Doctoral Dissertation Defence

Comparing Inclusive (Music) Education in Luxembourg and in Japan

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Inclusion is a transformative process that ensures full participation and access to quality learning opportunities for all, respecting and valuing diversity, and eliminating all forms of discrimination in and through education.

(UNESCO Cali commitment, 2019)

Puzzle

It seems…

Increased awareness of importance of inclusive education
(learning while immersed in diversity at least on global level)

at the same time…

?

Why?

Increased specialized supports by experts in separated or segregated educational organizations

Is it because of …
- Institutionalization of education in historical contexts? (persistency?)
- Different focus or purpose of education (What is the aim of education?)

Fundamentally…
- What is 'inclusive education'? What is it for?

Aim of Dissertation

- To analyze the global influence on national/local systems of inclusive education

- To comparatively analyze the cases of LU and JP in light of historical and social contexts

- To compare music education in LU and JP as a contrasting comparative case study and to analyze how inclusive education has been developed in the two countries

- To discuss the (contrasting) educational philosophies relating to inclusive education, and consider the implications of reflection in learning on inclusive education

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Positioning of the researcher

Multi-disciplinary
(Sociology of Education, Educational
Philosophy, Educational Science)

Comparativist

Broader interpretation
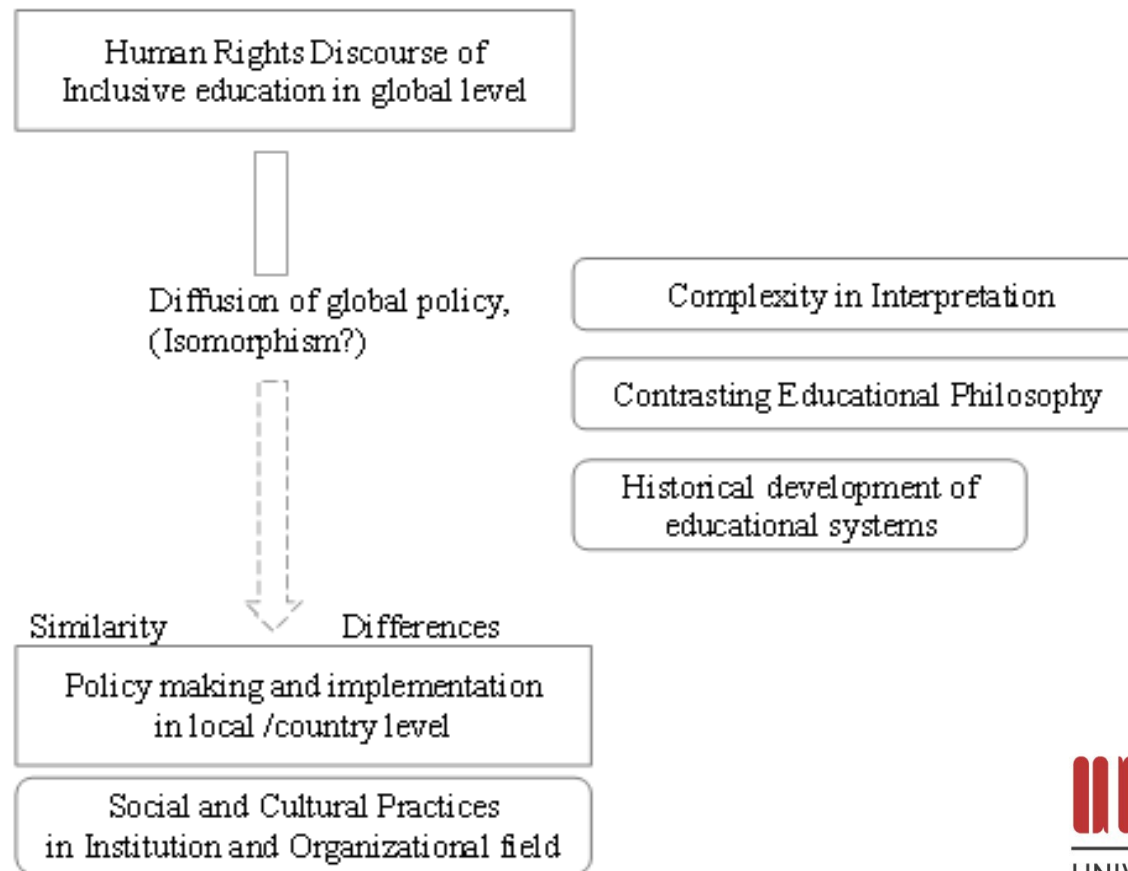of inclusive education

