

## 論文要旨 (英文)

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研究テーマ	Multicultural symbiotic childcare that guarantees nurturing of foreign children - Insights drawn from the roles of a foreign childcare staff as persons involved -
<b>Introductory Chapter: Objectives and viewpoints of this study</b> <p>After the amendment of the Immigration Control and Refugee Recognition Act in 1990, an increasing number of foreigners called Newcomers, largely South Americans of Japanese ancestry, entered Japan, which led to an increase in ethnic and social varieties in Japanese society. As a result, from the viewpoint of education for children of school-entry age or older, demand for newcomer support has increased, and accompanied by the implementation, various problems due to the differences in language and culture, became apparent in the childcare fields.</p> <p>There is no regulation concerning education for foreign children in our country. Moreover, there is no requirement for compulsory education. Therefore, as for the compulsory school attendance issue for children of foreign parents, administration based on a notice issued by the Ministry of Education according to the agreement of the "Treaty on Basic Relations between Japan and the Republic of Korea" (1965) had been in effect. In 1979, our country ratified the "International Covenant on Economic, Social, and Cultural Rights", which stipulates the secured right for an opportunity identical to that to which Japanese children are entitled, on the condition that admission to compulsory schools is requested by the guardians who live in our country and have an applicable foreign child of school age. Thus "an equal opportunity" for education was granted also to foreign children. On the other hand, because all education and learning are conducted in Japanese, acquiring Japanese language skills will be the minimum and the most important requirement for a child with foreign citizenship, so that he or she can obtain an "equality of results" in education. However, many foreign children cannot develop Japanese language proficiency sufficient for the coursework. As a result, they are unable to keep up with their class. In the earlier studies, various problems including non-attendance, guarantee of the right to receive education, and so on, also have been reported. Moreover, it has been suggested that children older than school age, who grew up without attending school had difficulty in obtaining a job, and therefore, tend to turn to juvenile delinquency or crime. From these observations, it can be speculated that the non-attendance problem and the language communication problem of foreign children, are closely related. Therefore, how language communication is established in</p>	

the childcare practices of foreign children during infancy, which is known to be a critical period when language is acquired, is an important subject for discussion.

In addition, previous studies on multicultural symbiotic childcare revealed that language communication is not smoothly carried out and many problems in childcare schools caused by cultural differences have been pointed out. However, these previous studies only raise various problems, and a way to address the problems represented by communication barriers remains a big challenge.

Thus, in this study, the problems to be solved are clarified by organizing the present situation of the multicultural symbiotic childcare described in the previous studies. Secondly, to find ways to address these issues, the roles of foreign childcare staff as persons involved, were investigated at a childcare school in Oizumi, Gunma, where the foreign population is higher than 15%. Lastly, based on the results obtained, a concept of multicultural symbiosis will be illustrated. For this purpose, four research questions are proposed: 1) What are the philosophy and history of multicultural symbiosis? 2) What are the present situations and problems of multicultural symbiotic childcare? 3) What are the current states of multicultural symbiotic childcare in Oizumi, Gunma? and 4) What is the role of foreign childcare staff as persons involved?

The significance of this study can be summarized in three ways as follows: 1) The problems of multicultural symbiotic childcare, reported in previous studies are organized and according to the problems revealed, detailed ways to address them are suggested. 2) By clarifying the role of foreign childcare staff as persons involved in multicultural symbiosis, a role model of foreign childcare staff is provided. 3) By providing detailed means to solve the problems in multicultural symbiosis, and by clarifying the roles of foreign childcare staff, an ideal way of the multicultural symbiotic childcare that guarantees nurturing of foreign children is proposed.

## **Chapter 1: Philosophy and history of multicultural symbiosis**

### **Section 1: Philosophy of multicultural symbiosis**

In this section, in order to provide preferred approaches to multicultural childcare, which is the aim of this study, first the philosophy of the multicultural symbiosis is clarified. I defined the term "multicultural symbiosis" to mean that the human rights of minorities are guaranteed and that foreigners can live a comfortable life. This is identical to the definition "People with different nationalities and races respect each other, and coexist with an equal relationship" made by the Ministry of Internal Affairs and Communications. However, this philosophy claims multicultural symbiosis as the ideal, while there are some gaps between

the ideal and reality, and problems and opposing opinions exist. It has been suggested that there is a recognition gap between the sides of the Japanese hosts and the foreign guests, and that the reason for this gap derives from not reflecting "an authentic voice from the party involved " in the discussion of multicultural symbiosis in Japan.

