

The Book of Abstracts

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A1: Policy, Career, and Mobility

Yohei Yoshizawa (King's College London):

"Inequality of Opportunity in Educational Attainment: An application of objective measures of effort and machinelearning to Japan's PISA data"

Policymakers commonly aim at equalizing opportunities and not outcomes, including not only income but also educational attainment. This is because many hold that inequalities due to different levels of effort acceptable, while those due to uncontrollable circumstances (e.g., race, sex, family-background) are objectionable (Mijs, 2021). However, recent empirical studies reveal that the amount of effort students exert is partly conditioned by such circumstances (e.g., Radl et al., 2024; Foley & Radl, 2023; Kariya, 2012), likely through the intergenerational transmission of cultural capital (Palacios-Abad, 2021)– an important caveat often overlooked in societies with effort-focused meritocratic cultures (Andre, 2024) like Japan. Then, inequality of opportunity in educational attainment (IOpE) should be defined and measured as inequality in educational attainment explained by the effects of circumstances, including their indirect effects through effort (Roemer, 1998).

An accurate estimation of IOpE is important for both fairness and economic performance. In the recent theories of justice literature, not only luck egalitarians but also relational egalitarians have come to argue for equality of opportunity (e.g., Heilinger, 2024; Schmidt, 2022). Further, recent studies find that equality of opportunity drives economic growth by reducing the misallocation of talent and enhancing the efficiency of human capital accumulation (McNamara et al., 2024; Neidhöfer et al., 2024).

Many raise the concern that Japan's IOpE has been aggravating (e.g., Takashiro, 2023; Entrich & Fujihara, 2022). Yet, Japan's IOpE has never been measured in a way that fully captures the effects of circumstances that manifest through effort. I thus estimate IOpE in Japan, and other OECD countries for comparative purposes. To this end, I operationalize Roemer's (1998) framework by applying the following two methods to the data from the Programme for International Student Assessment (PISA) for 2006 and 2012. First, I use a recently developed objective measure of students' effort-level, which quantifies their performance-decline during PISA tests (Palacios-Abad, 2021). This makes this study the first to bring objective measures of effort (rather than self/teacher-rated effort) into IOpE studies. Second, I adopt a machine-learning algorithm called Model-based Recursive Partitioning (Brunori et al., 2022), which makes this study the first to conduct a machine-learning estimation of IOpE. The machine-learning approach comes with two merits. It enables the researcher to (1) take a data-driven approach to model specification in order to eliminate biases arising from arbitrary model specification, and (2) identify the characteristics of the (dis)advantaged groups of

people so that they can be targeted by social policies.

This paper finds that, in 2006, Japan's IOpE was much higher than estimated by a previous study (Ferreira & Gignoux, 2014), which was conducted in a way that does not fully capture the effects of circumstances through effort. This was true for South Korea as well, while estimates for many European countries remained generally unchanged. Also, Japan's IOpE increased by 10% between 2006 and 2012, while South Korea's IOpE dropped. These findings will be discussed in light of the comparative policy literature to identify social policies (i.e., educational and family policies) that drive IOpE in Japan."

Taichi Morisaka (Tohoku University):

"The Effects of Different Framings of Educational Inequality on Public Policy Opinion: Evidence from an Online Survey Experiment"

This study empirically investigates how different framings of educational inequality affect people's concern about the issue and their orientation toward solutions (i.e., support for increased public education spending). Educational disparities in attainment have been consistently observed in many societies, including Japan, and greater public investment is considered a necessary response to such inequality. However, gaining public support is essential to legitimize the political allocation of such resources. In particular, education is a policy domain where market mechanisms function poorly, making it especially important to understand how citizens perceive and support government redistribution.

Meanwhile, against the backdrop of recent developments in comparative welfare state theory, increasing attention has been paid to how public opinion is formed regarding the expansion of education spending. Within this context, several studies have attempted to assess whether presenting information on educational inequality can influence support for such policy expansion. However, existing findings suggest that inequality information alone has little impact on public opinion. One possible explanation is that simple information provision may fail to make inequality appear as "unacceptable" in the eyes of the public. Therefore, this study analyzes how different framings of educational inequality affect people's attitude formation.

The theoretical framework draws on framing theory, which has been developed in the field of political behavior. Framing is a process that shapes or reshapes how a problem is interpreted, influencing people's judgment by directing attention to particular aspects of the issue. Specifically, this study employs two main types of framing for educational inequality: one that presents it as a primary effect (inequality explained by differences in academic ability), and another that presents it as

a secondary effect (inequality explained by factors beyond ability). The secondary effect is further divided into two subtypes: inequality arising from differences in educational preference and from disparities in economic capital. The secondary effects, especially the economic-based frame, are hypothesized to emphasize social and economic causes, and therefore are expected to make inequality more recognizable as “unjust” to the public.

An online survey experiment (N = 2,527) was conducted in February 2025 via a Japanese online crowdsourcing platform. Respondents were randomly assigned to one of the framing conditions, and all participants were asked about their concern toward inequality and their solution orientation (i.e., support for expanding public education spending). The analysis showed that framing had the effect of increasing concern about inequality, but did not significantly influence support for expanding public education spending. More specifically, the frame highlighting inequality due to economic reasons (secondary effect: economic frame) was found to be more strongly perceived as “unjust” by respondents and to more effectively increase awareness of the issue. Conversely, when the same inequality was framed as the result of individual effort (primary effect) or personal preference (secondary effect), people tended to show less concern about the issue. Regarding support for redistribution, heterogeneity in the effects of information presentation based on prior beliefs was also observed: when concern increased due to information, a change in policy support was confirmed (Local Average Treatment Effect: LATE).

These findings suggest that even when the objective phenomenon is the same—educational inequality—how it is presented can significantly alter recipients’ understanding and attitudes. When seeking to form public consensus in support of education policy, it is extremely important to adopt framing strategies that clearly convey what is problematic about the inequality in question.

Daisuke Ito (Tokyo Metropolitan University), Makoto Todoroki (Kanazawa University):

"The Roles of Beliefs Versus Achievement in Education: Support for or Opposition to Meritocratic Disparity"

Meritocracy is the idea that individuals’ talents and efforts determine societal advancement (Sandel 2020). Whereas the current state is far from it, in a perfectly meritocratic society, opportunities are given to everyone equally; hence, environmental factors such as a family’s wealth and parents’ education do not influence their economic positions. As their talents and efforts are the determinants of their positions, economic disparities are justified. The interpretations of and the degree of support for meritocracy differ from society to society, influenced by social contexts (Heuer et al. 2020). The first purpose of this presentation is to compare how supportive of meritocracy the Japanese and the

Americans are and what explains cross-national differences, if any.

Education is believed to be the equalizer of economic inequality. Even if people think hard work is essential to be successful, working hard does not necessarily result in acquiring a bachelor's degree. The existing studies demonstrated that economically disadvantaged people are less likely to obtain a bachelor's degree (Cabrera et al. 2003). In other words, people's beliefs and achievements may not always align. The second purpose is to investigate how the combinations of beliefs and achievements affect respondents' support for meritocracy. We created four dummy variables based on people's beliefs about how important education is to get ahead (important vs. not important) and their actual educational attainments (college graduates vs. non-college graduates). Hereafter, the four categories are called (yes/yes, yes/no, no/yes, no/no).

The online survey data were collected in Japan and the United States in 2022 through a survey collection company. After removing missing cases and students, the sample size is 4,794, with 2,295 from Japan and 2,499 from the United States. We ran regression analyses for Japanese and American data combined and separately. The variables measuring what is important to get ahead in life (e.g., wealthy family, well-educated parents, efforts, honesty), financial well-being, and demographics were entered into the equations.

The results demonstrated that Japanese respondents were less supportive of a disparity than American respondents, even if equal chances were given. Pride that they worked hard was one of the major factors that explained the national difference. In the United States, compared to the respondents with yes/yes answers, those with no/no answers were less likely to support a disparity. The other two categories with unalignments were not significantly different. In Japan, compared to the yes/yes respondents, those with no/yes and no/no respondents were more likely to oppose a disparity. People with yes/no answers think that disparity is caused by their lack of college education; hence, they accept the disparity. In contrast, people with no/yes answers think that their education does not contribute to their success or lack thereof, although their level of education is high. This result indicates that their beliefs rather than their achievements influence their opposition to disparity. Having well-educated parents was not a significant predictor in either country. Cultural differences between the two countries are considered in the discussion.

Ahmed Magdy Mohamed Morsy and Hiroyuki Yamada (Hiroshima University):

"Knowledge vs. Profit: Rethinking University Independence in Industry Collaboration"

This paper explores the tension between knowledge production and profit-driven motives within university-industry collaborations, critically examining how these partnerships influence

university autonomy and academic priorities. By analyzing contemporary collaboration models—such as joint research funding and consultancy initiatives—the study highlights both the benefits (e.g., enhanced financial support and alignment of research with labor market demands) and the risks (e.g., politicization of research and the compromise of academic integrity). The paper finally concludes with policy recommendations aimed at balancing the university’s intellectual mission with the demands of societal and economic development.

