Migrant Education for living together - Japan’s Case

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History of outbound and inbound migrants of Japan

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

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

1995 High Yens 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.

Korean, Chinese migrated to Japan

Many Korean returned, some accompanied Japanese wife.

Migrants from Asia and South America to Japan

Japanese migrated to colonized China

Korean, Chinese migrated to Japan

Japanese migrants to abroad, Brazil, etc.
Who are “migrants” in Japan

Japanese migrants to abroad, Brazil, South America.

Korean, Chinese migrated to Japan.

Japanese migrated colonized China.

Many Korean returned, some accompanied Japanese wife.

Migrants from Asia and South America to Japan.

Ethnic Japanese – Brazilian second, third generation.

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


Japanese who returned from China with their Chinese family.

Migrants from Asia and Eastern Europe, South America.

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

1910-1945 Japan colonized Korea then promoted Korean migrant to Japan. (1945 end of WW Ⅱ)


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.
## Status of Migrants in Japan(1)

<table>
<thead>
<tr>
<th></th>
<th>Nationality</th>
<th>Naturalization</th>
<th>Character (visa status)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ethnic Japanese –Brazilian, they have Japanese ancestors.</td>
<td>Brazil, etc.</td>
<td>+ ー</td>
</tr>
</tbody>
</table>
| B | Korean, Chinese who had been in Japan more than half century. | Korea, China*1 | ++ +++ | *Long-term resident visa  
  *Some of them were naturalized as Japanese citizen.  
  *Many of them married with Japanese. |
  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.*
<table>
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</table>
| Indo-china Refugees and their children as second and third generation      | Vietnam, Cambodia, Laos | • Some of them got Japanese nationalities.  
• They tend to marry with their same ethnic.                                  |
| Unskilled migrant workers (Ethnic Japanese)                                | Brazil, Peru    | • Ethnic Japanese in South America such as Brazilian are able to get Temporary staying visa. |
| Unskilled migrant workers (Non-ethnic Japanese)                           | Their own nationalities (some are stateless) | No possibility  
| Their Children                                                             |                 | Illegal stay                                                                            |
| Foreigner who married with Japanese                                       | Their own nationalities | • able to get spouse of Japanese visa (temporary stay to long-stay)  
• Japanese parent’s Child can get Japanese nationalities                   |
| Their Children                                                             |                 |                                                                                         |
| Foreigner who divorced with Japanese and takes care of Japanese child.    | Their own nationalities (But child is Japanese) | • Not Spouse visa but temporary staying visa for supporting child.                     |
Migrant children do not mean foreign children. But also Japanese who have relation and connection with foreign countries.

Returnee from China with their family including children. Japanese ethnic Brazilian etc.

Japanese rooted to other countries

New ethnic Japanese

Foreign Children

Refugee's children, Children of International Marriage etc.
Challenging of Migrant Children

- Education
- Social (relations, skills, welfare)
- Career (Work)

Japanese language skill
Difficulty in Economic of families
Education of Foreign children: Elementary School
(researched in 29 cities in Japan, 2007-2009)

<table>
<thead>
<tr>
<th>Category</th>
<th>Public school</th>
<th>Private Ethnic School</th>
<th>who don't go to school</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>8952</td>
<td>1138</td>
<td>46</td>
<td>1980</td>
</tr>
<tr>
<td>Percentage</td>
<td>64.70%</td>
<td>12.70%</td>
<td>0.50%</td>
<td>22.10%</td>
</tr>
</tbody>
</table>

Source by Ministry of Education
Education of Foreign children: Junior High School

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

<table>
<thead>
<tr>
<th></th>
<th>Public school</th>
<th>Private Ethnic School</th>
<th>who don't go to school</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2547</td>
<td>494</td>
<td>38</td>
<td>773</td>
</tr>
<tr>
<td></td>
<td>66.10%</td>
<td>12.78%</td>
<td>1.00%</td>
<td>20.10%</td>
</tr>
</tbody>
</table>
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

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 children in need

Language: English, Portuguese, Spanish, Korean, Philippine, Vietnamese, Thai, Indonesian, Japanese, Russian, Cambodian

Text of subjects
And
Documents and letters to parents

Organized by Ministry of Education.

http://www.casta-net.jp/
สิ่งที่ควรรู้ในการดำเนินชีวิต (ขอความร่วมมือจากผู้ปกครอง)

การเรียน

- ให้ความสำคัญกับความกระตือรือร้นของเด็ก
- สร้างสภาพแวดล้อมภายในครอบครัวให้เหมาะสมภาระเรียนหนักสื่อ และสร้างเนื้อหาการเรียนหนักสื่อในวันให้กับเด็ก
- พูดคุยเรื่องที่โรงเรียนเพื่อตรวจสอบสภาพการเรียนของเด็ก
- ทำให้เด็กมีความสนใจในเรื่องราวต่าง ๆ ที่เกิดขึ้นในสถานศึกษาใช้ช้าทางโทรทัศน์หรือหนังสือพิมพ์เป็นสื่อหลัก
- สร้างเนื้อหาการอ่านหนังสือให้มาก

การดำเนินชีวิต

- ด่วนชีวิตในแต่ละวันให้เป็นเวลาชีวิตที่ดูดีขึ้นโดยกำหนดเวลาการรับประทานอาหารเช้าขอน และในนอนให้กับเด็ก
- กำหนดเวลาในการดูโทรทัศน์ เล่นเกม
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. Organizing 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.

Sourced by Shimizu 2009
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.