring Personnel Managers' Conference.
- (2) Forming the Administrative Policy in Personnel Management.

- (3) Sponsoring Unified Government Freshmen Orientation Training Program.
 - (4) Interview and Negotiation with the employee organizations.
 - (5) Coping the affairs with ILO.
 - (6) Promoting the reallocation policy of Japan National Railway employees.
6. Research, Survey and Planning:
- (1) Study on retirement age and allowance.
 - (2) Introduction of Five-Day Work Week System of National Government employees.
7. Pay System:
- (1) Study report and recommendation by National Personnel Authority.
 - (2) Revision of Pay Laws by Personnel Bureau.
8. Affairs about discipline, efficiency and welfare of Government employees:
- (1) Discipline.
 - (2) Efficiency and welfare.

ON-THE-SPOT STUDY

In the Name of the Most High

by Ashrafoloqalae Ahmad Reza (Iran)

June 1, 1989

On-the-Spot Study of NPA:

Although Mr. Onishi of National Personnel Authority (NPA) had a lecture on "Modern Civil Service System" on May 29, there were still some questions which needed to be answered; therefore five participants including me made up their mind to visit NPA for their on-the-spot study. Of course we had chosen to visit this Agency before the lecture was delivered. Other participants were from Brazil, Thailand, Peru and Sudan.

The participants began their questions at 10 a.m. on June the First and ended in the afternoon the same day. All the questions were completely answered by Mr. Onishi, Assistant Director of the First Compensation Division of Bureau of Compensation of NPA.

The questions included the extent of authority of the NPA including its power as an independent Agency, recruitment, training, promotion, incentives for promoting morale of the employees, salary and allowances, transfer, overtime and some other facts in Japan's civil service system.

We were told that there are three level of entrance exams for applicants who wish to serve the nation. The successful examinees are then introduced to each ministry and agency the applicants wish and after an interview by the concerned ministry or agency they are employed. We found out that the newly-employed people undergo on-the-job training after taking part in orientation classes.

About the president of the NPA we were informed that he can be re-appointed only for three successive terms and that he is not designated from among the NPA's employees, but from outside the organization.

Since Mr. Onish knew English well, the JICA coordinator sat there listening patiently. To tell the truth, Mr. Onishi was bombarded with shower of questions to which he answered thoroughly.

On cooperation between NPA and private sectors, it was revealed that the two cooperate in the field of training.

Most of the questions were answered before lunch break, but there were still some to be cleared after the participants, accompanied by Mr. Onishi, the coordinator and two other NPA's officials enjoyed a delicious Japanese food. Here I wish to thank NPA for its hospitality, as well as the materials provided.

To conclude, I should say that each of the five participants who visited the NPA were delighted to have the opportunity to put forth their questions. I hope each of us can use one another's experiences to serve as a servant to our respective homeland.

God Willing

June 2, 1989

On-the-Spot Study of Ministry of Construction:

I was the only participant of the Group Training Course who chose Ministry of construction to visit. I was interested in finding out the procedures of receiving a building confirmation or approval. Mr. Masafumi Yokota, Chief of Sub-Section Law of Building Guidance Division of the Concerned Ministry was kind enough to answer my questions and explain about the procedures.

He said the land owner should first ask a licensed architect to provide him with a design. Then the applicant submits the building plan to be checked. After the certificate is issued, (in 7 or 21 days according to the size of the building), the land-owner has a licensed constructor build the new building. When the construction is over, the land-owner applies for inspection. After the inspection is done, the land owner receives occupy permit. If the land owner does not observe the regulations, he should not only pay fine but also rebuild his (her) house according to the building standard law.

In Tokyo, there are some 23 ward offices headed by mayor. In these offices, building officers work under the guidance of the head of the local government. They have the authority to discharge work relating to building confirmation, and inspections upon the completion of buildings. Each city with a population of 250,000 people or more should station building official.

On building Review Board, I should say that it is an organization which has the power to approve certain type of the exercise of authority by the special administrative agencies and to give rulings on the request for a review on administrative activities.

In conclusion, I wish to express my gratitude to JICA for providing the opportunity to visit both NPA and Ministry of Construction, and at the same time to Mr. Onishi and Mr. Yokota (from NPA and Ministry of Construction, respectively) as well as the JICA coordinators who were all kind

enough to explain everything patiently. I wish also to thank for their hospitality.

ON-THE-SPOT STUDY

by Mohd. Idris Bin Salim (Malaysia)

1. Introduction

- 1.1 It is a great pleasure and a fruitful experience for me to have the opportunity to intervene personally into Japanese organizations through the program of on-the-spot study. In due course, it was possible for me to exchange ideas, views and knowledge with the relevant officers in MITI (Mr. Toyocuni) regarding the development of small and medium scale industries (SMI) in Japan as well as NEC Technical College Shimonumabe, Kanagawa (Mr. Takao Kawai) with respect to the training of NEC technician. The summaries of some of the pertinent points are as follows:

2. Development of SMI in Japan

- 2.1 Currently, SMI make up a large portion of Japan's national economy, in terms of output & employment, and have contributed significantly to the nation's economic growth.

The following statistics (1986) indicate the share of SMI:

99.3% of total number of business establishments
80.6% of total non-agricultural employees
52.0% of shipments in the manufacturing
58.9% of sales in wholesale operations
79.4% of the retail trade

- 2.2 They have also demonstrated their unique mobility & creativity by coping positively with environmental changes & have shown a relatively good performance during the 1970s where the entire social & economic structure was forced to undergo drastic changes.

By displaying their creativity & vitality, they are expected to continue to contribute more significantly in the future. Malaysia also has the same realization but our SMI exhibit certain negative features such as low productivity, unstable business performance, lack of quality control, poor working conditions etc.

2.3 It is interesting to note that such features did exist in the Japanese SMI in the 1960s. It was also presumed by many that in the process of further development of the Japanese economy, these SMI would gradually wane. In the course of subsequent economic development, however, SMI did not decline at all. On the contrary, they continually kept a sizable weight in the Japanese economy & have even increased their weight. Therefore the success of SMI in Japan should be an important example for others.

2.4 One of the most important factors for the success of SMI in Japan is the existence of concrete & clear philosophy & policy related to SMI which become the framework within which both public & private sectors can jointly acted upon. The aim of government policy is mainly to foster an environment where SMI will be able to put their capabilities & potentials into full play based on the premise that they make their independent efforts and through such measures achieving economic development purely based on the functioning of market mechanism.

2.5 In this respect, the main contribution of the government is only to help SMI organize themselves so as to obtain benefits of economies of scale and to supplement their managerial resources through training of their personnel as well as supplying managerial and technological information. The system to supplement their creditworthiness and to provide financial support is also available.

2.6 The emphasis in the policy of SMI in Japan has shifted in accordance with the changes in socio-economic environment. Until 1960s, government programs were mainly focused on compensating the difference with big firms through pursuit of the economies of scale by pushing for the formation of cooperatives, modernization of facilities and the

realization of optimal business scale. In contrast, programs in the 1970s, placed priority in forming knowledge-intensive industries. Today, development and commercialization of technology that would revolutionise the conventional system in such fields as electronics, bio-technology, new materials and superconductivity have been eagerly awaited.

3, The Training of Technician in NEC

3.1 Amidst ongoing technological progress in general, manufacturing technology at the NEC group of companies in Japan is rapidly advancing. Machinery & manufacturing facilities are constantly being upgraded by new applications in electronics & computers. And the wide variety of software built into them provides sophisticated control of operation, enabling manufacture of the highly functional, systematized and value-added products needed in today's market. Efficient production of these advanced products requires an equally high level of workmanship in the production of prototypes, the maintenance of manufacturing facilities and the inspection of finished products. In order to meet these needs, NEC is making every effort to help the personnel of NEC group of companies acquire the necessary knowledge & skills in mechanics, electronics & computer software. The NEC employees who have acquired advanced skills in all these spheres of technology are called "C & C Technicians". They are expected to play a central role in the production activities undertaken by the NEC group of companies now & in the future.

3.2 There are two types of training provided by NEC Technical College i.e. Initial training and Upgrading training. Two years of initial training is given to applicants selected from high school graduates who wish to be employed by the NEC group of companies. Through lectures & practical training students acquire basic knowledge and skills in mechanics, electronics & software that the C&C Technicians need. They also learn discipline, leadership & teamwork by participation in club activities & various events, as well as through dormitory life. They receive a total of 3,800 hours of lectures and practical training.

Lectures cover a wide range of subjects from general science, such as mathematics & physics to technology & engineering, such as mechatronics, control and systems engineering. In training sessions the students perform a variety of experiments and learn the fundamentals of mechanics, electronics & software.

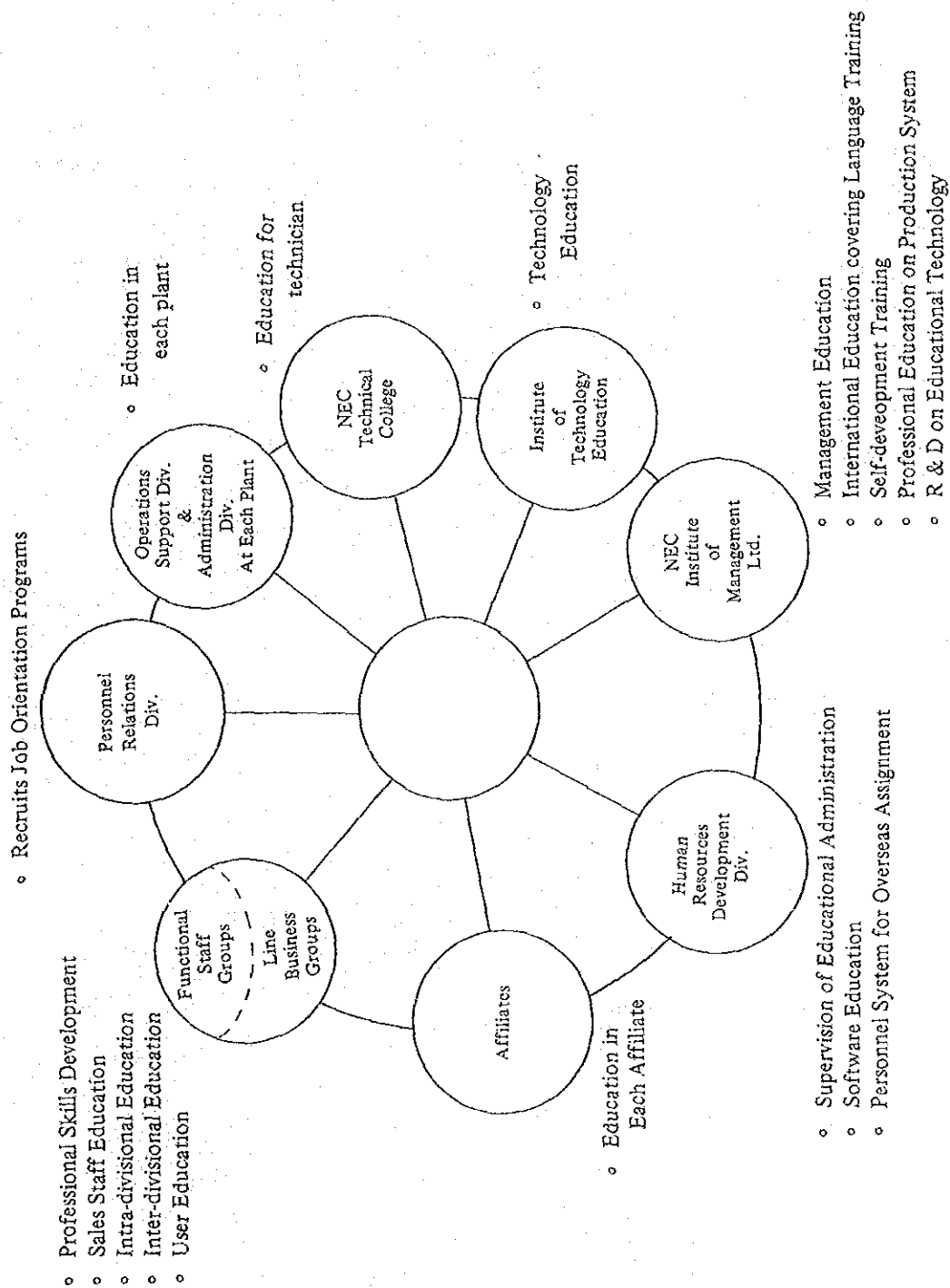
3.3 Upgrading training is provided for skilled workers at the NEC group of companies who have been recommended by their superiors. The purpose of training is to improve knowledge & skills and to help them respond to changes and new development in electronics & computer software. The types of courses include electronics, synchroscope, numerical control, machining center & mechanical drawing.

