

# **Japan- Canada Academic Consortium Student Forum**

on

## **Immigration Policies and National Borders: Integration and Exclusion**

**February 18-26, 2017**

Co-hosted by

**University of British Columbia, Vancouver, Canada**

and

**Prince Takamado Japan Centre for Teaching and Research**

**University of Alberta**

in cooperation with

**Kwansei Gakuin University**

FINAL REPORT

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## MESSAGE FROM THE ORGANIZER

In February of 2017, The University of British Columbia was pleased to co-host the 8<sup>th</sup> annual Japan-Canada Academic Consortium Student Forum with The University of Alberta. Over an engaging week, 28 students from 21 Japanese and Canadian universities joined together to discuss topics relevant to modern society. The theme for this year, *Immigration Policies and National Borders: Integration and Exclusion*, was especially timely, given recent world events. What unfolded was a wonderful example of true academic exchange, as students from diverse backgrounds came together to learn from each other and develop tangible solutions to real world problems. In addition, students were given the opportunity to explore Vancouver, including trips to historic Chinatown and Gastown, and a tour of the Museum of Anthropology, here at UBC. We even managed to have a couple of sunny days in February, a rarity here in rainy Vancouver.

The Week began with a special introduction from Jola Lekich, Program Director: Global Campus Initiatives, to welcome students to the space where they would spend much of their time, the Global Lounge and Resource Centre. She explained that the venue was perfectly suited to this forum as the intention was to create a space on campus for students to discuss internationally focused topics in a safe and welcoming environment.

Over the next two days, professors from The University of British Columbia, The University of Alberta, and Simon Fraser University delivered thought provoking lectures on connected by the forum's overarching theme. Topics such as Japanese immigration, Asian Migration to B.C., and identity issues in immigration were explored and unpacked. Discussion was lively and participants offered a wonderful array of input. UBC would like to thank all of the participating lecturers for their contributions.

Following the lectures, students were invited to participate in a panel session that explored immigration trends in higher education. Panelists included a certified immigration consultant, international admissions management, faculty exploring immigration in higher education, and an advisor specializing in international student populations. The panel was a stimulating opportunity to explore immigration in action and was met with enthusiasm by student participants.

The week culminated with student participant presentations on original research completed over the course of the week. Each student group, comprised of two students from Canadian institutions and two students from Japanese institutions, showcased innovative solutions to immigration issues. Topics such as immigrant caregivers, immigrant domestic abuse issues, and heritage culture recognition were explored and examined with multiple lenses. As organizers, we were impressed with the thoughtfulness and collaborative nature of the participants. The presentations truly showcased the importance of international academic network building.

Finally, students, professors and organizers were invited to a closing reception, graciously hosted by the Consul General to Japan in Vancouver, Asako Okai, at her official residence in Vancouver. Awards were handed out, a wonderful meal was served, and a week of learning was celebrated. We are very grateful for the opportunity to have hosted this forum and wish the next hosts, J.F. Oberlin University, the best of wishes for the 2018 forum. Special thanks to all of the lecturers, panelists, judges, and speakers; Dr. Aya Fujiwara, Dr. Naoko Kato, Dr. Konrad Kalicki, Dr. Sanjay Jeram, Dr. Millie Creighton, Lisa Brunner, Dr. Amy Metcalfe, Yuko Ikegami Lee, Sean Boileau, Dr. David Edgington, Dr. Shigenori Matsui, and Dr. Pamela Ratner.

Cheryl Dumaresq  
Director  
Go Global: International Learning Programs  
The University of British Columbia  
&  
James Leeder  
Exchange Advisor  
Go Global: International Learning Programs  
The University of British Columbia

April 2017

## **ABOUT THE FORUM**

The Prince Takamado Japan Centre for Teaching and Research, University of Alberta was very pleased to co-organize the eighth annual Japan-Canada Academic Consortium (JACAC) Student Forum at the University of British Columbia from 18 to 26 February 2017. JACAC is the largest academic consortium among Japanese and Canadian universities. Since it started, the forum has provided students with optimal learning experience, offering a unique opportunity to exchange ideas with other students, scholars, and international specialists in the topics in Japan and Canada. Over eight years, the forum has produced more than 200 alumni, many of whom are playing an active role internationally. This sort of funded conference, which targets undergraduate and junior graduate students, is still rare.

The eighth forum was held on the theme, “Immigration Policies and National Borders: Integration and Exclusion.” It featured several lectures by specialists. Our diverse participants exchanged their ideas on one of the most significant issues in society: how to integrate refugees and immigrants.

The forum plays an important role in the promotion of students’ mobility between Japan and Canada, which has been one of the major mandates of the Prince Takamado Memorial Fund since its inception. Thanks to JACAC membership, universities and other generous supporters – the Japan Foundation, the Japan Student Services Organization, and the Mitsubishi UFJ Foundation, and the Consulate-General of Japan in Vancouver – we have been able to pursue our goal successfully. We are hoping for the forum’s further development as a place that produces global leaders of future generations.

The forum preparation required a year-long planning process from securing funds to creating and arranging programs. We appreciate the large amount of work carried out by staff members at the University of British Columbia and the Kwansei Gakuin University, as well as their dedication, passion, and efficiency.

Aya Fujiwara, Ph.D

Director,

Prince Takamado Japan Centre for Teaching and Research

University of Alberta

## **ORGANIZING COMMITTEE**

### **Academic Director**

Dr. Aya Fujiwara

Director

Prince Takamado Japan Centre for Teaching and Research, University of Alberta

### **Program Coordinators**

Ms. Cheryl Dumaresq

Director

Go Global: International Learning Programs, University of British Columbia

Mr. James Leeder

Exchange Advisor

Go Global: International Learning Programs, University of British Columbia

Ms. Moira Wyton

Program Assistant

Go Global: International Learning Programs, University of British Columbia

Ms. Sae Kakihira

Program Officer

Organization for Worldwide Collaboration, Kwansei Gakuin University

Ms. Rei Kondo

Program Assistant

Prince Takamado Japan Centre for Teaching and Research, University of Alberta

## **Panel of Judges:**

Dr. David Edgington  
Professor, Department of Geography, UBC

Dr. Shigenori Matsui,  
Professor, Faculty of Law and Director of Japanese Legal Studies, and Director of the  
Center for Japanese Research, UBC

Dr. Konrad Kalicki,  
Research Fellow, the Institute of Asian Research, UBC, Former Postdoctoral Fellow,  
the Weatherhead Center for International Affairs, Harvard University

Dr. Aya Fujiwara, Director of the Prince Takamado Japan Centre (Academic Lead)

## **JACAC MEMBER UNIVERSITIES**

### Canadian Universities

University of Alberta (Secretariat)  
University of British Columbia  
University of Manitoba  
York University  
Queen's University  
Université de Montréal  
Concordia University  
Université Laval  
University of Prince Edward Island  
University of Waterloo & Renison

### Japanese Universities

Meiji University  
Josai International University  
Sophia University  
J.F. Oberlin University  
Tsuda University  
Kwansei Gakuin University (Secretariat)  
Hosei University  
Ritsumeikan University  
Nagoya University  
Hokkaido University  
Seinan Gakuin University

## LIST OF PARTICIPANTS

### Canada

Maude Arsenault	University of Montreal
Ann-Daphné Bergeron	Laval University
Enya Bouchard	Laval University
Eugénie Charreton-Sanford	University of Montreal
Ashley Ann Clark	Queen's University
Obinna vin-Boris Esomchukwu	University of Prince Edward Island
Toni Lee Kipling	University of Manitoba
Scott Sangjoon Lee	University of British Columbia
Runqi Li	University of Waterloo
Bashir Mohamed	University of Alberta
Catherine Kim-Anh Nguyen	University of Montreal
Kezia Pelly	York University
Aditya Vella	University of Prince Edward Island
Miya Hanxing Zhang	University of British Columbia

