

Abstract of Doctoral Dissertation

Multicultural and International Education in Kobe Chinese School: With Special Reference to the Continuity and Creation of a School Community

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Recently, more Japanese parents are interested in ethnic schools, especially Chinese schools. This study explores the unique strategies of the Chinese school as a community to adapt to the new situation and to include a diversity of people to their school community without changing their principle of education and school management.

Chapter 1 and 2 discuss how Chinese school becomes one of the binding principles of the Chinese community through revealing the transformation of the Chinese community in Kobe by focusing on the diversity of parental clusters. Rethinking the dilemma between continuing ethnic educations and preparing for a high school entrance exam, Chapter 3 focuses on the managing principles and the educational philosophy called “Kokku Funto” in Chinese Schools. Chapter 4 reveals the educational practices in Kobe Chinese School; compared with Japanese-English bilingual methods and practices the bilingual education in Kobe Chinese School seems to be an irregular immersive education. However, these methods are relevant for the multicultural school climate. Chapter 5 argues that a kind of Creole and cultural heterogeneity between Japan and China had become the foundation to foster the solidarity of the school community. As the international education is directed to multicultural practices, the children have a role of a vehicle to connect between Chinese communities and host society. The concluding chapter discusses the strategy of switching between openness and closeness in the school community at the Chinese school. This study insists that it is important to understanding the strategy of the Chinese school in order to resolve the politics that comes from certain ways/fashions, such as the educational principle called as Kokku Funto, the Creole language "Doubun-go" and "hybrid culture", which could be understood tacitly as the "traditional" way of the Chinese school while these fashions should not be equated to "Chineseness" or "Chinese school-like".