Multiple
Qualitative
Research
Methods

Constructivism and
advocacy
($\leftarrow \rightarrow$ verification)

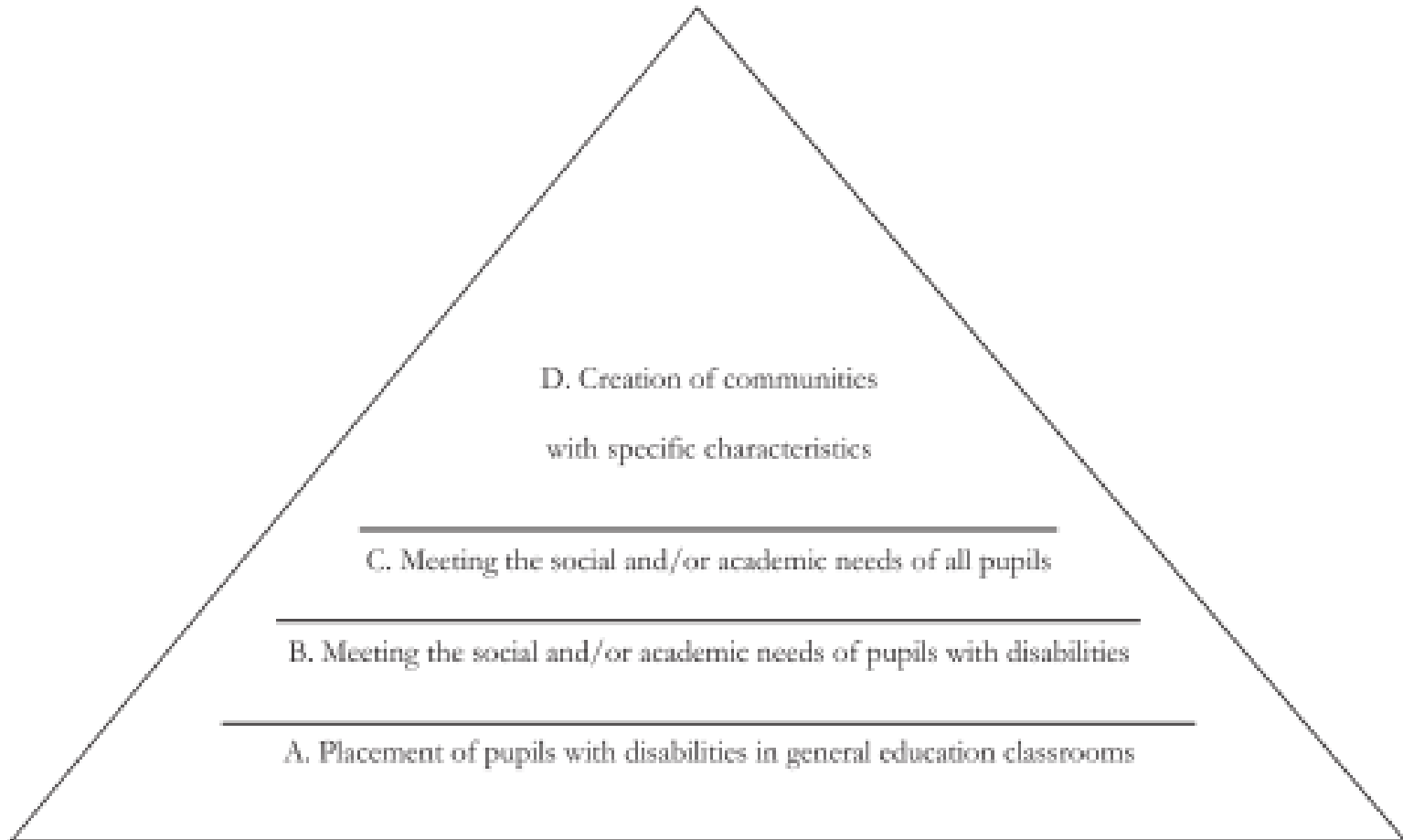Living and working experiences
in Japan and Luxembourg

Musician and
music teacher

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Analytical Framework, Theories and Concepts

Figure 5: Summary of inter-relationship among theories and concepts

Human Rights Discourse of Inclusive education in global level

Diffusion of global policy, (Isomorphism?)

