

## ALTERNATIVE EDUCATION

# EDUCATION IN THE ASIA-PACIFIC REGION: ISSUES, CONCERNS AND PROSPECTS

---

Volume 10

---

## Series Editors-in-Chief:

**Dr. Rupert Maclean**, *UNESCO-UNEVOC International Centre for Education, Bonn; and*  
**Ryo Watanabe**, *National Institute for Educational Policy Research (NIER) of Japan, Tokyo*

## Editorial Board

**Robyn Baker**, *New Zealand Council for Educational Research, Wellington, New Zealand*  
**Dr. Boediono**, *National Office for Research and Development, Ministry of National Education, Indonesia*  
**Professor Yin Cheong Cheng**, *The Hong Kong Institute of Education, China*  
**Dr. Wendy Duncan**, *Asian Development Bank, Manila, Philippines*  
**Professor John Keeves**, *Flinders University of South Australia, Adelaide, Australia*  
**Dr. Zhou Mansheng**, *National Centre for Educational Development Research, Ministry of Education, Beijing, China*  
**Professor Colin Power**, *Graduate School of Education, University of Queensland, Brisbane, Australia*  
**Professor J. S. Rajput**, *National Council of Educational Research and Training, New Delhi, India*  
**Professor Konai Helu Thaman**, *University of the South Pacific, Suva, Fiji*

## Advisory Board

**Professor Mark Bray**, *Comparative Education Research Centre, The University of Hong Kong, PR of China; Dr Agnes Chang*, *National Institute of Education, Singapore; Dr Nguyen Huu Chau*, *National Institute for Educational Sciences, Vietnam; Professor John Fien*, *MIT University, Melbourne, Australia; Professor Leticia Ho*, *University of the Philippines, Manila, Philippines; Dr Inoira Lilamani Ginige*, *National Institute of Education, Sri Lanka; Professor Philip Hughes*, *ANU Centre for UNESCO, Canberra, Australia; Dr Inayatullah*, *Pakistan Association for Continuing and Adult Education, Karachi, Pakistan; Dr Rung Kaewdang*, *Office of the National Education Commission, Bangkok, Thailand; Dr Chong-Jae Lee*, *Korean Educational Development Institute, Seoul, Korea; Dr Molly Lee*, *UNESCO Bangkok, Thailand; Naing Yee Mar*, *Glocorp, The Netherlands; Mausooma Jaleel*, *Maldives College of Higher Education, Male, Maldives; Professor Geoff Masters*, *Australian Council for Educational Research, Melbourne, Australia; Dr Victor Ordonez*, *Senior Education Fellow, East-West Center, University of Hawaii, Honolulu, USA; Dr Khamphay Sisavanh*, *National Research Institute of Educational Sciences, Ministry of Education, Lao PDR; Dr Max Walsh*, *Secondary Education Project, Manila, Philippines*

# Alternative Education

Global Perspectives Relevant  
to the Asia-Pacific Region

YOSHIYUKI NAGATA

*National Institute for Educational Policy Research,  
Tokyo, Japan*



A C.I.P. Catalogue record for this book is available from the Library of Congress.

ISBN-10 1-4020-4985-4 (HB)  
ISBN-13 978-1-4020-4985-9 (HB)  
ISBN-10 1-4020-4986-2 (e-book)  
ISBN-13 978-1-4020-4986-6 (e-book)

---

Published by Springer,  
P.O. Box 17, 3300 AA Dordrecht, The Netherlands.

*www.springer.com*

*Printed on acid-free paper*

All Rights Reserved

© 2006 Springer

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work.

**To Yuma and Aoi**

## SERIES SCOPE

---

The purpose of this Series is to meet the needs of those interested in an in-depth analysis of current developments in education and schooling in the vast and diverse Asia-Pacific Region. The Series will be invaluable for educational researchers, policy makers and practitioners, who want to better understand the major issues, concerns and prospects regarding educational developments in the Asia-Pacific region.

The Series complements the *Handbook of Educational Research in the Asia-Pacific Region*, with the elaboration of specific topics, themes and case studies in greater breadth and depth than is possible in the Handbook.

Topics to be covered in the Series include: secondary education reform; reorientation of primary education to achieve education for all; re-engineering education for change; the arts in education; evaluation and assessment; the moral curriculum and values education; technical and vocational education for the world of work; teachers and teaching in society; organisation and management of education; education in rural and remote areas; and, education of the disadvantaged.

