



Deconstruction × Reconstruction of my educational views



Deconstruction of educational views

By being exposed to educational cultures other than my own, I was given the opportunity to relativise the educational system that my school, the Board of Education, and Japanese educational administration have been promoting. For example, regarding the framework of analyzing the current situation and challenges towards the realisation of a multicultural coexistence society, living together with people from diverse religions and roots is something that is part of daily life in Thai society. It is not something that is primarily taught in schools but rather a custom acquired through daily living. I had previously viewed the process of realising a multicultural coexistence society within the framework of school education, but I felt the need to deconstruct this fixed notion. Through observing different educational cultures, I was reminded of the significance of relativising my own perspective.



Reconstruction of educational views

I realised that education should not be solely the responsibility of schools and teachers, but it can rather be more effective when carried out in collaboration with the community and society. If we only discuss the outcomes of students acquiring specific learning content, this view might not be appropriate. However, who is it that educates, or who is it that is being educated? In Thai non-formal education, opportunities for learning are provided without being limited by school age. I witnessed the possibility of schools opening up to the local community. In other words, it is not only the learning of school students that can be encouraged, but also the learning of anyone who seeks education. The idea that individual growth does not remain limited to personal achievements but contributes to the growth of society as a whole has led me to reconstruct my perspective on education.



The achievement in this programme

The fourth SDG, 'Quality education for all,' raises the questions: What does 'quality' mean? What is 'education'? And who is 'everyone'? I have expanded my understanding of these terms from a narrow to a broader perspective. I want to examine, share, and practice this shift in perspective with the colleagues I currently work with and those I will meet in the future. I believe that it is not individuals, but groups with the ability to accept these changes and create new values, that will brighten the future of society.



Towards the realisation of a multicultural coexistence society

Based on what I learned from Thailand, I would like to propose an action plan for the realisation of a multicultural coexistence society from three perspectives

What I do

1. Conduct lessons for my students incorporating insights from this programme
⇒ In the World History inquiry lessons, I will use Thailand as a case study for inquiry-based learning. In the Geography Comprehensive lessons, I will introduce research projects on regional cultures of Thailand, aiming for students to recognise religious diversity.
2. Create opportunities for my students to engage in dialogue with people from other countries, including Thailand
⇒ By facilitating direct communication, I aim to remove psychological barriers.
3. Share and examine the insights from this programme with colleagues in my organisation, and discuss the feasibility of implementing these ideas
⇒ I want to explore the possibilities of inclusive education.

What local community and I do

1. To create opportunities to communicate Japanese culture to Thai students in Thai or English in collaboration with universities and other institutions with Thai language courses
2. To invite applicants from my school and create opportunities to collaborate on the initiative described in 1.
3. Demonstrate that cross-border exchanges are possible by opening up the opportunities described in 1 or by publicising their outcomes to the local community.
4. To establish an environment in which high school, university and local community can touch upon different cultures by continuing to hold the 1. to 3. initiatives over the medium and long term.

The confrontation of school

1. Discuss at the school level how to expand opportunities for students to learn about and reflect on religious and sexual diversity
⇒ Both are inevitable issues, but there have yet to have sufficient acceptance and practice. It is important not to rush but to create opportunities for fostering a shared understanding. The experience of Thailand can serve as a useful reference point in this process.
2. Consider school events that can contribute to fostering an inclusive school culture
⇒ In order to create an environment where all students, regardless of disability or cultural background, can learn and grow equally, it is necessary to provide opportunities for teachers to deepen their understanding. Thailand's examples of Individualised Education Plans (IEP) could serve as a model.