3.4 The basic philosophy of training and the details of training content is given in the appendices.

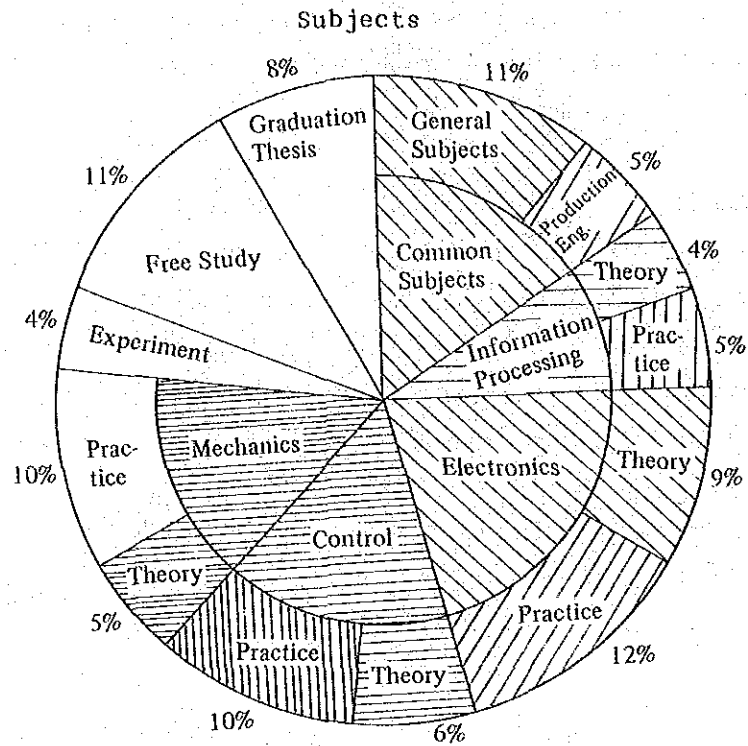
4. Conclusion

4.1 One common feature that is apparent from both organizations is the existence of basic philosophy and crystal clear policy in the implementation of certain programs or tasks in Japanese organizations. Both the policy and philosophy subsequently become the main guideline for organizational activities. In addition, the operationalisation of these programs and tasks is done in the most excellent manner.

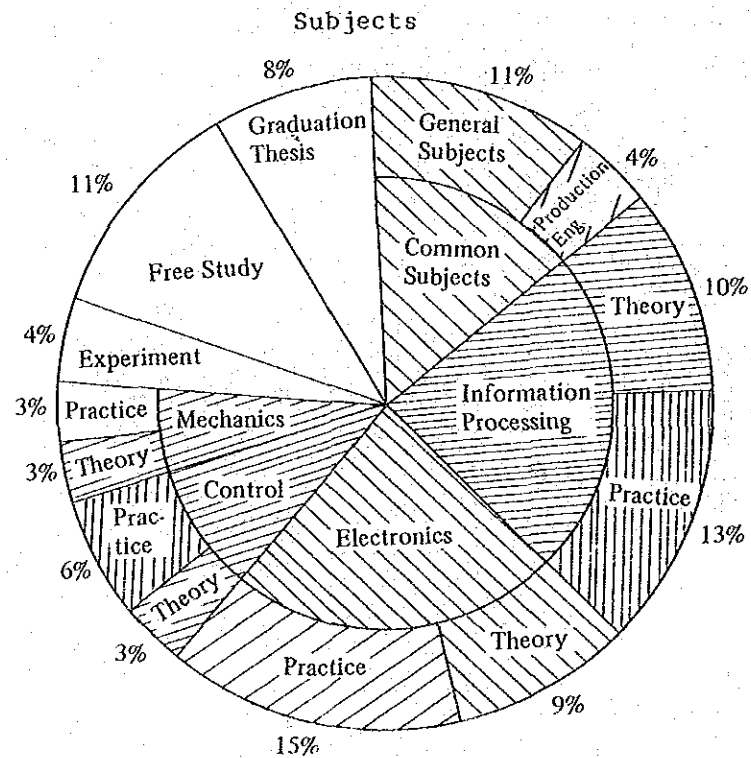
ORGANIZATIONS RELATED TO EDUCATION WITHIN NEC



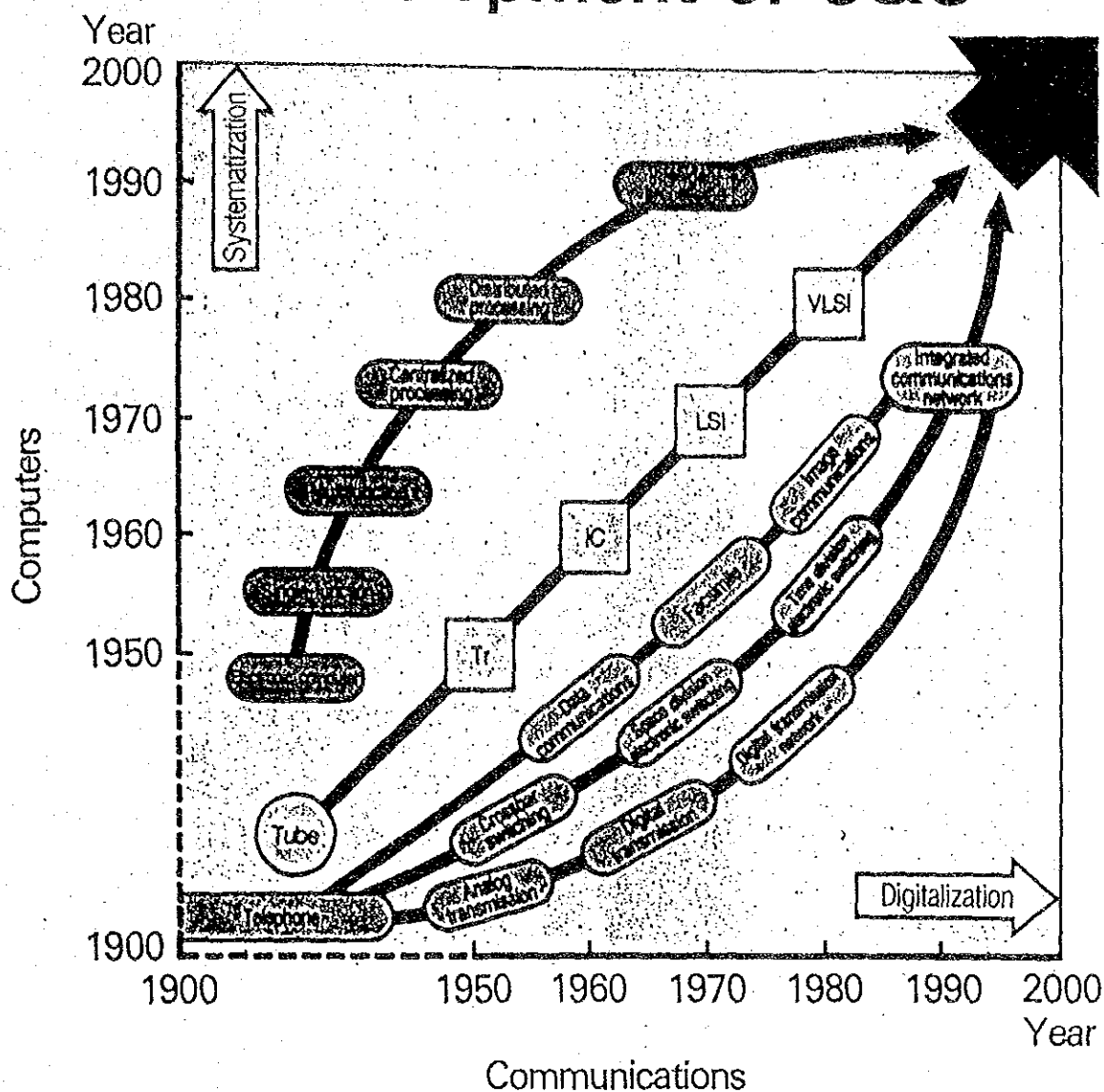
THE MECHANICS & ELECTRONICS COURSE



THE INFORMATION TECHNOLOGY COURSE



Development of C&C



ON-THE-SPOT STUDY OF MINISTRY OF HOME AFFAIRS AND
THE TOKYO MUNICIPAL GOVERNMENT

by Barnabas Chiemeka Thekire (Nigeria)

1. Ministry of Home Affairs

1.1 Election Systems in Japan

1.2 Expenses of Election Campaigns & Regulations of Financing
Political Activities

I had an opportunity to listen to two top officials of the Ministry of Home Affairs on election systems in Japan and the expenses of election campaigns and regulations of financing political parties. The interview was divided into two sessions of morning and afternoon.

In the morning session an Assistant Director in the Ministry concerned with elections gave me instructions related to the under-mentioned subjects:

1. Basic Principles of Election Systems in Japan.
2. The Law Concerning Election for Public Offices.
3. Organs of Election Management.
4. Guidance and Supervision of Elections.
5. Suffrage.
6. Eligibility for Election.
7. List of Voters.
8. Candidature, Balloting, Ballot Counting and Determination of Persons Elected.
9. Election Campaigns.

In the afternoon another Assistant Director spoke to me on the following topics:

1. Expenses of Election Campaigns.

2. Regulations on Financing Political Activities.
3. Lawsuits..
4. Election Crimes.

The information collected during this discussion is very vital to me as I am a staff in the panel set up in Nigeria to examine the Electoral system in Nigeria and suggest means of eradicating problems in the system. I hope that now that my country is planning to return to a democratic system of government, the information on Japan's Electoral system which is about the best in the world will help me in my duties on the panel.

2. Tokyo Metropolitan Government

On the second day of my on-the-spot study, I visited the Tokyo Municipal Government in the company of Ms. Saito, Coordinator. During the visit two senior officials of the Tokyo Municipal Government gave us an educative lecture on the Tokyo Municipal Government as follows:

1. Historical background.
2. Overall Organization.
3. Methods of generation of funds.
4. Taxation and relationship between the Municipal Govt., the Central Govt.
5. Methods of execution of projects.