### Japan

Saruul Galtbayar	Nagoya University
Shiho Hirose	Hokkaido University
Erika Holdstock	Sophia University
Ryota Inoue	Seinan Gakuin University
Haruka Iwamoto	Ritsumeikan University
Ryota Kaku	J.F. Oberlin University
Ryotaro Murakami	Hosei University
Mina Niikura	Sophia University
Sonoko Otani	Tsuda University
Keita Sato	Seinan Gakuin University
Serina Suzuki	Meiji University
Shinichiro Tanaka	Hokkaido University
Erina Uema	Josai International University
Natsumi Yamashita	Kwansei Gakuin University



## FORUM PROGRAM

### Saturday, February 18<sup>th</sup>

Arrival

Orientation For Japanese Participants

### Sunday, February 19<sup>th</sup>

- 9:00** Meet at the Lobby of Park Inn Hotel  
**10:00** Orientation: Overview of the Week  
**12:00** Luncheon  
**13:00-14:00** Campus Tour

### Monday, February 20<sup>th</sup>

- 9:00-9:15** Opening Remark By Jolanta Lekich, Program Director for Global Campus Initiatives, International Student Development  
**9:15-10:00** Lecture 1 by Dr. Aya Fujiwara, Director of the Prince Takamado Japan Centre for Teaching and Research  
*"Immigrants and Refugees in Canadian History"*  
**10:15-11:00** Lecture 2 by Dr. Naoko Kato, Librarian, Asian Library, University of British Columbia  
*"Asian Migration to British Columbia: History, Sources, and Research Methods"*  
**11:15-12:00** Lecture 3 by Dr. Konrad Kalicki, Research Fellow, the Institute of Asian Research, University of British Columbia and Former Postdoctoral Fellow, the Weatherhead Center for International Affairs, Harvard University  
*"Japan's Immigration Policy: Trends and Challenges"*  
**Afternoon** Group Work

### Tuesday, February 21<sup>th</sup>

- 9:00-10:00** Film – « Who Gets In »  
**10:15-11:00** Lecture 4 by Dr. Sanjay Jeram, Senior Lecturer, Department of Political Science, Simon Fraser University  
*"Minority Nations and Immigrants: Friends or Foes?"*  
**11:15-12:00** Lecture 5 by Dr. Millie Creighton, Associate Professor, Department of Anthropology, University of British Columbia

*"Identity, Diversity, and Minority Issues Underlying Japan's  
Immigration, Emigration, and Refugee Policies"*

**Afternoon** Group work

**Wednesday, February 22<sup>th</sup>**

**9:00-9:45** Panel: "Immigration in Higher Education"  
Chair: Lisa Brunner  
International Student Advisor (RCIC), International Student  
Development and PhD Student in Education Studies, UBC

Panelists:

Dr. Amy Metcalfe, Associate Professor & Coordinator of Higher  
Education, Educational Studies, UBC

Yuko Ikegami Lee, International Student Recruiter and Academic  
Advisor, Faculty of Science & Master's Student, Educational Studies,  
UBC

Idaliya Grigoryeva, MA student in Human Geography & International  
Peer Advisor, International Student Development, UBC

Sean Boileau, Undergraduate Admissions Advisor & recent MED  
graduate, UBC

**10:00-11:00** Open Discussion (Public Discussion)

**Afternoon** Group Work

**Thursday, February 23<sup>th</sup>**

**All Day** Group work

**Friday, February 24<sup>th</sup>**

**Morning** Group work

**12:30-12:40** Overview Remark by Cheryl Dumaresq, Director, Go Global UBC

**12:40-15:40** Final Presentation

**16:30-18:00** Closing Ceremony

**18:00-20:00** Reception

## Saturday, February 25<sup>th</sup>

**10:00-11:30** Museum of Anthropology, UBC

**13:00-15:00** City Tour

## Sunday, February 26<sup>st</sup>

Departure from Vancouver

### **ACADEMIC REPORT**

#### THEME AND QUESTIONS

This year's forum took place as issues of immigration and national borders were appearing on world's headlines every day, making them one of the most significant problems globally. In Europe, the expansion of ISIS caused the mass outmigration of Syrian refugees from their homeland. In the United States, the issue of illegal immigrants became a focus of the presidential campaign. Following the election of President Donald Trump, the United States adopted some policies to tighten its national borders. Such events made us rethink how to accommodate people with diverse backgrounds. In both Canada and Japan, immigrants played a significant role in maintaining their economic development. Historically, Canada accepts a certain number of immigrants and refugees annually to maintain its population growth. In recent years, Japan too has relied heavily on temporary workers to fill up the vacuum in the labour force created by the aging population. Despite the fact that both countries are in great demand, they remain very selective in terms of who can enter their territories. Immigrants' economic, social, religious, and ideological backgrounds often affect the host nations' border control.

Our participants examined the issues and challenges that both countries confront in accepting and integrating new immigrants. They themselves represented diverse groups of people – a member of the First Nations, ethnic groups, and refugee communities. They participated in the discussion vigorously before and during the forum, exchanging their ideas based on research and their own experiences. Our selected lecturers, based on different disciplines and specialties, gave insightful talks, and answered many questions by students.

The following questions were set for the forum:

1. Should Japan, Canada, and other developed countries open their doors to economic immigrants and refugees? What policies should each country adopt to keep a balance between economy and population increase by immigration? Should Japan and Canada take refugees on humanitarian grounds? How should they cope with ideological and security issues that might threaten both countries?
2. How could we promote peaceful co-existence with ethnic minorities? What is the best way to promote integration? What policies do we need to eliminate discrimination based on religion, race, and/or ethnicity?
3. How should immigrants' and refugees' rights be protected in their new countries? Should the respective governments provide welfare, education, and other services to the newcomers?

## LECTURES

Dr. Aya Fujiwara: "Key Concepts and Immigrants and Refugees in Canadian History"

This lecture first introduced key concepts such as ethnicity, immigration, forced migration, and diaspora, which are important to understand immigration and national border issues. Then, it covered the history of immigration in Canada. Canada often celebrates its history as a nation of multiculturalism, promoting the awareness of ethnic diversity. This lecture explained how and why Canada, once a country that adopted restrictive immigration policies and imposed assimilation on immigrants and refugees, transformed its public discourses to become one of the most liberal countries in the world. Before and during World War II, Canada developed its notoriety, banning Chinese immigrants, rejecting the arrival of the Jewish refugees, and dislocating Japanese Canadians from the West Coast of British Columbia. After World War II, although the increasing awareness of human rights and the anti-racist movement changed government policies, Canada remained slow to open its doors to post-World War II refugees, the majority of whom ended up in refugee camps throughout Western Europe. This lecture argued that ethnic activism were decisive in the transition of Canada from a British-centred nation to

a more ethnically all-inclusive country, focusing on ethnic rights movements initiated by Ukrainians, Japanese, and Jews.

Dr. Konrad Kalicki: "Japan's Immigration Policy: Trends and Challenges."

The lecture overviewed contemporary developments in Japan's immigration policy, emphasizing factors that make this topic particularly relevant and of great interest to the public in and outside of Japan. The presentation was divided into three parts. In the first part, Dr. Kalicki discussed the foreign population of Japan, presenting some up-to-date statistics, including comparative data sets. He addressed also demographic challenges facing Japanese society and public sentiment among the Japanese on immigration. In the second part of the lecture, Dr. Kalicki introduced Japan's economic migration policies. He discussed challenges facing the Japanese domestic labor market, and outlined policies regarding both foreign highly-skilled professionals and foreign unskilled/low-skilled workers. The presentation emphasized the objectives, challenges and trade-offs faced by Japanese policymakers. Finally, in the third part of the presentation, Dr. Kalicki discussed Japan's humanitarian migration policies toward asylum seekers and refugees. He highlighted international pressures, domestic sentiments and various responses toward this pressing policy challenge. The lecture was followed by a Q&A session and a lively discussion with students.

Dr. Sanjay Jeram: "Minority Nations and Immigrants: Friends or Foes?"

Territories inhabited by 'sub-state nations'—characterized by linguistic, cultural or religious distinctiveness *vis-à-vis* their respective state—are increasingly confronted with large-scale international migration. This distinctiveness is, in most cases, also the basis for the legitimacy of claims for more political autonomy. It is not surprising, then, that a central goal of sub-state nationalist and regionalist parties (SNRPs) in Catalonia, Flanders, South Tyrol, Friesland, Scotland, Wales and the Basque Country is to preserve and highlight the separation between the values and culture of the sub-state and state nations. Immigration complicates one of the most important tasks of SNRPs: to protect and promote a collective identity.

