



Migrant Education for living together - Japan's Case

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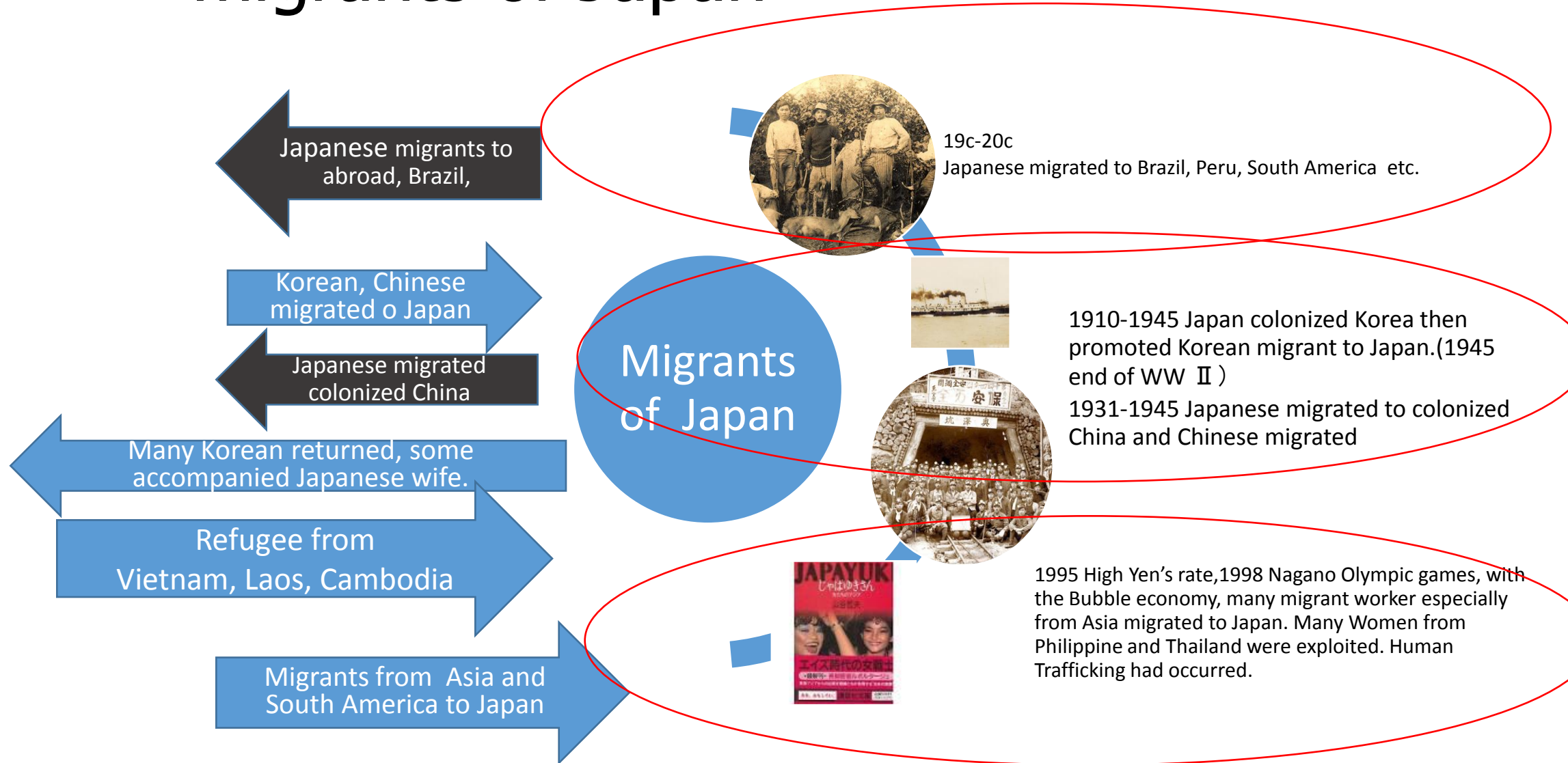
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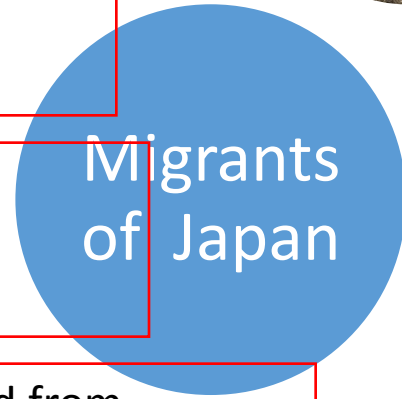
Contents