Apart from these special areas, the officials answered a lot of questions I put across to them on problems of the Metropolitan Government and also the steps being taken to solve them. This interview lasted for the morning session only and was capped with a lunch by the Metropolitan Government.

My study here was educative and enjoyable.

REPORT "ON-THE-SPOT-STUDY"

by Samuel Cangalaya Navarro (Peru)

First Theme:

"THE COMPENSATION SYSTEM FOR NATIONAL PUBLIC EMPLOYEES IN JAPAN"

Introduction:

The remuneration in the Public sector is a critical personnel activity because it symbolizes the payment of compensation of the state to its employees according to the law and regulations. From personnel management's view point, the objectives of a remuneration are equity, effective recruitment and retention of qualified employees, and calculability. Equity is implicating "equal pay for equal work." Effective recruitment and retention are evaluated in the market place by asking "Is the national public service successful in competing with the private sector for high-quality personnel?" Calculability concerns the obligation of a final compensation of the state.

The qualities employees want from a compensation system are optimal benefits in exchange for their work, high probability of those benefits continuing based on the principle of balancing the level of remuneration in the public sector with that of private sector for similar work, the increasing of cost of living, availability of economic and social allowances (Pay and financial benefits), and opportunities for growth and recognition.

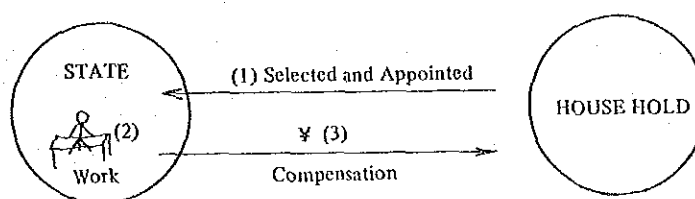
1. Labor Force Size of Public Sector and Number of National Public Employees in Japan

The total number of public employees in Japan was 4,505,725 in 1989. The composition of public employees by national or local public employees was as follows: National public employees 26% (approximately 1,173,000 persons) and local public employees 74% (approximately 3,334,000 persons).

It is important to mention that a "National Public Employee" is one who:

- (1) Is selected and appointed by state,
- (2) Take charge of public affairs of the state, and
- (3) Is paid compensation from the state (see Fig. 1).

Fig. 1. Definition of National Public Employee



According to the type of service, national public employees are divided into two categories; regular service and special service. National Public Employees engaged in special services include the Prime Minister, Minister of State, Commissioner of NPA, Judges and other court of law personnel, Diet personnel and most of the Self-Defense Agency's personnel. All other national public employees are in the regular services. The National Public Service Law (NPSL) applies only to regular services.

The Fig. 2 shows the composition of number of public employees in 1987 by types of services.

In 1988, the total number of national public employees of all administrative organizations in Japan was 876,106 persons which represented the 1.4% of total labor force and 0.7% of total population of Japan, which means there are approximately 7 national public employees per 1,000 people.

Fig. 2. Total Number of Public Employees, 1987
(As % of Total Public Employees)

National Public Employees		Local Public Employees	
1,172,797 (26%)		3,333,928 (74%)	
Special Service (Minister, Defense Services, etc.) 328,509 (7.3%)		Regular Service 3,205,659 (71.1%)	
Regular Service			
Gov. Enterprise 336,332 (7.5%)			
Public Prosecutor 2,162			
Pay Law Employees 505,391, (11.2%)			
Total 844,290 (18.7%)			
Total		4,505,725 (100.0%)	
* Less than 0.1%			

2. Trends of Number of National Public Employees

The total number of public employees declined during the past eight years from 908,910 persons in 1980 to 876,106 persons in 1988 (approximately declined 3.6%). The average annual growth rate in this period was -0.46%.

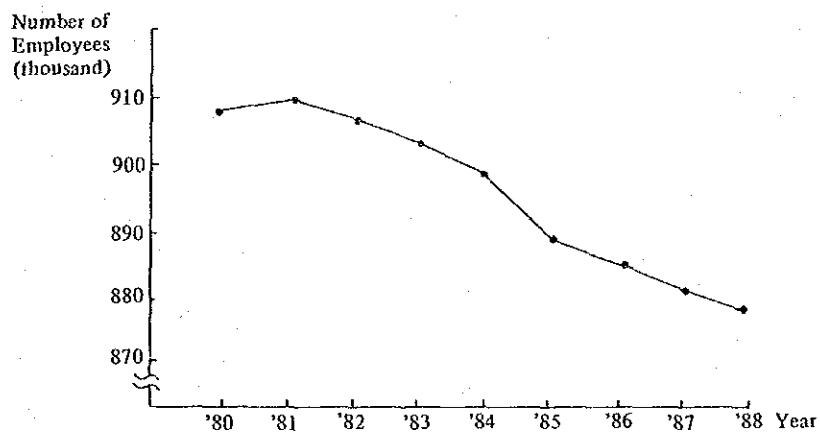
Personnel reduction was the result of the sixth personnel reduction plan 1982-1986 into administrative reform established in 1981 which stated that "overall reduction of personnel in the range of 5 percent should be carried out during a period of five years through revision and enhancement of the existing personnel reduction plan".

The Table 1 and Fig. 3 show the trends of national public employees during 1980-1988.

Table 1. Number of National Public Employees, 1980-1988

Year	Number	Index (1980=100)	Rate (%)
1980	908,910	100.00	-
1981	910,057	100.13	+0.13
1982	907,497	99.84	-0.28
1983	904,523	99.52	-0.33
1984	898,392	98.84	-0.68
1985	888,354	97.74	-1.12
1986	883,779	97.23	-0.59
1987	879,783	96.80	-0.45
1988	876,106	96.39	-0.42

Fig. 3. Number of National Public Employees, 1980-1988



3. Compensation System for National Public Employees

3.1 Legal Structure of Compensation and Functions of Bureau Compensation/NPA

The Fig. 4 shows the Pay Laws and Regulation for National Public Employees applied to them. The compensation 0 pay system, pay leaves and

its application to national public employees is regulated by a number of law and regulation enacted respectively in accordance with employee classification: Special service or Regular service. This figure shows the number and percentage of employees in every group of total national public employees.

Fig. 4. Pay Laws for National Public Employees

Type of Services	Employees:		Pay Law for:
		Number	
I. Special Service 329,600 (28%)	Minister, Vice-Minister, Ambassador, etc.	300	Special service
	Judges	2,800	Judges
	Court	21,900	Law apply mutatis mutandis pay law for regular services employees
	Secretaries of Diet Member	1,700	Secretaries of Diet member
	Officers, Stenographer, etc. of Diet	4,100	Pay regulation enacted by chairmen of upper and lower houses
	Self Defense Agency	299,200	Employees of self defense agency
II. Regular Service 851,000 (72%)	Non-Public Enterprise	507,600 (43%)	Regular service employees (Pay law employees)
	Four Public Enterprise	341,200	Special pay law public enter-employees
	Public Prosecutor	2,200	Public Prosecutor
Total National Public Employees 1,180,000 (100%)		1,180,000	

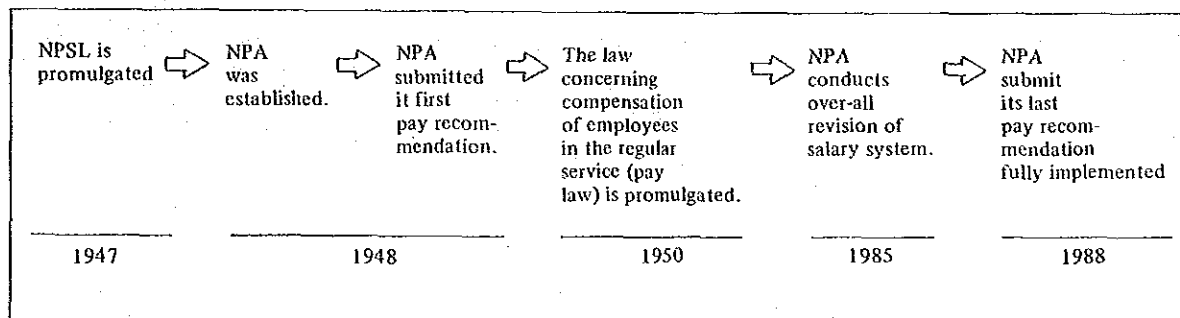
Compensation of national employees in regular services excluding public prosecutors and employees in public enterprises such as Postal Service, National Forest, Mint, etc. is regulated by the law concerning compensation of employees in regular services according to established in

the National Public Service Law (NPSL) and role of National Personnel Authority (NPA).

In this sense, NPA is legally in charge of the compensation of the so-called non-public enterprise employees in the regular service as to their compensation, NPA surveys, plans, reports, investigates, studies, and recommends. In other words, NPA is responsible for only a part of total national public employees' compensation (approximately 43%).

The Fig. 5 shows shows the history of NPA concerning compensation of employees in the regular service.

Fig. 5. History of NPA Concerning Compensation of Employees
in The Regular Service



Among the organs the activities of NPA secretariat is the Bureau of Compensation which is responsible for compensation system. The Fig. 6 and Fig.7 show the main functions and organization chart of the Bureau of Compensation.

Fig. 6. Functions of NPA Bureau of Compensation

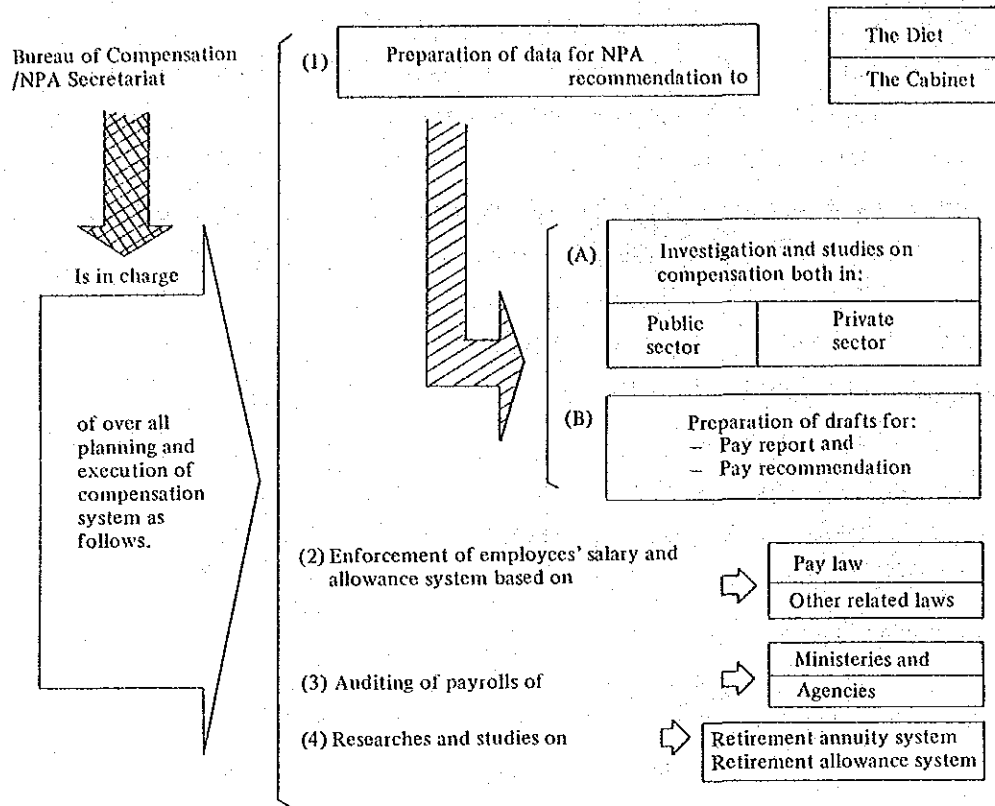
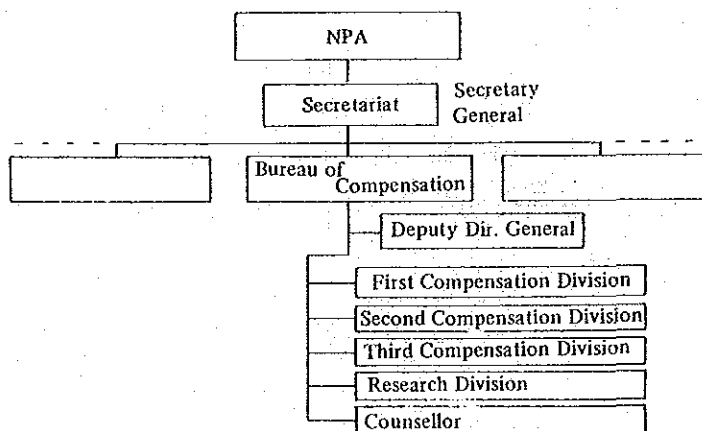