A2: Community, Social Problems, and Mental Health

Sawako Shinomiya (University of Exeter):

"How Therapies for Autism Travelled from the US to the Japanese Education System: From Professional Therapy Sessions to 'Therapy-Informed Education' in Classrooms"

[Research aims] This paper is part of a research project that examines the transnational transfer of Euro-American autism-related knowledge to Japan. This paper aims to explore how therapies for autism primarily developed in the US were introduced and implemented in Japanese education both discursively and in practice, focusing on the initial period of the transfer, between the 1960s and 1980s. Pragmatically, this study aims to provide a nuanced account of therapy implementation that moves beyond binary evaluations of ‘success’ or ‘failure’ of transferring overseas therapies, which is often presupposed in ongoing debates about Japan’s autism support system.

[Background] Although therapies have rarely been the focus of sociological studies, historical work on autism (Eyal et al. 2010) reveals that therapies for autism, especially behavioural therapies, were developed in close alignment with American institutional contexts, where they were implemented across clinical, educational, and domestic settings, often as interdisciplinary programmes involving psychologists regularly visiting schools. Additionally, another major programme for autism, TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children), has often been pointed out for its replicability outside of North Carolina, the state where the programme was developed. Nevertheless, this does not mean that these therapies were entirely absent in Japan; Rather, a significant body of literature in Japanese mentions the transfer of American therapies in Japan, at least at the discursive level. The questions here are how those therapies were transferred and implemented across cultural and institutional boundaries and how we should understand the complexity of the outcome of the transfer without simplifying it as a mere ‘success’ or ‘failure’.

[Data] Historical documents and oral history interviews were collected and thematically analysed.

[Findings] At the discursive level, Japanese doctors and psychologists who studied in the US introduced American therapies for autism since the late 1950s. These therapies were widely mentioned in academic publications, and teachers also learned them through regional study groups. In contrast, at the level of practice, there were significant institutional constraints in Japanese public schools, where the legal basis to hire professional therapists or allocate time specifically for therapy was lacking. As such, original protocols with intensive, structured therapy sessions by professional therapists were hardly feasible in schools.

However, this absence of formal implementation does not equate to a 'failed' transfer of knowledge. Instead, the study finds that therapies were implemented as an implicit and fragmented form, which I call 'therapy-informed education'. Components of therapies, such as their principles or particular techniques were incorporated by motivated teachers into everyday educational practices in ways that did not radically change curriculum or institutional norms. Teachers did not necessarily recognise this form of implementation as specific therapy, yet their educational practices were shaped by the knowledge they learned.

Sejin Cho (Osaka University):

"Exploring Identity in Zainichi Korean School"

What is the current state of identity education in Zainichi Korean schools? What is its purpose, and what kinds of goals should be established?

This presentation explores these questions through a case study of Korea International School (KIS) in Osaka Prefecture, focusing on the complexities of identity education for the younger generation of Zainichi Koreans.

KIS was founded in 2008 with the aim of pioneering a new model of education for Zainichi Koreans. Since the 1990s, opinion leaders within the Zainichi Korean community have expressed concern about the direction of Zainichi schools, which were seen as influenced by nationalist ideologies and closely tied to the political agendas of either North or South Korea. In contrast, KIS has positioned itself with a different vision: to foster individuals who identify as "越境人" (trans-border persons) rather than strictly as "Koreans."

But what does "越境人" truly mean? What does it mean to be a trans-border person in the context of Zainichi Korean identity today?

In the early years of the school, there was strong institutional interest in identity, reflecting

its founding mission to explore new forms of self-identification. KIS organized discussions and lectures designed to encourage students to reflect on their identities. One such discussion examined the differing perspectives between Japan and Korea through the example of the Dokdo/Takeshima territorial dispute.

However, this exploration appeared to have an unintended consequence: an overemphasis on identity that sometimes led to rigid or overly fixed concepts of self. For some students, this resulted in increased anxiety and pressure surrounding their identity and social position. For example, students of mixed Korean and Japanese parentage may have felt compelled to "choose a side" or define themselves in a particular way.

Drawing on these cases, this presentation will explore what kind of identity education enables students to reflect on their backgrounds freely—without being pushed toward identification with a specific nation or category.

The presenter has been conducting research and interviews at KIS since 2017, continuing this work as a part-time teacher from 2018, and later as a full-time teacher from 2020 until the spring of this year. This long-term engagement offers a close, nuanced view of the ongoing dynamics within the school.

Meng Han Li (National Tsing Hua University):

"The Role and Impact of Eldest Daughter Syndrome in Sociology of Education"

Eldest Daughter Syndrome is often discussed in psychology. It refers to the expectation that the oldest child must take on family duties and meet both family and social roles. In early farming societies, older children often gave up chances like education or personal growth to help younger siblings. Resources were usually given to the younger ones. Because of this self-sacrificing behavior, the syndrome is sometimes described as a "candle-type personality": someone who burns herself to light others' paths. Related terms include "parentification," where the eldest child acts as a parent due to absent or ineffective caregivers, and Adler's "family constellation," which explores how children are treated differently based on birth order. In early Taiwanese society, the Japanese drama *Oshin* was widely popular. Its themes of endurance and hard work were closely linked to Eldest Daughter Syndrome. This can be understood through structural functionalism in Western sociology, where individuals play expected roles to keep society stable. Today, although early maturity no longer forces people to give up education, social pressure and expectations remain strong. Those with the syndrome face both academic and social burdens, making this issue relevant to the Sociology of Education. This paper uses a content analysis approach to review how psychology discusses this syndrome and then

shifts to a sociological view to explore its causes. It also asks why the phenomenon still exists in societies like Taiwan and Japan. Finally, the author proposes a few interpretations that may offer new directions for future studies in the Sociology of Education. Initial findings suggest that socioeconomic status (SES) is a key factor. In large families within agrarian societies, older siblings were expected to work, while younger ones studied if extra resources were available. This became a social pattern over time.

Two modern periods are considered. From the 1940s to 1980s, lifestyle changes and declining birth rates reduced the need for self-sacrifice, but new pressures emerged, such as gender expectations. In Taiwan, daughters often bear the burden of elder care, and siblings face academic comparisons and role tension. From the 1990s to now, fewer children and more social pressure have created polarizing outcomes: either embracing this role or rejecting it through the “lying flat” (tangping) mentality. A key change is that resource distribution is no longer central; parentification now plays a greater role. Whether these factors influence students’ academic performance, life choices, and mental health remains an important question for ongoing research."

Ayaka Nakano (Sophia University):

"The Structure of "Intolerance" in Inclusive and Equitable School Education: Affective Dynamics of Jealousy and Perceived Inequality among Students"

The importance of creating an inclusive school environment that guarantees equitable educational opportunities is beyond dispute. However, children who are not classified under specific categories, such as those with developmental disabilities or school absenteeism, tend to be overlooked. This is because their difficulties and the need for special consideration are not readily recognized without the direct application of category-based characteristics. Due to this ambiguous positioning, it becomes challenging to ensure respect for their existence in a manner afforded to those classified under specific categories, or to grant them immunity from accountability for deviant behaviors.

This study focuses on the structure of "intolerance" that children who do not belong to specific categories may experience in equitable and inclusive school education. Through this research, the study aims to elucidate factors that hinder the realization of currently promoted inclusive education. Specifically, it examines how the principle of proximity in social relationships generates jealousy among students and a sense of "inequality" arising from micro-level affective dynamics.

Previous research on children with disabilities within the framework of membership categorization devices has demonstrated that, in school education, children (hereinafter referred to as "surrounding peers") tend to perceive their classmates categorized as "having a specific disability" in

a dichotomous relationship of "non-disabled / disabled." Through this dichotomy, children position their peers with disabilities as individuals with different attributes from themselves. Consequently, even if these children with disabilities are granted exemptions from participating in educational activities or being held accountable for their actions, the surrounding peers can maintain a sense of tolerance.

However, for children who are not categorized under specific labels but experience difficulty attending their assigned class and are permitted to spend time in alternative spaces such as in-school support centers, different forms of perception emerge. In addition to the "provider of support / recipient of support" categorization, these children are also perceived as "peer / peer." As a result, in surrounding peers, feelings of envy and jealousy arise toward those who receive special accommodations while occupying a position similar to their own. This, in turn, fosters a sense of relative deprivation, as children develop a perception that "if I am in the same situation, I should also be entitled to special accommodations, yet I am not granted them."

In other words, initiatives aimed at addressing the individual needs of more children in the pursuit of inclusive school education inherently incorporate a movement toward integrating values and needs that were previously excluded by conventional schooling. At the same time, however, this effort paradoxically generates a sense of inequality by drawing attention to micro-level differential treatment among students. This creates a dilemma in which the pursuit of inclusivity can, in fact, lead to its own regression. The existence of this dilemma illustrates the difficulties encountered in shaping inclusive school education. However, it also serves as an opportunity for continuous transformation toward the realization of equitable and inclusive schooling, as it brings to the surface the latent needs that many children have internalized over time but have not been verbalized.

Hoang-Nam Tran (Tokushima University): "Mental Health Challenges of International Students in Japan and Erasmus Countries: A Comparative Review"

The mental health of international students has become a significant concern due to increasing globalization and student mobility. This literature review examines the mental health challenges faced by international students in Japan compared to those in Erasmus countries. It explores key factors influencing mental health, including cultural adaptation, academic stress, social support, and access to mental health services. The findings suggest that while international students globally experience similar stressors, the unique cultural and institutional context of Japan presents additional challenges. Recommendations for policy and institutional improvements are discussed with a focus on comparative analysis.

A3: Culture, Technology, and Globalization

Katsumi Nakai (Kyoto Women's University):

"What can I do in Cambodia's school education?"