Accordingly, in order to realize the philosophy of multicultural symbiosis, it is necessary to reflect the opinions of the parties involved, and to create a society in which minorities and the majorities can live equally.

## **Section 2: History of multicultural symbiosis**

In this section, based on previous studies, I discuss how the history of multicultural symbiosis developed in the United States and Japan. These are representative countries in which ethnic groups of various cultures are living together at the present time. In the United States, the ideas of multicultural symbiosis have changed from the exclusion of colored races, including Native Americans and African-Americans, to the assimilation policy called the Melting Pot Theory, and furthermore, toward multiculturalism and diversity. This study confirmed that the concept of the assimilation still strongly remains to the present day. On the other hand, the history of the multicultural symbiosis in our country began with the social movements to protest against discrimination and seek a guarantee of rights for Korean citizens originating from former colonies and who obtained permanent resident status. Due to the amendment of the Immigration Control Act in 1990, a number of foreigners called Newcomers, largely South Americans of Japanese ancestry, entered Japan, and along with the support of citizen groups, local governments began to take political action. Although a policy recommendation had been made by the Foreigner Collective Living Urban Meeting as one of the measures, it has been suggested that many problems, including the educational problems of foreign children, remain unsolved.

As described above, although various measures proposed as an ideal have been developed over a long period of time, there are still many problems which remain unsolved, and especially, the educational problems of the foreign children would be the most urgent issue to be resolved.

## **Chapter 2: Problems in multicultural symbiosis childcare**

### **Section 1: Problems in multicultural symbiosis at childcare fields**

In this section, based on the previous studies on the multicultural symbiotic childcare, I organize and discuss the issues regarding childcare of the foreign children. As a result, the problems confronting the childcare field were subdivided into four categories, i.e., relationships with the community, lifestyle habits, eating habits, and language

communication. As to language communication, some childcare schools support them by using interpreter services, by preparing admission documents in foreign languages, or by adding Katakana or Roman characters to the news or bulletin boards. In the childcare profession in our country, when foreign children enter a childcare school, various problems are faced and initial support is provided. However, most of the actions to address the problems rely on the decisions of the childcare staff. Therefore, the childcare staff who are involved in the nursing of foreign children at the childcare schools, are required to have special expertise to deal with the needs of the foreign children and their guardians, in addition to making efforts to improve their expertise in childcare.

As described above, at childcare training schools, students studying there should cultivate an awareness about their involvement in the acceptance of diversity.

## **Section 2: Language communication and importance of mother tongue in multicultural symbiosis childcare**

In this section, based on previous studies, I discuss language development and the importance of the mother tongue. The critical period of language development is said to be in early childhood. When children learn a foreign language, retaining the mother tongue becomes challenging. Linguistic competence for communication and language ability necessary for learning require different linguistic abilities. It is thought that the mother tongue helps to develop the language ability necessary for learning. In other words, when there is no opportunity for education in the mother tongue, learning with a second language results in the destruction of the language system essential and important for development of the basic cognitive ability. It is suggested that it becomes a state of the "double limited bilingual", where a child cannot use both the mother tongue and a second language as a tool for expression and thinking.

As described above, in order to eliminate barriers in language communication at multicultural symbiotic childcare, it is necessary for childcare providers to focus on childcare practice for foreign children and to recognize the importance of the mother tongue.

## **Section 3: Multicultural symbiosis childcare in Germany where many immigrants were accepted**

In this section, I investigate and discuss the nursing practices in NRW (Nordrhein-Westfalen) Province in order to gain insights into the multicultural symbiotic childcare practices in Germany where many immigrants were accepted. It was apparent that abundant public funds are spent for childcare support and care. Foreigners, including refugees, are supported with extensive German assistance. Governmental implementation of language education was used in childcare schools, and childcare training courses for staff were provided for this purpose, which achieved a good outcome. Furthermore, I confirmed that

foreign childcare staff played a major role in multicultural symbiotic childcare. For example, many foreign childcare staff incorporated their own culture, nursing practices were carried out by being actively aware of multicultural understanding, and support was provided in the mother tongue.

Suggestions obtained from these childcare practices, which can be applied to our country, include an enriched system regarding multicultural symbiotic childcare and the necessity to expand the hiring of foreign childcare staff. However, it can be speculated that the attitude of people who do not exclude diversity, which is a characteristic feature of multicultural countries, is strongly related to the enriched systems in Germany. In order to increase governmental support for foreign children in Japan, enlightenment and advocacy activities for all people living in Japan, regarding multicultural understanding, would be required.