Fig. 7. Organization Chart of Bureau Compensation/NPA, 1988



3.2 Basic Framework of Pay System

The following lists contain the basic framework of Pay System in the National Public Service.

Fig. 8. Basic Framework of Pay System

Framework	The Compensation to Personnel is paid:	NPSL
(1) Principle for pay	On the basis of the complexity of duties and level of responsibilities of their government positions	Art. 62° and 66°
(2) Statutory pay	Under a plan prescribed by law	Art. 63°, 64° and 67°
(3) Pay Factor for Compensation Schedule	Taking into consideration: (a) Accord with salary rate in the private sector (b) The cost of living (c) Prevailing wage rates (d) Range of pay for each grade or class	Art. 64° and 67°
(4) Pay Roll	A pay roll which is available for audit	Art. 68°, 69° and 70°

3.3 Structure of Compensation by Kinds or Items of Payments

The Fig. 9 shows briefly the components of the compensation of an employee:

- Salary and
- Allowances

Fig. 9. Components of the Compensation

Items	Definition	NPSL
1. Salary	Represents the remuneration for the services rendered during regular work and occupies the most important portion of monthly pay	Art. 64°, 28° and 29°
2. Allowances	<p>Are supplementary pay for various purpose as:</p> <ul style="list-style-type: none"> a) Support for living expenses (Family, housing and commuter allowances) b) Overtime and holiday pay c) Supervisory responsibilities d) Recruitment very difficult and employees in medicine e) Positions in which the work environment or condition of work are markedly peculiar compared with other positions in the same pay grade and hazardous job f) Others 	Art. 65°

3.3.1 Salary

Salaries are determined by grades in a salary schedule and as a rule are fixed as follows:

- (a) The salary is determined according to the kinds of duties, such as administrative, taxation, public security, marine, educational, research and medical service.

There are 17 salary schedules according to the job category.

- (b) The pay grade in the salary schedule is fixed according to the difficulty and complexity of duties and the level of responsibilities within the limit of grade-by-grade personnel ceiling.

There are 11 pay grade.

- (c) Pay step is decided within the range of salaries given in the grade determined according to educational background, experience, special qualification and so on.

The Fig. 10 and Fig. 11 show the salary schedule; pay grade and pay step.

The Fig. 12 shows the distribution of employees by grade.

Fig. 10. Salary Schedule, Pay Grade and Range of Salaries

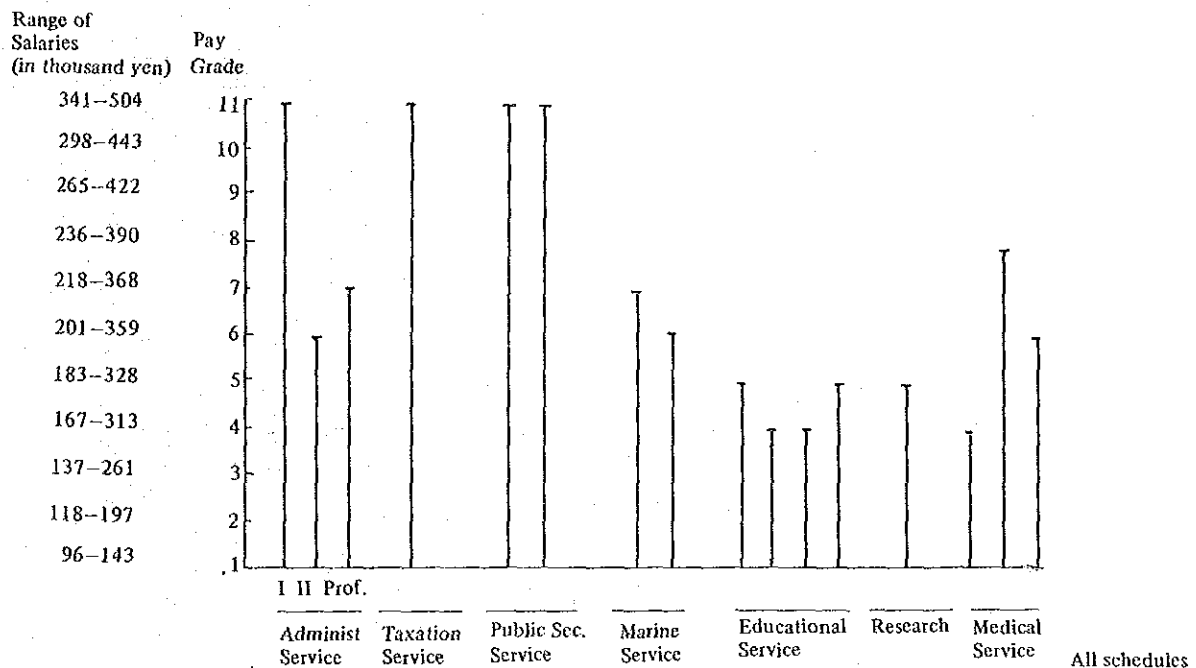


Fig. 11. Range of Salaries of Administrative Service
by Pay Grade and Pay Step
(Index base, grade 1, pay steps 1 = 100% or 1)

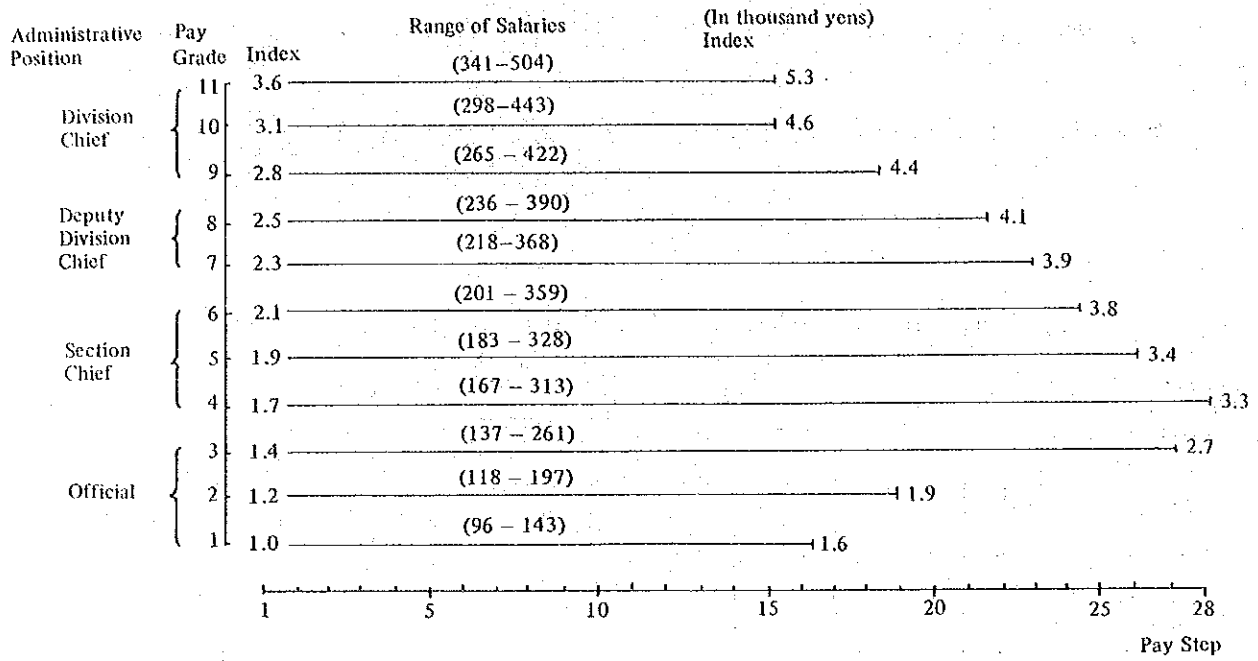
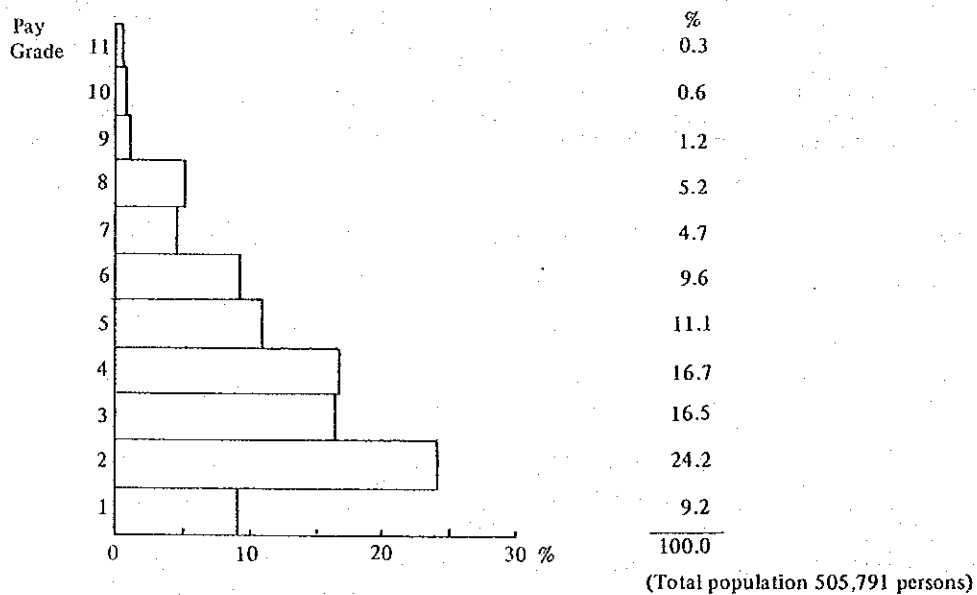


Fig. 12. Distribution of National Public Employees in Regular Service
by Pay Grade, 1987 (as % of total pay law employees)



3.2 Allowances

The allowances for National Public Employees in regular services is shown in Fig. 13.