The lecture by Dr. Sanjay Jeram explained the discursive and political response to immigrant-generated diversity by Partido Nacionalista Vasco (PNV) in the Basque Country of Spain. A much-ballyhooed fact about PNV is that its founder, Sabino Arana, articulated a racist nationalist doctrine in the late nineteenth century. Alarm bells were raised in the early 2000s when the Basque Country became a

destination for foreign immigrants arriving in Spain from Latin America and North Africa: do foreign immigrants pose a threat to Basque national identity? The PNV's answer to this question has been a clear 'no'. Rather than distance itself from its past, however, party elites legitimated the inclusive and compassionate attitude towards foreign immigrants through 'selective' discovery of the Basque national narrative. While sceptics of ideational and 'cultural' variables are quick to suggest that nationalist elites manipulate the past to serve current purpose, this article suggests that such an interpretation does not do justice to the subtle ways in which symbols, myths and images of the past have shaped the worldviews of PNV elites in the realm of immigration.

Dr. Millie Creighton: "Identity, Diversity, and Minority Issues Underlying Japan's Immigration, Emigration, and Refugee Policies"

This presentation explores Japan's policies on immigration, emigration, and refugees in relationship to a previous history of constructing identity around a sense of homogeneity and more recent attempts to understand diversity within Japan in terms of long existing minority groups, along with reconsiderations of on-going waves of foreigners as visitors or residents. It considers a variety of minority or 'foreign' residents that have long been part of Japanese society or had residential communities at some time including, Ainu, Okinawans (Ryukyuan), Zainichi Koreans, Zainichi Chinese, Burakumin, and South Asian groupings, along with looking at long existing attitudes towards White Westerners and Blacks as *gaijin* ('outside people') in Japan. It discusses the legal recognition of Ainu as a distinct group in 1997 as part of the pathway to viewing Japanese society as more diverse rather than homogeneous. It considers more newly recognized categories of minorities or foreign residents such as *Nikkei* (or *Nikkeijin*)—people of Japanese descent whose home countries are outside of Japan, and legal immigration policy shifts to allow them, their spouses and offspring, into Japan along with later ones to encourage some to leave. It discusses Vietnamese as a more newly formed minority grouping in Japan, along with Philipina as a highly gendered one. It looks at Japanese policies surrounding refugees and in particular responses to the Syrian refugee crisis in terms of discussions within Japanese society on whether to allow such refugees to immigrate in or not. These issues are explored against a background of social concerns in contemporary Japan surrounding an aging population, a declining birth rate, rural depopulation, and the need for labour in certain job categories. The paper also discusses recent attempts on the part of

Japan to re-connect with diaspora Japanese descent communities outside of Japan, particularly Japanese American and Japanese Canadian communities and differential responses to some of these issues by the North American *Nikkei* communities who have been critical of Japan's reluctance to admit more refugees.

Dr. Naoko Kato: "Asian Migration to British Columbia: History, Sources, and Research Methods"

Combining Dr. Kato's background as a historian and a librarian, her goal in this lecture was to provide students with research tools that would allow them to use historical sources to support their arguments. Therefore, she created a research guide for the lecture, entitled "Asian Migration to British Columbia: Historical Approach" ([http://guides.library.ubc.ca/asian\\_migration/home](http://guides.library.ubc.ca/asian_migration/home)). The guide introduces students to the difference between using primary sources and secondary sources. As some of the students approached Dr. Kato after the lecture to ask about how they can evaluate and cite sources, as well as using Japanese-language material for their research, Dr. Kato added information on these to the research guide.

The second major point that Dr. Kato demonstrated was for students to consider how the past is connected to understanding the present. She began the lecture by asking whether or not President Trump's immigration travel ban is in fact an Un-American or Un-Canadian policy. In order to better address this question, we turned to local history; the treatment of Japanese-Canadians in particular. She introduced resources such as online curated exhibits, books, and academic articles that provide background information on major events that affected Asian-Canadians in British Columbia.

Finally, she encouraged students to explore using primary sources as evidence to support their arguments. Here, she used the 1942 Japanese-Canadian students of UBC as an example to demonstrate how to search for oral history interviews and photographs as potential historical sources. She included the use of statistics, governmental reports, and newspaper articles as additional sources that could be used.

## PANEL

Organizer: Ms. Lisa Brunner, Dr. Amy Metcalfe, Ms. Yuko Ikegami Lee, and Mr. Sean Boileau

The panel discussed prepared questions around higher education's role in response to the global migration crisis, the ways in which educational institutions are involved in the "integration" of potential Canadian immigrants, the "two-way" nature of immigrant "integration" at a policy level versus the actuality on the ground, and the "right" proportion of international students in comparison with domestic students. After an in-depth discussion, students contributed their own questions ranging from the development of refugee education support programs in Japanese institutions, ways to counter popular rhetoric around international students "displacing" domestic students in Canada, ensuring both Canadian and Japanese institutions maintain academic freedom and an open spirit when discussing "difficult knowledge" such as controversial political histories, and the difficulty in maintaining broad and accessible access to higher education regardless of financial means in light of funding challenges faced by expanding higher education systems. Student appeared engaged throughout the discussion, bringing up crucial points to discuss and staying after the panel formally finished to continue conversations with the speakers. Because all four speakers have personal and, in several cases, professional connections to Japan, points were made linking the Japanese system to that in Canada. Because the panel was open to the UBC community more generally, several staff from across campus added additional perspectives to the discussion, and some graduate students studying higher education were also in attendance. On behalf of all four panelists, Ms. Brunner deeply thank JACAC for this opportunity to engage with students and contribute to their experience with the Annual Student Forum.



## STUDENT GROUP PRESENTATIONS

### GROUP 1

Title: “Education for Integration in Japan -Learning from Canada’s Language Support Curriculum and Leveraging Japan’s Existing International Program Alumni”

Mina Niikura (Sophia University)  
Shinichiro Tanaka (Hokkaido University)  
Ann-Daphné Bergeron (Laval University)  
Runqi Li (University of Waterloo)

**Education for Integration in Japan**

-Learning from Canada's language support curriculum and leveraging Japan's existing international program alumni-

Team E4I: Mina Niikura, Shinichiro Tanaka,  
Ann-Daphne Bergeron, Runqi (Jack) Li

**Thesis**

**Question of research:** What can be done to successfully integrate immigrant children in Japan?

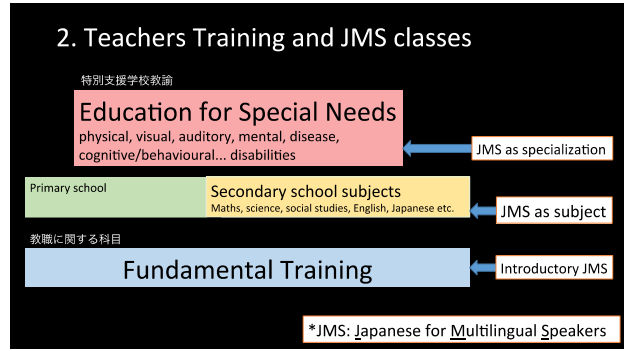
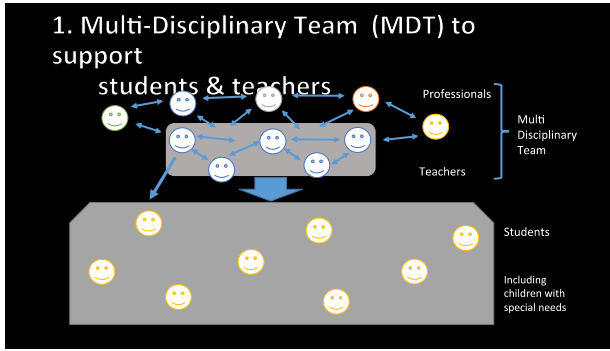
**Thesis statement:** The school environment can foster integration of immigrant children, generating inclusiveness in people's mind.