Complexity in Interpretation

Contrasting Educational Philosophy

Historical development of educational systems

Similarity   Differences

Policy making and implementation in local /country level

Social and Cultural Practices in Institution and Organizational field

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Typology of Inclusive Education

D. Creation of communities with specific characteristics

C. Meeting the social and/or academic needs of all pupils

B. Meeting the social and/or academic needs of pupils with disabilities

A. Placement of pupils with disabilities in general education classrooms

Göransson and Nilholm (2014, p. 268)

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Guiding Research Questions

- What different models of inclusive education have developed?

- How have inclusive (music) education systems been implemented in Luxembourg and Japan?

- Why is it so challenging to realize inclusive (music) education?

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Articles

Article 1

Chiba, Miwa (2021)

Comparison of Self-reflection in Humboldtian *Bildung* and the Kyoto School:
Rethinking Assumptions on 'Reflection' in OECD Education 2030

(published on May 31, 2021 by *Nordic Journal of Comparative and International Education*)
https://journals.oslomet.no/index.php/nordiccie/issue/view/425

Article 2

Chiba, Miwa and Powell, Justin J.W. (2022)

Comparing the Paradoxical Development of Special Education and Inclusive Education in Luxembourg and Japan

Article 3

Chiba, Miwa (2022)

How Inclusive is Music Education in Luxembourg and Japan?

Research Questions

Puzzles	RQs	
Is the implementation of inclusive education difficult and different within countries because there are (conflicting) <u>underlying educational philosophies</u>?	What is the contrasting (educational) philosophy underlying or justifying the current (non-)inclusive education system? What implications does transformative learning and reflection in learning have for inclusive education?	Article 1, Dissertation Chapters
Is the implementation of inclusive education difficult and different within countries because of their <u>historical and social contexts</u>, based on (conflicting) societal values?	How have different policies of inclusive education developed in the historical and social contexts at the country level? How (inclusive) has music education developed in Luxembourg and Japan?	Article 2 & Article 3

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Research Design

- **Levels of analysis**

(mainly) global and country level

- **Research Methods and Data Collection**

Multiple Qualitative Methods (document reviews, interviews, and school observations)

- **Comparative Methods**
- to analyze how and to what degree have international norms of inclusive education spread to national/local contexts (verification and understanding purpose)
- to understand characteristics of perceptions and policy making of inclusive education in LU and JP (understanding purpose)

- Reasons to compare LU and JP
- to examine the global influence on countries and local contexts
- to discuss cultural differences
- to analyze persistent differences in inclusive education
- to fill a research gap (no prior studies compare these contexts)

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Data Collection

- **Laws & Regulations, Curricula**

	Luxembourg	Japan
Special Education, Inclusive Education	▪ Law of 1994 (Integration law) ▪ Law of 2009 (Inclusion Law) ▪ Law of July 20 2018, on the competence centers (including the drafts)	▪ 2006 Act for school education ▪ 2011 Basic Act for Disabled people ▪ 2013 Act to prevent discrimination of disabled people ▪ Reports by Ministry of Education, Culture and Sports, Science and Technology of Japan regarding special education and inclusive education
Music Education	▪ Law of April 28 1998, on harmonization of music education in municipal sector ▪ Law of May 27 2022, on reform of music education and relating policy documents ▪ Plan d'etudes ecole foundamental issued by Ministry of education of Luxembourg based on the reglement grand-ducal (11 August 2011) ▪ L'enseignement fondamental Descriptif détaillé issued by Ministry of education of Luxembourg ▪ Official explanation of the aim and program of Conservatoire	▪ National course of study for music education at schools issued by Ministry of Education, Culture and Sports, Science and Technology of Japan

- **Interviews**

	Code	Organization type
Luxembourg		
1	LPS1	Public primary school actively promoting the inclusive education
2	LPMS1	Public music school, Head office locates in Luxembourg city, but with local music schools all over the country
3	LPMS2	Public music school in the north of Luxembourg
4	LPC	Public Conservatoire
5	LPMS/NGO	Public music school in the south of Luxembourg, the music teacher is actively supporting activities with NGOs as well
Japan		
6	JPS1	Public primary school in Metropolitan Tokyo
7	JPS/ NGO	The university professor who was formerly the public primary school teacher as well as teacher at a public special school for students with disabilities
8	Inclusive education promotion section of education committee of a prefecture in Kanto area in Japan	

- **Observations**
  Ecole Jean Jaurès
  (inclusive model school in LU)

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Findings

1. **Similarities: Powerful global influence, persistent national systems**

- Although LU and JP have many differences, the two countries experienced similar gradual paths at a similar time in terms of the construction of inclusive education system - from segregation, separation, and integration toward inclusion (see Article 2). The common direction of institutional change has been confirmed in the study.