Fig. 13. Kinds of Allowances and Amount of Monthly Issuing Rate

Items	Is for Those Employees:	The Monthly Issuing Rate	
		As % Monthly Salary Rate	Plus Fixed Rate (in thousand yens)
(1) Premium Pay	<p>o Who hold certain position in which:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">Are Marked Peculiar</div> <div style="margin-right: 10px;">↓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> The complexity and difficulty duties The level of responsibilities The degree of physical hardships The work hours The work environment or Other condition of work </div> <div style="margin-right: 10px;">↓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">When Compared with</div> <div style="margin-right: 10px;">↓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Other position in the same grade</div> </div>	3%	Fixed x 1 to 6 rate (Commensurate with peculiarities of position)
(2) Special Premium Pay	<p>o Who hold position with:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">Administrative or Supervisory</div> <div style="margin-right: 10px;">↓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Responsibilities</div> </div>	10 to 25% (Commensurate with the responsibilities of position)	
(3) Entrance Additional Pay	<p>o In:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">Medicine or related science (such as doctor, dentist and university instructors)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Whose recruitment is very difficult specially in remote islands.</div> </div>		For remote Areas *239 For big cities 84 For Instructors 43

(4) Family	<ul style="list-style-type: none">o Who have dependent(s)		Spouse 15 Child 4.5 /child Other 1/persons				
(5) Adjustment	<ul style="list-style-type: none">o Who serve in areas where: The wage rates of private sector and the prices and cost of living are high	As % Monthly salary rate + special premium pay + Family Allowance (3 to 10%)					
(6) Housing	<ul style="list-style-type: none">o Who Rent a <table border="1"><tr><td>House or Room</td></tr></table> For their own dwelling and pay a house rent	House or Room		Maximum rate: #18			
House or Room							
(7) Commuter	<ul style="list-style-type: none">o Who use <table border="1"><tr><td>Transport facilities</td><td>or both</td></tr><tr><td>Transportation equipments</td><td></td></tr></table>	Transport facilities	or both	Transportation equipments			Maximum rate: #26
Transport facilities	or both						
Transportation equipments							
(8) Overtime	<ul style="list-style-type: none">o Is paid for work in excess of employees' regular work hours.		125% of the regular hourly pay rate or 150% work is done (10 pm - 5 am)				
(9) End of the term	<ul style="list-style-type: none">o Is equivalent to "Bonus" in private industry	As % of total monthly salary rate + Adjustment allowance + Family allowance + Special premium pay (Mar. 50%, June 140%, Dec. 190%)					
(10) Diligence	<ul style="list-style-type: none">o Is equivalent to "bonus" in private industry	As % of Total (Ditto) Excluding family all. (June 50%, Dec. 60%)					
(11) Part-time	<ul style="list-style-type: none">o Is paid for the work at part-time		25.8 per working day				

3.3 Ratios of Basic Salary to Allowances

In 1987, the Average monthly remuneration of an national public employee was composed as follows:

	(in yens)	Ratio (%)	
- Monthly salary	¥253,336	91.5	
- Dependent allowance	10,563	3.8	
- Adjustment allowance	12,925	4.7	
Total		276,824	100.0

3.4 Annual Review of Pay Level

3.4.1 Restriction of Labor Rights

The National Public Employees, except those in the government enterprise, are prohibited to resort to strike or delaying or other dispute tactics or to conclude a collective agreement with their employer, according with article 108-5 of NPSL. The Fig. 14 shows this restriction:

Fig. 14. Restriction of Labor Right in Public Sector

Right	National Public employees	Government Enterprise employees
Collective agreement	x	o
To strike	x	x

x = Prohibition
o = No regulation

As compensatory measures for this prohibition the employees enjoy statutory working conditions and are guaranteed fair level of pay. Annual review of pay level (so-called "Pay Recommendation Process") is conducted

by the NPA according with art. 28° of the National Public Service Law (NPSL).

3.4.2 Pay Recommendation Process

The Article 28 of the NPSL provides as follows; "The Standards concerning compensation, hours of work and other working conditions to be established under this law may at any time be revised by the Diet to bring them into accord with the general conditions of society. It shall be the duty of the Authority to recommend such revisions."

"The Authority shall report to the Diet and the Cabinet simultaneously on the propriety of salary and wage schedules not less than once each year. If factors entering into wage determination suggest a wage revision of such schedules by 5 percent or more either upward or downward, such a report thereon shall be made to the Diet and the Cabinet with appropriate recommendation by the Authority."

For the purpose of framing appropriate pay rates and to improve their remuneration rates for National Public Employees in regular service, the Authority annually conducts a fact-finding survey on Job-by-Job pay rates in the private sector which are compared with the administrative service and other services pay rates for each job stratum of workers and similar jobs. For that, the NPA conducts a survey of the pay rates of all the government employees.

In the Fig. 15 shows the comparison of pay rates between the government and private sector.

Fig. 15. Comparison of Pay Rates between Government and Private Industry

Example, January 1988 (Micro-level)

Concept	Private Sector	Govern't or Public Sector	Private Sector	Public Sector	Difference
Pay Rate	P_1	P_0	\$3,971	\$3,929	1.07%
Number of Govern't Employees		Q_0		Q_0	
FACTORS:					
Job and grade	i	i	Division Director	Division Director	
Educational background	J	J	University Graduate	University Graduate	
Age	K	K	45	44 ~ 48	
Location	L	L	Same Place	Same Place	

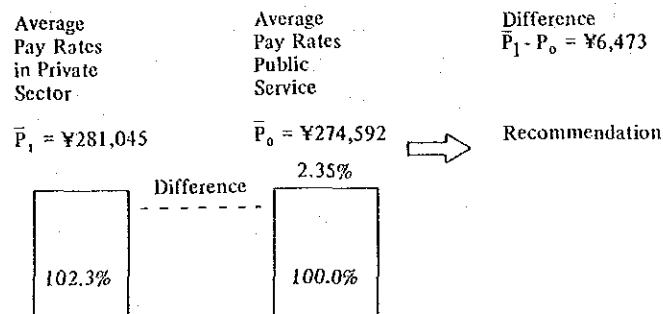
*US\$ 1 = ¥128

The comparison of pay rates between National Public Service and Private Sector is using the LASPAYRES Formula as follows:

$$\frac{\text{Pay Rates of Private Sector}}{\text{Pay Rates of Public Sector}} = \frac{\sum_i \sum_j \sum_k \sum_l P_1 Q_0}{\sum_i \sum_j \sum_k \sum_l P_0 Q_0}$$

The example to MACRO-level in 1988 is showed in the Fig. 16.

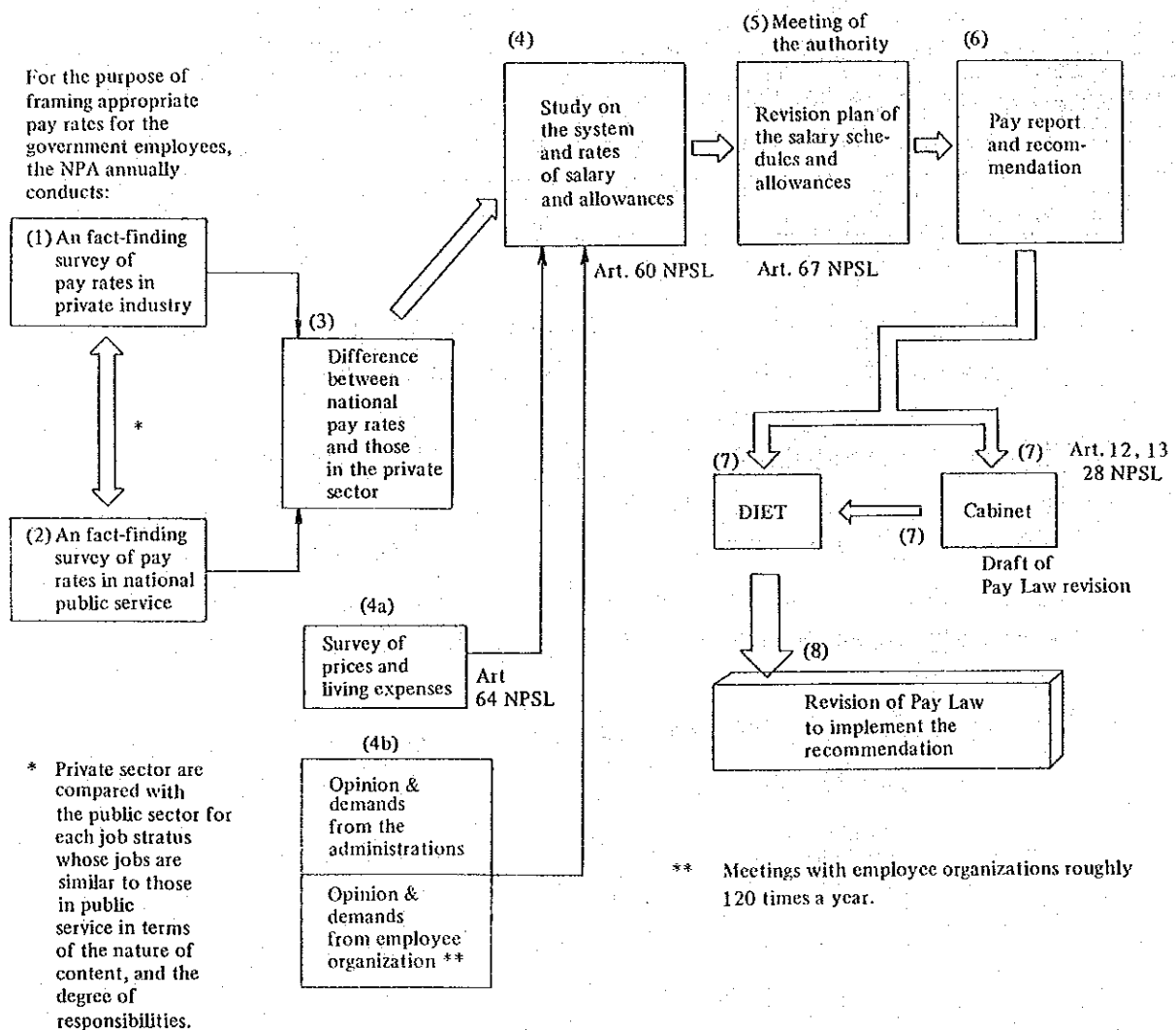
Fig. 16. Comparison of Pay Rates between National Public Service and Private Sector, 1988



In other words, in Japan, the NPA's annual pay recommendation for determining pay levels in the public sector is based on the principle of balancing the level of remuneration in the public sector (pay law employees) with that of the private sector.

The Fig. 17 shows the revision process of pay law made by the NPA for its recommendation to the Diet and the Cabinet.

Fig. 17. Revision Process of Pay Law Based in Recommendation by NPA



4. Average Monthly Nominal Remuneration by Salary Schedule

The following table shows the average monthly nominal remuneration by salary schedule in 1988.

