

Current situation and issues regarding education for foreign students, etc. (Provisional Translation)

February 2024

International Education Division
Education Policy Bureau, MEXT



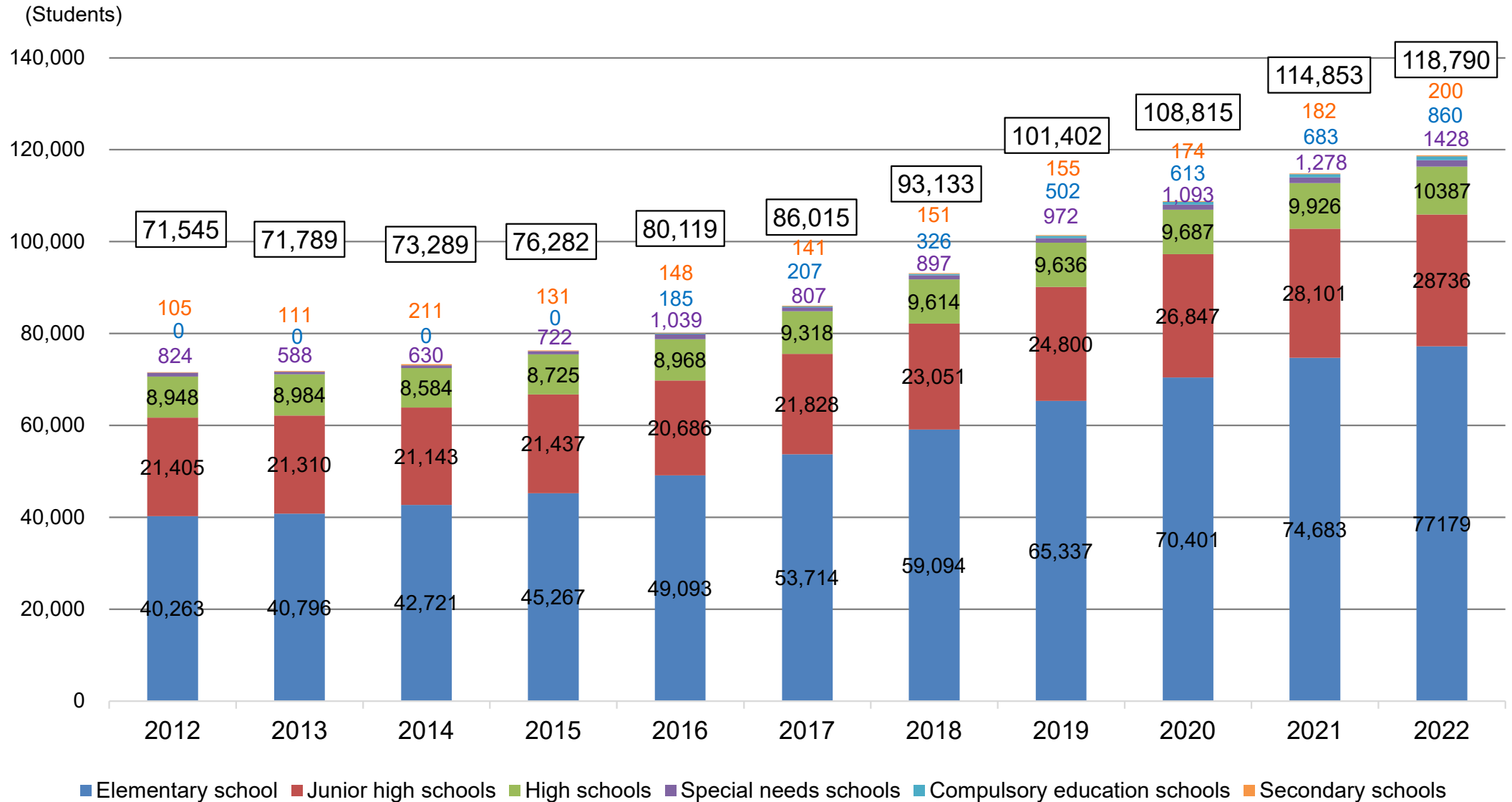
文部科学省

MINISTRY OF EDUCATION, CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

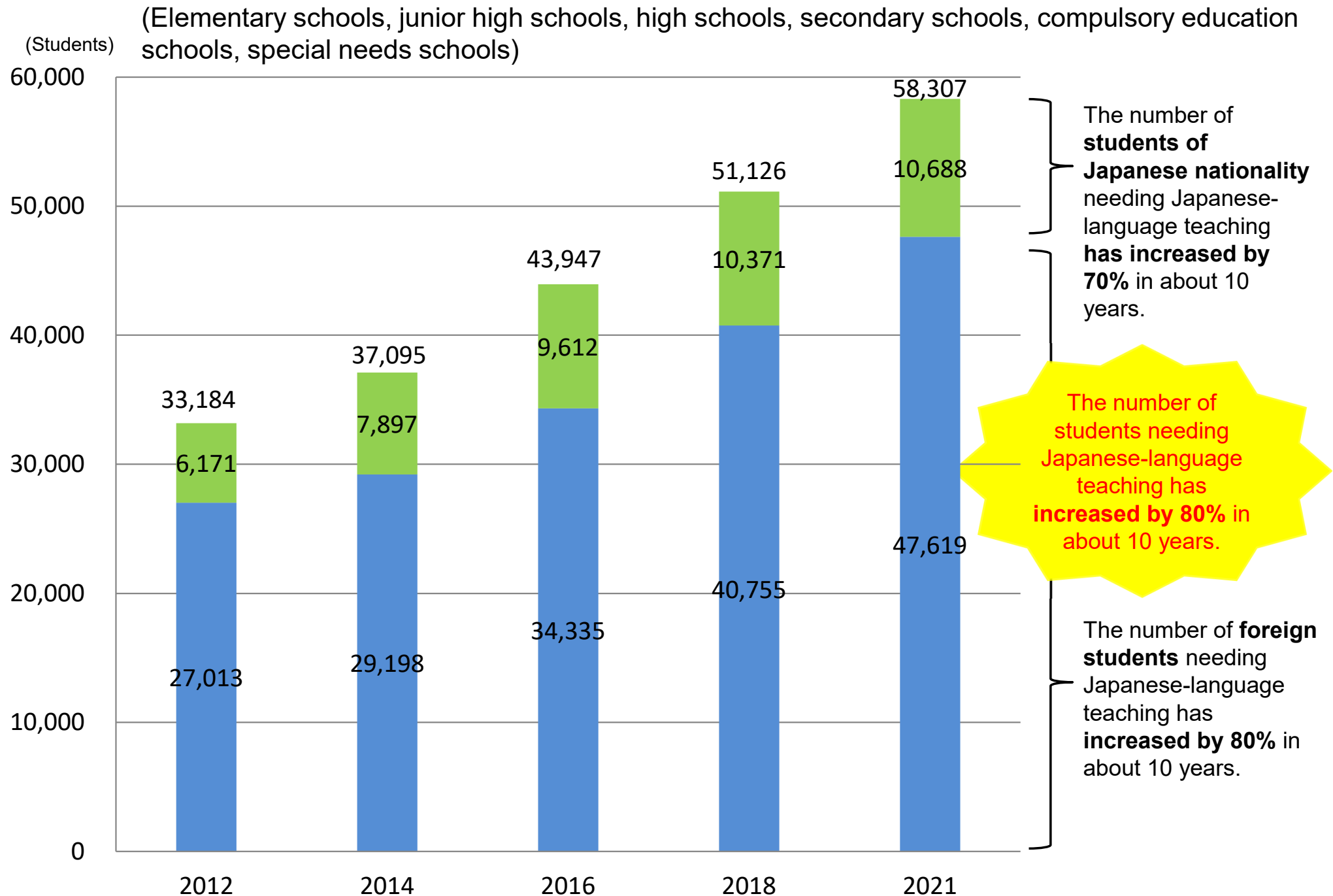
Current situation of education for foreign students

Change in number of foreign students enrolled in public schools

The number of foreign students enrolled in public schools has increased by about 50,000 over the past 10 years, to about 120,000.



Change in the number of students needing Japanese-language teaching in public schools (1)

