

The Preface to the Thematic Research:

The Globalization, Internationalization, and Universality of the Philosophy of Education

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The Board of Directors of the Philosophy of Education Society of Japan (PESJ) has been especially promoting ‘the internationalization of philosophy of education’ since 2016. The International Exchange Committee, officially established in March 2016, launched the English website of the Society, and since then has been editing another annual journal on the website: the *English E-Journal of the Philosophy of Education*. In addition, English-only international symposiums with philosophers of education from overseas were held at the annual conferences in 2017 and 2018. These were the first trials for our society, where all participants spoke English in the discussion without a designated translator. This time in Hiroshima, we have two more similar international symposiums including this *Thematic Research*. Therefore, it could be said that the internationalization of our society (PESJ) is certainly being promoted. Besides this, following the recent trend of the globalization of Japanese society and the promotion of internationalization of higher education by MEXT, a lot of members of our Society are joining and playing active parts in international academic conferences and collaborative researches. This also shows the internationalization of ‘our members’ is being advanced.

At the moment, however, we should take into consideration the question of what the internationalization means for the ‘study of philosophy of education’ itself. It is true that the philosophy of education in Japan has relatively been open to foreign thought, theory and practice, and therefore we might say we have already been internationalized in that sense. As it is often critically mentioned, however, the modern Japanese academic system has unduly been learning and importing Western systems, cultures and sense of

values and attempting to reproduce them. The state of the internationalization of the philosophy of education in Japan is therefore never well-balanced. However, the mere correction of balance and the simple expansion of research fields into non-Western countries such as Asia, Latin America, Africa as well as Eastern Europe would not necessarily solve the problems. Without questioning the structure and customs of our intellectual system, it might result merely in a further promotion of the academic colonization. The study of philosophy of education also cannot have nothing to do with the so-called post-colonial problems.

We then might have many questions as follows: Is there no difference between internationalization and globalization today? Can the medium of English by itself guarantee the internationality of study? How does the internationality of our studies correspond exactly to the universality they could show? Is a paper written in Japanese, for instance, 'international' or universal? If there is a great variety of cultural and social contexts in each country, even in the English-speaking world, what kind of change do they undergo in the age of globalization? If the national is a precondition for being *international*, doesn't the internationalization ironically result in the reinforcement of the national and in a new standardization, segmentation or classification? If so, in what kind of ways can we think for the sake of avoiding such standardization, segmentation and classification; namely, for the sake of maintaining the diversity and plurality of each culture and society? How can we then, on the contrary, achieve the universality of our studies and avoid mere relativism? How have the scholars of other countries and other cultural spheres accumulated their experience in confronting with these problems? What kind of response can we Japanese philosophers of education make to them?

Based on the aforementioned issues, we would like to consider in this *Thematic Research* the current and future situation of the internationalization and/or globalization of philosophy of education in the globalized world, while comparing that of our society to those of societies abroad. As the first presenter, we invite Prof. Liz Jackson from Hong Kong University, who is the president of the Philosophy of Education Society of Australasia (PESA), one of the overseas academic societies aiming to collaborate with philosophy of education societies in East Asian countries. Prof. Jackson talked about the trend of the internationalization in PESA, the current academic situation in Hong Kong in relation to China, and her own vision for the aforementioned problems. The second presenter, Prof. Naoko Saito from Kyoto University, talked about the current and future situation in the International Network of Philosophers of Education (INPE) and other academic societies in the UK and the United States. Prof. Saito also presented her own philosophical experience among several languages and ideas of the "philosophy of

translation."

After the presentations from Prof. Jackson and Prof. Saito, Prof. Lothar Wigger from Technische Universität Dortmund made a comment on the theme of this *Thematic Research*, from the viewpoint of non-English-speaking countries, where, as well as Japan, the academic achievements written in English are demanded more and more by the administrations of universities and ministries. The story in Germany brings meaningful suggestions for us. Following this, Prof. Shigeo Kodama from the University of Tokyo, as the second discussant, talked about his standpoint toward the globalization of the study of philosophy of education, especially about the significance of educational study both in foreign languages and Japanese. Finally, the then president of our society, Prof. Yasuo Imai, who has promoted the internationalization of the study of philosophy of education itself and of our society, gave us his comprehensive comments regarding with this *Thematic Research*.