Although specifically focusing on major educational innovations for development in the Asia-Pacific region, the Series is directed at an international audience.

The Series *Education in the Asia-Pacific Region: Issues, Concerns and Prospects*, and the *Handbook of Educational Research in the Asia-Pacific Region*, are both publications of the Asia-Pacific Educational Research Association.

Those interested in obtaining more information about the Monograph Series, or who wish to explore the possibility of contributing a manuscript, should (in the first instance) contact the publishers.

### **Books published to date in the series:**

1. Young People and the Environment:  
An Asia-Pacific Perspective  
Editors: John Fien, David Yenken and Helen Sykes
2. Asian Migrants and Education:  
The Tensions of Education in Immigrant Societies and among Migrant Groups  
Editors: Michael W. Charney, Brenda S.A. Yeoh and Tong Chee Kiong
3. Reform of Teacher Education in the Asia-Pacific in the New Millennium:  
Trends and Challenges  
Editors: Yin C. Cheng, King W. Chow and Magdalena M. Mok
4. Rasch Measurement: A Book of Exemplars  
Papers in Honour of John P. Keeves  
Editors: Sivakumar Alagumalai, David D. Curtis, Njora Hungi
5. Reforming Learning:  
Issues, Concepts and Practices in the Asian-Pacific Region  
Editors: Chi-Hung Ng and Peter Renshaw, *in press*
6. New Paradigm for Re-engineering Education:  
Globalization, Localization and Individualization  
Yin Cheong Cheng
7. Towards a Global Community:  
Educating for Tomorrow's World  
Editors: William J. Campbell, Nicholas Baikaloff and Colin Power
8. Educational Decentralization:  
Asian Experiences and Conceptual Contributions  
Christopher Bjork

9. Secondary Education at the Crossroads:  
International Perspectives Relevant to the Asia-Pacific Region  
Editor: Phillip Hughes

# Contents

---

<b>PREFACE</b> .....	<b>xiii</b>
Wavering National Government Systems and School Avoidance in the Contemporary Social Context .....	xiii
Growing Prominence of Alternative Education .....	xiv
Public Character of the Educational Community Comes into Question .....	xv
Research Methods .....	xv
Organization .....	xvi
<b>ACKNOWLEDGMENTS</b> .....	<b>xvii</b>
<b>INTRODUCTION BY THE SERIES EDITORS</b> .....	<b>xix</b>
<b>FIGURES</b> .....	<b>xxi</b>
<b>TABLES</b> .....	<b>xxiii</b>
<b>1 ALTERNATIVE EDUCATION: AN OVERVIEW</b> .....	<b>1</b>
Reforming Traditional Education According to Special Needs .....	1
Genealogies of Alternative Education .....	2
Passive and Active Approaches .....	3
Reapprehending Alternative Education in the Present-day Context .....	4
<i>The Burgeoning of Public Character and Public Assistance</i> .....	4
<i>Looking Beyond the Narrow Constraints of Historical Era and Region         of Origin</i> .....	6
<i>An Emphasis on Wholeness</i> .....	6
<i>Quantitative Criteria: Alternative Education as a Minority Movement</i> .....	7
Self-Reflective Reapprehension of Education .....	8
<b>2 CASE STUDY: BOLIVIA – A FREE SCHOOL AT THE FOOT OF THE ANDES..</b>	<b>11</b>
Introduction .....	12
Social Conditions and Education in Bolivia .....	12
<i>Bolivia's Diversity and Poverty</i> .....	12
<i>Vicissitudes Leading to Flight of the President</i> .....	13
<i>Educational Reform in Recent Years</i> .....	13
<i>La Floresta</i> School as an Alternative .....	15
<i>Motivation and Circumstances of Founding</i> .....	15
<i>Philosophy</i> .....	16
From <i>La Floresta</i> School to <i>Ajayu</i> School .....	22
<b>3 CASE STUDY: THAILAND – ALTERNATIVE SCHOOLS IN A SOCIETY DEVELOPING THE LEGAL FRAMEWORK FOR A PLURALISTIC EDUCATIONAL SYSTEM</b> .....	<b>25</b>