- Both countries maintain a categorical approach to special needs education (SEN) and disabilities. The study found the following four main similarities:

    1) Approach to integrate students with SEN into existing structures
    2) Persistent separation or segregation of students with SEN
    3) Increasing number of students in new categories of SEN
    4) Lack of comprehensive model for reform of existing school structures to become more inclusive

Findings

2. Differences: interpretation of inclusive music education, construction of inclusive music education system

- In LU, music education has been historically developed by an independent organization. Expertise in music education remains powerfully tied to music schools, which have the dominant position. The study found loose-coupling of the national curriculum (policy) and practices at general schools for music education. The structural characteristics limit equal access and participation in music education for all students.

- In JP, where music education has long been offered in general school settings, the access issue may be less of a concern. Nevertheless, the study revealed some concerns due to the potential separation of students with special needs. The narrow interpretation of inclusive education (= integration of students with SEN into mainstream schooling) limits the potential of inclusive education.

Findings

3. Educational philosophies and inclusive education

The dissertation discussed the typology of inclusive education and also underlying educational philosophies.

Typology of Inclusive Education	Educational Philosophy
A: placement	care and protection
B: support for students with SEN	capability approach (with pre-determined standardized targets)
C: support for all students in diversity and D: inclusive community	Existential education (students in center) Reflective learning in diversity (*) careful discussion based on cultural contexts needed (see Article 1)

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Summary of Findings

	Luxembourg and Japan		Recent global discourse
Interpretation of inclusive education (Typology by Göransson and Nilholm (2014))	-	mainly (A)(B)	(C)(D)
Form	Exclusion, Segregation	Separation, Integration Categorization Individual Special Supports	Inclusion
Educational Philosophy	Utilitarian model	Care and protection Capability approach (for pre-determined knowledge and skill acquisition)	Existential education (students' experience in center) Transformative learning, reflection of self in diversity

Source: author

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Implications for Research and Education Policy

Research
- Clarify the position of researchers instead of simply assuming inclusive education is understood.
- Expand the scope: not only focusing on a narrow definition of inclusive education (=integration of students with SEN or marginalized groups)
- Constructivist worldview vs. post-positivist (verification, measurement)
- Comparative (softer) approaches should be also valued
- Don't ignore or hide contradictions (clarify/sort out contradictions)

Policymaking – Inclusive Education
- Cease the defensive discussions – instead, reflect on educational systems with insights brought from other contexts (reflective learning in policy discussion)
- Consider the complete organizational field to overcome the limited goals and resources to realize inclusion in each organization
- Invite diverse populations to policy discussions: not only experts or representatives of certain groups

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Thank you very much!
ありがとうございました！

Theories and Concepts 2) Educational Philosophy

Reindal (2010) Inclusive education should be theorized and enacted within the context of educational values.

(1) Capability approach vs Utilitarian approach

Terzi (2014) suggests to rethink questions of inclusive education in light of the value of educational quality- specifically conceived as capability equality adds some important insights to the debate on inclusive education (p.479).
  'What can people do?' vs 'How much do they have?'
Individuals with disabilities should receive <u>appropriate additional resources </u>to enjoy equal, effective opportunities to function (p.486).

(2) Cultivation vs Existential Education

Pring (2012) Education is dominated by a language of performance management, and target-setting culture, leading to a language of 'depersonalization' in the school environment. (narrow conception of successful learning, ie. academic success)
**Reindal (2021)** A paradigm of existence is essential (especially in light of diversity), where the question of 'I' is foregrounded. ⟷ Education as cultivation where particular abilities and achievements of specific functions have been focused.

