

12. European Efforts for Coping with Educational Problems of Muslims and the Future of Japanese School Education for Muslims

Leader: Hideki Maruyama (Senior Researcher, Department for International Research and Cooperation)
Grants-in-Aid for Scientific Research Project (for Young Scientists (B))

1. Purpose and aim of the study

Focusing on Turkish immigrants, who compose the largest group of Muslims in Europe, this study aims to examine their educational problems and the integrated policies adopted in host European countries, as well as to describe the dynamism thereof. The study covers what immigrants have broadly acquired through non-formal education, the intention and background of the entity that provides the education, the problems that may arise when such intentions and background differ from those of the majority of society, and where clues for solutions can be found. As one of the largest achievements of non-formal education, we focused on social capital, and conducted an on-site survey on the identity of Turkish immigrants as workers, Muslims, and residents of the host society, as well as on the nature of their community and support therefor. Lastly, we compiled suggestion on Japanese education for the Muslims.

2. Outline of the study results

- In European countries, comparative data on education and systems for immigrants have been accumulated strategically, and a common framework for language education for all European citizens, including immigrants, has been developed.
- Muslim education is categorized as non-formal education.
- Social capital functions as an important bridge in general society and linking social capital is important in administrative services.
- Globalization affects Muslim immigrants. The majority that directly interacts with immigrants shows high tolerance.

3. Keywords

(1) Education for Muslim immigrants, (2) Non-formal education, (3) Muslim education,
(4) Social capital

4. Reports on this study

“An Exploratory Study on Education and Supports for Muslims in Europe,” (Report on the Results of Grants-in-Aid for Scientific Research Project (for Young Scientists (B); FY2007-FY2009) (February 2010) (<http://kaken.nii.ac.jp/ja/p/19730531>))

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