1. Background – Migrant's history and policy in Japan
2. Migrant Children's situation; especially Education
3. NGOs supporting Migrant youth

History of outbound and inbound migrants of Japan



Who are “migrants” in Japan



A Ethnic Japanese – Brazilian second, third generation

Japanese migrants to abroad, Brazil,



19c-20c
Japanese migrated to Brazil, Peru, South America etc.

B Korean, Chinese who had been in Japan more than half century.

Korean, Chinese migrated to Japan



1910-1945 Japan colonized Korea then promoted Korean migrant to Japan. (1945 end of WW II)
1931-1945 Japanese migrated to colonized China and Chinese migrated

C Japanese-Korean, Japanese-Chinese, second Third, fourth generation.

Japanese migrated colonized China



D Japanese who returned from China with their Chinese family.

Many Korean returned, some accompanied Japanese wife.

1995 High Yen's rate, 1998 Nagano Olympic games, with the Bubble economy, many migrant worker especially from Asia migrated to Japan. Many Women from Philippine and Thailand were exploited. Human Trafficking had occurred.

E Migrants from Asia and Eastern Europe, South America

Migrants from Asia and South America to Japan



Status of Migrants in Japan(1)

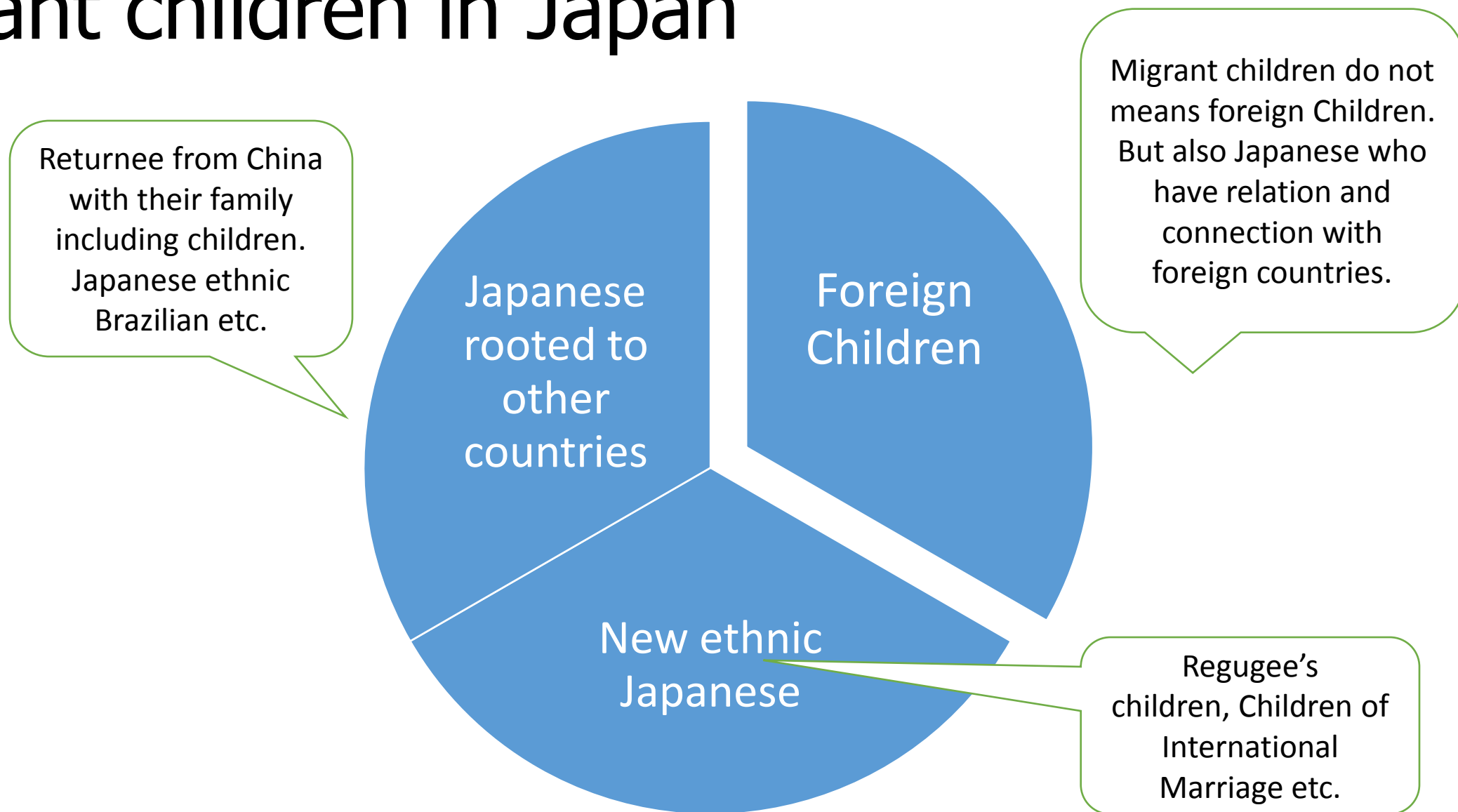
		Nationality	Naturalization	Character (visa status)
A	Ethnic Japanese –Brazilian , they have Japanese ancestors.	Brazil, itc.	+ –	▪ Temporary migrant workers in Japan. They tend to live with accompanied family.
B	Korean, Chinese who had Been in Japan more than half century.	Korea, China*1	++ +++	▪ Long-tern resident visa ▪ Some of them were naturalized as Japanese citizen. ▪ Many of them married with Japanese.
C	Japanese-Korean, Japanese-Chinese, second Third, forth generation.	Korea China Japan	++++	▪ First and Second generation have special resident visas.
D	Japanese who returned from China with their Chinese family.	Japan (accompanied family are Chinese)	++++	