**Context: A gap in Japan's education system**

- Gatekeeping / Integration
- Immigrant children will continue to increase in Japan  
→ Need to integrate them in society
- But the current education system does not fully support them
  - Their specific needs not considered in centralised educational policy
  - Pressure to assimilate with dominant group

**Overview: Educational Policy Reform**

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graph TD; Vision[Vision: Inclusive society] --> Mission[Mission: Integration of multicultural populations]; Mission --> Team[1. Multi-disciplinary team to support students & teachers]; Team --> 2a[2a. Teacher Training]; Team --> 2b[2b. 'Japanese for Multilingual Speakers' (JMS) classes]; Team --> 3[3. 'Shared Curriculum' classes  
Target: all students];
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### 3. A "Shared Curriculum" class for all students

Goals	Promote social inclusiveness and societal awareness through mutual learning in a safe and mediated environment
Facilitator	
Curriculum	-Critically examine current societal and global issues -Carefully designed activities that require students to collaborate -Constructively facilitate discussions towards potential solutions
Style of Teaching	-Paired teamwork based -Facilitated discussions (active learning) Collaboration
Students	

### Conclusion

Multi-Disciplinary Team to support students & teachers (Assessing needs)  
 JMS classes, teacher training (Learning from Canada's language support curriculum)  
 'Shared Curriculum' classes (Leveraging Japan's existing international program alumni)

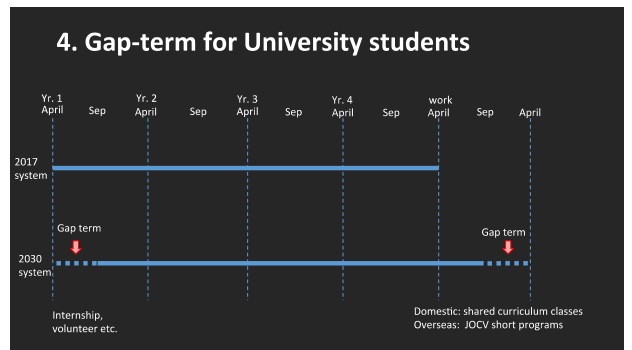
第26条 すべて国民は、法律の定めるところにより、その能力に応じて、ひとしく教育を受ける権利を有する。  
 Article 26. All people shall have the right to receive an equal education correspondent to their ability, as provided by law.

2 すべて国民は、法律の定めるところにより、その保護する子女に普通教育を受けさせる義務を負ふ、...略  
 All people shall be obligated to have all boys and girls under their protection receive ordinary education as provided for by law.

国民 (kokumin) = 国 (country) + 民 (people)      Japanese Nationals  
 × All people (with long-term residence)

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## GROUP 2

Title: "Demystify Japanese and Canadian Attitudes Towards Immigrants and Refugees"

Erika Holdstock (Sophia University)

Shiho Hirose (Hokkaido University)

Eugénie Charreton-Sanford (University of Montreal)

Bashir Mohamed (University of Alberta)

# Demystifying Japanese and Canadian attitudes towards immigrants and refugees

Bashir Mohamed  
 Eugenie Charreton-Sanford  
 Erika Holdstock  
 Shiho Hirose

## Formation of Canada

Built on a colonial concept of manifest destiny.

Ideal identity was White-Anglo Saxon Protestantism.



John Ware c.1845-1905

Broke barriers and stereotypes.



*"Like the province of British Columbia being called 'Yellow British Columbia,' our own province might be called 'Black Alberta,' and therefore I think the time has come when immigration should be made a subject of personal control."*

Edmonton Journal, April 8, 1911

"Order-in-Council P.C. 1911-1324 — the Proposed Ban on Black Immigration to Canada" <http://www.thecanadianencyclopedia.ca/en/article/order-in-council-pc-1911-1324-the-proposed-ban-on-black-immigration-to-canada/>

- "[...] jews are unassimilable and threatening for the Canadian community."
  - FC Blair, head of Canada's Immigration Department pg 90. Review: Canada and the Jewish Refugees of Nazi Europe
- "They are so nearly allied to a servile class that they are obnoxious to a free community and dangerous to the state."
  - 1902 Royal Canadian Commission on Chinese and Japanese Immigration

**Kellie Leitch firm on screening immigrants for 'Canadian values' in wake of Quebec shooting**

By Amy GOLDSTEIN

**For Canadian Muslims, recent**

cbcnews | Politics

**Muslim Canadians increasingly proud of and attached to Canada, survey suggests**

82% of Muslim Canadians report being 'very proud' to be Canadian, compared to 75% of non-Muslim Canadians

## So, what are Canadian's values?



It is still unclear... even for us!

We see each other as kind, open minded, an equal society, free health care, and bilingualism



*But is it really true?*



## Let's focus first on the area of bilingualism...

- In 2011, 86% of Canada's bilingual population lives in Québec (3.3 million), Ontario (1.4 million) and New Brunswick (246 000)
- 2012: only 17.4% of Canadians are able to conduct a conversation in both languages



**Also**, Canada's relationship with its First Nations people is a controversial issue...

- Nearly half of Canada's native people live in homes needing major repair. In other areas too, such as health and education, people of the First Nations invariably come last



Famous face-to-face in Kanesatake from Pte. Patrick Cloutier and Ojibwa warrior Brad Laroque during the Oka Crisis on September 1, 1990

Shaney Komulainen, Canadian Press

## What can we do?

- More 'unknown' history in our curriculum
- Social media campaigns
- More relevant 'heritage minutes'



## What is Japaneseness?

### Points-Based Preferential Immigration Treatment for Highly-Skilled Foreign Professionals

Under the points-based system, foreign nationals recognized as "highly-skilled foreign professionals" will be given preferential immigration treatment.



Source: Immigration Bureau of Japan

- Flat nose
- Black hair
- Dark eyes
- Mono-lid
- Polite
- Hard workers
- Respect harmony
- Speak Japanese

## Homogeneous myth in the political context

- 24th Sept. 1986 Prime Minister Yasuhiro Nakasone

"In a highly developed information society and a highly educated society such as Japan, the people require politics that bravely faces problems. In the United States, because there are a considerable number of blacks, Puerto Ricans and Mexicans, the (intellectual) level is lower."

"there are things Americans have not been able to reach because of multiple nationalities. On the contrary, things are easier in Japan because we are a homogeneous society."

Source: The New York Times

- 15th Oct. 2005 Internal Affairs and Communications Minister Taro Aso

"one nation, one civilization, one language, one culture and one race. There is no other nation (that has such characteristics)"

Source: The Japan Times

Ariana Miyamoto  
Miss Universe Japan 2015

Asuka Cambridge  
Silver Medal in the 4x100 m relay for Japan at the 2016 Summer Olympics

Japanese people don't know what "Japanese ethnicity" is, but they exclude people who are not like "normal Japanese"

Source: Asahi Newspaper

## SOLUTION

- IDEA 1 Education
- IDEA 2 Discussion among Minorities

## IDEA 1 Education

### 1- Moral Education

No grading  
Teacher choose  
Last chapter, last clause

### 2- History Education

Does TRUE history exists?  
Admission system (University→Center Examination)

### 3- Cultural exchange

Is it really helping?  
Need to represent your country →Stereotype remains



<http://shutterstock.com/341826069/23773.jpg>

## IDEA 2 Discussion among Minorities

### • Seneca Falls Convention

- Held in 1848. First convention for Women rights.
- Hosted by Susan B Anthony.
- Fredrick Douglas (African American)attended on the second day.
- American minorities at that time helped each other.

Increase the conversation among minorities  
→Gain more power to send message to governments



## Conclusion

### What we can learn from each other?

- We need to look back on our history in a different way to Change attitudes toward immigrants and refugees
- ~~We need to~~ increase conversation among minorities In each country and beyond countries.