Introduction .....	26
Economic Growth and Structural Violence .....	26
The Philosophy and Practice of the Children's Village School .....	28
Recent Educational Policy and Alternative Education .....	29
<i>Formation of the National Education Act</i> .....	29
<i>The National Education Act and the Children's Village School</i> .....	30
<i>Pluralistic Educational Philosophy and the National Education Act</i> .....	32
Diverse Alternative Education and a Centralized System.....	34
<b>4 CASE STUDY: AUSTRALIA— ISSUES IN SUPPORT MECHANISMS INVOLVING ALTERNATIVE SCHOOLS.....</b>	<b>35</b>
Introduction .....	35
Mount Barker Waldorf School: Realizing the Principles of Waldorf Education Under an Existing System.....	37
<i>Courses of Instruction with Established Reputations</i> .....	38
<i>A Back Door Strategy: Linking up with Institutions of Higher Education</i> .....	39
Support Mechanisms: A Code of Ethics that Restrains a Runaway Market.....	42
<i>Support from the Government and Conditions of Accreditation</i> .....	42
<i>Mutual Assistance Network</i> .....	43
<i>Issues for the Future</i> .....	45
The Booroobin Sudbury School – A Center of Learning: A Family-Scale Independent School Engaged in a Hard Struggle.....	46
<i>The Birth of a Sudbury-Type Democratic School</i> .....	46
<i>Natural Learning and Natural Learners</i> .....	48
<i>Full School Meetings and the Justice Committee</i> .....	49
<i>School Budgets</i> .....	50
<i>Struggles with the State Government</i> .....	52
<i>Relationship with the Association of Independent Schools</i> .....	54
Identifying the Mechanisms that Foster Relatedness.....	55
<b>5 CASE STUDY: THE NETHERLANDS – ALTERNATIVE EDUCATION SHAKEN BY CHANGES IN ITS BASIC FOUNDATION.....</b>	<b>57</b>
Freedom of Education and the Principal of Financial Equality .....	58
<i>Historical Background</i> .....	59
<i>Freedom of Education as a Positive Freedom</i> .....	60
The Authority of Educational Administration .....	61
Growing Prominence of the Alternative Stream in Education .....	63
Diversity of Support Organizations .....	67
Quality Control Mechanisms .....	68
Standardization and Alternative Education: Toward a New Struggle .....	71
<b>6 CASE STUDY: THE STATE OF OREGON IN THE UNITED STATES OF AMERICA—A PLURALISTIC EDUCATION SYSTEM AND ALTERNATIVE EDUCATION SUPPORTED BY THE LAW AND THE KEY INITIATORS.....</b>	<b>75</b>
Introduction .....	76
The Center for Appropriate Transport .....	78
Diverse Educational Opportunities .....	80
Changes in the Definition of Alternative Education.....	83

Three Streams of Alternative Education.....	85
LEARN: A Self-Help Organization for Alternative Schools and Networks.....	88
Mechanisms Function by School District.....	89
The Desired Modality of Pluralistic Quality Assurance.....	90
Issues for the Future.....	91
<b>7 CASE STUDY: DENMARK – ALTERNATIVE EDUCATION FOSTERED BY SUPPORT MECHANISMS CULTIVATED THROUGH THE HISTORY OF THE COMMON PEOPLE.....</b>	<b>95</b>
Introduction.....	96
Denmark's Educational System and Its Background.....	96
<i>An Educational Community that Emerged from the History     of the Populace</i> .....	96
<i>Constitutionally Guaranteed Parental Rights and the Increase in     Independent Schools</i> .....	97
<i>School for Life: Relative Autonomy from the State System and     Market System</i> .....	99
Pluralistic Networks that Foster Diversity in Alternative Education .....	100
<i>Diversity in Alternative Education</i> .....	100
<i>Networks (Associations) that Link Together Independent Schools</i> .....	100
<i>Parental Participation and Freedom in School Creation</i> .....	102
A System that Enhances Freedom .....	104
<i>Public Subsidies</i> .....	104
<i>Evaluation of the Education and Supervision of the Administration at     Independent Schools</i> .....	106
<i>School Boards and Principals</i> .....	108
<i>The Relationship Between the Ministry of Education and the     Independent Schools</i> .....	109
<i>A Flexible Organized Movement</i> .....	110
Issues for the Future.....	110
<i>Permissible Limits of Freedom</i> .....	110
<i>Recent Changes in Society</i> .....	111
The Significance of Being a Minority.....	112
<b>8 HOW MUCH ALTERNATIVE EDUCATION IS THERE? .....</b>	<b>115</b>
Classification in Terms of Private Schools and Consequent Problems.....	115
A Quantitative Grasp of Alternative Education in Countries Where Alternative Schools Are Positioned as Institutions .....	116
<i>The Netherlands</i> .....	116
<i>New Zealand</i> .....	118
<i>Denmark</i> .....	120
<i>Oregon State</i> .....	122
<b>9 QUALITY ASSURANCE IN ALTERNATIVE EDUCATION: CURRENT CIRCUMSTANCES AND ISSUES .....</b>	<b>127</b>
Cases of Disputes Involving Alternative Schools .....	128
<i>The Alternative School as an Achilles Heel</i> .....	129
<i>The Difficulty of Evaluating What is Unique</i> .....	131
<i>Neo-Liberalistic Education Reform and Alternative Schools</i> .....	132
<i>Struggles of the Socially Disadvantaged</i> .....	133