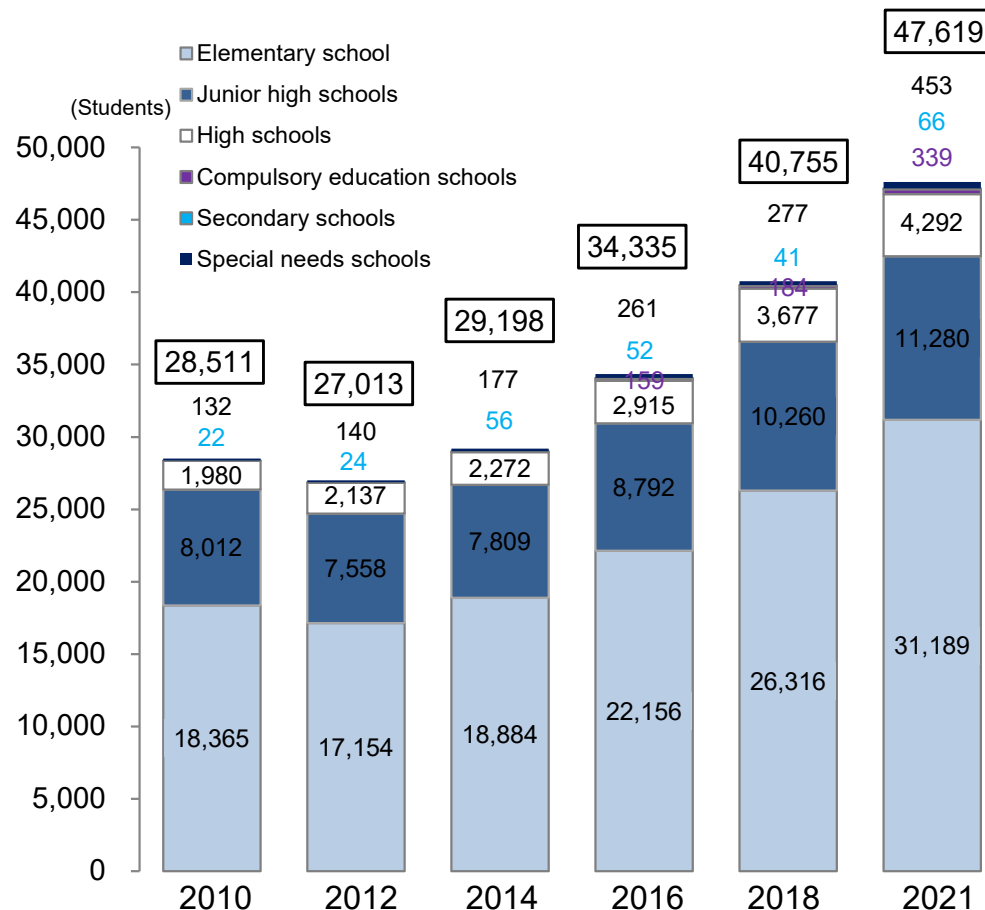


Change in the number of students needing Japanese-language teaching in public schools (2)

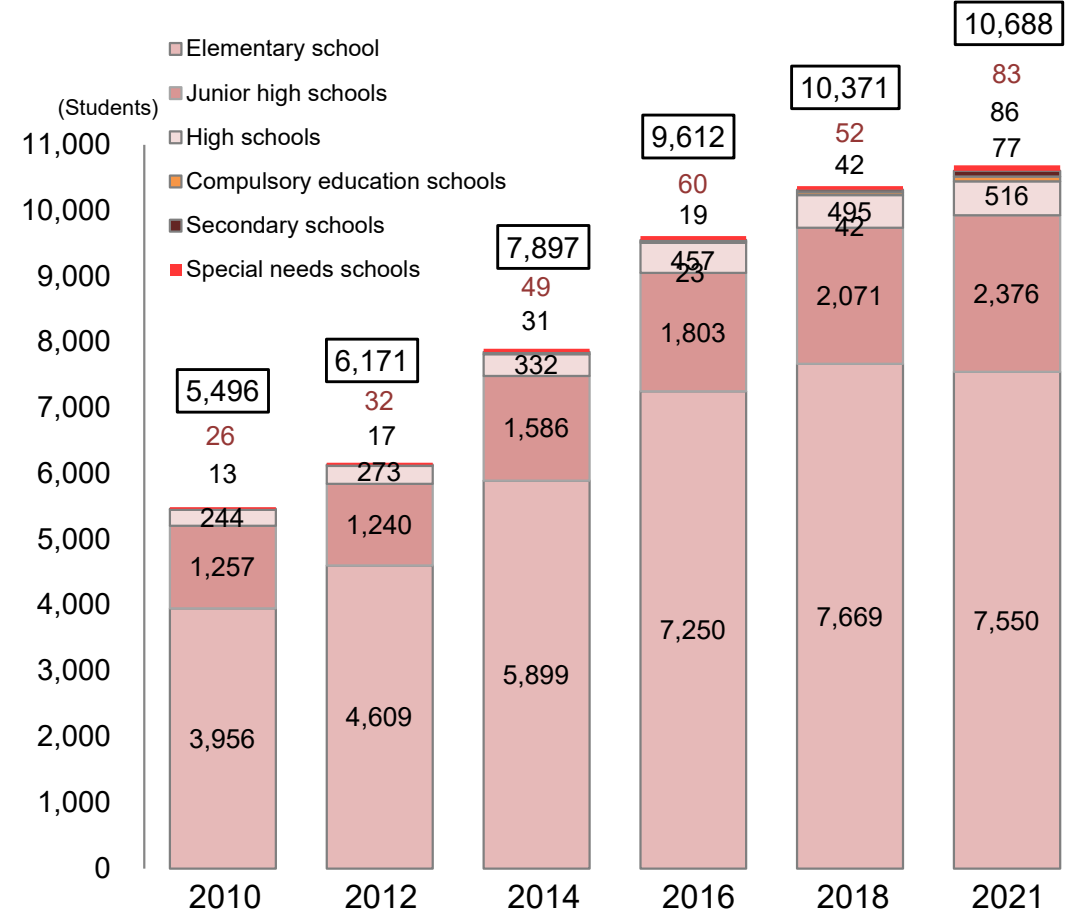
- As a result of the increasing number of foreign residents and foreign-national students, the number of foreign-national students* needing Japanese-language teaching has increased to **47,619** (6,864 more; **up 16.8% from the previous survey**), while the number of students of Japanese nationality needing Japanese-language teaching increased to **10,688** (317 more; **up 3.1% from the previous survey**).