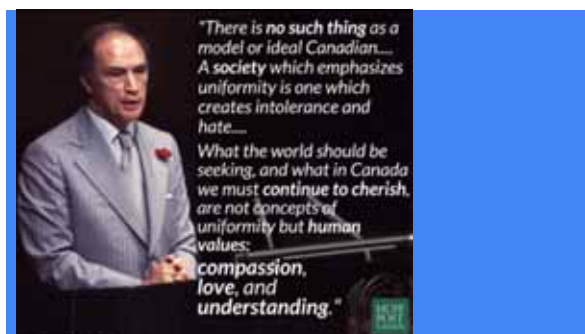


# Thank you!



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## GROUP 3

Title: “Building Bridges Not Wall: Using the Education System to Integrate Immigrants”

Ryota Inoue (Seinan Gakuin University)

Serina Suzuki (Meiji University)

Enya Bouchard (Laval University)

Ashley Ann Clark (Queen's University)

Published: May 2017

## Building Bridges Not Walls : Improving the Education System to Integrate Immigrants

Presentation by: Enya Bouchard, Ashley Clark, Ryota Inoue & Serina Suzuki




Student Forum 2017

## What Does "Integration" Mean?


Based on the degree to which immigrants can conform to the normative and behavioural standards of the host society (Beiser & Hou, 2006; Ahn, 2012)

- "Two Way Street" ?
  - Rather, Immigrants and NOT the receiving society and its institutions that are required to change (A: 2003: 10)



## Theoretical Framework

- Bourdieu and Passeron (1990) note that the educational system works as a vehicle for cultural reproduction
  - Reinforces the interests of the dominant societal power



## Whose Culture has Capital?

Cultural Capital – Bourdieu (1986)


- Knowledge
- Attitudes
- Values
- Language
- Taste
- Abilities

Of the Dominant Societal Group

- Therefore the dominant society's culture is a type of capital. (Like wealth, it gives an advantage to those who possess it).

## Outline

- I. Introduction
- II. Challenges Faced by Immigrants in the Education System
  - A. Language
  - B. Culture
  - C. Ethnic Identity
- III. Possible Solution
- IV. Conclusion



## Language Challenges

- Two main challenges faced by immigrant students (Sonoyama, 2016 : 21)
  - Acquiring the dominant language of the host society
  - Maintaining their native language



## Acquirement of the Host Language

Insufficient language ability impedes students :


- Academic performance
- Level of self-confidence

In Japan

- Refusal to attend school

In Canada

- Main factor determining their acceptance level in schools



(Yokoyama, 2006 : 5 ; Ochocka, 2006 : 12)

## The Problem with Public Policies

- In Canada
  - Work in progress
- In Japan
  - Belated response of the importance of language education to immigrant students
  - No specialized policy by central government
  - Lack of teachers


(Sonoyama, 2016: 22)

## Acquisition of the Native Language

According to Deborah Nusche (OECD's analyst) :

- Education of the native language benefits immigrant children
- Promoting academic performance
  - Learning the host language
  - Establishing a stronger cultural identity

(Sonoyama, 2016 : 240)



## The Problem with Public Policies

- In Canada
  - *Heritage Language Program*
  - It encourages students to learn another language beside English & French
- Japan's case
  - No action has officially been taken

(Yokoyama, 2006 : 18)

## Culture as a Camera Lens

- Culture is often described as a camera lens through which you are only able to see things through your cultural perspectives



## Risk of Deculturalization

- Definition of *deculturalization*
  - The educational process of destroying people's culture and replacing it with a new culture (cultural genocide).
- Examples:
  - Japan's forcing Koreans to use only Japanese during the occupation
  - Canada's sending indigenous people to residential school



Source: <http://www.herbiblog.com/entry/1939-1939> (Date: 2016/05/18) (Source: <http://www.herbiblog.com/entry/1939-1939>) (Source: <http://www.herbiblog.com/entry/1939-1939>) (Source: <http://www.herbiblog.com/entry/1939-1939>)

## Teaching Japanese to Immigrant Children

Separate immigrant children from regular classes  
Japanese homogeneous collectivist culture


↓

Marginalization and lack of co-existence

## 'I Want to Hold Onto My Roots, but I Also Want to Experience New Routes'

(Nesteruk et al. 2015)

- Definition of *ethnic identity*
  - It refers to "the subjective construction of oneself as belonging to an ethnic group" (Beier & Hou, 2006 : 141)
  - It includes "the behavior, knowledge, and feelings related to one's ethnic background" (Nesteruk et al. 2015 : 267)
  - It is a core component of self-determination and social network affiliation (Paat & Pellebon, 2012: 128).




## Discrimination & Stereotypes

- Identities of visible minorities are subjected to the way their ethnic group is perceived by the larger society (friends or foes?)
- Assigned racial memberships may carry social costs for immigrants children at school
  - Discrimination
  - Stereotypes
  - Prejudices



## The Perks of Having Multiple Identities



## Immigrant Children will Most Likely Experience “Ethnic Pressure”

<p><u>First Scenario</u></p> <ul style="list-style-type: none"> <li>To conform to the mainstream culture</li> <li>Outcome → Assimilation</li> </ul>	<p><u>Second Scenario</u></p> <ul style="list-style-type: none"> <li>To hold on to their ethnic heritage</li> <li>Outcome → Separation</li> </ul>
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Undoubtedly, both situations are undesirable because they contribute to the marginalization and exclusion of immigrant children.

## Why not embrace an ethnic and multicultural education for our children?

- A more inclusive approach must be advocated to integrate immigrant children
- Idea of a reform that aims a dual ethnic and multicultural education
  - Briefly, the first acknowledges the diverse ethnic backgrounds of immigrant children while the second recognizes the unique human value of immigrants in society



## How to Improve the Education System to Integrate Immigrants:

Ensure immigrant voices are heard and their challenges are understood and appropriately considered

- Each school district should have immigrant representation at the school board level

Facilitate the integration of immigrant students by matching host students with immigrant students in a “buddy” system

Promote diversity through multi-cultural events and activities

Generate curriculum and policies that will enable immigrants and immigrant receiving countries to respect the dignity and human rights of *all* persons

## Conclusion



It takes both sides to build a bridge.  
- Fredrik Neel



Education is all a matter of building bridges.  
- Ralph Ellison

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GROUP 4

Title: “Public Sentiment on Immigration and Refugees: A Four Step Framework for Evaluating and Proposing Solutions”

Sonoko Otani (Tsuda University)

Ryota Kaku (J.F. Oberlin University)

Published: May 2017



## PUBLIC SENTIMENT: 4 PERSPECTIVES

4 STEP FRAMEWORK FOR EVALUATING AND PROPOSING A SOLUTION

By: Ryota Kaku, Toni Kipling, Sonoko Otani and Aditya Vella

## INTRODUCTION: DEFINITION : PUBLIC SENTIMENT

Sentiment is ...

\*Noun

- 1.an attitude toward something; regard; opinion.
- 2.a mental feeling; emotion: *a sentiment of pity*.
- 3.refined or tender emotion; manifestation of the higher or more refined feelings.
- 4.exhibition or manifestation of feeling or sensibility, or appeal to the tender emotions, in literature, art, or music.
- 5.a thought influenced by or proceeding from feeling or emotion.
- 6.the thought or feeling intended to be conveyed by words, acts, or gestures as distinguished from the words, acts, or gestures themselves." (Sentiment, Dictionary.com).

## OUR 4 STEP FRAMEWORK TO GUIDE OUR PRESENTATION

- We all have different perspectives to work with
- Broad topics that we narrowed down to each person's interests
- All of us used the same model,
  1. Recognizing the problem
  2. Communicating
  3. Trying to find different solution to the issues
  4. Impose legislation form

## JAPANESE SENTIMENT: IMMIGRATION BY: RYOTA KAKU

- 1) Recognizing the problem
  - people have less communication with immigrants
- 2) Communicating
  - We need to try to look at ground level.
- 3) Trying to find different solutions
  - Providing space where Japanese students can learn about new immigrants in a positive perspective
- 4) Imposing legislation (Student associations)
  - Having the universities help fund these space to help Japanese students learn positive perspectives of immigrants entering into Japan.