*1 Some Tiwanese refused to be have Chinese Nationality, then become stateless people

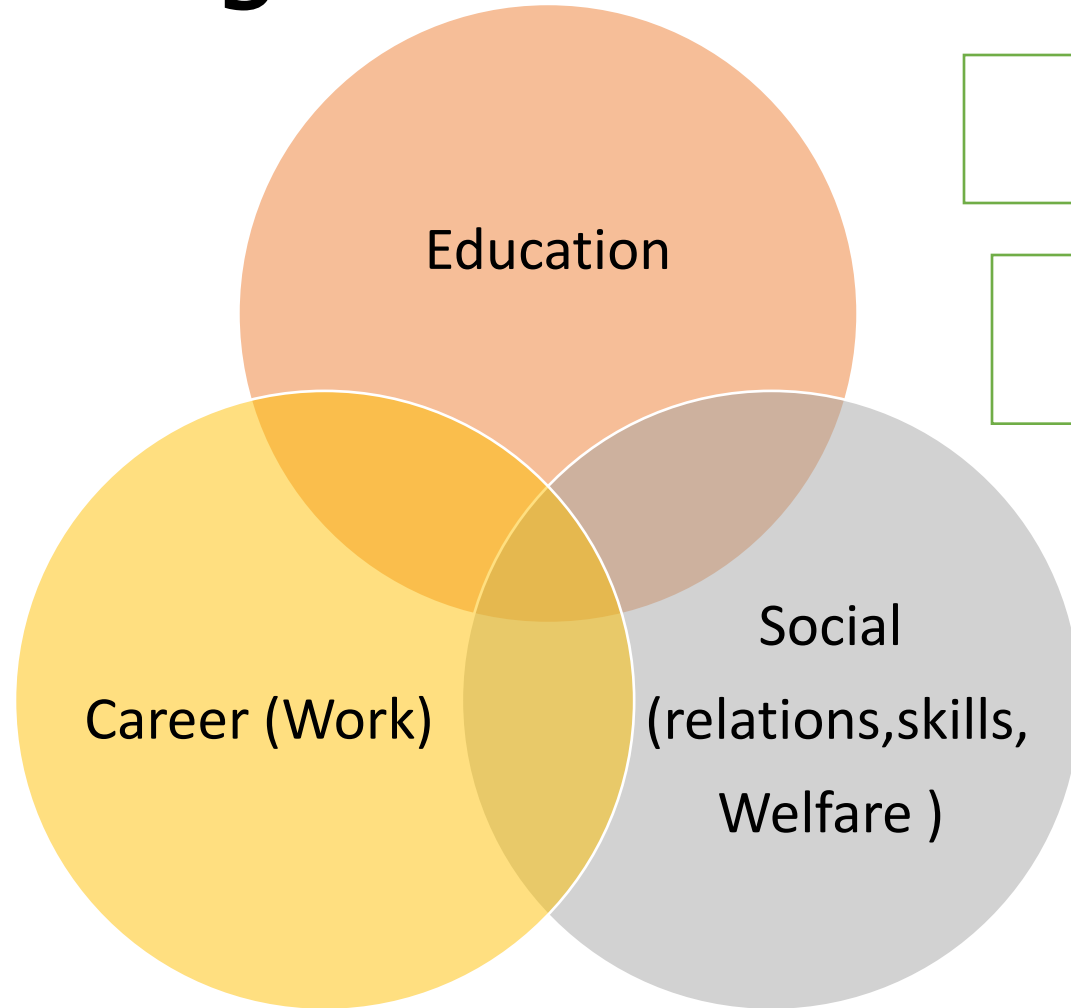
Status of Migrants in Japan(2)

		Nationality	Naturalization	Character (visa status)
E	Indo-china Refugees and their children as second and third generation	Vietnam, Cambodia, Laos	+++	<ul style="list-style-type: none"> Some of them got Japanese nationalities. They tend to marry with their same ethnic.
	Unskilled migrant workers (Ethnic Japanese)	Brazil, Peru	+ (few)	<ul style="list-style-type: none"> Ethnic Japanese in South America such as Brazilian are able to get Temporary staying visa.
	Unskilled migrant workers (Non-ethnic Japanese) Their Children	Their own nationalities (some are stateless)	No possibility	Illegal stay
	Foreigner who married with Japanese Their Children	Their own nationalities	+	<ul style="list-style-type: none"> able to get spouse of Japanese visa (temporary stay to long-stay) Japanese parent's Child can get Japanese nationalities
	Foreigner who divorced with Japanese and takes care of Japanese child.	Their own nationalities (But child is Japanese)	No possibility	<ul style="list-style-type: none"> Not Spouse visa but temporary staying visa for supporting child.