*The total number of foreign-national students enrolled in public schools was 114,853 (an increase of 23.3%), of whom **41.5%** needed Japanese-language teaching.

■ Number of foreign-national students needing Japanese-language teaching



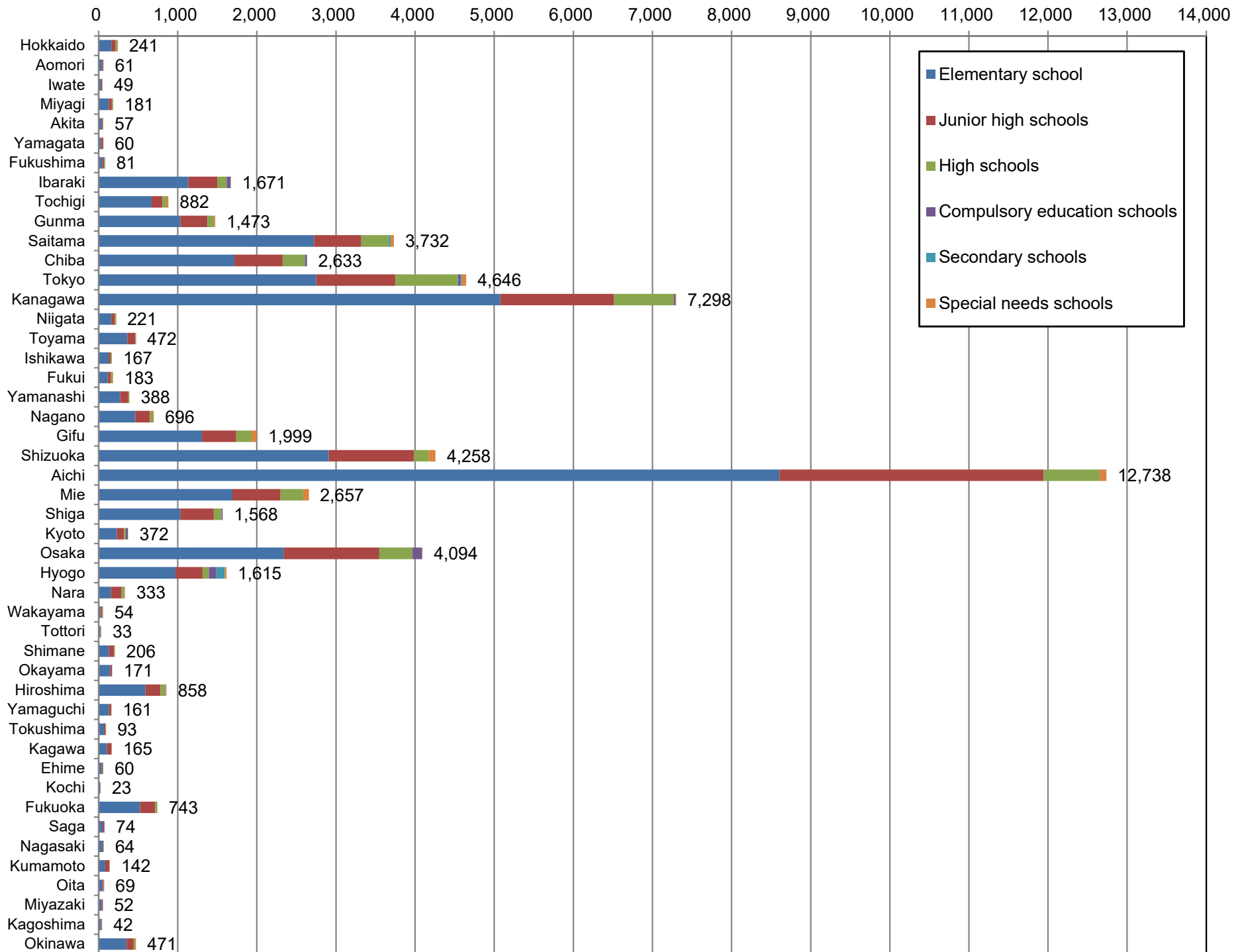
■ Number of students of Japan nationality needing Japanese-language teaching