### **Chapter 3: Multicultural symbiosis in Oizumi, Gunma**

#### **Section 1: History of multicultural symbiosis in Oizumi, Gunma**

In this section, based on the previous studies, the history of multicultural symbiosis in Oizumi, Gunma and how the policies developed are discussed. Oizumi actively attracted foreigners by an initiative of the town itself, and supporting systems for these foreigners were put in place from an early stage. However, with the increase of foreigners of Japanese ancestry, frictions and conflicts became evident due to the differences in languages and cultures between foreigners of Japanese ancestry and Japanese people. Foreigners of Japanese ancestry still exist, and it has been suggested that among foreign children poor academic ability, non-attendance, delinquency, and crime are becoming prevalent.

As described above, in order to respect each other and coexist with the people of diverse cultural backgrounds, places and opportunities to understand each other would be required. In addition, as for the foreign children, enhancement of language education from early childhood would be necessary.

#### **Section 2: Playing plaza activities in Oizumi, Gunma**

In this section, I review and discuss the playing plaza activities in Oizumi, Gunma. In Oizumi, there is a playground, "Waku Waku Square", for foreign and Japanese children and their families. It is a part of the multicultural symbiotic town development. Regardless of language, nationality, culture, position, and age, and regardless of whether one is a service provider or receiver, the activities of "Waku Waku Square" have gone through various discussions and conflicts over two years, but it still offers a place and opportunity to get together and have a good time.

This practical activity is an example of the grassroots development of a multicultural

symbiotic society. An expansion of these kinds of activities into the whole town may lead to the further development of the multicultural symbiotic town.

### **Section 3: Multicultural symbiosis childcare in Oizumi, Gunma**

In this section, I investigate and discuss the present situation of multicultural symbiotic childcare in Oizumi, Gunma. Previous studies have shown that childcare to "Japanize" foreign children was implemented by the childcare schools of Oizumi. When attending elementary schools in Japan, every class is taught in Japanese, which further boosts the "Japanizing" childcare that teaches Japanese enthusiastically to foreign children. The word "Japanize" means to lose one's mother tongue and homeland culture. At the same time, however, failure to acquire an identity is an issue of concern for foreign children. Moreover, because clear governmental directions and aggressive support policies for foreign children are not shown by childcare providers, childcare staff are struggling to respond to the foreign children and their guardians. The field of childcare is in a confusing situation. On the other hand, it was apparent to childcare staff that foreign guardians do not show any interest in their children's education. They do not understand the importance of the acquisition of language especially the mother tongue in early childhood, and they often have not established attachments with their children.

Considering the above-mentioned situations, the "Japanizing" childcare at the childcare schools should be reconsidered. On the other hand, as parental support, education about the importance of the mother-child relationships during infancy and about the importance of language education may to be required for guardians.

## **Chapter 4: Importance of foreign childcare staff working at Oizumi, Gunma**

### **Section 1: Psychological effects of a support obtained by foreign childcare staff on the foreign child adaptation to the childcare schools**

In this section, by participating and observing the childcare schools, I investigate and discuss the psychological effects of the support given by foreign childcare staff on foreign children. It was apparent that when foreign children recognize the presence of childcare staff who communicate in their mother tongue, they always search for those staff and ask for help in their mother tongue when in trouble or if there is something to question. Also, foreign parents, who hardly speak Japanese, occasionally start to exchange information with staff who act as interpreters at parent meetings.

The above-mentioned observations demonstrate that support given by foreign childcare staff using native-language plays a mediating role between the childcare schools and the foreign children or their guardians. At the same time, foreign childcare staff provide a comfortable

feeling for the foreign children and their guardians, which may contribute to promoting the adaptation to the childcare schools.

### **Section 2: Roles of foreign childcare staff and mind change of Japanese childcare staff with the roles at the childcare schools**

In this section, by interviewing childcare staff and foreign guardians, I investigate and discuss the childcare practices of foreign childcare staff. As a result, it was apparent that foreign childcare staff can introduce foreign language and cultures to Japanese childcare staff or Japanese parents and Japanese children. They also act as advocates and provide relief by communicating in the mother tongue of the foreign children and their guardians. In addition, foreign parents became available to participate in the childcare school events with ease. Furthermore, Japanese childcare staff became available to communicate information via foreign childcare staff, and to learn and use foreign language and cultures.

According to the above-mentioned observations, it was suggested that anxiety factors such as transmission of inadequate information and misunderstandings due to communication barriers, which existed in the "Japanizing" childcare fields, were eliminated and were replaced by relief.