Theories and Concepts 2) Educational Philosophy

(3) **Transformative learning, productive struggle and reflection in learning**

Mezirow (1991) Transformative learning is an orientation which holds that the way learners interpreted and reinterpret their sense experience is central to making meaning and, hence learning. cf) OECD Education 2030 AAR

Murdoch et al (2020) Productive struggle elicits students' thinking around the topic that they do not yet understand, or are coming to understand, thereby getting learners to explicate their confusions, puzzlements, doubts. On the other hand, unproductive struggle is those that either simplify the task, thereby underchallenging learners or tell learners the right answer (p.658)
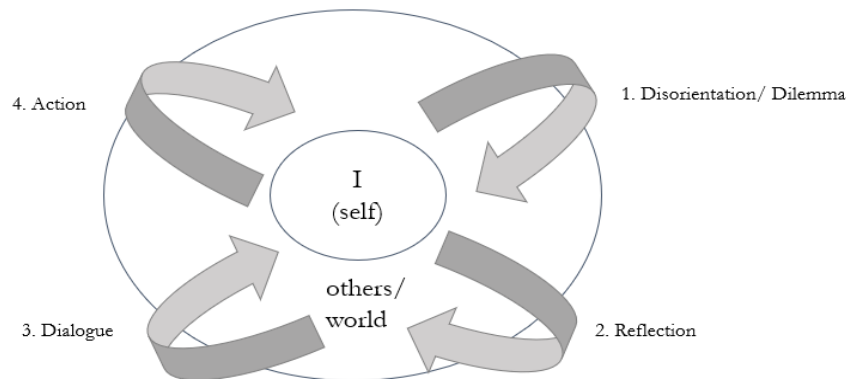
Source: Johnson & Olanoff (2020, p.739) adopted by the author

Theories and Concepts 2) Educational Philosophy

(3) Transformative learning, productive struggle and reflection in learning

English (2013) Discontinuous experiences, such as uncertainty and struggle, are essential to learning process.

Unfortunately, current trends in educational policy tend to frame learning as merely the continuous step-by-step achievement of predefined outcomes. On such models, the student's difficulties, frustrations, or doubts are considered signs of a halt in learning process and are associated with the learner's failure. Accordingly, the student's difficulties with a particular subject matter in school are viewed by teachers and administrators as undesirable and problematic. In this way, the concept of learning has become dramatically simplified and reified (p.xxii).

When our experience is opened up by interruption, by undergoing the world as other, such that our prior knowledge and ability is called into question, we enter into an in-between real of experience and learning.

In reflection, learners ask themselves "Why am I confused, in doubt, or perplexed?" In the process of reflective searching, one tries to establish connections between what he has done and what he has undergone, that is, between self and world (p.69).

Theories and Concepts 3) Sociological lens

(1) Powerful influence of world society and isomorphism of education system

Meyer (2000) Globalization has a number of dimensions, among which we see the expanded flow of instrumental culture around the world (p.233).
"Put simply, common models of social order become authoritative in many different social settings"

Ramirez (2006) Educational expansion, massification of schooling, standardization of educational goals, organization, curricula, pedagogy, rise of educational expertise "without borders" (p.125).

Rizvi (2009) The values that national systems of education now promote through policy are no longer determined wholly by policy actors within the nation states, but are forged through a range of complex processes that occur in transnational and global networked space. International organizations such as World Bank and OECD have now become major policy players, determined to influence national education policies and their evaluation (p.22).

Baker (2014) Education revolution as the cultural phenomenon of expansion of education

Theories and Concepts 3) Sociological lens

(2) Neo-institutionalism: Historical institutionalism and sociological institutionalism

Peters (2012) Institutions are structural features of society. They have stability over time, which affect individual behaviors, and which provides some sense of shared value and meaning among the members of the institution (p.18).
March and Olesen (1998) Institution is a collection of norms, rules, understandings and perhaps most importantly routines.

Historical Institutionalism
- Institutions are the formal or informal procedures , routines, norms and conventions embedded in the organizational structure of the polity (**Hall and Taylor, 1996**, p.6).
- Historical institutionalism emphasizes the asymmetries of power associated with the operation and development of institutions, and path dependency and unintended consequences (p.7).

Sociological Institutionalism
- Instead of relying on means-ends rationality, this approach takes into consideration of culturally specific practices and the transmission of cultural practices (p.14).
- It assumes that individuals or organizations to seek and express their identity in socially appropriate ways. (legitimacy, social appropriateness)

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