Enrolment status of students needing Japanese-language teaching by school type (by prefecture)

*Total of Japanese and foreign nationals

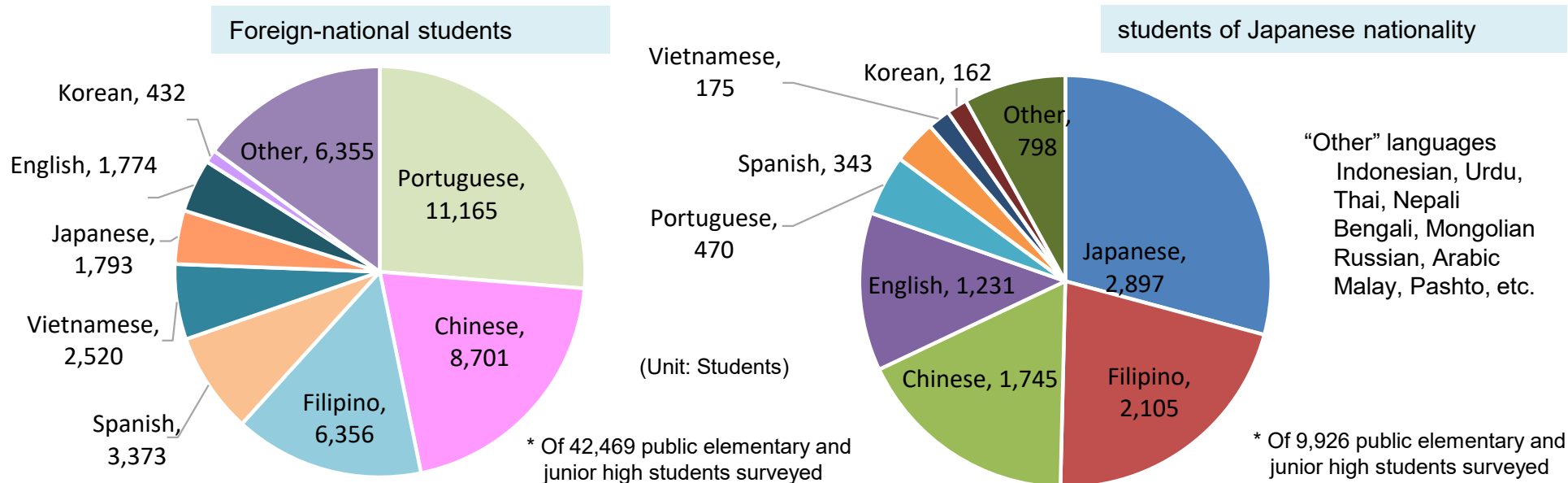
(Number of students)



Current situation of students needing Japanese-language teaching

(1) students needing Japanese-language teaching are becoming more diverse.

(SY2021)

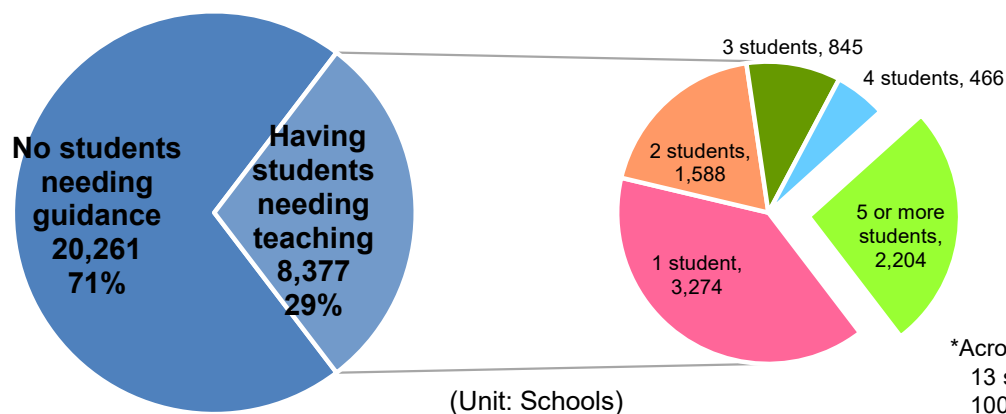


(2) Regarding the residency of students needing Japanese-language teaching, there are two opposing tendencies proceeding simultaneously: they either live in communities where migrants live in clusters or in areas where migrants are scattered.