### **Section 3: Life history of foreign childcare staff**

In this section, using the narrative life history of foreign childcare staff, I discuss the process of how foreign childcare staff acquired the position of "persons involved". As a result, the following observations were clarified. Foreign childcare staff also had difficulty in adapting to Japanese society during their childhood. They existed as "marginalized persons", but, as adults, they found themselves as "mediating persons" serving as the mouthpiece for children who were in trouble for not understanding Japanese. When they interacted with children who were in the same position as during their own childhood, their attitude changed from "marginalized persons" to "persons involved".

According to the above-mentioned observations, foreign childcare staff who experienced a change in attitude from "marginalized persons" to "persons involved", are actively involved and are interacting with the children at the childcare schools. They practice childcare by applying their experience and by connecting the importance of their activities, to mediate the children's voices.

### **Chapter 5: Conclusion**

In this chapter, conclusions for each of the four research questions and countermeasures generated are described.

### **Section 1: What are the philosophy and history of the multicultural symbiosis?**

In this section, I clarify the philosophy of multicultural symbiosis and discuss the history of the development of multicultural symbiosis. Multicultural symbiosis began with "exclusion" and changed to "assimilation". During its history, it was emphasized that multicultural symbiosis was not "assimilation" but the philosophy that "people of different nationalities and ethnic groups respect each other, and keep an equal relationship and live together". Various efforts and discussion have been made to achieve this philosophy. However, a concept of assimilation still strongly remains, thus there is a discrepancy between the emphasized philosophy and reality. It is hard to say that multicultural symbiosis, symbolized by the above philosophy, has come about. It can be speculated that there is a concept of relationships that minorities are not equal to the majority, and that minorities are in the "support receiving side" and the majority is in the "support providing side", as an underlying background. Therefore, in order to realize multicultural symbiosis, it is necessary to terminate the relationships of "support receiving side" and "support providing side". Everyone should adopt a spirit of equal positioning and mutual understanding. For this purpose, it is necessary to conduct advocacy activities to realize multicultural symbiosis.

### **Section 2: What are present situations and problems of the multicultural symbiosis childcare?**

In this section, I organize the problems confronting multicultural symbiotic childcare schools and subdivide them into four categories as follows: Problems of relationships with the community, lifestyle habits, eating habits, and language communication. At present, there is no governmental support system in Japan to address these problems, and because the actions towards the problems rely on childcare, it is necessary for every childcare staff to improve their expertise. On the other hand, in the case of Germany as discussed in a preceding chapter, the main focus was placed on language education in early childhood. For this purpose, there were enriched public training systems for German childcare staff. In addition, because many foreign childcare staff are involved in childcare, the multicultural symbiotic childcare systems were enriched. Accordingly, in order to enrich multicultural symbiotic childcare in Japan governmental measures including public support and language education in early childhood for foreign children are necessary. Furthermore, establishment of public training systems for childcare staff who are involved in childcare of foreign children, are required.

### **Section 3: What are current states and problems of the multicultural symbiosis childcare in Oizumi, Gunma?**

In this section, I clarify the present situations and problems of multicultural symbiotic childcare at Oizumi, Gunma. Childcare to "Japanize" the foreign children has been

implemented in the childcare schools in Oizumi, because the problems of "Japanizing" childcare were not obvious until recently, and because childcare staff believed that being familiar with Japanese cultures and language before entering primary schools would be beneficial. Implementation was necessary because many multinational children are present in the childcare school; and because childcare staff who are busy with routine tasks do not consider multicultural symbiotic childcare. I confirmed that childcare staff did not recognize the fact that a lack of mother tongue acquisition has a negative effect on learning language. Moreover, this study revealed that the current situation of foreign guardians is closely related to the complicated problems of poverty and indifference to education.

Accordingly, it is necessary to reconsider multicultural symbiotic childcare and to provide opportunities for the training in multicultural symbiotic childcare for childcare staff. In addition, foreign guardians should be enlightened concerning the importance of parent and child relationships in infancy and the importance of supporting language education.

#### **Section 4: What is the role of foreign childcare staff as persons involved?**

In this section, I clarify the roles of the foreign childcare staff as persons involved with foreign children and their guardians. The regular presence of foreign childcare staff at the childcare schools, who are more than simply interpreters, and who have knowledge of and experience in childcare, and who understand cultures and customs, play important roles by giving significant relief to foreign children and their guardians or Japanese childcare staff as "mediators". Furthermore, the foreign childcare staff interact with foreign children using both the mother tongue and Japanese; the first is very important for foreign children before entering primary school, and the second is the main language.