I have visited Cambodia several times. My first visit was in December 2009. At that time, I was working as an elementary school teacher in Japan. I learned about the unstable life in rural areas during the Pol Pot regime, and found that there were no schools, so I supported the construction of schools. After that, I used my practical experience in elementary schools to give outreach classes on science education at elementary schools and kindergartens. I also interviewed village chiefs, school teachers, and parents in rural areas to investigate the current state of education in Cambodia. It is important to examine teachers' teaching methods, teaching materials, and curricula and think about content that suits the local area. I also found that there have not been many classes that incorporate experiments in science classes in elementary schools so far. Therefore, I plan to visit Cambodia from August 3, 2025, get involved with teacher training schools, and think about how to improve classes together with teachers in the field. I plan to use my experience in fieldwork. This time, I will report on my fieldwork so far, the local situation, teaching material research (mainly in the field of science), and the efforts of teacher training schools. This study was conducted with ethical considerations. Cooperation was received from NPOs active in Cambodia, JICA staff, and JICA Overseas Cooperation Volunteers. This study also received a research grant from Kyoto Women's University for fiscal years 2024-2025.

Ziang Wang (University of Tsukuba):

"How I Wish I Could Go Back and Forth' -Short-Term Visits to China as Transnational Practices of Second-Generation Chinese Immigrant Youth in Japan"

This study examines the transnational practices of second-generation Chinese immigrants in Japan, focusing on their short-term visits to China. Drawing on interviews with 10 Chinese Immigrant youth, I investigated two central questions: (1) how these visits shaped second-generation youth's perceptions of their relationship with Chinese society, and (2) how second-generation youth assign meaning to homeland visits and articulate motivations for continuing such practices in the

future.

Short-term visits to China represent one form of transnational practice of Chinese immigrants residing in Japan. However, existing research has yet to sufficiently explore the significance and impact of such visits within the life course of the second-generation. Building on transnationalism theories (Basch et al., 1993; Levitt & Waters, 2002), this research frames short-term visits not simply as returns for maintaining family relationships but as active practices within transnational social fields.

The findings indicate that these visits influence second-generation youth in three significant ways: (1) they contribute to the maintenance of family and friend relationships, (2) they foster awareness of shifts in cultural identity, and (3) they prompt the reformulation of future life aspirations. The findings reveal diverse patterns in how short-term visits are experienced and interpreted. Some participants reaffirmed their intention to remain in Japan because they confirmed better economic opportunities or stronger cultural affinity in Japan by comparing the lifestyle and conditions of families and friends in their hometown to what they are experiencing in Japan. While others, particularly those with urban and economically advantaged backgrounds in China, expressed a growing desire to return and establish their lives there. These findings highlight the importance of socioeconomic background and regional disparities within China in shaping how these visits are understood.

Furthermore, the study reveals that second-generation youth consider continuing short-term visits an important part of their future life course. Even those who plan to stay in Japan show an aspiration to continue regular visits to China, emphasising their pursuit of a transnational lifestyle across both societies. They express a dual sense of belonging to Japan and China and actively seek a transnational lifestyle.

This study contributes to the literature on transnational practices of second-generation immigrant youth by emphasising the agency of immigrants in actively constructing and negotiating transnational social spaces. Short-term visits play a vital role in sustaining such spaces by enabling immigrants to go back and forth between multiple cultural contexts, maintain social networks, and imagine future possibilities beyond national borders. Rather than treating short-term visits as mere obligations in the family or symbolic returns, the second generations recognised them as strategic actions contributing to personal growth, professional prospects, and a dual sense of belonging. Through analysis of the narratives of second-generation youth, it is also suggested that these practices are not declining with integration into Japanese society but are instead recognised by second-generation youth as part of broader transnational strategies in their future life."

Rin Sugiyama and Tomoko Tokunaga (University of Tsukuba):

"Affirming Immigrant Students' Multilingual and Multicultural Identities: Action Research in a

Japanese High School"

This presentation examines the process of developing an action research project that attempted to nurture multilingual and multicultural identities of immigrant students at a public high school in Japan. It explores the possibilities and challenges encountered through the design and implementation of multilingual workshops and offers suggestions for educational policies and practices that seeks to affirm linguistic and cultural diversity within school settings.

Since the 1989 revision of Japan's Immigration Control Act, the number of immigrant students in Japanese schools has continued to grow, reflecting increasingly diverse linguistic, ethnic, and cultural backgrounds of students. They face various challenges in their school lives, including language barriers, differences in lifestyle, and issues related to identity and family relationships. One approach to addressing these challenges is the promotion of heritage language education. While previous research has mostly focused on support for Japanese language acquisition and adaptation to mainstream society, recently scholars have argued the importance of recognizing and drawing on the cultural and linguistic strengths of immigrant students. However, research and practices in this area remain limited. In addition, while there is some research on the current state of heritage language education, there is a lack of action research conducted in collaboration with practitioners to inform and improve educational practice.

Therefore, the university, including the presenters, collaborated with a public high school with a large immigrant student population, and conducted action research which developed and implemented multilingual workshops to immigrant students. The aim was to enhance practices that respect linguistic and cultural diversity. In the workshops, students reflected on their own life histories through the lens of language, freely selecting the languages they desired to use, and created posters. Three workshops were conducted and during the planning phase, university members and high school teachers held multiple discussions to develop the program collaboratively. Following the workshops, interviews were conducted with two groups of students. Based on the outcomes of the workshops and interviews, we had a feedback and reflection session with teachers.

Through the action research project, we were able to demonstrate a possible approach to multilingual and multicultural education that affirms students' identities and strengths. This included encouraging students to choose the languages in which they feel most comfortable, to think reflectively about their lived experiences, and to express their multilingual and multicultural identities in visible and creative ways. Moreover, through this practice, teachers' perceptions on immigrant students slightly shifted, which suggests that these reflective practices could contribute to transform the school culture that embraces and promotes diversity and inclusion. At the same time, the findings highlight the necessity to remain critically aware of the danger associated with essentialist understandings of

“mother tongue” and “mother culture.” Given that some students are born and raised in Japan and each child has diverse linguistic and cultural background, it is critical for practitioners to adopt flexible and nuanced perspectives. Finally, this project illuminated both challenges and opportunities in collaborating with high schools, offering valuable implications for future action research initiatives involving partnerships between universities and schools.

B1: Primary and Secondary Education

Taku Murayama (Tokyo Gakugei University):

"Research on Guidelines for Use of the Internet by Children and Adolescents: Content analysis focusing on interpersonal relationships and bullying"

In recent years, Internet addiction among children and adolescents has become a social problem, and the impact on the mind and body has been pointed out. Previous studies also point out the relationship between the life satisfaction of children and adolescents who use the Internet and specific applications (Ito, 2017, and others). In the OECD's Programme for International Student Assessment (PISA), 10-20% of high school students responded that they spend more than three hours a day using ICT (Information and Communication Technology) devices for watching videos and playing games (OECD, 2023). In addition, it has been pointed out that the Internet is deeply involved as a source of information for overdosing over-the-counter drugs among adolescents. This study is therefore aimed at exploring society's risk perception regarding Internet use by children and adolescents. Guidelines and equivalent documents issued by the Board of Education of each prefecture (hereinafter referred to as Guidelines) were surveyed and examined using content analysis. The research focused on how each Guideline communicates risk factors for the use of the all devices use the Internet and these are mobile phones, computers, tablets, and so on, and what risks they are associated with, to extract their trends and characteristics. Where necessary, guidelines issued by medical associations in the same prefecture were also used for comparison.

In this presentation, the standards and focuses that are being used to take preventive measures regarding the health and safety management of adolescent and young middle and high school students are examined at the discourse level. Also examined in the presentation is how students' contact with the media is perceived and what potential risks are being considered.

A common trend among the Guideline was that they often referred to physical aspects such as daily rhythms, especially sleep (falling asleep and waking up), daytime activity, and appetite, as well as notable expressions and phrases that draw attention to signs that may suggest vague symptoms.

Furthermore, the Board of Education Guidelines were in some case notable for references to bullying at school and human relationships (friendship).

As the Guidelines are aimed at a wide range of children, adolescents, and their guardians, and are not limited to patients who are undergoing medical examinations, they provide comprehensive information that is relevant to a wide range of life situations. On the other hand, it appears that from a preventive perspective, responses are being made based on cases where adults close to the child, such as parents or teachers, notice signs of mental and physical illness. In that respect, it is thought that there are limitations to not taking action in relatively serious cases, as pointed out in previous studies. In addition, these Guidelines contain perspectives and content that can be used in preventive learning activities in school education and independence activities in special needs education, and there is a good possibility that they can be used in collaborations.

Future research includes examining questions such as how these Guidelines function in forming human relationships and how their preventive effect on interpersonal problems can be estimated.

Ryoji Matsuoka (Ryukoku University):

"Assessing Trends in Characteristics of School Teachers in Japan"

In recent decades, Japan's teacher workforce has undergone subtle but potentially significant shifts in composition. While the importance of high-quality teachers garners broad consensus across the policy spectrum, empirical evidence on who enters and remains in the teaching profession—particularly how this has changed across cohorts—remains limited. This study examines whether the characteristics of individuals who have become and remained teachers have shifted in parallel with key policy changes in the teacher training pipeline.