Quality Assurance in Alternative Schools .....	134
<i>Assurance and Regulation Provided by Legal Statutes</i> .....	135
<i>Equivalence with Public Education</i> .....	138
<i>National Guidelines and Goals</i> .....	139
<i>Distinctiveness</i> .....	139
<i>Regulations Concerning Welfare and Human Rights</i> .....	140
<i>Accreditation and Inspection</i> .....	141
<i>Curriculum</i> .....	144
<i>Nationwide (and Statewide) Standardized Testing</i> .....	144
<i>Approved (Designated) Textbooks</i> .....	145
<i>Teacher Licensing</i> .....	146
<i>Regulations Regarding Assets and Property</i> .....	147
<i>Assuring Necessary Minimum Numbers of Students</i> .....	148
Pros and Cons of Quality Assurance.....	149
<i>How Alternative Schools are Recognized and Approved</i> .....	149
<i>National Guidelines as Standards for Accreditation</i> .....	151
<i>Standards for Accreditation and Evaluation</i> .....	154
<b>10 THE STATE OF ALTERNATIVE EDUCATION IN</b>	
<b>DIFFERENT COUNTRIES .....</b>	<b>157</b>
Quality Assurance of Alternative Schools .....	157
International Comparison of Quality Assurance.....	158
Public Subsidies in the Various Countries .....	160
Government Administration of Education in Terms of Quality Assurance	
and Public Subsidies in the Different Countries .....	161
Comparative Examination of Government Administration of Alternative	
Education.....	168
Pitfalls of Alternative Education .....	174
<i>Enclosure by the Market Economy</i> .....	174
<i>Enclosure by National Governments</i> .....	175
<i>Self-Confinement in a Private Sphere</i> .....	177
Quality Assurance Suitable for Formation of a Public Sphere .....	178
<b>11 REFERENCES .....</b>	<b>183</b>
<b>POSTLUDE .....</b>	<b>205</b>
About Opening the Window Just the Right Amount .....	205
<b>AUTHOR INDEX .....</b>	<b>209</b>
<b>SUBJECT INDEX .....</b>	<b>211</b>

# Preface

---

## Wavering National Government Systems and School Avoidance in the Contemporary Social Context

In this era characterized by both globalization and decentralization, national government roles, which fall between the two, are coming into question in a variety of fields. The problems for which contemporary society seeks rapid solutions, as symbolized by the problems involved in the global economy and in environmental destruction, may be global in scope or may in a significant number of cases have strong regional characteristics. Under these circumstances, national government systems themselves are frequently raised for debate in the fields concerned, and the educational field is no exception.

Several problems faced by traditional national government systems in the field of education can be identified. They include dropping out, violence in school, truancy, breakdown of order in classrooms, and bullying. These problems, which have been taken up widely by the mass media in recent years, can be attributed to the exhaustion of the traditional school system.

Japan has been held up overseas as one country with a well-developed education system, for example, but this same Japan has nearly 140,000 primary and secondary school children who refuse to attend school. Japan has been working at the national government level to create various modern systems to foster unity among the people ever since the *Meiji* Era beginning in the late 19th century. The phenomenon of school avoidance, however, suggests that the government mechanisms for unity among the people by means of public education are not functioning as well as they once did. This phenomenon of school avoidance does not exist only in Japan, but can also be found here and there in other countries where traditional social norms are transforming as people come to hold diverse values in the course of advanced information networking and internationalization. Modern nations that hastened to modernize have made particular efforts to develop and expand centralized educational systems for the purpose of 'fostering the people' or 'forming a national culture of the people.' Ironically, however, modern education systems that are expanded to the saturation point then become exhausted, and it becomes clear that the system of compulsory education has problems that can no longer be concealed, as demonstrated by the growing number of students who refuse to attend school.

