

Re-examining educational policies for foreigners and immigrants from an institutional perspective

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<https://researchmap.jp/read0059967?lang=en>

Abstract

I am interested in domestic and international education policies and education systems. Specifically, the internationalisation of Japanese society has become an urgent issue in the field of education, prompting a reassessment of the post-war education system. For example, how does the provision of education for foreigners in Japan differ from that overseas, when and how was it established? Beyond educational opportunities, I have examined the scope of free education and to what extent it is guaranteed, considering post-war policy history and institutional reforms. Through comparisons with European countries, I have clarified the challenges of Japanese education policy and the education system. I have also studied what constitutes an education system and policy open to children raised in different cultures, regardless of nationality. My research has been informed by comparisons with advanced regions that have addressed these issues early. Regarding domestic internationalisation, I research policies and systems to ensure diverse learning opportunities for students with a variety of backgrounds, including foreigners, people with foreign origins, international marriages, returnees, and stateless individuals. In particular, I focus on French education policy, which strives for social inclusion as a pluri-ethnic nation, and comparative studies of education systems across EU countries. I explore what constitutes school education open to any socio-cultural minority and examine the nature of the public education system.

Background & Results

This study is characterised by its attempt to use on-site data, grounded in the perspectives of those directly involved, to examine the realities of discrimination, disability and inequality in school education, and efforts to eliminate, reduce or correct them, aiming towards inclusive and universal education. In considering domestic and international education policies and system reforms with a global perspective, it seeks to address local challenges. Along with an understanding of minority cultures, it aims to realise policies and systems in school education that form the foundation for a coexisting society.

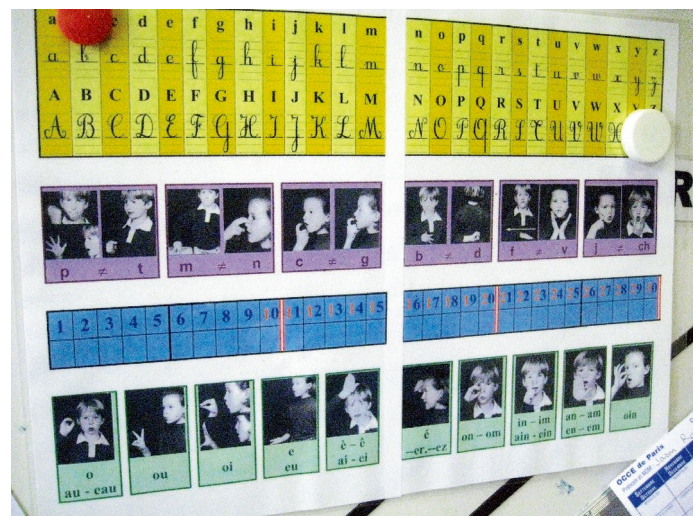
Significance of the research and Future perspective

Educational policy towards foreign pupils in Japan is currently at the centre of debates. Some historical and sociological studies conducted by Japanese researchers have already highlighted situations of educational inequality in Japan and have advocated for an affirmative action policy to provide foreigners with better access to education. Unfortunately, the Japanese Constitution as well as the Fundamental Law of Education discriminate against non-Japanese citizens. Efforts are being made by local authorities, school principals or teachers committed to welcoming foreigners, with the support of parents association or other volunteer groups, to integrate students of foreign origin. However, these initiatives still do not ensure equal access to education for all and equity within the school system. Despite the increase in the number of foreigners and the cultural diversification of the population, Japan

has maintained the assimilationist trend of its educational system. It is worth recalling that, in the past, this same tendency has already contributed to the disappearance of the Ainu language and culture. One of the demands from foreign students concerns the consideration of cultural and linguistic diversity in public education. Since language and culture are constitutive of identity, it is important, in a democratic society, that public education also plays a role in transmitting the languages and cultures of origin (or inherited) for people belonging to ethnic minorities. While awaiting changes within public schools, it could be interesting to promote exchanges between ethnic schools and Japanese schools in the same neighbourhood, which in our view would ensure a better understanding of cultural, linguistic, or religious diversities.



International Exchange Program at French School



Inclusive education (sign language) at French School

Patent

Sabouret et Sonoyama(2008)Liberté, inégalité individualité, CNRS

Treatise

Sakaguchi, Masayasu; Ogawa, Miku; Andriamanasina Rojoniaina Rasolonaivo, Sonoyama, Daisuke. Exploring the Concept of '(In)equality', '(In)equity', and '(Dis)parity' in the national curricula and examinations of secondary education: A comparison between the cases of South Africa, Kenya, and Madagascar. In Africa Educational Research Journal. 2021, 12, 49-62.

Sonoyama, Daisuke. Les élèves étrangers au Japon. Hommes & migrations. 2013, 1302, 57-64.

URL

Keyword

migrant education, comparative and international education, intercultural education, sociology of education, France and EU