Table 2. Average Monthly Nominal Remuneration
by Salary Schedule, 1988

Salary Schedule	Average monthly Remuneration (in thousands of yen)	Index (All schedules = 100%)
All Schedules	¥281	100%
1. Administrative Service I	264	94
2. Administrative Service II	237	84
3. Professional Adm. Service	293	104
4. Taxation Service	281	100
5. Public Security Service I	265	94
6. Public Security Service II	296	105
7. Marine Service I	356	127
8. Marine Service II	287	102
9. Educational Service I	384	137
10. Educational Service II	313	111
11. Educational Service III	294	105
12. Educational Service IV	356	127
13. Research Service	351	125
14. Medical Service I	404	144
15. Medical Service II	252	90
16. Medical Service III	219	78
17. Designated Service	86	286

This information shows that personnel who hold position in Medical Service II, Marine Service I, Educational Service IV have better salaries than other government employees.

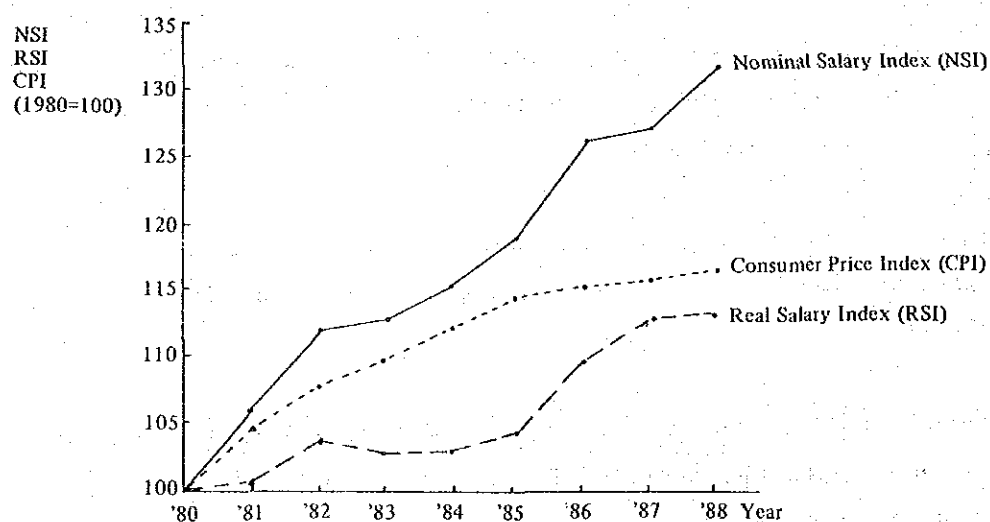
5. Trends of the Average Annual Nominal and Real Salaries of National Public Employees, Consumer Price Index and Cost of Living, 1980-1988

During 1980-1988, the nominal salary of National Public employees grew by 3.5% a year while the Consumer Price Index grew by 2.0%. This fact is representing an average annual increase rate of real salaries of 1.5% (see Table 3 and Fig. 18).

Table 3. Nominal and Real Salary of National Public Employees,
Consumer Price Index and Cost of Living, 1980-1988

Year	Public Employee		Consumer Price Index 1980=100	Cost of Living (for 4 Persons) ¥
	Nominal Salary (¥)	Real Salary (Constant '80)		
1980	213,528	213,528	100.0	189,890
1981	225,204	214,889	104.8	203,680
1982	238,580	221,317	107.8	210,999
1983	239,775	218,573	109.7	219,100
1984	245,919	218,983	112.3	213,050
1985	254,541	222,307	114.5	238,560
1986	269,560	233,993	115.2	240,250
1987	276,818	240,084	115.3	239,670
1988	281,045	240,827	116.7	249,060
Average Annual Growth Rate 1980-1988 (%)	3.5%	1.5%	2.0%	-
Share of Cost of Living in Total Nominal Salary 1980-1988 (%)				90%

Fig. 18. Nominal Salary Index, Real Salary Index and
Consumer Price Index, 1980-1988



Is important to mention that NPA recommendation (in terms of rate of increase implemented) during 1980-1988 reached an average annual rate of 3.4% which increased the nominal salary of public employees (see Fig. 19).

Fig. 19. NPA: Pay Level Increase Rates Recommend and Implemented, 1980-1988

Fiscal Year	NPA Recommendation (Rate of Increase) (%)	Rate Implemented (%)	Difference
1980	4.61	4.61	-
1981	5.23	5.23	-
1982	4.58	Not implemented	x
1983	6.47	2.03	-4.41
1984	6.44	3.37	-3.07
1985	5.74	5.74	-
1986	2.31	2.31	-
1987	1.47	1.47	-
1988	2.35	2.35	-

BIBLIOGRAPHY:

1. National Personnel Authority (NPA), Japanese Government

- o "Annual Report, Fiscal Year 1987", July 1988
- o "Remuneration of National Public Employees" at a Glance
- o "The National Public Service Pay System", March 1987
- o "The National Public Service Law", March 1987
- o "Outline of National Personnel Authority and Civil Service System", May 1988

2. Kiyoaki Tsuji:

- o "Public Administration in Japan", 1984
University of Tokyo Press

REPORT ON-THE-SPOT STUDY

SECOND THEME;

"THE COMPENSATION SYSTEM FOR TOKYO METROPOLITAN GOVERNMENT EMPLOYEES"

by Samuel Cangalaya Navarro (Peru)

Introduction

Tokyo is one of the largest and exciting cities in the world today. Tokyo is Japan's largest city with 11.83 million people, about 10 percent of the nation's population. Tokyo is a major center of international interchange and the capital of Japan.

Tokyo's marvelous growth has brought about various urban problems, such as traffic congestion and environmental pollution. In order to resolve these problems so that all citizens can live a peaceful and healthy life, the Tokyo Metropolitan Government (TMG) is rebuilding the urban infrastructure and improving the educational, cultural and welfare services.

The Administrative System of Tokyo Metropolitan Government is roughly divided into the Legislative (TM Assembly) and the Executive (Governor, Administrative Commissions and Commissioner).

The TM Assembly is the fundamental decision making body of the metropolis of Tokyo while the Tokyo's executive organs as a whole are designed to perform administrative functions under the control of the Governor who is elected by direct popular vote and represents the metropolis of Tokyo. He serves for a four-years term of office.

The TMG is a self-governing body at the prefectural level.

The personnel commission among the organs of the TMG is a specialized, neutral personnel management organ composed of 3 members. Its power

includes the following among others, to make report and recommendation to the metropolitan assembly and the governor on the pay schedule.

The Local Public Service Law (LPSL) has been instituted as the basic law concerning the local public service personnel.

1. Number of Employees in Tokyo Metropolitan Government

The present number of employees in TMG is 207,050 persons. It has been decreasing in recent past years from 210,336 in 1985 to the number mentioned above in 1988. During this period the average annual growth rate was negative by -0.5% a year.

Table 1. Number of Employees in TMG by Job, 1985-1988

Job \ Year		1985	1986	1987	1988
Executive Post	General and Clerical Employees	29,729	29,065	29,401	29,238
	Engineering	15,641	15,527	15,568	15,744
Teachers		68,785	68,470	67,645	66,588
Policemen		40,372	40,671	41,068	41,082
Firemen		17,420	17,455	17,547	17,507
Others		38,389	39,586	37,244	36,900
Total		210,336	208,774	208,473	207,059

The Table 1 shows the distribution of employees by job during 1985-1988. The number of policemen, firemen and engineering increased while the number of teachers, general and clerical employees decreased.

The Table 2 shows the distribution of number of employees by bureau in TMG for 1988. This data reveals that the following bureaus, office or department are concentrating 84% of total employees; office of education,

police department, fire department, public health, public cleaning, transportation and waterwork bureaus.

Table 2. TMG Number of Employees by Bureau, 1988

Bureau	Number	%
A. Governor's Bureau:	50,610	24.4
o General Affairs	1,600	0.8
o Finance	986	0.5
o Taxation	5,397	2.6
o Social Welfare	3,870	1.8
o Gerontology Center	2,131	1.0
o Public Health	10,725	5.2
o Construction	4,292	2.1
o Labor and Economic Affairs	2,492	1.2
o Port and Harbor	1,008	0.5
o Public Cleaning	11,677	5.6
o Other bureaus	6,432	3.1
B. Executive Commissions and Commissioners:	74,458	36.0
o Office of Education	74,091	35.8
o Other bureaus	367	0.2
C. Local Public Entities:	19,992	9.7
o Transportation	8,892	4.7
o Waterworks	6,318	3.1
o Sewerage	4,718	2.3
D. Public Safety:	61,999	29.9
o Police Department	44,003	21.2
o Fire Department	17,996	8.7
	207,059	100.0

The number of executive post reached to 44,982 persons which represent the 21.7% of total TMG employees. In other words per each 5 employees 1 holds executive post (see Table 3).

Table 3. TMG Number of Employees by Positions (Executive Post)

Position	Executive Post		
	General and Clerical Employees	Engineering Employees	Total
Bureau Director General Class	43	8	51
Division Director Class	508	146	654
Controlling Section Director Class	223	63	286
Section Director Class	1,245	524	1,769
Assistant Section Director Class	1,549	587	2,136
Assistant Section Class	5,994	2,720	8,714
Chief for Section Class	1,351	1,268	2,619
Senior Service Class	4,206	1,709	5,915
5-Pay Grade Level	12,360	7,992	20,352
6-Pay Grade Level	1,759	727	2,486
Total	29,238	15,744	44,982

2. Compensation System for Tokyo Metropolitan Government Employees

2.1 Structure of Compensation by Kinds

The following kinds of compensation are paid to employees in TMG:

a. Salary (see Point 2.2)

b. Allowances

b.1 Special allowance for manager

b.2 Adjustment allowance

(Is paid to employees who work in areas where the private payment amount and consumer price is particularly high as compared to average amount.)

b.3 Allowance to adjust initial entrance salary

- b.4 Family allowance
(Spouse ¥16,000, child ¥4,500 each, other ¥1,500 each)
- b.5 Commuter allowance
(Employee who use public transport max. ¥43,500, employee who use his own transport machine is paid in accordance to the distance of commuting.)
- b.6 Housing allowance
(House owned by the employee ¥7,500 when employee has dependent rent house ¥7,000 when employee has not dependent.)
- b.7 Special work allowance
(Paid to employees who engaged in such work as very dangerous, very uncomfortable, very unhealthy and very difficult work. Average ¥10,837 per employee.)
- b.8 Allowance for remote area work
- b.9 Over-time allowance
- b.10 Allowance for work on holidays
- b.11 Allowance for overnight
- b.12 Bonus allowance for diligence
(June 1.9 months' salary, December 2.5 months' salary, March 0.5 months' salary)
- b.13 Allowance for work in cold weather area
- b.14 Allowance for industrial education employees
- b.15 Allowance for agriculture reform employees

b.16 Allowance for receiving school education

b.17 Allowance for teacher in compulsory education schools

b.18 Allowance for dispatch of policemen

b.19 Allowance for emergency dispatch

b.20 Special allowance for employees of cleaning works

Pursuant to law and ordinances the employees receive these allowances.

2.2 Salary Determination Mechanism

The Local Public Service Law (LPSL) provides for determining salaries for employees of local public bodies in accordance with functions and responsibilities for them.

Actual amounts are based on the pay schedules fixed for respective job groups.