Two major policy developments are considered as potentially reshaping the supply of new teachers: (1) a large-scale reduction in admission quotas for national university elementary teacher training programs (1998–2000), and (2) a 2005 regulatory reform that enabled rapid expansion in the number of private universities authorized to offer elementary teacher training programs. These changes arguably restructured both “pre-training selection” and “entry selection” mechanisms that had previously shaped access to the profession.

Using a large-scale nationwide survey of in-service teachers, this study analyzes age cohort trends in key indicators such as the perceived academic selectivity of their high school and university, and the type of university attended (private or national). Preliminary findings suggest that the proportion of teachers graduating from private universities has increased among younger elementary

school teachers, consistent with the timing of policy changes. Likewise, the share of teachers reporting graduation from relatively competitive high schools or universities has declined in more recent elementary cohorts. No comparable trends are observed among junior high or high school teachers, suggesting that these shifts are specific to the elementary teaching pipeline and align with institutional reforms. The decline in hiring competition—partly driven by increased teacher retirements—may also have contributed to changes in the composition of the elementary workforce. Notably, the characteristics of secondary school teachers have remained relatively stable across cohorts.

Although this study does not claim causal inference, the analysis highlights how institutional gateways—particularly the reduction of national university training quotas and the expansion of private-sector capacity—may have shaped the academic profiles of newer elementary teachers. These findings contribute to international discussions on how to attract capable individuals into teaching to ensure public education continues to serve as a foundation for social equity."

Hideo Akabayashi, Yuriko Kameyama and Jie Wang (Keio University):

"School Absenteeism Among Elementary and Junior High School Students in Japan After COVID-19: Socioeconomic and Psychological Characteristics Based on a Nationwide Survey"

The purpose of this study is to elucidate the circumstances of families, guardians, and students in Japanese elementary and junior high schools who exhibit tendencies toward school absenteeism, and to contribute to policy studies in educational sociology by providing evidence-based insights for effective support measures and interventions. School absenteeism has emerged as a critical and growing issue in Japanese education, with the proportion of students experiencing long-term absenteeism increasing significantly since the onset of the COVID-19 pandemic. This trend is not unique to Japan; similar challenges have become increasingly prominent in China and South Korea, despite the generally high quality of education and strong educational aspirations among families in East Asia.

This study utilizes data from the 2022 "Survey on Children's Learning and Development in the Post-COVID-19 Era," which targeted elementary and junior high school students, their guardians, and households across Japan. The survey collected comprehensive responses regarding the use of IT devices, parental social attitudes, and the psychological conditions of mothers, fathers, and the students themselves. This rich dataset enables a multifaceted analysis of the backgrounds and experiences of students with varying levels of school attendance.

Preliminary analysis reveals that the proportion of students experiencing long-term absenteeism (defined as 11 or more days of absence) increased markedly from 7.3% in the first year

of junior high school (7th grade) to 9.1% in the second year (8th grade). Parental responses indicate a wide range of reasons for long-term absenteeism: 69.1% cited “illness or injury,” 33.6% mentioned “relationships with friends,” and 33.8% referred to “academic difficulties.” Notably, the prevalence of “apathy” (48.5%) and “difficulty waking up in the morning” (40.1%) was significantly higher among students with long-term absenteeism compared to those with fewer absences. Furthermore, a relatively higher proportion of students with long-term absenteeism attended special needs schools, special needs classes, or resource rooms compared to their peers.

Interestingly, self-responded data from the students themselves showed that 60.4% of those with long-term absenteeism answered having “many friends” or “some friends” at school, and 39% indicated that they liked school “a lot” or “to some degree,” although these proportions were lower than among students with fewer absences. Socioeconomic analysis further indicated that students with long-term absenteeism were more likely to come from single-parent households and to have parents with lower annual incomes, lower rates of university graduation, and less stable employment compared to students with better attendance records.

The study also includes a detailed analysis of the psychological conditions of both guardians and students, as well as the lifestyles, social attitudes, and perspectives of guardians. These findings contribute to a deeper understanding of the multifaceted nature of school absenteeism in contemporary Japanese society. The results provide important implications for the development of targeted policies and interventions to support the growth and development of students from diverse backgrounds. Further detailed results and policy recommendations will be presented and discussed at the conference."

Yi-jung Wu (National Kaohsiung Normal University):

"Exploring Distributed Instructional Leadership in Taiwanese Elementary Schools: A Mixed-Methods Study Using the Comprehensive Assessment of Leadership for Learning (CALL) Framework"

In response to policy mandates from Taiwan's Ministry of Education, public school principals are evaluated every four years, creating significant pressure and accountability demands. However, the current evaluation system emphasizes summative assessment and lacks formative tools to support leadership development. This study explores the application of the Comprehensive Assessment of Leadership for Learning (CALL), a U.S.-developed formative diagnostic tool based on distributed leadership theory, in Taiwanese elementary schools. Developed by Halverson and Kelley (2017), CALL evaluates instructional leadership at the task level, allowing school leaders to engage with teachers in data-informed dialogue. Grounded in the distributed leadership framework proposed

by Spillane and colleagues (2001, 2004), the study examines how school leadership is shared across individuals and embedded in daily practices.

The central research question guiding this study is: What does the CALL reveal about distributed leadership practices in Taiwan's elementary schools? The study employs a sequential explanatory mixed-methods design (QUANT → qual). The quantitative phase involved translating the CALL survey into Mandarin Chinese and administering it to educators in 11 medium- to large-sized elementary schools across Taiwan, selected via convenience sampling. The schools served diverse student populations, with 1.9% to 8.8% of students from low-income families. The CALL framework includes three main domains—Focus on Learning, Monitoring Teaching and Learning, and Building Nested Learning Communities—each with subdomains assessing specific leadership practices. Quantitative analysis identified key differences between high- and low-performing schools based on CALL subdomain scores. Notably, high-performing schools scored significantly higher in maintaining a school-wide focus on learning, recognizing formal leaders as instructional leaders, conducting formative and summative assessments of teaching and learning, and developing professional learning communities. The qualitative phase involved follow-up interviews with principals from the two highest- and lowest-performing schools. Interview findings highlighted the pivotal role of trust-based relationships between principals and teachers in fostering effective distributed leadership.

Principals in higher-performing schools demonstrated strategic collaboration with teacher leaders, administrative teams, and grade- or subject-level professional learning communities. These leaders were also adept at aligning instructional leadership with national policy mandates, such as Taiwan's 12-Year Basic Education curriculum and bilingual education initiatives. Their ability to motivate teachers through mutual respect, shared vision, and data-informed dialogue was key to fostering instructional improvement. Principals' prior experience as teachers and mid-level administrators contributed to their understanding of school operations and policy compliance, enhancing their credibility and effectiveness.

Building on Spillane's distributed leadership framework, the study proposes an extension that emphasizes the importance of trust and relational dynamics between leaders and followers in executing school tasks. This relationship is central to the success of collaborative leadership and instructional improvement.

To conclude, this research highlights the value of formative assessments like CALL in supporting instructional leadership in Taiwan. It emphasizes the need for principals to balance policy compliance with teacher autonomy through collaborative, trust-based leadership. The study also suggests a cultural shift in Taiwan's school leadership—moving from traditional hierarchical models toward more distributed approaches consistent with contemporary global leadership paradigms.

B2: Childhood, Youth, and Family

Helen Grace Concepcion Quafico Fernandez (University of the Philippines Visayas), Carl Michael B. Delacruz (San Beda College Alabang), Jaclyn Marie L. Cauyan (University of the Philippines Diliman):

"Counseling in Context: Culturally Resonant Counseling Praxis in Philippine Schools"

Counseling is a fundamental component of school guidance programs. It provides students with essential support to manage their concerns, recognize their strengths and areas for growth, define their goals, and develop action plans to enhance their overall quality of life (Gustard, 1953). It is a culturally sensitive practice that requires adaptation to meet each client's unique needs and concerns. While Western-based counseling models are commonly used in the Philippines, there have been efforts to develop indigenous counseling approaches that better align with the Filipino cultural context (Gines, 1999). Melgar (2013) noted that Filipino counselors modify Western techniques to better suit Filipino clients' needs. Guided by this insight, the researchers, as practicing school guidance counselors, developed an interest in examining this critical aspect further.

This qualitative research explored how eight registered Filipino school guidance counselors move beyond Western counseling theories and integrate culturally relevant practices. Through in-depth interviews, the study examined how they indigenize counseling to suit the Filipino context. The research applied the Social Script Theory (Meng, 2008; St. Claire, 2008) to analyze this adaptation, focusing on three key elements: social roles, event frames, and episodic functions. Findings revealed a stable social script underlying the counseling process, structured into three distinct phases. These phases reflect how Filipino counselors modify traditional techniques to address the unique needs of their clients, incorporating culturally resonant approaches. Multiple subscripts also emerged in the episodic functions as a result of the eclectic approaches counselors employ to address clients' concerns. These approaches play a crucial role in adapting counseling practices to the Filipino cultural context. In particular, *pakikiramdam*, a fundamental Filipino value and an indirect communication strategy, is vital in establishing rapport and is evident throughout all stages of the counseling process. Additional episodic function subscripts include expressions of warmth and genuine care, the use of conditional physical touch, and the ability to understand clients beyond spoken words.

The study highlights the importance of embedding cultural values into counseling practices which ensures a more meaningful and effective experience for Filipino students. By contextualizing counseling within the Filipino socio-cultural landscape, this research contributes to the ongoing discourse on developing more culturally responsive guidance and counseling methods.