Constructing interactive communications and trustful relationships between every childcare staff member and every guardian or child must be important to promote multicultural symbiotic childcare. Foreign childcare staff can act as a mediator for this purpose. In addition, through mediation, foreign children can establish their identities without a negative feeling for their mother tongue or culture, which may enable their abilities and qualities to blossom. At the same time, it can be said that foreign children can nurture self-confidence by encountering foreign childcare staff who are like family with similar backgrounds, and by reflecting their future to them as a role model.

On the other hand, it is also important to focus on the environment of childcare schools that surround the foreign childcare staff. At the childcare schools where the roles of foreign childcare staff were recognized as interpreters or translators, the staff were not able to take advantage of the "person involved" position. Also, they suffered from a feeling of interpretation and translation overload, and from a feeling that they did not have enough

time to interact with the children. However, as childcare providers started to understand the burden of their foreign childcare staff, they started to respect their roles as staff whose main responsibility was to the children. Implementation of childcare practices by the foreign childcare staff became available by introducing songs, hand clapping plays, and picture-book reading sessions using their mother tongue and home cultures.

Accordingly, it can be considered that the foreign childcare staff are able to conduct childcare practice as persons involved, and respond to the needs of foreign children. For this purpose, the childcare providers should understand that childcare staff have different backgrounds. They should establish a working environment where every staff can cooperatively work together within the same childcare fields.

### **Section 5: Summary**

Based on a summary of Sections 1-4, above, the following conclusion was made. First of all, two original items of research are described.

1. By clarifying the importance and roles of foreign childcare staff, I was able to provide a role model, which has not been reported previously. Accordingly, the following points became apparent: 1) the necessity of hiring foreign childcare staff; 2) the importance of the environmental establishment of childcare schools with foreign childcare staff; and 3) the importance of cooperation between foreign and Japanese childcare staff. This study also provides a vision of childcare staff as another professional option in the selection of an occupation.

2. For the first time ever in Oizumi, Gunma, there was an exchange of opinions and a sharing of information among local government, childcare providers, and researchers. As a result, I was able to clarify the problems of multicultural symbiotic childcare not only in Oizumi, but also in the whole country. Accordingly, the childcare staff in Oizumi reconsidered multicultural symbiotic childcare and started to solve the problems. At the same time, local government realized the problems of multicultural symbiotic childcare and started to make an effort to solve the problems cooperatively with the childcare providers.

Next, based on the discussion of the four research questions, I provide five items as the ideal multicultural symbiotic childcare that will guarantee the nurturing of foreign children in the future.

1. Conducting advocacy activities to realize the goals of equal positioning and mutual understanding

In order to make the majority sensitive to the plight of minorities, an approach must be taken to change the mindset of the majority. For this purpose, the development of advocacy activities is urgently required.

## 2.Enriching multicultural symbiotic childcare systems, including compulsory and pre-school education reforms for foreign children

Systematic enrichment of multicultural symbiotic childcare indicates, importantly requiring compulsory education on foreign children. Japan is the only country among the developed nations, where foreign children are not obliged to attend school. This must be widely acknowledged.

## 3.Expanding the hiring of foreign childcare staff.

Internationalization in Japan is expected to continue, therefore urgent efforts are required to improve multicultural symbiotic childcare. For this purpose, specialists, who can mediate between hosts and guests, are necessary. It is urgently required to increase the numbers of foreign childcare staff, who can take on that role.

## 4.Cultivating multicultural understanding at childcare training schools and enriching training systems for childcare staff

In order to realize childcare that guarantees cultural diversity, cultivating multicultural understanding at the stage of childcare training is required. In addition, it is necessary to provide opportunities to reconsider multicultural symbiotic childcare and to provide opportunities of multicultural symbiotic childcare training for staff. Expanding the training curriculum and on-the-job training are important.

## 5.Enhancing support for foreign guardians

As parental support, it is important to enlighten foreign guardians about the importance of the mother-child relationship during infancy and about the importance of language education. Support should not be limited only to a child. Family support is also important.

Finally, the limits and problems of this study are shown as follows. The research field is limited to the area called Oizumi. There are also quantitative problems. In this study, the research targets, that is, the childcare staff of Newcomer origin, who were working at the childcare schools, were only two in number. Furthermore, the number of childcare schools where research was conducted, were two. Therefore, in future studies, the survey will be expanded to other multicultural communities in Japan; multicultural symbiotic childcare in other countries, especially in Europe and the United States, will be compared; and the degree to which the results obtained in this study can be extrapolated to those from other areas.

Lastly, in order to discuss the effects of mother tongue support for foreign children during their attendance at childcare schools, which is known to be a critical period when language is acquired, follow-up surveys must be carried out on their growth and development after they leave the schools. An attempt to verify the results obtained would be necessary.