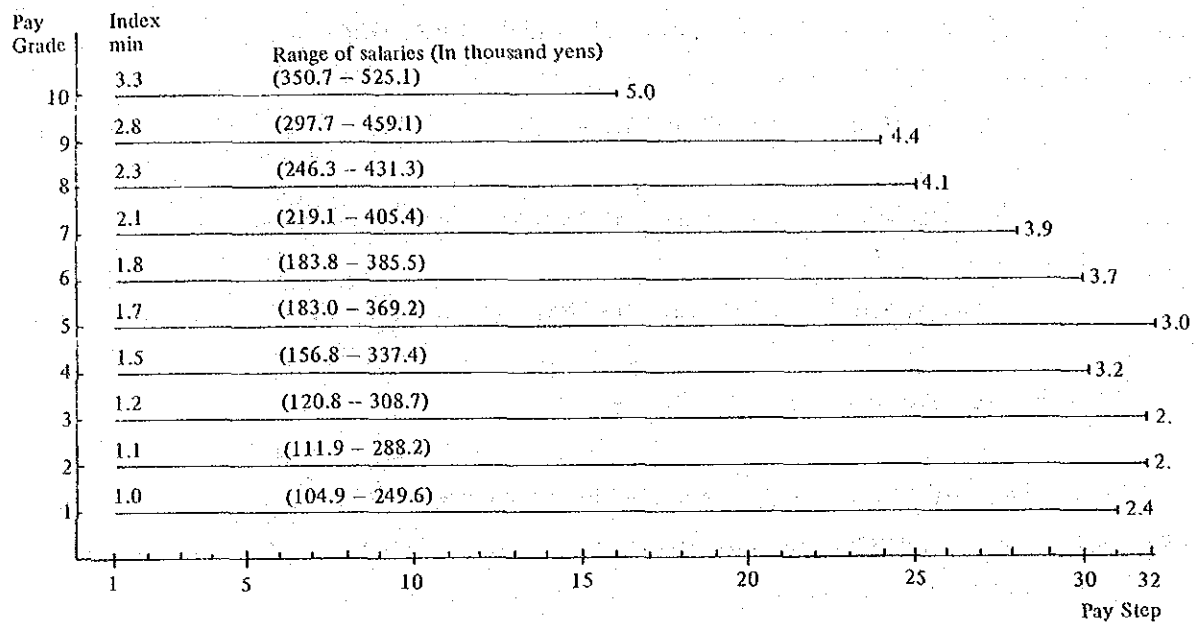
The pay schedules are to be decided, together with other important matter related to compensation under by-law, instituted by the Metropolitan Assembly.

The pay schedule in the Tokyo Metropolitan Government are divided in 10 grades in accordance with difficulties involved in respective job. In other words, the grade of an employee is decided based on contents of duties and responsibilities assigned to them. Each grade is sub-divided into 16-32 steps (see Fig. 1).

Individual employees are given salaries on the step corresponding to their respective job execution, ability based on year of their experiences in the grade according to their functions and responsibilities.

Fig. 1. Range of Salaries for Tokyo Metropolitan Government Employees
by Pay Grade and Pay Step

(Index base, Grade 1, Pay step 4 = 100% or 1)



The Fig. 2 shows the amount of remuneration for special service and are determined by the ordinance prescribed based upon the recommendation of council to study remuneration, etc. for officials in the special service of Tokyo-to.

Fig. 2. Remuneration for Special Service

Position	Salary (Monthly amount; April '88) (¥)	Allowance for Bonus 19827
o Governor	1,300	June 1.9 monthly amount
o Vice Governor	1,060	
o Chief Account	960	December 2.5 monthly amount
o Chairman of Assembly	1,060	
o Vice-Chairman of Assembly	960	
o Member of Assembly	850	

2.3 Present Situation of Labor Right

The Fig. 3 shows that TMG employees except policemen and firemen can conclude a negotiation in terms of regulation partly. The strike is prohibited for all.

Fig. 3. Situation of Labor Right

Job	Rights				Basis of Law
	Association	Labor union	Negotia-tion	Strike	
General officer	○		△	×	Local Government Employees Act
Teacher	○		△	×	Special Act for Teacher
Public enterprise employees		○	○	×	Local Government Labor Law Labor Union Law Labor Relation Law
Laborers	○	○	△ & ○	×	Local Government
Police & Fire Depart.	×	×	×	×	Local Government

×

△ = Partly regulation

○ = No regulation

2.4 Revision of Salaries

Actions of strikes are banned under the local public services law. In compensation, the current system provides that the personnel commission, which is a neutral, specialized organ, can recommend the governor and the assembly on revision of pay schedules and other working condition.

The Tokyo personnel commission makes recommendation on the revision of pay schedule for the employees once a year, in principle.

The amounts to be newly adopted are fixed mainly based on salaries of private employees in Tokyo. In other words the salary is equivalent to "Basic Pay" in private sector.

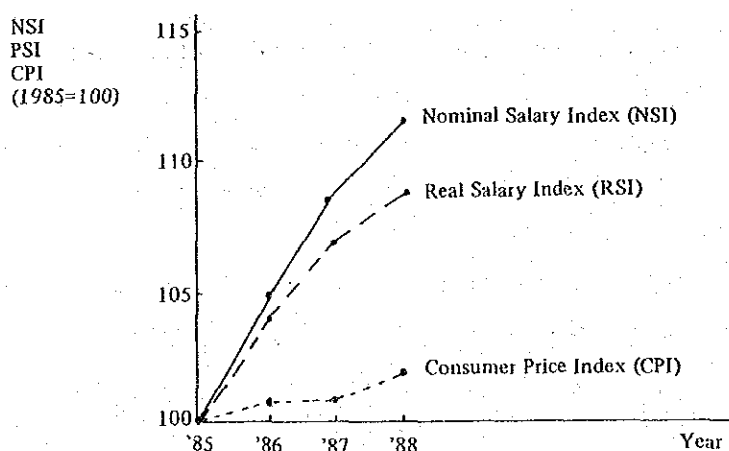
3. The Nominal and Real Salaries of Tokyo Metropolitan Employees and Consumer Price Index

During 1985-1988, the nominal salary of TMG employees grew from ¥285,667 in 1985 to ¥317,226 in 1988 or by 11.0% while the consumer price index change hovered around 2.3%. As reflected the real salaries increased from ¥285,667 in 1985 to ¥310,094 (in constant 1985 yens) or by 8.5% (see Table 4 and Fig. 4).

Table 4. Nominal and Real Salary of TMG Employees
and Consumer Price Index, 1985-1988

Year	Nominal Salary & Family Allowance & Adjustment Allowance (¥)	Consumer Price Index 1985 = 100	Real Salary (Constant 1985 yens)
1985	285,667	100.0	285,667
1986	300,186	100.9	297,508
1987	308,827	101.3	304,864
1988	317,226	102.3	310,094

Fig. 4. Nominal Salary Index, and Consumer Price Index, 1985-1988



4. Comparison of Pay Rates between Tokyo Metropolitan Government Employees and National Public Employees

In the Table 5 shows the comparison of salaries between TMG employees and national public employees. In 1988 the nominal salary index in TMG was 112.9% while in the national government was 100.0%.

Table 5. Average Monthly Salary of Tokyo Metropolitan Employees in Relationship with National Public Employees and Whole Country Employees, 1985-1988 (¥)

Employees in:	1985	1986	1987	1988
Tokyo Metropolitan	285,667	300,186	308,827	317,226
National Public	254,541	269,560	276,818	281,045
Whole Country	237,057	253,468	263,040	n.d.

Bibliography:

Tokyo Metropolitan Government, Personnel Commission;

- "Outline of the Personnel Management System of the Tokyo Metropolitan Government", September 1988;
- "Plain talk about Tokyo", The Administration of the Tokyo Metropolitan Government;
- "Tokyo, Yesterday, Today and Tomorrow";
- Other, some statistics data.

ON THE SPOT STUDY REPORT

by Leonor S. Villalon (Philippines)

June 1, 1989

MINISTRY OF FINANCE, TAX BUREAU

Several personnel from various bureaus under the Ministry of Finance sat down with us for about one hour to answer some questions.

In this question hour, I learned that the Tax Bureau and the Budget Bureau coordinate with each other in the preparation of fiscal year government budget. The Tax Bureau gives the estimate tax revenues for the coming year, thus the Budget Bureau presents a fiscal year allocation for the different government agencies and projects within the said revenue estimates.

Furthermore, I discovered that in Japan, there are two kinds of certified accountants - the certified public accountant and the certified tax accountant.

This certified tax accountant system adopted in Japan and presently used is not known in the Philippines. I gathered in the discussions that the areas of competence are acting as a tax agent, preparing tax documents and conducting tax consultation for all taxes other than the travel tax, the stamp tax and the registration and license tax.

Despite the very limited time spared by the various personnel who came to attend to me and another participant in the training course in national government administration, the question hour was very informative and educational.

June 2, 1989

NATIONAL TAX ADMINISTRATION AGENCY

In the morning session, I had my on-the-spot study in the National Tax Administration, National Office. I sat down with two officers of the Revenue Management and Collection Department and the Asst. Chief of the Office of International Operations. I was presented with the outline of organization and personnel of the Tax Administration Office. I was supplied with a table on the "Accrual and Disposition of Delinquent Taxes, National Tax in Arrears and forcible Collection of Arrearage", a flow chart on the "Administrative Work on Management of Delinquency" and the diagram on the "Existing System of Administrative Work on Collection of Tax Delinquency."

These were explained to me lengthily and all my queries and clarification on some items were answered authoritatively and satisfactorily. The morning session was adjourned just in time for the lunch break.

After lunch, I was honored a visit in the Diet Building. I was given a guided tour around the various chambers of this government building.

Thereafter, we proceeded to the Kyobashi Tax Office. Here I was warmly welcomed by the District Director, the Deputy Directors, other officers and the staff of the district office. I was informed of the staff structure, the main business in the jurisdiction, the jurisdiction of the Kyobashi Tax Office. After the sit-down study, I was toured around the building, meeting all the personnel of all the offices/departments and divisions.

I went from one floor to the other, and from one room to the other. In this office tour, I observed and noted down the many office practice and procedures suited as well as aimed to office efficiency and administration. In the course of the route, I took note of the unique physical office arrangement, the office set-up and system adopted to assure prompt service to the tax paying citizens of the office. The officials tried to explain to me and illustrate thru a language interpreter provided by the training

course all the things I wanted to know.

After the tour, I again sat down with the various high officials of the tax office and we exchanged views and opinions regarding the tax system in Japan and in the Philippines.

I think it was a very fruitful and educational day for me. Before we ended, I expressed my gratitude to the officials for a very pleasant and memorable visit to their office. I expressed my hope that when I get back to my country, I will have to report on the tax system used in this office and be able to propose the adoption of a similar tax system/office procedure that will be most beneficial to my country.

ON-THE-SPOT STUDY

by Abdelsalam Moh. Elhassan (Sudan)

NPA:

I decided to visit National Personnel Authority as it comprises almost all public administrative activities of Japan. With an administrative background my theme was to know the functions of the administrative organs in Japan.

It was decided to visit NPA on June the first 1989. Fortunately I was accompanied with other participants from Iran, Peru, Thailand & Brazil, having the same theme. In the NPA we met with Mr. Onishi, Assistant Director. The meeting was rich with questions & answers and comparisons between Japan and to our nations. I regard the interview with Mr. Onishi as a continuation to the lecture he had delivered to us in the classroom earlier.