## JAPANESE SENTIMENT: IMMIGRATION CON'T...

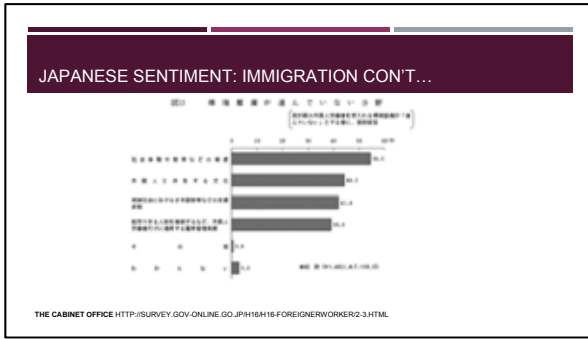
図12 外国人労働者を受け入れる職種別雇用の現状

職種 (Occupation)	総数 (Total)	国内労働者 (Domestic workers)	外国人労働者 (Foreign workers)
製造業 (Manufacturing)	1,219,143	1,171,000	48,143
建設業 (Construction)	1,171,000	1,171,000	0
サービス業 (Service industry)	11,219,143	11,171,000	48,143

THE CABINET OFFICE [HTTP://SURVEY.GOV-ONLINE.GO.JP/H16/H16-FOREIGNERWORKER2-3.HTML](http://survey.gov-online.go.jp/H16/H16-FOREIGNERWORKER2-3.HTML)

## JAPANESE SENTIMENT: IMMIGRATION BY: RYOTA KAKU

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留学生件数 13000名以上 | 留学生在米数 110万人 | 平均留学期 約36万9千円

### CANADIAN PERSPECTIVE (ECONOMIC DRIVERS AND INCENTIVES)

BY: ADITYA VELLA

Immigration:

- Identifying the problem
  - Why the disparity in standards while evaluating economic immigrants based on their financial standing?
  - Why evaluate based on economic standing at all as opposed to economic potential?
- Communicating the issue at a grass root level
  - Icelandic example
    - Silent Walk in Solidarity



### CANADIAN PERSPECTIVE (ECONOMIC DRIVERS AND INCENTIVES) CON'T ...

- Finding alternate solutions.
  - Process akin to LMIA as a potential solution whilst educating canadian workforce about cultural differences which can be a form of bridge training for both Canadian and Foreign workers.
  - On the job assessment while on a probationary period is a potential option (just like a student OJT) as a potential means of transferring credentials and skills for a Canadian workforce whilst still gathering 'Canadian Work Experience'.
- Legislation of ideas into policies that can make a realistic and tangible difference to the issue at hand.
  - Policies that allow for a fast track evaluation of skilled immigrants based on their credentials and paperwork. Integration into vocational streams allows the individuals and their communities alike to attribute economic value ('justification') for their entry into Canada.

### CANADA: INDIGENOUS SENTIMENT TOWARDS REFUGEES

BY: TONI KIPLING

- Recognizing the problem
  - Preexisting biases that both the indigenous populations and new Canadians have of each other; often negative perspectives being passed down by parents or provided through media' (Circles for Reconciliation, 2).
  - Canada has its own refugees, as stated by Liam Massaubi.
- Communicating
  - Teaching new Canadians about the history of Aboriginal people, and Aboriginal people about new Canadians
  - Meaningful communication needs to happen between the Canadian government and the Aboriginal people

### CANADA: INDIGENOUS SENTIMENT TOWARDS REFUGEES CON'T...

- Trying to find different solution to the issue
  - Truth and Reconciliation Recommendations on immigration:
    - 83. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.
    - 84. We call upon the Government of Canada to replace the Oath of Citizenship with the following:
 

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.
  - Imposing Legislation on the government
    - Implementing the two recommendations for newcomers to the current immigration policy by Canadian government allocating money more money to Aboriginal communities.
    - Budget changes to better the lives of Aboriginal people.

### JAPANESE SENTIMENT: REFUGEES

BY: SONOKO OTANI

- Recognizing problems
 

Japanese public Indifference on refugees

↓

Raising Awareness of refugees surviving in Japan

JAPANESE SENTIMENT: REFUGEES BY: SONOKO OTANI

2) Communicating

**Sharing Story** → Move Japanese public sentiment on refugees

JAPANESE SENTIMENT: REFUGEES BY: SONOKO OTANI

2) Communicating

Model Case: Promoting Awareness of Indigenous People in Canada

- 12 % (2009) → 22 % (2016) : the great deal of attention on aboriginal issues
- Many respondents expressed **sympathy** for indigenous Canadian **story**

JAPANESE SENTIMENT: REFUGEES BY: SONOKO OTANI

Where and How to share their stories ?


JAPANESE SENTIMENT: REFUGEES BY: SONOKO OTANI

3) Solution

**Wapikoni Mobile ( Website )**

- Mobile studios for youth to make **short movie** about indigenous people
- 70 short films are created **every year** in Canada and abroad.
- Numerous prizes awarded

JAPANESE SENTIMENT: REFUGEES BY: SONOKO OTANI



JAPANESE SENTIMENT: REFUGEES BY: SONOKO OTANI

**Why not introduce this model into the Japanese promoting awareness process?**

2) Communicating

Share the stories of refugees surviving in Japan with Japanese citizens

3) Solution

Launch a program to allow Japanese youth to share and broadcast the refugees' stories through **short movies**

JAPANESE SENTIMENT: REFUGEES BY: SONOKO OTANI

**Why not introduce this model into the Japanese promoting awareness process?**

2) Communicating

Share the stories of refugees surviving in Japan with Japanese citizens

3) Solution

Launch a program to allow Japanese youth to share and broadcast the refugees' stories through **short movies**

➡ Who is the financial supporter ?

JAPANESE SENTIMENT: REFUGEES BY: SONOKO OTANI

4) Legislation

- (Canada) Wapikoni Mobile : National Film Board of Canada
- **Official supporter**
- (Japan) : Agency for Cultural Affairs, Government of Japan (文化庁)
- Japan Arts Fund (文化芸術振興費補助金) for Creating Movies



**Thesis**

**Interculturalism in a top-down and bottom-up approach can facilitate the integration of immigrants in their new host society.**

**Objectives**

1. Definition of Terms
  - a. Multiculturalism and Interculturalism
2. Top-Down Approach
  - a. Current government policies
  - b. Recommendations
3. Bottom-Up Approach
  - a. Individual initiatives
4. Conclusion
  - a. Global perspective

**From Multiculturalism To Interculturalism**

**Why?**

**A shift from multiculturalism to interculturalism can benefit society as a whole**

**Top-down Approach**

1) Aims

**Top-down Approach**

2) Roles of the government

Government

Making the framework to let the citizens contribute to the society

Investing money to set the appropriate environment

**Top-down Approach**

3) Importance of educational policies  
**Fostering the active dialogue**

Creating the open discourse

Respecting the diversity of the values

Finding the reasons behind one's perspectives

**Top-down Approach**

4) Issues in Canada and Japan  
The principle of Education emphasizes the political neutrality

The case in Germany  
3 principles: 'Beutelsbacher Consensus'

- (1) No single worldview
- (2) Plurality of perspectives
- (3) Applying knowledge to the real world

**Top-down Approach**

5) Methods

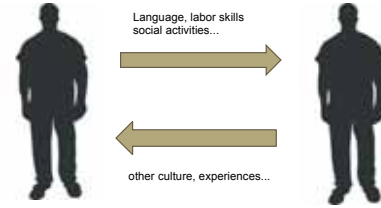
"Teachers need to be good facilitators with specialised knowledge and perspectives."

for current teachers  
Reviewing the objectives of educational institution

for future teachers  
Revising the training received in university

## Pairing Programs

- A) Helping immigrants become full members of society
- (1) Languages
  - (2) Labour skills, job shadowing opportunities
  - (3) Host families
  - (4) Social activities: sports, arts, culture



## Bottom-up Approach

### Aims

- a. Help immigrants feel like they are fully functional members of society
- b. Emphasize the importance of understanding the structure of societal systems in order to contribute to society
- c. Support immigrants psychologically and mentally

## Bottom-up Approach

- 1) Definition
- 2) Problems and recommendations
  - a) Promoting understanding of legal system
    - i) Classes on rights and obligations
  - b) Helping immigrants overcome educational and professional difficulties
    - i) Supplementary language classes
  - c) Supporting immigrants during the transition to their new lives
    - i) Problems with depression and overall psychological distress. E.g. 29% of immigrants to Canada reported having emotional problems in the Longitudinal Survey of Immigrants to Canada (Robert, 2012).
    - ii) Creation of support group: decreased likelihood of emotional problems
  - d) Raising awareness in primary and secondary schools about cultural diversity in an internal and international perspective
    - i) Volunteerism in one's native country as well as overseas
    - ii) Exchange programs
    - iii) School visits in order to promote diversity

## Conclusion

In conclusion, the shift from multiculturalism to interculturalism can facilitate the integration of immigrants, which could benefit society as a whole.