## Growing Prominence of Alternative Education

The practice of alternative education then began spreading in various countries, almost as though in response to the above circumstances. It is worth noting that new school formats and learning loci have flourished inside and outside existing educational systems from the 1990s on, in particular. This is apparent, for instance, in the rapid growth of charter schools in the United States and of progressive schools in the Netherlands and other parts of Europe, the expansion of alternative education streams in Denmark and other Northern European countries, and the development of legal frameworks for alternative education in Thailand, South Korea, and other Asian countries. As just one instance of this, there is the following: The first charter school bill in the United States was passed in Minnesota in 1991. The number of charter schools in the United States has grown rapidly since that time. From 2005 to 2006, 424 charter schools were founded, raising the total number of such schools up past 3,625. This growth has continued steadily.<sup>1</sup> The number of home school student who attend no school outside their home increased to 850,000, and make up 1.7% of the school-age population (ages 5-17) (AERO 2002a, p. 18). In Sweden, there were 26 free schools (*fristaende skolor*) engaging in Freinet, Waldorf, or other such education in 1991. Within one decade, the number of such independent schools grew to more than 250, and these schools are going forward with their own forms of education with government support.<sup>2</sup> The alternative education movement has also come to maturity after 150 years or more in another Northern European country, Denmark. There the number of free schools (*friskole*), which are well-known for being built on the initiative of members of the community, grew during the 1990s until they accounted for over 20% of primary and secondary schools and over 13% of the students (Undervisnings Ministeriet 2000, pp. 7, 11). New Zealand accredited a group of alternative schools known as special character schools in the course of educational reform from the late 1980s, and increased the number of students attending them. At the same time, the number of home-school students in New Zealand doubled during the period 1993–2000 (Education Review Office 2001, p. 2).

Alternative education is also on the rise in countries outside Western Europe, though the numbers remain smaller. Some of these schools have even been accredited. Locations for alternative learning are coming to be accepted in particular in Asia, where truancy and drop-out problems are emerging. In South Korea, specialized schools for truant and drop-out juveniles were approved under enforcement regulations for the Elementary and Middle School Education Law in 1998. As of March 2003, 14 of these schools are being operated with government assistance as accredited schools, and their numbers are tending upward (Chung 2003, p. 106). There is also vigorous activity in Taiwan, where approximately 20 'idea schools' form a network (Nagata and Manivannan 2002, pp. 163 - 164). The National Education Act in Thailand, promulgated in 1999, recognizes a variety of actors in school building. That country is also working on a legal framework related to alternative education (Office of the National Education Commission 2000).

In all these cases, the figures seem insignificant in comparison with the number of mainstream public schools. The situations are socially significant, however, in showing that traditional schools are no longer given absolute supremacy as they used to be, and that a growing number of societies are laying the groundwork for acceptance of special needs.

---

<sup>1</sup> Retrieved 1 August, 2006 from [http://www.edreform.com/\\_upload/national-data-glance2005.pdf](http://www.edreform.com/_upload/national-data-glance2005.pdf)

<sup>2</sup> Retrieved 7 December, 2004 from [http://www.skolverket.se/friskolor/information/info\\_diagr\\_2.shtml](http://www.skolverket.se/friskolor/information/info_diagr_2.shtml)

## **Public Character of the Educational Community Comes into Question**

Even as alternative education has flourished in recent years, government administrative problems associated with alternative education have been surfacing. This is evidenced by the ongoing dispute between alternative education practitioners and central or regional governments. The 1999 controversy over the Summerhill School in the United Kingdom is well-known as one such case. Though less notorious than the Summerhill School case, numerous disputes over educational practice at alternative schools have occurred in different countries since the 1990s, and it is worth noting that some of these cases resulted in actual litigation. The Kreuzberg Free School trial in Germany in 1992, the Tvind school trial in Denmark in 1996, the Booroobin Sudbury School trial in Queensland, Australia, in 1996, the Metropolitan College dispute in New Zealand in 2001, the Gandhi School trial in South Korea in 2001, and the Taipei Autonomous Secondary Education Center dispute in Taiwan in 2001 are among the cases that could be pointed out. As neoliberal educational philosophy in particular made inroads in every country, school review processes also became increasingly selective, and a notable number of cases involving the evaluation of alternative education ended up in court. The common thread through these disputes is the issue of how alternative schools should be accredited and evaluated. Our purpose in this report study is to examine the current circumstances and issues involved in alternative education as an approach to the modalities of alternative education and quality assurance, and by extension to a vision of our own educational community.