This study underscores the importance of culturally relevant counseling methods and highlights the

need for approaches that align in the Philippine context. Its theoretical and practical contributions extend to school counseling research, particularly in contextualizing counseling experiences. By doing so, the findings support the development of socio-culturally appropriate counseling practices, enhance counselor training, and foster safe and effective school counseling environments.

Chieh Yu Shen and En Ju Pi :

"Educational Change from the Ground Up: Rethinking Equity through Taiwan's Local Experiments"

Over the past decade, Taiwan has experienced a growing emergence of community-based experimental education, positioned as both a critique of and a response to entrenched structural inequalities and the institutional logic of standardized public schooling. In contrast to prevailing East Asian models that valorize meritocratic competition and high-stakes testing, these grassroots educational practices foreground inclusive, relational, and place-based approaches to learning. This paper situates Taiwan's experimental education movement within a broader sociological inquiry into educational change, examining how localized interventions engage with and seek to reconfigure dominant distributions of cultural capital, access, and institutional legitimacy.

Following the implementation of the Three Experimental Education Acts in 2014, initiatives such as Five Way House in Hualien, Children's Book House in Taitung, and Grass Book House in New Taipei have developed as socially embedded educational sites that prioritize the needs of youth and families often excluded by mainstream schooling. These initiatives function not merely as alternative pedagogical spaces but as community-driven learning ecologies that mobilize intergenerational ties, community care, and epistemic diversity—redefining learning as a socially embedded, flexible process rather than a replication of conventional school models.

Moreover, this study critically reflects on how these initiatives proactively address the risk of becoming selective or exclusionary spaces—a challenge often seen in alternative education settings—by being established and operated as nonprofit, community-rooted organizations specifically oriented toward supporting socioeconomically and ethnically marginalized families within their localities. Through intentional practices of openness, relational care, and flexible engagement, these sites aim to dismantle the barriers that typically hinder disadvantaged families from accessing alternative educational opportunities.

Drawing on a comparative analysis of policy texts, public discourse, and organizational materials, this study explores how these initiatives contest institutional boundaries and rearticulate educational legitimacy. We analyze how such non-formal learning ecologies navigate tensions between state recognition and local autonomy, and how they disrupt normative conceptions of

academic achievement, merit, and school success. Positioned within the East Asian context of educational stratification and policy convergence, these cases offer critical insight into how alternative education operates as both a mode of resistance to and negotiation with the state-centric educational order.

Rather than casting experimental education as marginal or exceptional, this paper conceptualizes it as a situated response to socio-educational exclusion—one that reconstructs the contours of educational equity through community-centered, relational practices and localized knowledge production. These initiatives invite us to reconsider how the public function of education can be reclaimed outside the formal schooling system, emphasizing social reproduction not as destiny, but as a site of contestation and transformation.

In doing so, the paper contributes to ongoing global debates on the future of schooling, educational justice, and the reconstitution of educational institutions. Taiwan's evolving experimental education landscape offers a valuable empirical and conceptual terrain for theorizing how bottom-up interventions can challenge normative logics of schooling, reimagine civic engagement from the margins, and open up plural pathways toward educational equity.

Carl Michael Butuan Dela Cruz (San Beda College Alabang), Helen Grace Concepcion Q. Fernandez (University of the Philippines Visayas), Marie Grace A. Gomez (University of the Philippines Diliman), Marie Elaine A. Florece (Ateneo de Naga University), Roselie B. Ferrer-Rafols (Liceo de Cagayan University):

"A Different Kind of Love: Polyamorous Relationships among Filipino Young Adults"

This study explores the various experiences of Filipino young adults engaging in polyamory, challenging the conventional monogamous relationship. The paper outlines the distinction between polyamory and other consensual non-monogamous (CNM) relationships, and the growing interest in polyamory among young adults. It also highlights the societal stigma associated with this relationship and the issues and concerns faced by individuals involved in polyamory.

This qualitative inquiry involved individual interviews with 11 Filipino young adults in polyamorous relationships. Upon observing data saturation, two researchers independently coded the themes. The methodology also addresses ethical considerations by securing ethics review, informed consent, and safeguarding the confidentiality of the participants. Key findings about the dynamics and challenges experienced by Filipino young adults in polyamorous relationships highlight the unique nature of polyamory and emphasize the significance of knowledge and consent from all parties involved. Additionally, polyamory faces challenges, including clarifying boundaries, managing

complex emotions, practicing safe sex, and balancing time among partners. Finally, the theoretical implications of the study emphasize the need for effective programs that offer guidance and support for individuals in polyamorous relationships.

In conclusion, this study provides meaningful insights into the dynamics and challenges of polyamorous relationships among Filipino young adults. It emphasizes its nonconforming nature that opposes the conventional monogamous model and underscores the need for support and guidance in addressing the potential risks and societal stigma associated with such relationships.

Mutsuko Tendo (Miyagi Gakuin Women's University), Atsuko Shimbo (Waseda University):
"Invisible Pedagogy and Family Education: A Generational Study of Cultural Transmission and Socialization in East Asian Families"

This study examines family education in East Asia through empirical research of in depth-interviews of women in three generations, especially in Taiwan and Japan. It traces the transformation of family socialization from the perspective of invisible pedagogy. In this study, we apply B. Bernstein's theoretical framework of invisible pedagogy for family education in East Asia. This study aims to compare and examine the transformation of cultural transmission and family education in East Asia (China, Taiwan, Korea, Japan), with a generational study of the transmission of culture and socio-emotional skills, which are essential for children's socialization.

Our research group has conducted interview research in three generations, mainly women, they are grandparents, parents, and daughters/children in each country and region using life story method to examine the inheritance of normative culture in families over three generations. In this presentation, we especially focus on in-depth interview cases in Taiwan and Japan, not only cases of urban residences but also rural women. They are three generations of women, over 80s, around 60s, and younger generations. This interview cases from the perspective of international comparison show us various issues of parental awareness of discipline, and common value of politeness, honesty, keeping promises, being kind to others over generations and regions. The aspects of discipline on gender classification are changed by generations. For example, Taiwan's interview cases with co-researchers reveal that gender-neutral family education is common and fathers are becoming more involved as the younger generation.

It is notable that this study illustrates a conceptual framework inspired Bernstein's theoretical concepts of family types and invisible pedagogy. His classic concepts are well known in the field of sociology of education, however, it is rarely referred to and applied in family research in social contexts of East Asia. When we apply the family types of positional and person-oriented, in

positional families, child socialization/control is visible. The mode of control is based on visible pedagogy, and is relatively imperative, while family relationships are vertical. By contrast, in person-oriented families, child socialization/control is based on invisible pedagogy. It is an open communication system, and the way of control is personal. The latter type is common in modern families, and appeared among education-consciousness families in East Asia.

In this presentation, we demonstrate a conceptual framework to examine family transformation from comparative perspectives, to illustrate an alternative picture for creating democratic pedagogy for all children and youth.

B3: Curriculum and Teachers

Yu-Hsuan Yu (National Taiwan Normal University):

"Ethnic Representations in Social Science Textbooks for Primary Students in Taiwan: A Critical Analysis"

This paper examines the construction of ethnic representations in Taiwan's primary school social science studies textbooks, with a focus on the 2024 sixth-grade editions published by three major educational publishing companies in Taiwan. Positioned within the theoretical framework of sociology of curriculum, the study draws on Basil Bernstein's concept of recontextualizing rules and Thomas Popkewitz's theories of social epistemology and curriculum as governance to interrogate how knowledge about ethnicity is selected, organized, and transmitted through educational materials.

Using critical discourse analysis, supported by corpus linguistic techniques, this research identifies explicit and implicit mechanisms by which textbook content frames ethnic diversity and intergroup relations. The study reveals three central findings: first, while there is greater textual visibility and positive language associated with ethnic minorities and immigrant populations, the narrative often constructs an implicit boundary between 'us' and 'others,' or produce the side effect of positive narrative, conveying the value that specific groups must make contributions to become part of society, which is echoing neoliberal human capital discourse. Second, ethnic relations are predominantly presented as harmonious, with instances of conflict either omitted or relegated to historical context. This narrative of stability functions ideologically, aligning with Popkewitz's notion of curriculum as a tool for legitimizing existing social structures. Third, representations of religion further underscore asymmetries: while mainstream belief systems are linked to civic values, Islam is often depicted in association with migrant communities or public controversies, subtly contributing to processes of othering.

The study concludes that despite textbook publishers formally retaining editorial independence, textbook content, as a field for educational recontextualization, closely aligns with official curriculum guidelines that emphasize national identity and social harmony. It also implicitly transmits and reproduces the normative discourse embedded in the broader societal context. This alignment suggests that Taiwan's centralized textbook review process significantly shapes representational strategies, reinforcing dominant ideologies while marginalizing alternative narratives. In sum, this research indicates that even well-intentioned portrayals of diversity can reproduce conditional inclusion, erase structural tensions, and maintain subtle hierarchies. Behind the cheerful illustrations and positive language, the textbooks subtly convey messages about who belongs, and on what terms.