Number of public elementary and junior high schools with students needing Japanese-language teaching

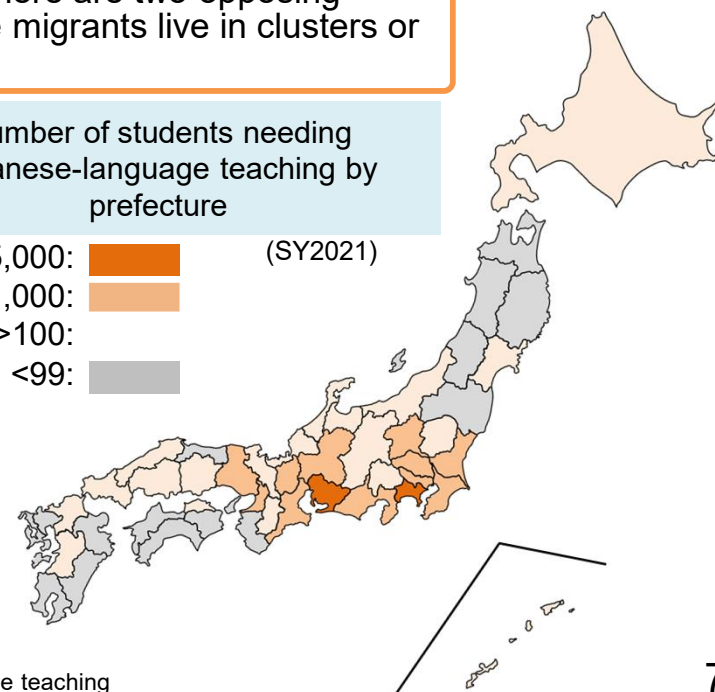
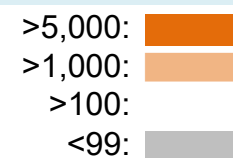
(Of 28,638 public elementary and junior high schools)

(SY2018)