## **Research Methods**

One of the principal methods used in this research is international comparison. Needless to say, one of the benefits of comparison is to relativize oneself through comparison with others in order to obtain an objective view. This may, in some cases, result in foregrounding characteristics on one's own side that one had never noticed before. The present study, while keeping such uses in mind, will proceed to examine and compare the state of alternative education systems, statutes, guidelines, and accreditation and review in different countries, then attempt to develop a typology for the interactions of alternative education and government administration, in hopes of clarifying distinctive characteristics of our own educational community.

Comparative research is known to entail many methodological difficulties. Equivalence is a key point in enabling comparison of two or more countries with differing social and cultural contexts. It is essential for the parameters that are objects of comparison to have sufficient commonalities that link those parameters together in order for comparison to be possible. However, the present topic of alternative education bears different significances in different countries. The educational facilities known as alternative schools may include schools largely for drop-outs, and may also include schools oriented to elites. To fail to consider the divergent meanings encompassed by these common terms would be to eliminate half the meaning of comparative analysis. Consequently, this study will begin by examining the definitions and interpretations of alternative education in order to establish well-defined axes along which to situate our thinking about alternative education.

The primary comparative framework to be applied here will be spatial comparison and not time-series comparison. In other words, multiple educational communities will be compared on an axis set to the present or to recent years. Chapter 2, which has a strong case study flavour, could also be positioned as regional research. Chapter 5 contains comparative analysis of alternative education in different countries and will

include bilateral and multilateral country comparisons. However, a time-series comparative approach that deals with the past several years may sometimes be used when discussing alternative education within a country, including Japan. As noted earlier, this kind of multilateral country comparison will also be used to develop a typology of visions of the educational community vis-à-vis alternative education by categorizing countries that have similar functions and structures and countries that have contrasting functions and structures.

The authors have selected 14 countries for study.<sup>3</sup> The focus is largely on (1) countries and states that have a relative diversity of alternative schools, (2) countries and states that have formulated clear policies on alternative schools and alternative education, and (3) countries and states that have developed a legislative framework as system infrastructure related to alternative education. The countries and states that serve as the primary objects of international comparison are the United States (Oregon state), the United Kingdom, Australia (Queensland state), the Netherlands, Canada (Ontario province), South Korea, Denmark, and New Zealand.

## Organization

This book is composed of ten chapters, as follows: Chapter 1 discusses how the characteristics of alternative education are to be understood, for the purposes of this research, in the contemporary context and in light of former interpretations. Chapter 2 to Chapter 7 take up cases of alternative education in practice in six countries and discusses the realities of the systems and mechanisms involved in practice and theory in alternative schools. Bolivia will be discussed as an example of a country where infrastructure supporting the existence of alternative education is weak. Thailand will be discussed as an example of a country where progress is being made in creating a legal system as a foundation for the development of alternative education. Australia will be discussed as a case of visible tension between standardization policies and unique individual alternative schools. The Netherlands will be discussed as an example of alternative education being incorporated into a system with its own review institutions, and its merits and demerits being brought into question. The United States (Oregon state) will be discussed as an example of how diverse practices are carried on in the gaps left open by the system under a child-centered statutory framework. Denmark will be discussed as the case of the alternative education movement with the longest history that still possesses highly developed support mechanisms even today. Chapter 8 will examine the extent to which alternative schools and students of the kind discussed in Chapter 1 actually exist in the various countries concerned, and will present detailed data only on those countries where alternative education systems are well-established. Chapter 9 will refer to some cases of disputes involving alternative schools and deal with issues of specific laws and guidelines that prescribe the actual realities of alternative education. Chapter 10 describes the various regulations governing the content of education and school management as a form of quality assurance, situates those regulations vis-à-vis public subsidies in deriving a typology of government administration of education with respect to alternative education in the different countries, and examines their distinguishing characteristics and the issues they face.