Rieko Onuma (University of Twente):

"Co-Envisioning and Co-creating an Alternative Junior High School Education in Japan: Dialogues with Students, Parents, and Teachers"

Currently, there is broad dissatisfaction with junior high school education in Japan. This criticism comes from all those affected, including students, parents, teachers, and, more broadly, members of society. What do the immediate stakeholders of a junior high school value? Using a mixed-methods approach including relational inquiry, Bohm's dialogue, grounded theory, and auto-ethnography, I conducted a study to propose an alternative model for junior high school education in Japan. I conducted thirty-six dialogue sessions with the thirty-one participants, immediate stakeholders of junior high school education, including students, parents, teachers, and social activists, to identify shared values for an alternative school education in Japan while co-envisioning potential activities and systems to realize those values. I also incorporated my students' comments at my workplace as an essential part of data collection.

The shared values that have emerged emphasize several key aspects, such as: providing time and mental space for both students and teachers; encouraging active interaction and mutual support within the school community; fostering and respecting students' self-directedness and intrinsic motivation; implementing student-centered, practical, and experiential learning; balancing individual study with collaborative group work; strengthening the connection between schools and the wider community; helping students acquire essential life skills; engaging in purpose-driven activities; promoting community-centered education; ensuring physical and psychological safety; focusing on the process of learning; equipping students with the fundamental competencies needed to live independently; offering personalized learning experiences; helping students identify and explore their

field that leads them to the career paths; and building trusting relationships between parents, teachers, and community members to collaboratively educate children.

Activities and systems that may realize these shared values include allowing students greater discretion in choosing their learning environments, selecting subjects from various elective classes to create their schedule, and learning content that interests them and aligns with their abilities. Students are regarded as self-directed individuals and are encouraged to think and act independently.

Additional activities and systems feature inclusive education, smaller class sizes, a maximum of fifteen students per class, project-based and problem-solving learning approaches, individual learning applications, job fairs, and working experiences. The high school entrance examination is designed to eliminate the need for students to attend juku, cram schools.

Furthermore, there are few predetermined school events, and the mandatory learning content is focused on essential knowledge and skills that prepare all students to live independently in society in the future. Students work in mixed-age groups, engage in active community involvement through club activities and learning support, and participate in regular community service.

As the proposed alternative model reflects the voices of immediate junior high school stakeholders, whose voices are often overlooked, it will help promote more effective school educational practices. From the viewpoint of those directly involved, it illustrates the necessary changes in the school education system that has been maintained for over 100 years.

Masaki Seo (Ibaraki University):

"The Relationship between Universities and Private Educational Institutions in a Contemporary Neoliberal Society: The Case of Vietnam, Where Public Universities and Private Educational Institutions 'Centers' are Inseparable"

In Vietnam, the field of this study, there are many learners who study languages at private educational institutions called "centers" while studying languages at universities. In some cases, full-time university teachers also teach at centers in addition to their main duties. In the past, schools such as primary, secondary, and higher education institutions and private educational institutions such as tutoring schools and centers have been discussed in terms of opposition, with schools based on "responsibility" and "mission" while private educational institutions are based on "service" and "profit"(e.g., Sato 2004), and the relationship between teachers and learners in exchange for educational services has been viewed critically. However, in today's society, where the neoliberal principle of competition is spreading, language communication skills are also seen as a skill that increases human capital, and various educational institutions, including schools as well as private

educational institutions, are trying to market language education as a product in order to attract learners. Therefore, it would be difficult to negatively assume that private educational institutions are the only ones focused on providing educational services. In this presentation, the presenter will explore what learners and teachers of languages at both universities and centers mean to their respective institutions, based on interviews with 18 learners and 9 teachers of English, Chinese, Korean, and Japanese at the Faculty of Foreign Languages at X University in Vietnam.

In the analysis, the transcripts of the interviews were read to create categories of meanings that the research participants ascribed to the university and the center, and the relationships between them were analyzed. In English and Chinese language education, the university was looking for a way to educate students while coexisting with private "centers" because the university was unable to prepare students for IELTS, HSK, and other exams and to accommodate students who could not keep up with their studies. In Japanese language education, the center served as a receptacle for students who could not keep up with university classes or who wanted to receive detailed instruction in small groups (with special emphasis on communication). In Korean language education, it was confirmed that since the Korean language program was only in its second year of operation, the university had not developed sufficient programs and had to rely on the "center". In addition, it is difficult for teachers to make a living by teaching full-time at the university, so some of them work at the center as a part-time job. Thus, the results showed that both learners and teachers see the center as complementary to the university and that the two are inextricably linked.

Based on these analyses, the presenter will discuss how to provide language education programs that are truly beneficial to learners and society in Vietnam, where, despite being a socialist country, education has "become a real commodity in recent years" (Nguyen, 2010, p. 37).

Reina Toki (Seisa University): "Analysis of Teachers' Working Conditions at Private Correspondence High Schools - Focusing on the "Care Labor" Aspect of Teachers' Work"

Introduction

The correspondence education system in Japanese high schools was established after World War II to provide educational opportunities to individuals who, due to work, illness, isolation, or other reasons, had difficulty attending high school. Compared to other school types, this system requires significantly less face-to-face instruction, with its core being students' independent study and written feedback from teachers. The system assumes that participating students are independent learners and do not require daily interactions, so the curriculum is designed to minimize elements outside subject instruction. As a result, teacher staffing standards differ from other school types, with only a small

number of teachers responsible for instructing a relatively large number of students.

However, in recent years, the correspondence system's flexibility—including flexible enrollment periods and relaxed enrollment limits—has also made it attractive to students with a history of school absences or dropouts. In response, especially in the private sector, diverse support systems have been developed that are tailored to such students' needs. Many students now attending correspondence high schools face psychological or family-related challenges, and correspondence teachers are increasingly expected to provide comprehensive care work that includes emotional and social support. Meanwhile, concerns about the quality of education have emerged for some correspondence schools, prompting the Ministry of Education, Culture, Sports, Science and Technology (MEXT) to conduct inspections.

The purpose of this study was to investigate the actual working conditions of teachers at private correspondence high schools, evaluate the gaps between their institutional design and students' real-world needs, and identify related structural issues.

Methods

Using data from MEXT's "School Teacher Survey," the researchers analyzed descriptive statistics on correspondence teachers' age distribution, years of service, salary levels, student-to-teacher ratios, and turnover rates. Supplementary materials like MEXT policy reports and statements from the Correspondence School Teachers' Union further contextualized the survey results within a broader institutional framework.

Results and Discussion

According to an analysis based on school type and founding entity, 42% of the teachers at private correspondence high schools were under 35 years old, and 14% were 60 or older, indicating a significant shortage of mid-career and veteran teachers. Furthermore, 48% of the teachers had fewer than five years of teaching experience, indicating a high turnover rate. Comparatively, only 7% of teachers at public correspondence high schools had fewer than five years of teaching experience, showing that employment systems and job stability can vary greatly depending on a school's governing body. These results indicated structural issues that affect teacher retention and the accumulation of teaching experience at private correspondence high schools.

Historically, Japanese schools have been characterized by a "culture of guidance" that extends into students' private lives, but correspondence education programs were initially designed to minimize this level of teacher involvement. Ironically, correspondence schools now require teachers to provide extensive support. The mismatch between institutional design and actual student needs has led to increased teacher workload and difficulties in maintaining care-oriented practices.

The 2023 formation of a correspondence school teachers' union reflects these issues and concerns. The union has highlighted issues like excessive student-to-teacher ratios, the assignment of homeroom duties to part-time and student teachers, and the neglect of core educational practices like

academic guidance and in-person sessions. These developments highlight the urgent need to further examine the working conditions of correspondence school teachers.

C1: Historical Sociology of Education

Ayuko Matsuyama (Waseda University):

"An Examination of the Concept of "Knowledge" in Library Services during the Taisho Period: A Case Study of the Hibiya Library"

The purpose of this study is to examine the characteristics of the educational policy of the libraries by analysing the discourse on "knowledge" that was promoted in the libraries during the Taisho period. Specifically, the following three issues will be addressed. The first task is to identify the views of library stakeholders on libraries and 'knowledge'. The second is to identify the views of school education officials regarding them. The third is to clarify how people, the users of the library = learning subjects, viewed them. The characteristics of library-based educational activities at the time will be examined in these analyses.

Takanori Saito (The Graduate School of Social Design):

"Theological Seminaries in Japanese Higher Education: A Current Overview"

The aim of this presentation is to clarify the current state of theological seminaries in contemporary Japanese higher education, particularly from an institutional perspective.

Research on Japanese theological seminaries has primarily been conducted from the viewpoints of theology and Christian studies. Among this research, there is a voluminous historical study on Protestant seminaries (Nakamura, 2013). However, Japanese theological seminaries have not been discussed from the perspective of the sociology of education. Analyzing theological seminaries from the perspectives of institutional theory and professionalization theory in the sociology of education offers the following significance. One of the main purposes of theological seminaries is to train religious professionals. However, their training programs have not fully become part of the university system. They include not only universities and graduate schools, professional and vocational universities, and professional schools that award academic degrees, but also unique historical training institutions based on religious systems, such as seminaries. This point offers arguments to professionalization theory regarding the diversity and appropriateness of institutions,

particularly the positioning of degrees that differs from other professions. Thus, analyzing theological seminaries leads to questioning the interrelationships between higher education, professions, and the church.