Migrant children in Japan



Challenging of Migrant Children



Japanese language skill

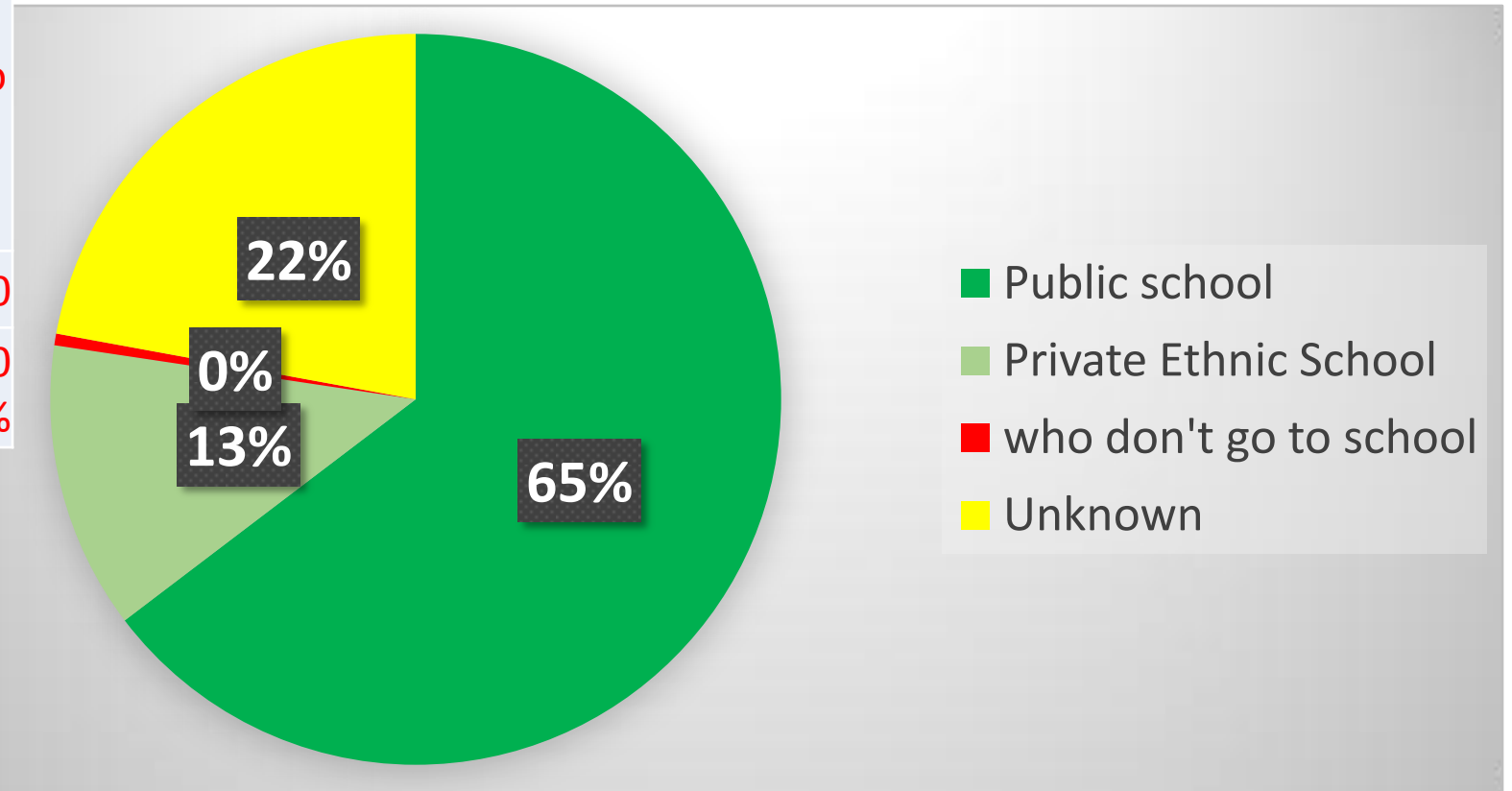
Difficulty in Economic of families

Education of Foreign children : Elementary School

(researched in 29 cities in

Japan, 2007-2009)