NPA is an independent agency established in 1948 in compliance with National Public Service Law to enforce various laws and regulations and conduct necessary investigation on employment appeals. It is also responsible for setting standard for hiring and setting examinations for recruitment. I came to know that there are three levels of examinations for the graduates of different educational levels. Salary schedule is divided into eleven grades and at each grade there are a number of pay steps. It was very interesting for me to know that only 15% of the annual budget comprises the personnel expenses while salaries form only 5%, a very small ratio if compared with the situation in my country where salaries comprises about 40% of the annual budget. More interesting things are the system of bonus, overtime allowance and the system of incentives.

I consider the visit to NPA successful and thanks are extended to Mr. Yamazaki and the coordinator.

The Cabinet:

Being a Cabinet employee in my country I chose to go to the Japanese Cabinet in order to know how my counterparts do their work.

As it was decided I went to the Cabinet on Friday, June the second 1989, accompanied by Prof. Shimoda of IPA and a coordinator from JICA. Unfortunately I found that my interviewer and his colleagues were all very busy because it happened to be the same day of the election of the new Prime Minister. However, things became difficult as the man apologized to stay with me for that reason.

Prof. Shimoda being an ex-employee in the Cabinet, offered to help by answering all my questions. Accordingly I stayed with him discussing the matter.

I came to know that policy making process takes the same procedures as in my country, the main difference is that policies in Japan come to the cabinet almost matured and need only to be legalized.

Accordingly, the Cabinet takes only 15 to 20 minutes to look over all the agenda. The Cabinet approves bills which are then submitted to the House of Representatives. If a bill is passed by 2/3 or more of the H. of R. members then it becomes a law or otherwise sent to the House of Councillors for the final approval.

Away from the bureaus, agencies and departments annexed to the Cabinet, the Cabinet has three important arms which help in the decision-making process, and these are:

- Cabinet Councillor's Office on Internal Affairs
- Cabinet Councillor's Office on External Affairs
- The Cabinet Security Affairs Office

Ad-hoc committees are only formed on severe conditions like national disasters etc.

My thanks are extended to Prof. Shimoda for the valuable informations he gave to me and I hope to have another visit to the cabinet for more information.

ON-THE-SPOT STUDY

by Jintana Wongkrud (Thailand)

June 1, 1989 National Personnel Authority

I went to NPA with my friends from Brazil, Peru, Sudan, Iran. I learnt many things from there in the term of personnel system in Japan such as pension system, recruitment, and promotion. It's very useful to my present job. I got an idea what good system should be. I feel that personnel system in Japan is flexible and efficient and also the civil services are high responsible.

In the morning we spent 2 hours and 1 hour in the afternoon. In my opinion, I think it will be better if NPA send its official staffs to answer our questions more than one person. Since we are not interested in the same thing, for example I'm interested in training system but he couldn't answer deep in detail. Most of his answers were general. And because we were five but NPA had only one person to answer so sometimes I got confused, misunderstood. In general I gained knowledge from this office.

June 2, 1989 Management and Coordination Agency

Morning Session:

I met 2 persons from personnel bureau. One was a high rank official. I learnt many interesting thing from him. Before I went there I thought NPA did all about personnel - but in fact it does not. The day-by-day activities and policy of personnel that effect the government officials came from this agency. For me I think this agency is like an instrument for the cabinet to run and control government official because NPA is not under the cabinet. It made me confuse the responsibility between NPA and Management and Coordination Agency. I thought it would be clear if the

lecturer about personnel system in Japan told us about this in the class. I like this morning session very much because the counselor who answered the questions had experience and his answers were very clear.

Afternoon Session: It's about Administrative Bureau

From this bureau I know about its duty and responsibility. I know about government reform, how to privatize JNR and how to get job for JNR workers, and also about the problem of foreign communities in Japan such as Korean, Chinese.

I learnt the policy about civil service reform - why and how this bureau did this policy and the problem and difficulty facing now. I was really interested in this topic because in Thailand we have the problem of over official in public sector. But unfortunately, we had the problem about communication and I think it will be better if the officials had enough experience so they could answer all the question.

ON-THE-SPOT STUDY

by Ahmet Bilgin (Turkey)

ECONOMIC PLANNING AGENCY:

For on the spot study, on 2,6,1989 I visited Economic Planning Agency where we were given valuable information about how the plans are done, how the population participate in the choice of the goals, how is the relation between the plan and the budget, how coordination is exercised, and how is the realization of plans.

It is difficult to explain all information contributed by dear officials. But, I want to summarize some important points as follows:

1. There have been, so far, 11 national economic plans, which are roughly classified into 3 categories according to the time they were made. The first category consists of "Five-Year Plan for Economic Self-Support", and its main objective is fulfillment of self support of economy. The second category includes plans from "New Long-Range Economic Plan" to "Basic Economic and Social Plan". These are of the era of high growth and they emphasize maximization of growth of economy. The plans from "Economic Plan for the Second Half of the 1970s" are classified in the third category. They were all made after the first oil crisis.
2. Planning process starts with an inquiry by the Prime Minister to the Economic Council which consists of representatives from private business, academic world, labor unions, journalism and ex-bureaucrats (27 members). It is not necessary to wait until the completion of the planning period of the form of plan. When a new plan is adopted, the old plan is automatically superseded.
3. Besides the council, several committees and sub-committees are formed under the council and they deal with specific issues which

then will be included in the new plan. Substantial part of the discussion is done at the steering committee. Methodological aspects of projections are dealt with by the Econometric Model Analysis Committee.

4. Discussions are supported by drafting and projection works by the staff at the Economic Planning Agency in cooperation with other government ministries. Coordination within the government proceeds at the same time.
5. When consensus is reached both in the council and in the government, the plan is submitted to the Prime Minister in the form of a reply from the Council. The government, in turn, adopts it at the cabinet level.
6. In the planning period the council makes an annual report (Revolving Report) on the economic environment and actual performance of the plan. This process of follow-up may include minor modification on projected figures. Large discrepancies between actual economic performance and the projection would lead to the revision of the plan itself.
7. There are various national plans that have direct and indirect relation with economic plan. When these plans are formulated, necessary coordination is conducted in order to assure consistency between economic plan and other plans. This process involves, a) consultation between government offices in charge and Economic Planning Agency, b) Participation of Economic Planning Agency official as special member of the councils in charge etc.
8. It seems that there are 3 different kinds of plans: a) The Long-Term Plan (5 year plan), b) The Yearly Plan (Economic outlook), c) The Emergency Plan (Economic Measures). On the other hand the plans are not compulsory, on the contrary they are indicative for both public and private sectors.

9. Apart from Planning Bureau of the Economic Planning Agency which is in charge of preparation and promotion of a plan, there are other 4 important bureaus in the same agency. Their functions can be summarized as follows:

- a) Coordination Bureau is in charge of providing annual economic outlook and stance in economic policy for the next fiscal year, taking into consideration the projection and the policy objectives in the economic plan.
- b) Social Policy Bureau conducts research on state of people's living and consciousness, providing planning bureau with information for economic planning. It is also in charge of promotion of consumer policies formulated in the plan.
- c) Price Bureau is in charge of coordinating government policies to attain inflation rate targets in the plan, including authorization of government regulated prices.
- d) Research Bureau provides information on trend in domestic and international economies and identifies economic problems to be tackled in the future.

Finally, I appreciated very much the opportunity which was given me to visit the E.P.A. In shade of this case I could compare the work done by this Agency with what I do in my organization in Turkey.

Meanwhile, I submit my best greetings to polite officials of E.P.A.

Thank you

MINISTRY OF INTERNATIONAL TRADE AND INDUSTRY:

On the first of June 1989 I visited Ministry of International Trade and Industry which is one of the biggest ministries. I observed that this ministry played a big role in development of Japan either at the present and in the past. I used to be interested in trade and industry acts before I came here. So, I asked everything existing in my mind and I was answered kindly by officials. But it is impossible to write all of what I learnt since the pages of report are limited. That is why I summarized important points of this study:

1. The Ministry has many main bureaus which are divided into divisions. These bureaus are International Trade Policy, International Trade Administration, Industrial Policy, Industrial Location and Environmental Protection, Basic Industries, Machinery and Information Industries and Consumer Goods Industries.
2. Three big agencies belong to this ministry. These are Agency of Natural Resources and Energy, Patent Office and Small and Medium Enterprise Agency. These organizations sustain their activities in auspice of MITI.
3. The International Trade Policy Bureau has a remarkable share in increasing Japan's exports and achieving international benefits. This bureau is in charge of the general coordination of planning and enforcement of trade policies, the implementation of trade agreements, conducting surveys on the state of the trade, and the coordination of matters concerning tariffs, international cooperation and the Institute of Developing Economies.
4. The International Trade Administration Bureau has importance as well as the mentioned one. This is in charge of the promotion, improvement and adjustment of exports and imports, the control of foreign exchanges related to trade, inspection of exports, International Trade Insurance, the encouragement of designs, the

guidance and supervision of organizations related to trade, and other affairs related to the promotion of trade.

5. I defined again that Japan has the best situation in export and especially in trade balance. According to 1988 data the total of exports of Japan is 259.6 billion dollars, and the total of imports is 164.8 billion. So, the trade balance is positively 94.8 billion dollars, while U.S. exports at the same period were 319.9 billion dollars and imports were 446.4 billion dollars.
6. The rate of inflation in Japan is the lowest ratio among all countries. This rate was 1.1% in 1988. At this time the inflation ratio was 4.3% in U.S., 1.5% in Germany, 3% in France, 6.5% in U.K.
7. According to officials there is no need to decrease imports for trade balance. The unique exception is oil that its import was about 280,000 kl in 1973 and was decreased in 1974 to 170,000 kl. Even at the present it is about 200,000 kl.
8. Global real economic growth rate is also high. The rate of growth in 1988 was 5.7% and it is estimated that it will be 4.5% in 1989. The rate of growth of U.S. in 1988 was 3.9% and EC was 3.6%.
9. Japan seems to be a champion in investments as well. According to data of 1988 the percentage of investment in Japan was 15.9%; in U.S. it was 9.4%, in U.K. 13.25%, in W. Germany 7.5% and in France 9.25%.
10. Japan stands as one of the United State's largest export markets, second only after Canada, accounting for 11.7% of the total U.S. export figure. It was 37.7 billion dollars in 1988. Agricultural exports to Japan was 18.028 billion dollars (about 20% of all U.S. agricultural exports).

11. Japan's customs tariff rate is the lowest among industrialized nations (2.6%). There is no tariff on automobiles, computers, machine tools, semi-conductors, television, radios and communications equipment.
12. Direct investments to the U.S. by Japanese companies have seen a steady increase. In 1987 outstanding Japanese investments to the U.S. followed the U.K. and Netherlands. It was 14,704 million dollars (33%).
13. Japan's direct overseas investment is increasing rapidly. Manufacturing activity overseas is contributing to the revitalization of the world economy. The total of investments in 1987 was 33,364 million dollars while it was 4,598 in 1978.

Furthermore, the policy of international trade relations was also explained. And miracle of Japan development was learnt from near. On the other hand the coordination between the ministry bureaus themselves and relations with other ministries and organization was stated.

So, this study was very useful for me. As I indicated above the trade situation of Japan was my favorite and I was fond of taking information about it. Thank you for giving this opportunity and thank to MITI officials for saving their valuable times for me.