To clarify the current situation regarding the points mentioned above, this study will first conduct a quantitative analysis of theological seminary data and second, a historical analysis. First, for the quantitative analysis, we obtained data on theological seminaries, although limited, from the Japan Christian Yearbook (Kyobunkan). This data revealed the following: (1) Theological seminaries were established in three major periods: the pre-war period, the 1950s, and the 1980s. (2) Many theological seminaries are small-scale with 10 or fewer students, while larger seminaries tend to be universities. These findings suggest two important directions for further research: focusing on theological seminaries in the 1980s, a period of transformation towards modern higher education, and investigating the institutional differences between seminaries of varying sizes, as their size likely reflects their respective positions. (3) Furthermore, it became clear that some theological seminaries provide education not only for religious professionals but also for laypersons. This suggests a changing role of theological seminaries and the need to study the content and significance of lay education. In other words, this leads to the conclusion that theological seminaries should be analyzed not only from the perspective of professional training but also from the broader perspective of the higher education system. In the presentation, along with the detailed results of the quantitative analysis, we will present the results of the historical analysis, informed by this quantitative analysis.

Nakamura, Satoshi, 2013, *A History of Japanese Protestant Seminaries: From Doshisha to the Present*, Kyobunkan. (Japanese)

Atsumi Omae (Joetsu University of Education):

"Creation of Women's Grandes Ecoles in France during the Third Republic"

In the history of higher education in France, there has been a dual system consisting of universities dating back to the Middle Ages, and the grandes écoles, which have been training elite professionals such as civil servants, professors, engineers, and businessmen since the French Revolution. These institutions of higher education were exclusively reserved for men until the late 19th century, but during the Third Republic, women's grandes écoles began to be established : Women's Higher Normal Schools (Écoles Normales Supérieures de Jeunes Filles) in 1880 (Fontenay-aux-Roses) and 1881 (Sèvres), Women's Higher Business School (École de Haut Enseignement Commercial pour les Jeunes Filles) in 1916, and Women's Polytechnic Engineering School (École Polytechnique Féminine) in 1925. In this presentation, I would like to trace the history of the creation

of these institutions and examine the transformation of higher education in the Paris region from a gender perspective. In particular, I'm interested in considering the unique challenges when these gender separated institutions were established in order to cultivate women's elite who would change the order of cultural reproduction ("noblesse d'État") in France. I think this case can be compared with other countries, including Japan, and can also be considered in relation to current issues.

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Mugiho Maeda (Kokugakuin University), Takako Hama (Kansai University):

"Historical Sociology of Education in Japan: Theory and Method"

Among sociological studies in Japan, historical sociology has received much attention since the 1990s, as evidenced by a significant increase in the number of books and Ph.D. dissertations that include ""historical sociology"" in the title. Although there are a few reviews on sociology of education (Aizawa 2021) and historical sociology (Nogami 2021) written in English in Japan, little is written on historical sociology of education. In order to engage in a global dialogue with sociological scholars, not only in sociology of education but also in historical sociology, it is necessary for us to show a characteristic of historical sociology of education to broader researchers from East Asian countries. In this study, we investigate the recent trend of historical sociology of education in Japan for the past three decades, by examining not only its research theme but also its theoretical perspective and methods. There are two reasons why we focus on the latter two points. First, as Aizawa (2021) pointed out, it is necessary for Japanese sociologists of education to refine theoretical points in order to have more international communication with overseas scholars. Second, as Sudo (2024) pointed out as a general trend in Japanese sociology, the main interest has shifted from sociological theories to sociological methods. Therefore, by examining the methods of historical sociology of education, we could describe the main interest and its trend in recent years. In our analysis, we examined the methods from broader aspects, including historical materials and collaboration of research members.

This study uses two kinds of data as its main resources. The first is data of 56 articles on historical sociology of education published in *The Journal of Educational Sociology* (Kyōiku Shakaigaku Kenkyū / 教育社会学研究) by the Japan Society of Educational Sociology (JSES), examined each of research theme, theoretical perspective, and methods (especially its historical materials). The second is data of 279 presentation titles and author names in sessions related to historical research at annual conferences of JSES, examined research theme, research styles (individual study or group one), authors' affiliation, and authors' position (graduate student or faculty). After our investigation, we found that there are four main trends in historical sociology of education

in Japan. First, in both articles and presentations, the proportion of discourse and social history studies has gradually increased over the past three decades, while the proportion of mobility and selection studies, which were the main research theme until the 1990s, has declined.

Second, the focus of the theoretical perspective referred to in the articles has shifted from literature on modernity or modern education, which includes Michel Foucault and Philippe Ariès, to more diverse theorists not necessarily limited to historical sociology or social history, including Basil Bernstein, social constructionism (especially constructionist approaches to social problems).

Third, the main type of historical material has shifted from school collections to other diverse publications, including magazines and public documents.

Fourth, and related to the second finding, the number of group studies involving several graduate students in conference presentations has declined. This means that large-scale group studies using school collections, which used to be conducted primarily by prestigious national universities, have declined. Finally, we discuss the implications of this study.

C2: Higher Education

Carl Michael Butuan Dela Cruz (San Beda College Alabang), Kenith B. Villaruel (Northern Iloilo State University - Barotac Viejo Campus), Jaclyn Marie L. Cauyan (University of the Philippines-Diliman):

"Relevance of Guidance Services in the Higher Education Institution: Non-Teaching Personnel's (NTPs) Perspective and Involvement"

Strong school support is crucial for effective guidance and counseling programs. The awareness and involvement of all stakeholders, including non-teaching personnel (NTPs), are vital for its successful implementation. This study explores the NTP's perspective and involvement in guidance services in a private higher education institution. Examining their involvement offers a valuable lens to understand the relevance of guidance services for diverse stakeholders. Findings from this qualitative inquiry identified essential themes on the definition of guidance and relevance of guidance services according to the ten (10) NTPs, as well as their involvement in the guidance services delivery. Consequently, the study highlights the importance of utilizing available resources to effectively deliver guidance and counseling services to educational institutions. Further exploration is needed to understand their perspectives and experiences in greater depth.

Chihiro Tagawa (The University of Osaka): "First-Year Education in the Context of Social Inequality"

Since 2018, French university admissions have incorporated limited selection mechanisms via the Parcoursup platform, yet higher education remains fundamentally open to all baccalauréat holders. This non-selective, tuition-free model reflects the constitutional principle of equal access to education. However, the high baccalauréat attainment rate (79.4%) does not ensure students' academic readiness for university. Completion rates remain low: only 33.6% of students who entered university in 2019 earned their bachelor's degree within the standard three-year period, and the transition rate from first to second year stands at just 43.9% (Ministère de l'Éducation nationale, 2024). These figures underscore persistent structural challenges in the secondary-to-tertiary transition and the urgent need for targeted first-year student support.

National policies have responded with budget-backed initiatives aimed at improving student success, particularly within the framework of Education 2030, which targets a higher education qualification rate of 45%—a goal France has already exceeded. Despite recurring debates around reform, French universities continue to uphold a non-selective, open-access approach, positioning themselves as key instruments of social equity.

This study focuses on student support practices at a university located in one of the most socioeconomically disadvantaged areas in the greater Paris region. Since the 1970s, this département has been home to large populations of immigrant workers, and today it remains among the poorest in France. The university's undergraduate body reflects this context: many students come from working-class backgrounds, hold "professional" or "technological" baccalauréat diplomas, and are often the first in their families to attend higher education. These students tend to experience significant difficulties adapting to academic life, contributing to one of the lowest three-year bachelor's degree completion rates in the country (18% in 2024).

The presentation will provide an overview of both curricular and extracurricular student support mechanisms. Within the faculty, tutoring systems and academic support structures are in place. Outside the curriculum, a key focus is placed on a Diplôme d'Université (DU) program designed specifically for students at risk of dropping out or seeking to change academic paths. The DU program selects 40 students annually and allows them to maintain university status, access scholarships, and earn a non-state university diploma. This initiative provides structure and value to what might otherwise be perceived as academic failure, offering an alternative trajectory for students facing academic or personal challenges.

Based on classroom observations, interviews with program stakeholders, and an analysis of institutional documents, this study explores how the DU program functions as a form of social

intervention within the university system. It aims to illuminate how higher education institutions can actively mitigate structural inequalities and support diverse student populations—particularly those furthest removed from the traditional academic culture.

Through this case study, the presentation seeks to contribute to broader discussions on equity in higher education and the evolving role of universities in addressing social disparities in access, retention, and success."

Deng Tzong Sheng (National Pingtung University): Art-Based Learning Across Disciplines

The study is based on the perspective of art-based research. I define the dialogue relationship between disciplines and try to explore how "art-based learning" can improve the learning ecology between unbalanced fields. This study describes how conceptual productions were carried out in a hands-on course. This is not limited to the traditional category of "painting" but emphasizes that creation can be targeted at specific topics, from research and investigation to production and communication of works, to establish training in creative thinking. In other words, art-based learning is like an exercise in constructing a crossover, where creators can not only create amazing works but also draw the audience who listen to the works into the topic.

Soichiro Aihara (Shibaura Institute of Technology): "International Comparative Analysis of Adult Skills: An Empirical Study of Factors Using PIAAC Cycle 2 Data"

This study investigates the factors influencing adult skills—specifically literacy, numeracy, and problem-solving—by conducting a cross-national comparative analysis using data from the OECD Programme for the International Assessment of Adult Competencies (PIAAC) Cycle 2. In recent years, the importance of adult skills has been increasingly recognized as critical for both individual socioeconomic success and national economic competitiveness, especially in societies facing rapid technological change and demographic shifts. However, less is known about the relative contributions of educational background, labor market experience, and social context to skill development and maintenance in adulthood, particularly in a cross-national context.