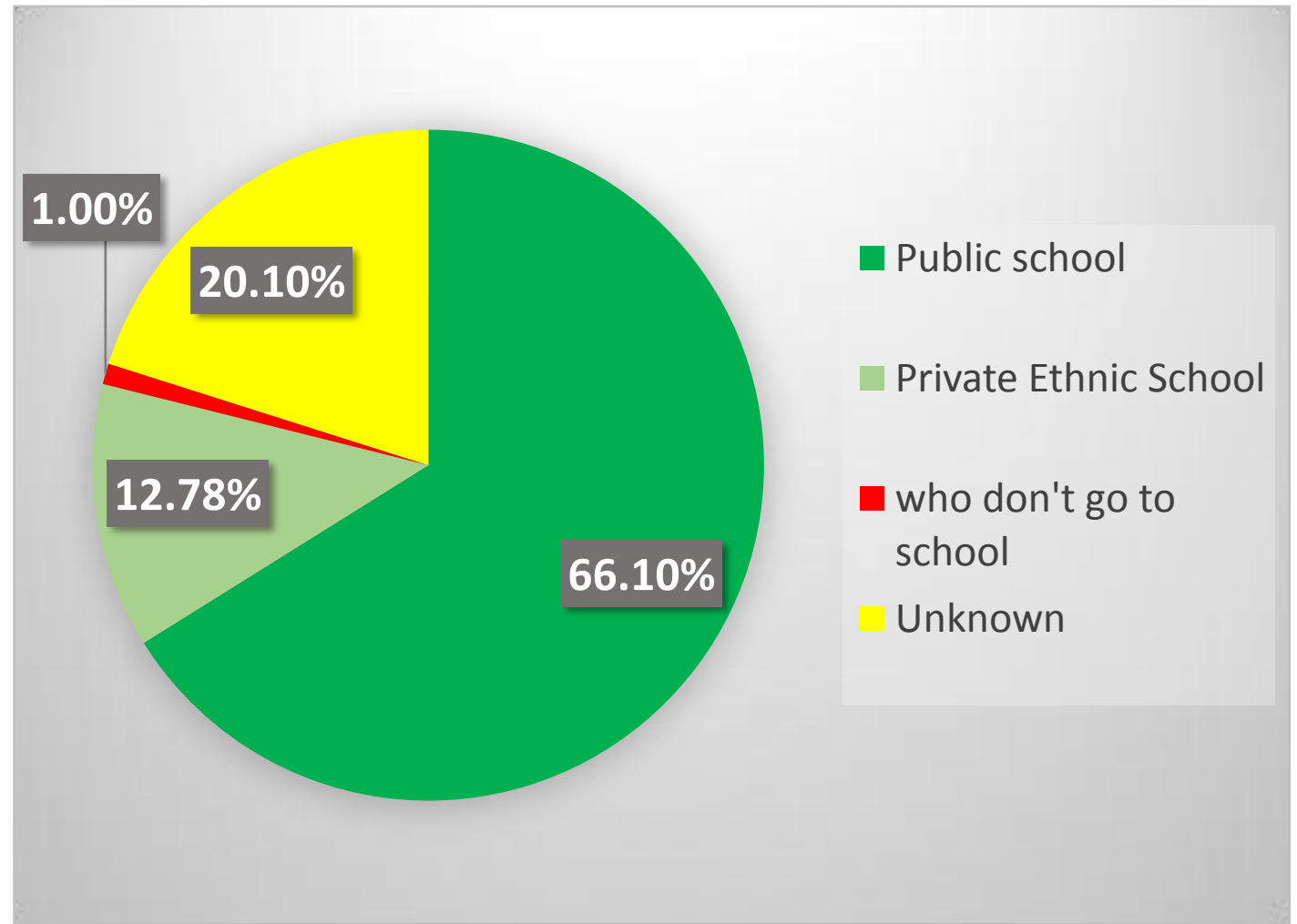
Total	Public school	Private Ethnic School	who don't go to school	Unknown
8952	5788	1138	46	1980
	64.70%	12.70%	0.50%	22.10%



Education of Foreign children : Junior High School

(researched in 29 cities in Japan, 2007-2009)

Total	Public school	Private Ethnic School	who don't go to school	Unknown
3852	2547	494	38	773
	66.10%	12.78%	1.00%	20.10%





Good Practice of Gov't

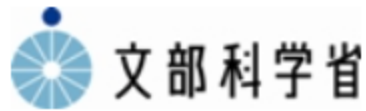
Ministry of Education promote to conduct

- 1.research the situation of Foreign children's education
- 2.support Teaching subjects and
- 3.Japanese conversation.

But there is **no MIGRANT EDUCATION** in education curriculum. It is a challenging issue.