Number of students needing Japanese-language teaching by prefecture

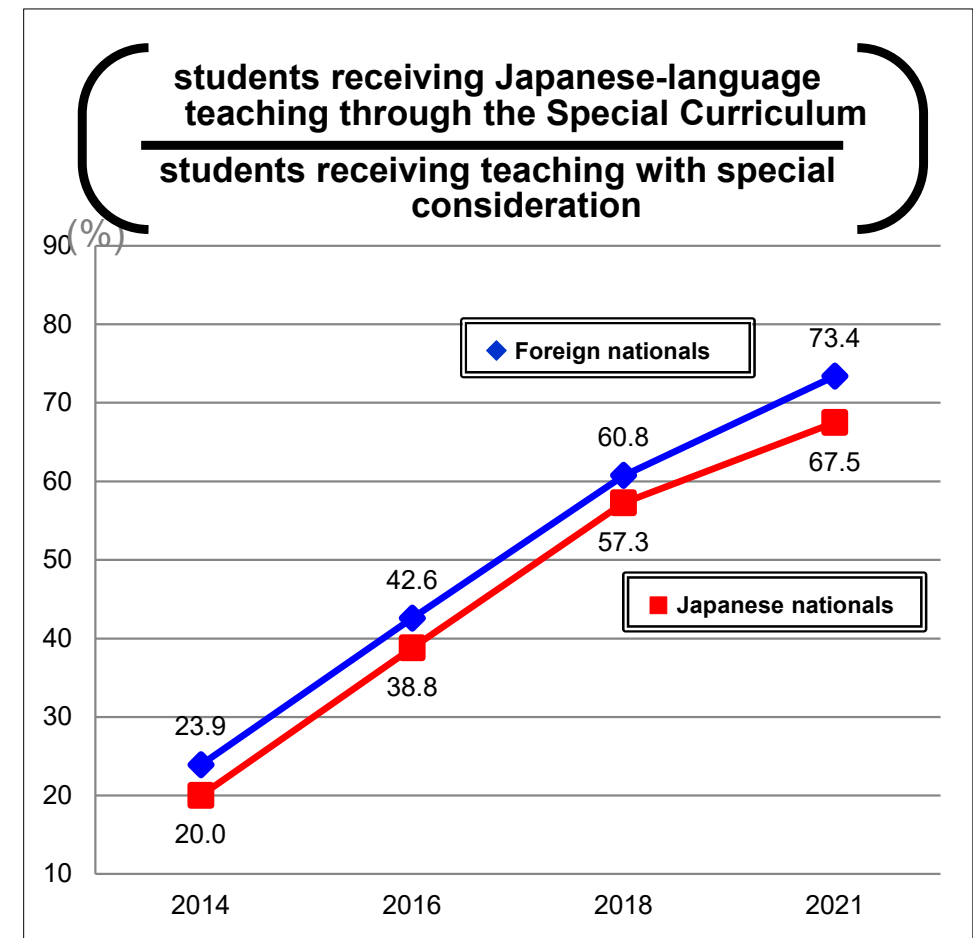
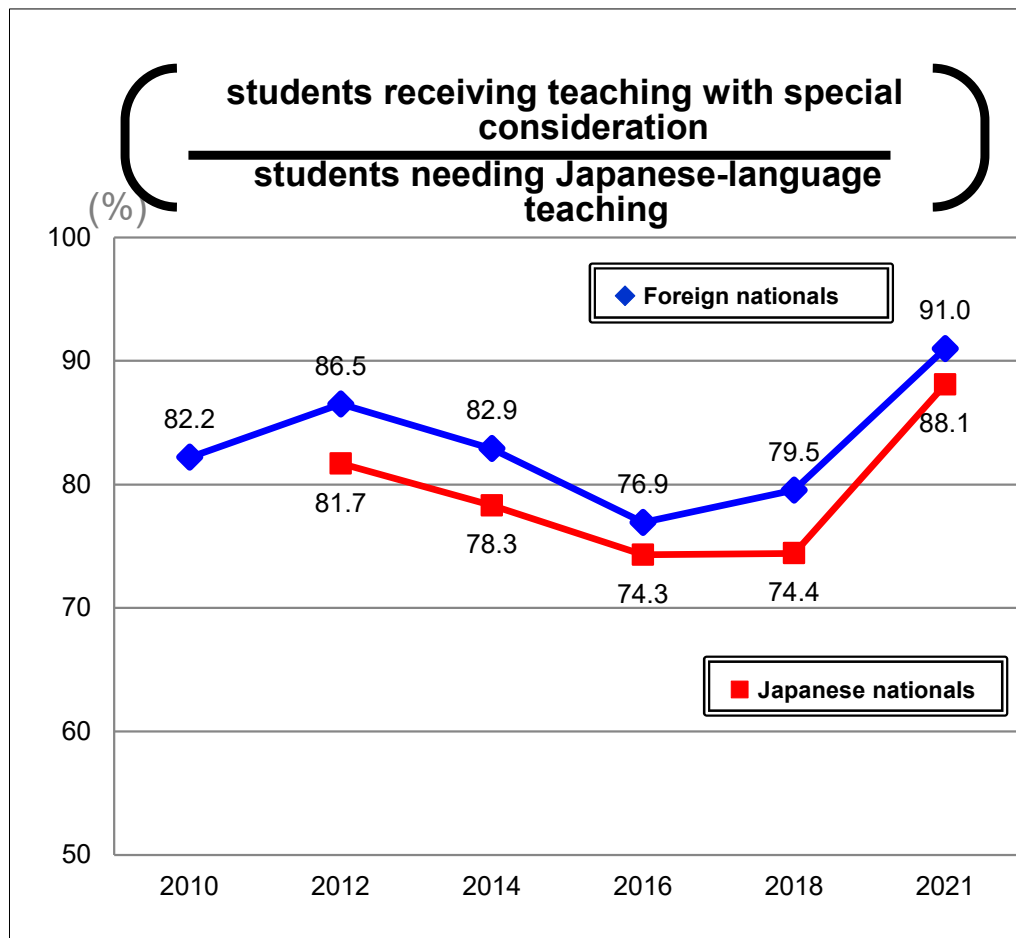
(SY2021)



- Among students needing Japanese-language teaching, the percentage of students receiving teaching with special consideration at school was **91.0% (up 11.5 points)** for foreign-national students and **88.1% (up 13.7 points)** for Japanese nationals.

Of these, **73.4% (up 12.6 points)** received Japanese-language teaching through the Special Curriculum* that provides individual teaching according to each student's Japanese ability at the elementary school level, while **67.5% (up 10.2 points)** received such teaching at the junior high school level.