This study focuses on OECD countries with varying educational systems and labor market structures, including Japan, the United States, Germany, South Korea, and several European countries. Multivariate regression models are employed to examine the effects of key predictors such as

educational attainment, employment status, participation in adult learning, and family socioeconomic status on proficiency in adult skills. By integrating country-level variables and institutional indicators, this study aims to capture both individual and contextual factors of adult skill formation.

The results reveal significant cross-country differences in the patterns and magnitudes of these relationships. Educational attainment consistently emerges as a strong and positive predictor of adult skills across all countries; however, its relative influence varies depending on national contexts, such as the prevalence of lifelong learning opportunities and labor market flexibility. For example, in countries with robust adult education systems and supportive labor policies, the gap in skill proficiency attributable to initial education tends to be narrower. Conversely, in countries with less accessible adult learning, educational inequalities are more strongly reproduced in adulthood.

Notably, the impact of non-regular or precarious employment is found to have a more negative impact on skill development in Japan compared to other countries, suggesting that labor market segmentation and job security are important mediators of adult skill acquisition. These findings highlight the role of institutional arrangements—such as employment protection legislation, active labor market policies, and adult education provision—in shaping the opportunities and incentives for individuals to develop and maintain skills throughout their working lives.

Participation in adult learning activities, whether formal or informal, also emerges as a significant compensatory mechanism, helping adults to overcome initial educational disadvantages and supporting skill upgrading over the life course. The analysis indicates that adults who engage in continuous learning exhibit higher levels of literacy, numeracy, and problem-solving, even after accounting for background characteristics.

Overall, this study emphasizes the complex interplay between individual attributes, institutional structures, and policy environments in determining adult skill outcomes. This study discusses several policy implications, including the need for governments and employers to expand access to quality adult education, promote stable and inclusive employment opportunities, and address socioeconomic barriers to lifelong learning. By identifying both micro- and macro-level factors that contribute to cross-national differences in adult skills, this research contributes to the broader understanding of human capital development and offers actionable insights for policymakers seeking to enhance workforce readiness in an evolving global economy.

C3: Citizenship Education

Cheuk Wing Yun (University of Tsukuba):

"How Japanese High School Students View the State: A Survey-Based Study on Perception, Legitimation, and Relativization"

Modern states perpetuate themselves through Althusser's ideological state apparatuses, with schools being a central mechanism. Through explicit teaching in Civics, History, and Geography, and implicit socialization via hidden curricula, students are exposed to concepts, ideals, and (part of the) realities of the state and the international state system. Yet, how students interpret these political discourses, construct their understanding of the state, and envision their role within it remains largely a black box. While numerous studies explore students' political attitudes and ideological leanings—both in Japan and globally—few examine the epistemological and reasoning foundations of their political perspectives. This gap leaves the micro-level mechanisms of ideological state reproduction poorly understood. It also hinders educators' efforts to foster good citizenship (whatever that means), particularly when confronted with students' apparent political apathy or perceived conservatism.

We propose a model of Consciousness of the State (CoS), encompassing students' Perception of the State (PoS), their acceptance of state-legitimizing rhetorics (State Legitimation), their engagement with state-relativizing theories (State Relativization), and their positioning toward the state (Reconciliation with the State). Based on this model, we developed a predominantly Likert-scale questionnaire to assess Japanese high school students' CoS, alongside their political attitudes, ideological inclinations, familiarity with state-related theories (e.g., social contract theory, anarchism, class theory), participation in Civics classes, and personal characteristics. The survey (N>500) is conducted in two Kanto-area high schools with differing academic profiles. Informed by David Graeber and David Wengrow's framework, we explore whether students' PoS reveals biases in their awareness of the state's sovereign, bureaucratic, and charismatic institutions. We also investigate which state-legitimizing rhetorics—historical, instrumental, affective, or transcendental—are most or least embraced, and to what extent students relativize the state historically, geographically, or politically. Statistical analyses explore correlations between CoS components, political attitudes, ideologies, and personal factors, as well as differences between students from “elite” and “non-elite” schools. Based on the findings, we offer a nuanced understanding of political apathy and conservatism in Japan, reflect on the CoS model's effectiveness, and consider its applicability beyond Japan.

Nakyung Lee (Kyushu University):

"Exploring Citizenship Education with #MeToo: Discursive Construction of Social Justice in East Asian #MeToo"

The link between education and social justice has been widely accepted across the world

both in terms of equity in educational opportunities and in educational contents and pedagogy. While East Asian societies also integrated social justice into education, bodies of literature report the depoliticization of citizenship education in the region which fails to help learners to tackle injustice around them and encourage reflection on injustice in their own societies.

In an attempt to rethink citizenship education as a time and place to empower young citizens with critical agency and to elucidate the relationship between social movements calling for social justice and education for social justice, the research focuses on #MeToo movements in East Asia. #MeToo movement started in America in 2017 as a digital hashtag movement to disclose pervasive sexual violence. It had resonance across the globe, including China, Japan, South Korea, and Taiwan since 2018. #MeToo movements raise issues about gendered injustice: sexual violence and forced ignorance of and silence on the issue. The movements also show what options citizens can have to cope with injustice when existing institutional channels do not serve for social justice. In this sense, #MeToo is a social movement questioning how to challenge injustice experienced in daily life.

Against this background, the research explores the discursive construction of #MeToo in East Asia. Data was collected from online archives, documents and publications, and interviews with activists. The research also provides critical reflections for education for social justice based on the findings.

The research contributes to the scholarship by discussing social movements to which only limited attention was paid despite the significance of active and critical agency in citizenship education. It also offers a reflection on learning on gender equality in citizenship education beyond technical sameness and respect for differences.

Chika Hosoda (The University of Osaka):

"Comparing English and Japanese Citizenship teachers' educational vision: toward a holistic approach"

Comparatively exploring views of citizenship teachers with professional expertise in two democratic but distinctive societies, England and Japan, this study generates theoretical knowledge to unpack cross-nationally diverse interpretations of citizenship. Citizenship theories that are widely used in research such as minimal and maximal citizenship (McLaughlin, 1992) and models of justice-oriented, participatory, and personally responsible citizenship (Westheimer & Kahne, 2004) are prevailingly based in the Western contexts. Hence, cross-cultural diversity in citizenship and citizenship education may not be fully represented in the existing theoretical frameworks. Scholars working on citizenship education in Asian contexts illuminate diverse interpretations of justice-

oriented citizenship (Kennedy, 2021; Sim et al., 2017) and call for a ‘comprehensive understanding’ of citizenship concept (Sim & Chow, 2019).

This study recruited 20 citizenship teachers in total (n9 = English teachers, n11 = Japanese teachers). It carried out semi-structured interviews with teachers who meet at least one of the following: 1) actively engaging in academic activity, such as giving a talk or attending conferences, or writing a journal article; 2) being an active member of academic groups or organisations relevant to citizenship education in England or Japan; and 3) having been trained for citizenship teaching or actively engaging in professional development opportunities to study materials or methods of citizenship education. Participants were asked about their views on citizenship and the learning outcomes they think citizenship education should bring about. Data analysis drew on reflective thematic analysis approach (Braun & Clarke, 2021, p. 210). Coding and theme development were also aided by NVivo software.

Comparative findings suggest that English and Japanese teachers share their visions for nurturing young people’s passion for a cause, a sense of belonging, and critical reflection on socio-political concerns. Nevertheless, these are manifested in diverse means including civil disobedience, voting and petitioning, and even through personal political acts to effect change. Hence, based on these findings, this study suggests that shifting the focus toward citizens’ agency for social justice sheds light on cross-national diversities that go beyond conventional categories of citizenship such as minimal and maximal or justice-oriented and personally responsible citizenship.

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Hideki Maruyama (Sophia University):

"Technology for Conviviality as a Catalyst for Lifelong Learning and Critical Citizenship"

This presentation explores how knowledge deemed “legitimate” in school education can be reconstructed through the lens of lifelong learning. When learning is reduced to the accumulation of information or a means to pass exams, knowledge becomes detached from the learner’s agency and creativity, often resulting in escape from learning. In contrast, this study focuses on the process by which knowledge is transformed into “meaningful knowing” that contributes to the well-being/sustainability of oneself and others. It seeks to clarify how such transformation can be achieved through connections with lived experience and social practice.

The theoretical framework draws upon Ivan Illich’s concept of “Tools for Conviviality” and UNESCO’s 2021 report “Reimagining Our Futures Together.” Illich’s concept argues that technologies and systems should not suppress human agency, but instead be utilized under conditions of mutual dependence and collaboration. This perspective provides critical insight into how learners relate to technology in educational settings.

In East Asia, competitive entrance examination systems tend to instill a fixed valuation of knowledge in children, which can later hinder their motivation to engage in lifelong learning. Moreover, the implementation of ICT and AI in education is often driven by market logic, which may conflict with the cultivation of learners’ self-determination. In light of these challenges, this presentation argues that education must go beyond the transmission of knowledge or skills to foster a critical awareness toward both knowledge and technology.

The presentation tries to examine the potential of nourishing “critical citizenship” that enables the use of technology as a public good and reconnects it with educational practice. Empowering learners to critically reflect on their epistemological assumptions and integrate them into meaningful social action is essential for building a sustainable future society.