---

<sup>3</sup> The 14 countries are as follows (asterisks signify countries or states that the author himself has visited to conduct surveys): Australia (states of Queensland\*, South Australia\*, Capital Territory (Canberra), Victoria, and Western Australia), Bolivia\*, Canada (British Columbia, Ontario, and Calgary), Denmark\*, Germany (states of Thuringen, Berlin, and Niedersachsen), Israel (Palestine), Netherlands\*, New Zealand\*, Russia\*, South Korea\*, Taiwan\*, Thailand\*, United Kingdom\*, United States (California and Oregon\*).

# Acknowledgments

---

This study is based upon my doctoral dissertation which was submitted to International Christian University, Tokyo, Japan in 2003. I would like to express my appreciation to dissertation committee members: Professor Akihiro Chiba, Professor Hidenori Fujita, Professor Akira Tachikawa and Associate Professor Toshiaki Sasao. My special thanks must go to Professor Chiba who supervised my dissertation and supported me with his whole personality.

I would also like to extend my sincere gratitude to my teachers and supervisors at Flinders University Institute of International Education (FUIIE), Adelaide, Australia, where I studied as a visiting scholar while on leave from the National Institute for Educational Policy Research (NIER) of Japan from June 2003 to March 2004. In particular, I would like to thank:

Professor John P. Keeves, who kindly read through all the chapters with his pencil and gave me pieces of wonderful academic advice.

Associate Professor G. R. (Bob) Teasdale, who kindly suggested that I should publish my thesis in English and, as the then Director of the FUIIE, made my study and stay at Flinders a fruitful one.

Dr. David Thomas and Ms. Jeni Thomas for their moral support to me and my family.

Dr. I Gusti Ngurah Darmawan and Ms. Katherine Dix for their generous assistance in editing the original text of this book.

My sincere gratitude also goes to Dr. Rupert Maclean, Director of the UNESCO-UNEVOC International Centre, and Mr. Ryo Watanabe, Director, Department of International Research and Co-operation, National Institute for Educational Policy Research (NIER) of Japan for their support as the series editors to the publication of this book.

My final thanks must go to all the practitioners and officials as well as policy-makers whom I interviewed in various countries. Without their aspirations for social justice this book would not be published.

# Introduction by the Series Editors

---

Worldwide, many national government systems of education are currently under attack and face a plethora of problems such as rising levels of school drop out, truancy, major behaviour problems including violence in the classroom and playground, and increasing complaints from parents and employers that much of what is being taught in the school and classroom is largely irrelevant to preparing young people to live and work in a rapidly changing world. As a result, increasing numbers of parents are seeking an alternative education for their offspring, outside mainstream government school systems, in the belief that alternative approaches will not face the same problems.

When students in the 1960's in the United Kingdom were asked to describe schools as they experience them at the time, and the characteristics of the type of school they would like to attend (Edward Blishen, Editor, *The School that I'd Like*, Penguin Books, 1969), they made the following comments:

Schools usually have one thing in common – they are institutions of today run on the principles of yesterday.

*15-year-old girl*

At present, the main difference between secondary and primary schools is that primary education is enjoyable and secondary education is absolutely dreary and boring. Primary education .... that golden land where the revolution has at least partially taken place. May it soon take place in our secondary schools!

*13-year-old boy*

School was not invented just for the little people to become the same as the big people

*13-year-old girl*

I am tired of hearing that the hope of my country lies in my generation. If you give me the same indoctrination as a child, how can you expect me to be any different from you?

*15-year-old girl*

One suspects that students surveyed in 2006 in a variety of countries would make very similar observations about education and schooling. If that is the case one must ask 'why is this so?'; since it is these types of observations on the part of learners that

provide the foundation as to why, in many parts of the world, there are those who are seeking to find suitable alternatives to traditional, mainstream education and schooling.

The search for alternatives in education has a long history. For instance, it includes important radical experiments in alternative schooling which attracted a lot of critical attention at the time they were suggested, such as the free school movement as personified by the work of A.S. Neill and his school 'Summerhill' in the 1920's; and the radical views of educationalists such as Ivan Illich who, in his ground breaking book *Deschooling Society*, argued that conventional schools are not only inefficient in providing an education but are also divisive, to such an extent that Illich argued that if an individual is truly in search of an education then they will not achieve this by attending school.