Casta Net(Portal site) the learning support for foreign and Japanese

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「かすたねっと」は外国につながるのある
児童・生徒の学習を支援する
情報検索サイトです



Language: English, Portuguese, Spanish, Korean, Philippine, Vietnam, Thai,
Indonesian, Japanese, Russia, Cambodia

Text of subjects
And
Documents and letters
to parents



教材検索

ウェブで公開されている
多言語教材を探す

文書検索

ウェブで公開されている
多言語学校関係文書を
探す

関連サイト

海外子女教育、帰国・外国
人児童生徒教育等に関する
ホームページCLARINET
(文部科学省)



全国で公開されている多言
語の学校関係用語検索(多
言語・学校プロジェクト)

多言語の学校関係
用語検索

<http://www.casta-net.jp/>

Sample of the letter to parents from school . (in Thai)

สิ่งที่ควรรู้ในการดำเนินชีวิต (ขอความร่วมมือจากผู้ปกครอง)

การเรียนรู้

- ให้ความสำคัญกับความกระตือรือร้นของเด็ก
- สร้างสภาพแวดล้อมภายในครอบครัวให้เหมาะกับการเรียนหนังสือ และสร้างนิสัยการการเรียนหนังสือทุกวันให้กับเด็ก
- พูดคุยเรื่องที่โรงเรียนเพื่อตรวจสอบสภาพการเรียนของเด็ก
- ทำให้เด็กเกิดความสนใจในเรื่องราวต่างๆ ที่เกิดขึ้นในสังคมโดยใช้ช่องทาง โทรทัศน์หรือหนังสือพิมพ์เป็นสื่อกลาง
- สร้างนิสัยการอ่านหนังสือให้มาก



การดำเนินชีวิต

- ดำเนินชีวิตในแต่ละวันให้เป็นเวลาตามวิถีที่ถูกต้องโดยกำหนดเวลาการรับประทานอาหาร เข้านอนและตื่นนอนให้กับเด็ก
- กำหนดเวลาในการดูโทรทัศน์ เล่นเกม

estate

1. Support group by
Japanese

2. Self Help Group by
migrant youth

Ichou Government housing estate is located in Kanagawa Pre.
There are many Japanese and Chinese family returned from
China, Indo-China refugee
Family and their second, third generation living.

Activities in Icho housing estate



Sources by 多文化ま
ちづくり工房
<http://www.tmkobo.com/awards.html>

1. Supporting group by Japanese

- “Tabunka machidukuri kobo” 多文化まちづくり工房
(Community development for Multi- culture)
- Activities
 - 1. Japanese language class
 - 2. Learning support
 - 3. Pre-school support
 - 4. Career consulting
 - 5. Counselling relating to daily life
 - 6. Consulting prevention disaster.
 - 7. Organizaing supports game: food boll
 - 8. Community building
- Good for Japanese society to recognize multi-culture in Japan and they improve their skills for living in Japan.
- Challenge : Autonomy, Migrant Education.