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- Sorting of Shaping? The gendered Economic Outcomes of Immigration Policy in Canada /Jennifer Elrick/Naomi Lightman/ University of Toronto

## Questions ?



\*\*\*\*\*

Title: “Immigrant and Domestic Abuse: The Vulnerability of Sponsored Spouse.”

Erina Uema (Josai International University)

Ryotaro Murakami (Hosei University)

Maude Arsenault (University of Montreal)

Miya Hanxing Zhang (University of British Columbia)

**IMMIGRANTS &  
DOMESTIC ABUSE:**

**The Vulnerability of  
Sponsored Spouses**

Erina Uema, Maude Arsenault, Miya Zhang, Ryotaro Murakami

**Domestic Abuse: A Global Problem**

Immigrants are more vulnerable when domestically abused than citizens because they have more barriers to seek help

**Factors that enhance vulnerability:**

- Social isolation, language barriers
- Lack of knowledge of rights, laws and available services
- Cultural expectations from the country of origin
- Pressure due to change of family dynamics
- Immigration policy: **SPOUSAL SPONSORSHIP**

(Zavala 2013)

**Immigration Policies:  
Gendered?**

- Immigration policies indirectly promote males as the principal applicant (Dobrowolsky, 2008)
- Women are overrepresented in low-paying jobs (Beaudoin, 2011)
- Precarious immigration status are predominantly held by women (Bhuyan et Smith-Carrier, 2010)

**What is Spousal Permanent  
Residence Sponsorship?**

**Canada: Areas of Vulnerability in  
Spousal Sponsorship**

Waiting for the application:

- When sponsored from Canada, no rights to work
- While waiting for PR, sponsorship can be withdrawn at any time

After receiving PR:

- 2 years of conditional residency for new couples
- No access to welfare for the first 3 years of sponsorship

Consequences:

- High dependency on sponsor spouse
- Fear of withdrawal
- Some have no access to social services and judicial aid

(Zavala 2013)

**Japan: Areas of  
Vulnerability in  
Sponsorship**

- Divorce would mean the loss of sponsored spouse's legal residence status
- Immigration regulations are commonly gendered because female immigrants are assumed to be dependent on men (Piper, 2003)


## What are the Options in Canada?

- If waiting for application: apply to stay in Canada due to humanitarian reasons
- If within 2 conditional years: Prove domestic abuse was the cause of divorce
- If the sponsored spouses believe they fit the refugees criterias, they can apply



## No Easy Fix: Our Barriers of Focus

- Lack of knowledge
- Access to support services




## Suggestions for Change

Creation of free visa category for abused spouse

- Grant access to social services while being process
- Assure means of survival without sponsoring spouse
- Abuser responsible for expenses in case of culpability
- Applicant will be deported if proven non-guilty

Mandatory educational video & quiz

- Understanding what is abuse
  - Rights and duties of spouses
  - Resources for abused persons



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## Thank you!

Any Questions?

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GROUP 7

Title: “Let's Take Care of Caregivers: Analyzing Issues of Japan's Foreign Caregiver Program”

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# Let's Take Care of Caregivers:

Analyzing Issues of Japan's Foreign Caregiver Program in Relation to Global Migration

Team Mochi: Kezia Pelly, Saruul Gallbayar, Haruka Iwamoto, Scott Lee

## CONTEXT

"Japan is experiencing **plunging fertility rates** and **soaring life expectancies**. This demographic dilemma, combined with the increasing number of elderly Japanese living by themselves rather than living with their children and grandchildren in a traditional extended family household is contributing to a **growing shortage of home health-care helpers and family caregivers** who can tend to the escalating number of disabled, elderly Japanese" (Morgan, 2001, p. 750)

Currently, foreign caregivers are allowed to work in Japan only under bilateral Economic Partnership Agreements, which exist with Indonesia, the Philippines and Vietnam.

## EPA Program Description

Process to become an EPA caregiver in Japan:

1. Application
2. Matching
3. Pre-immigration Japanese language training (6 months)
4. Immigration
5. Post-immigration Japanese language training (6 months)
6. Work & training (3 years with the same employer)

## RESEARCH QUESTIONS

What are the limitations of the Japan's Foreign Caregiver Program?

How can Japan improve the application and retention of foreign caregivers?

## OUR THESIS

An analysis of Japan's Foreign Caregiver Program reveals its inability to satisfy both the needs of immigrant producing countries/individuals seeking employment outside of their home countries. Reformation of the program must address not only the social and economic needs of Japan, but also the successful integration of foreign caregivers in order to ensure the longevity of the program.

## POLITICAL ISSUES: Visa Status

### Designated Status Visa.

No official pathway to Permanent Residency

Cannot work outside the designated status (care work)

Cannot receive higher qualifications

Difficult to reunite with families because families must also only work within the designated status.

**SOLUTION:** The government should present guidelines for when and how they can acquire permanent residence as soon as possible, as Canada and other countries accepting migrant care workers has done.

## LEGAL ISSUES: Formal Protection

Only "guidelines" regarding employment/working conditions for foreign workers (ie. "It is *advisable* for the employee to obtain a written contract, rather than an oral one" (Handbook for Foreign Workers, p. 3)

A company is legally allowed to "decrease wages as a sanction" in order to "maintain discipline at the firm" (Handbook for Foreign Workers, p. 14)

Accessibility to information due to time constricted hours at Employment Service Centres

**SOLUTION:** Create a regulating official body of government to oversee foreign caregiver rights, offer 24hr call centres, and online forms to increase accessibility

## SOCIAL/CULTURAL ISSUES

Issues with the Language/Work training

There is a high demand for caregivers that are not satisfied

More than half of trainees fail to pass the national caregiver's exam

A number of caregivers end up returning to their country including those who have passed the national caregiver's exam (Calunsod, The Japan Times, 2016)

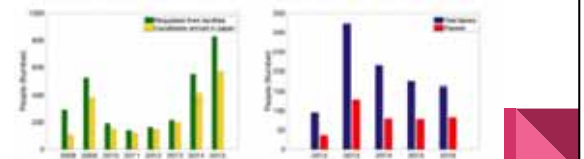


Figure. Total number of Indonesian and Philippines' caregivers (Ministry of Health, Labor and Welfare, 2016)

## SOCIAL/CULTURAL ISSUES

### Reasons:

- Has to go back to their country if failed the exam
- Too busy with work and no time to prepare for the exam

(Calunsod, The Japan Times,

2016)

- Frictions between co-workers due to language barriers and cultural difference

(Supervisor's guidebook for EPA program,

2014)

### Possible solutions

- To offer official language training for national caregiver's exam during 3 years of work training
- Longer language and cultural training before arriving to Japan
- Cross-cultural training for both foreign and domestic workers

Calunsod 2016, The Japan Times

## EXTERNAL RESOURCES (NGOs)

### Issues

- Inaccessibility...very few NGOs for EPA caregivers
- Lack of incorporating neutral perspective
- No space for information exchange/consultation

### Solutions

- Increase the number of NGOs→provide incentive
- Subsidies for NGOs (Especially in rural areas)



EPA Nurse and Certified Care Worker Network. (n.d.). <http://www.epanetwork.jp/>

## LIMITATIONS OF SOLUTION

Like other industries, there is a vocal opposition in Japan to hiring foreign workers.

"The Japanese government has been extremely careful with regard to international migrants, questioning whether or not foreigners can live with the Japanese. The Japanese government has accordingly **set high standards** for Southeast Asian nurse and caregiver worker candidates, and this has limited inflow overall."