This book by Yoshiyuki Nagata provides an excellent overview of alternative approaches to education in terms of both theory and practice. After surveying the philosophical underpinnings of the alternative education movements, the author goes on to provide comprehensive global case studies of alternative education in action, with examples from Bolivia, Thailand, Australia, the Netherlands, Denmark, and the United States of America. In addition, the author critically assesses key issues concerning the viability of alternative education, such as the vexed matter of quality assurance in alternative schools, including international comparisons of quality assurance.

This book provides useful global perspectives on alternative education which are relevant to the Asia-Pacific region. As a result, the increasing numbers of educators and parents in Asia-Pacific countries who are actively exploring viable alternatives to conventional education and schooling are provided with a useful range of international case studies on which to draw when deciding upon their own particular approaches to alternative schooling. This book has much to teach us about education and schooling, both conventional and alternative: it deserves to be widely read.

**Rupert Maclean**  
**Director of the UNESCO-UNEVOC International Centre**  
**Bonn, Germany**

and

**Ryo Watanabe**  
**Director, Department for International Research and Cooperation**  
**National Institute for Educational Policy Research (NIER) of Japan**  
**Tokyo**

# Figures

---

<b>Figure 4.1</b>	Number of Schools in Australia .....	36
<b>Figure 4.2.</b>	Percentages of the Student Population Attending Schools in Australia.....	37
<b>Figure 4.3</b>	Academic Performance (%) of MWS Graduates at University of Adelaide .....	40
<b>Figure 4.4</b>	Academic Performance (%) of MWS Graduates at Flinders University .....	41
<b>Figure 4.5</b>	Academic Performance (%) of MWS Graduates and Other Schools at University of Adelaide .....	41
<b>Figure 4.6</b>	Budget Composition of Independent and Public Schools.....	43
<b>Figure 4.7</b>	Numbers of Students at Public Schools and Non-Public Schools (by Income).....	51
<b>Figure 4.8</b>	Breakdown of BSS Income (FY 1999) (%).....	52
<b>Figure 5.1</b>	Other category .....	66
<b>Figure 5.2</b>	Other category in Primary and Secondary Schools.....	66
<b>Figure 5.3</b>	Educational Mechanisms in the Netherlands .....	68
<b>Figure 6.1</b>	Private Alternative School Start Up Process .....	82
<b>Figure 6.2</b>	Numbers of Students in Oregon by School Type (2001–2002) .....	87
<b>Figure 7.1</b>	Support Mechanisms for Alternative Education .....	104
<b>Figure 7.2</b>	Occupations of Auditors.....	105
<b>Figure 8.1</b>	School Groups in the Netherlands as Percentages of the Total (Primary and Secondary Education Levels).....	117
<b>Figure 8.2</b>	School Groups in New Zealand as Percentages of the Total (Primary and Secondary Education Levels).....	119
<b>Figure 8.3</b>	School Groups in Denmark as Percentages of the Total (Primary and Secondary Education Levels) .....	121
<b>Figure 8.4</b>	School Groups in Oregon State as Percentages of the Total (Primary and Secondary Education Levels).....	123

<b>Figure 8.5</b>	Numbers of Alternative Schools and Students as Percentages of the Total in Countries (States) that Position Alternative Education as Part of the Education System (Based on the broad sense of alternative education) .....	124
<b>Figure 9.1</b>	Legal Statutes and the Relationship Between Public Schools and Alternative Schools.....	132
<b>Figure 9.2</b>	British Columbia Declaration.....	141
<b>Figure 10.1</b>	Public Funding of Alternative Schools (vs. Public Schools) .....	160
<b>Figure 10.2</b>	QA and PS in Different Countries (States) (Total) .....	162
<b>Figure 10.3</b>	QA and PS in Different Countries(States) (Before establishment).....	163
<b>Figure 10.4</b>	QA and PS in Different Countries (States) (After establishment) .....	164
<b>Figure 10.5</b>	QA and PS in Different Countries(States) (Education contents) .....	165
<b>Figure 10.6</b>	QA and PS in Different Countries(States) (School management/administration) .....	166
<b>Figure 10.7</b>	Four Types of Government Administration of Education with Regard to Alternative Education .....	170