Sources by 多文化まちづくり工房
<http://www.tmkobo.com/awards.html>



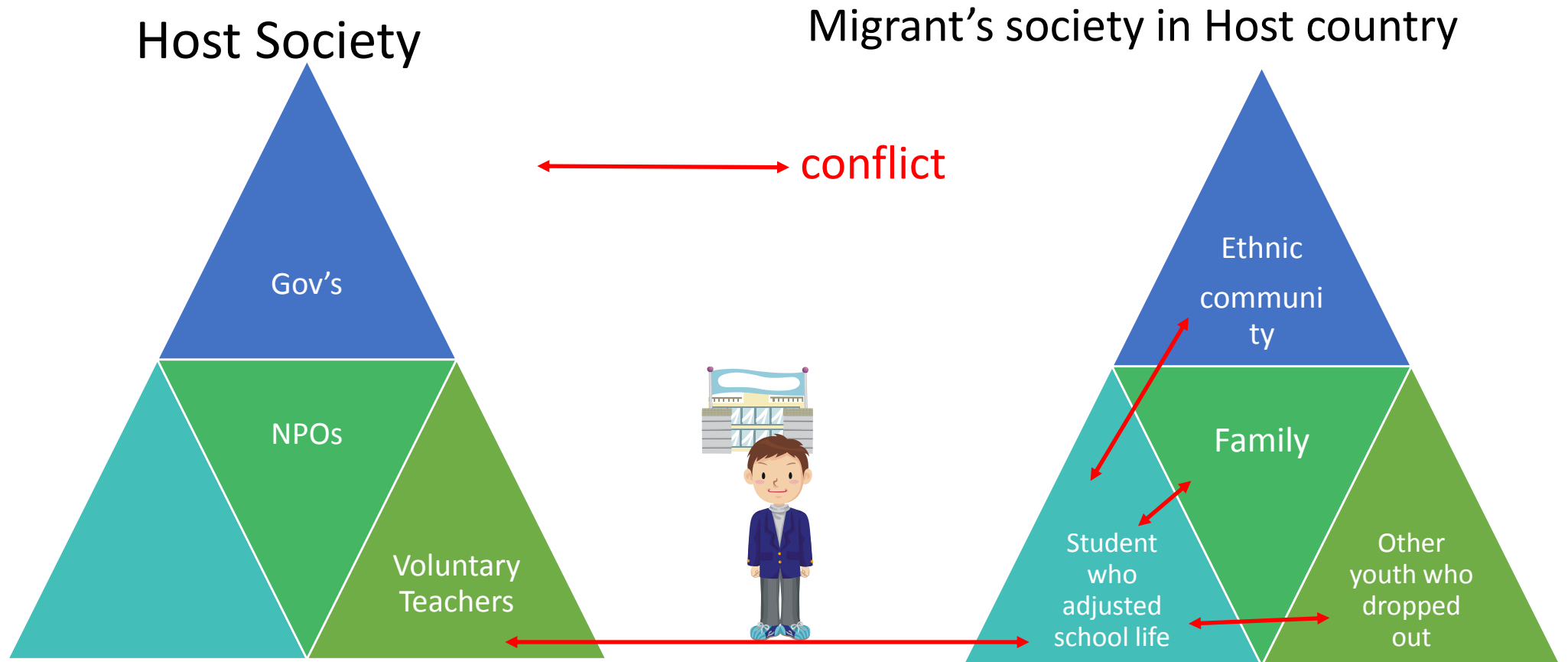
2. Self Help Group by youth who have multi-cultural background “ Stand by me”

- Background of Self Help Group “Stand by me”
- Starting from Learning support class by Japanese
- Separating activities from Learning support class
- Organize the events by Youth themselves
- Searching and discussing their identities (including migrant history)
- Junior high school teachers support “stand by me” and integrate their activities as “International studies” course.

A Cambodian boy Saran's case of "Stand by me"

- A Cambodian boy Saran (Junior high school student) asked the parents history when they became refugee and migrated to Japan.
- Saran's Father was upset and didn't tell anything.
- Saran has good relationship between Junior High School teachers but other migrant classmates and neighbors who had dropped out.
- Saran felt Japanese(Host society people, even teachers) are not able to understand his complex feeling.
- Saran organized a small group in "Stand by me" and his friend also organized small groups under "Stand by me" .
- Saran decided to stay 1 year in Cambodia to seek his identity.
- After graduated university, Saran have soft relationship with group.

Challenging to bridging the gap between Host society and migrant youth ("stand by me"'s case)



We need to recognized ethnic society also respect each other in individual level

Conclusion

Migrant Education in Japan

1. Historically, there are many children rooted in foreign countries in Japan. Their life had been influenced on state's policy and international political situation.
2. But there are lack of migrant historical education why many children rooted in foreign countries in Japan.
3. According to research of Ministry of Education, more than 20 % of migrant children failed to go to school or missing.
4. Some Japanese individual, group, NGOs support migrant children' education, life skills etc.
5. Self Help Group by migrant youth should have many possibilities. But individual youth feel the gap between Japanese in Host country and migrant youth.

Recommendation

1. Promote Migrant's historical education
 1. In schools
 2. In public (ex. publish booklets)
2. Respect their autonomy
 1. First generation
 2. Second and Third Generation
 3. Forth generation = current school students
3. Promote social inclusion , avoid social exclusion
 1. Social inclusion : Education, Social relationship, Career development
 2. Avoid social exclusion: Stop HATE SPEECH toward migrant.