Kaneko, K. (2015). The Inflow of Southeast Asian Healthcare Worker Candidates in Japan: Japanese Reactions to the Possibility of Cultural and Ethnic Diversity. *The Copenhagen Journal of Asian Studies*, 33(2), 78-97. doi:4902/19026-1

## LIMITATIONS OF SOLUTION

The relative wage of caregivers in Japan is low relative to other industries

While the wage is still attractive for migrants, Japanese caregivers are increasingly unwilling to work for the low wage.

According to the Ministry of Health, Labour and Welfare, the average salary of a caregiver is 210,000 Yen per month, much lower than the average salary for all industries of 330,000 Yen.

The EPA is criticized for its the high cost of language training, subsidies to care facilities

Kaneko, K. (2015). The Inflow of Southeast Asian Healthcare Worker Candidates in Japan: Japanese Reactions to the Possibility of Cultural and Ethnic Diversity. *The Copenhagen Journal of Asian Studies*, 33(2), 78-97. doi:4967-19026-1

## What has Japan already done?

Incorporation of caregivers into the **technical internship program** in 2016.

This technical internship program becomes problematic due to:

Even poorer grasp of Japanese language than EPA workers

Less stringent requirements for entry and no requirement for passing the national exam may promote the arrival of interns who have less of a competitive edge in the international care labor markets

Rooms for exploitation of the program

The snowball effect of reliance on low wage interns replacing domestic and EPA

## CONCLUSION

Ultimately, these policy suggestions are constrained by the Japanese government's hesitancy to introduce greater integration measures for foreign migrants.

As the need for caregivers grow in conjunction with the aging population, Japan must find better ways to address the political, legal, social and cultural issues of their foreign caregivers, to ensure their needed retention in Japanese society.

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## FORUM EVALUATION AND SURVEY RESULTS

An online survey was conducted to get student evaluation of the forum. Below is a summary of the results.

### How did you first hear about the JACAC Student Forum?

Past JACAC Participant	7%(2)
Information from the Prince Takamado Japan Centre	0%(0)
Information from Kwansei Gakuin University	4%(1)
Information from your home University	74%(19)
The JACAC Website	4%(1)
Other	11%(3)

### How do you rate the following arrangements made by the organizers?

	Outstan ding	Above Average	Average	Below Average	Poor	N/A
Pre-departure information	46% 12	23% 6	27% 7	4% 1	0% 0	0% 0
Flight arrangements	54% 14	19% 5	15% 4	8% 2	0% 0	4% 1
Accommodation	58% 15	31% 8	7% 2	4% 1	0% 0	0% 0
Forum venue	58% 15	31% 8	11% 3	0% 0	0% 0	0% 0
Field Trip	46% 12	27% 7	11% 3	8% 2	8% 2	0% 0

**Please rate the following aspects of the JACAC Student Forum program:**

	Outstandi ng	Above Average	Below Average	Poor	N/A
Pre-departure	34%	31%	35%	0%	0%
Assignment and Discussions	9	8	9	0	0
Sunday Orientation	46%	39%	15%	0%	0%
	12	10	4	0	0
Lectures	54%	31%	15%	0%	0%
	14	8	4	0	0
Panel Discussions	46%	35%	11%	4%	4%
	12	9	3	1	1
Group Presentations	54%	42%	0%	4%	0%
	14	11	0	1	0
Closing Ceremony and Reception	77%	19%	4%	0%	0%
	20	5	1	0	0
Interaction/ Communication with other students	81%	11%	8%	0%	0%
	21	3	2	0	0

**Please rate the difficulty of conducting the student presentations:**

Extremely Difficult	4% (1)
Fairly Difficult	54% (14)
Average	38% (10)
Fairly Easy	4% (1)
Extremely Easy	0% (0)
N/A	0% (0)

**Do you want to participate JACAC programs (Student Forum/ Exchange programs)?**

Yes	100% (26)
No	0% (0)

**For Japanese Students, did your interests in Canada increase? For Canadian Students, did your interests in Japan increase?**

Yes	100% (26)
No	0% (0)

**Do you want to pursue graduate degree?**

Yes	8% (2)
No	92% (24)

### **Analysis of Students' Comments and Evaluation**

This year's forum achieved its primary goal to promote students' mobility between Japan and Canada, offering students a unique opportunity to interact. As academic conferences are often limited to senior graduate students and professors, creating such an opportunity should be a priority. The majority of students highly appreciated the fact that they could meet and exchange ideas with other students of diverse backgrounds from several universities in Japan and Canada. Students reported that they gained many significant skills, presenting, arguing, and communicating and learned a lot from others. At the same time, students valued the chance to listen to specialist lectures and the panel presentations by other students.

*"Almost everything was great! I learned a lot from the lectures, presentations, etc. Great way to make people open their horizons on the modern world's issues!"*

*"I liked hearing other people's presentations. Everyone shared with us their ideas."*

*"I liked the concept of students with different backgrounds coming together to learn and discuss about an important topic of that time."*

*"I was impressed by how the forum was able to connect students representing 20 different universities from across Canada and Japan. The diversity of students brought richness to the forum and each student put forward a unique perspective from which to view the topic of immigration."*

*"I appreciated the diverse and passionate student participants, lecturers, hospitable organizers and former participants."*

The opinion on the forum's structure was mixed. Many agreed that they needed more time to explore Vancouver and field trips.

*"There were not enough field trips to discover Vancouver City."*

*"I was disappointed that participants did not get to see very much of the BC's outdoors. It would have been easy to suggest that students bring a pair of hiking/running shoes with them."*

Given the fact that this is an academic program, chances for sightseeing are limited. Overemphasis on the fieldwork might cut down on group work. In previous years, the organizers received comments that indicated field trips were slightly overwhelming. Given the available budget, two or three tours should be appropriate. At the same time, the organizers could stress that this forum's major focus is group discussion and presentations rather than off-campus activities. Yet, fieldwork should be linked to the theme and highlighted to increase students' learning opportunities.

Many students wanted more time for presentations, arguing that 10-15 minutes was too short. The organizers also thought that it would be ideal to have more time for questions and answers. Using the whole day for students' presentation might reduce the significant time of preparation in the morning. At the same time, securing judges for the entire day would cause a different challenge. A student

suggested larger groups, yet that would only limit presentation time for each member. This year, the panel discussion was introduced for the first time, and such opportunities for open floor discussion could be increased. The future arrangement requires more administrative and academic discussions among organizers.

Major negative comments always involve assignments and the evaluation process. Many students were taking regular classes at their own institutions, but all assignments required intensive work. Several students felt enormous pressure to complete them. These assignments and evaluations, required by funding organizations and some universities, will train students how to produce results in a limited time and contribute to the high quality of the forum and therefore, should not be abolished. One participant also suggested abolishing the awards completely. While intense competition among participants is unnecessary, outstanding presentations deserve credit and such awards motivate students. One way to solve this is to replace the current award system with a feedback-focused system. At the same time, participants could be encouraged to submit their research to students' academic journals after the forum. Such an effort to make their work publishable, however, would require time far beyond the duration of the forum and thus students' enthusiasm is the key.

Some comments mentioned the balance of lecture topics. While many people might be out of town during the reading week, the organizers managed to invite distinguished lecturers beyond faculty members, including the panel organized by the university staff members who actually work in the field. Such qualities should be maintained. Given the fact that the organizers do not have sufficient funds to bring guests in from different cities, we should depend on local people. But such practice helps internationally diverse students connect with local strengths, while focusing on global themes.

Participants showed the wide range of interests in terms of potential forum topics in the future. They included the issues of gender equality and women's empowerment, developing nations and their economy, aboriginal rights, ethnic diversity and integration, labour conditions, world trade, capital punishment, racism and cultural diversity, and extremism, and social welfare and healthcare. These suggested topics indicate participants' broad interests in current political, economic, and social issues and speak to the necessity of such opportunities.

## PHOTOS



Panel Discussion



Lecture





Lecture



Group presentation



Group presentation



Group presentation



Winning group



Group Photo

## **AKNOWLEDGEMENT**

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