*Refers to special teaching provided in classrooms outside the enrolled class. Introduced in SY2014. The teaching for the high school level was introduced in SY2023.



Status of academic/career path as of SY2020 of junior high school students needing Japanese-language teaching

* “Junior high schools” include the senior section of compulsory education schools, the junior section of secondary schools, and special needs schools (junior high school section).

(1) Percentage advancing to higher education

| | Number of students who graduated from junior high school | Number of students who graduated from junior high school and went on to educational institutions such as high school, specialized training collage*1 | Percentage who advanced to higher education |
|----------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Junior high school students needing Japanese-language teaching | 4,216 | 3,791 | 89.9% |
| All junior high school students | 983,810 ^{*2} | 975,671 ^{*2} | 99.2% |

*1 Includes specialized training collages (for junior high school graduates; for anyone), public vocational skill development facilities, etc.

*2 Calculated based on the SY2021 Basic School Survey

(2) Percentage who found employment

| | Number of students who graduated from junior high school | Number of students who found employment after graduating from junior high school | Percentage who found employment |
|----------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------|
| Junior high school students needing Japanese-language teaching | 4,216 | 100 | 2.4% |
| All junior high school students | 983,810 ^{*2} | 1,761 ^{*2} | 0.2% |

*2 Calculated based on the SY2021 Basic School Survey

(3) Percentage who did not advance to higher education or find employment

| | Number of students who graduated from junior high school | Number of students who did not advance to higher education or find employment (or who returned to their home countries) after graduating from junior high school (excludes cases where the outcome was unknown or the student passed away) | Percentage who did not advance to higher education or find employment |
|----------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Junior high school students needing Japanese-language teaching | 4,216 | 212 | 5.0% |
| All junior high school students | 983,810 ^{*2} | 6,328 ^{*2} | 0.6% |

*2 Calculated based on the SY2021 Basic School Survey

Status of dropout and academic/career path as of SY2020 of high school students needing Japanese-language teaching

* “High schools” includes the senior section of secondary schools and the high school section of special needs schools.

1. Dropout rate

| | Number of students enrolled | Number of students who dropped out of school | Dropout rate |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------|--------------|
| High school students needing Japanese-language teaching (excluding those in the high school section of special needs schools) | 3,931 | 264 | 6.7% |
| All high school students (excluding those in the high school section of special needs schools) | 2,132,224 ^{*1} | 20,283 ^{*2} | 1.0% |

*1 Calculated based on the Basic School Survey SY2020

*2 Calculated based on the Survey on Various Issues in Student teaching, Such as Problematic Behaviors and Absenteeism in SY2020

2. Academic/career path

(1) Percentage advancing to higher education

| | Number of students who graduated from high school, etc. | Number of students who graduated from high school, etc. and went on to educational institutions such as university, specialized training collage*3 | Percentage who advanced to higher education |
|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| High school students needing Japanese-language teaching | 951 | 493 | 51.8% |
| All high school students, etc. | 712,927 ^{*4} | 523,223 ^{*4} | 73.4% |

*3 Includes junior colleges, vocational schools, and other various schools

*4 Calculated based on the SY2021 Basic School Survey

(2) Non-regular employment rate among those who found employment

| | Number of students who found employment after graduating from high school, etc. | Number of students finding employment on a non-regular or temporary basis after graduating from high school, etc. | Non-regular employment rate among those who found employment |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| High school students needing Japanese-language teaching (including only those at full-time, part-time, or correspondence high schools, or the senior section of secondary schools) | 228 | 89 | 39.0% |
| All high school students (including only those at full-time or part-time high schools, or the senior section of secondary schools) | 134,965 ^{*4} | 4,401 ^{*4} | 3.3% |

*4 Calculated based on the SY2021 Basic School Survey

(3) Percentage who did not advance to higher education or find employment

| | Number of students who graduated from high school, etc. | Number of students who did not advance to higher education or find employment (or who returned to their home countries) after graduating from high school, etc. (excludes cases where the outcome was unknown or the student passed away) | Percentage who did not advance to higher education or find employment |
|---------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| High school students needing Japanese-language teaching | 951 | 128 | 13.5% |
| All high school students, etc. | 712,927 ^{*4} | 45,777 ^{*4} | 6.4% |

*4 Calculated based on the SY2021 Basic School Survey

Acceptance at public high schools Based on the results of the SY2023 Survey on the Status of Improvement of Entrant Selection at High Schools

(1) Status of entrant selection for returnee and foreign students

| | Reduced the number of subjects for academic ability assessments | Do not conduct academic ability assessments | Other (★) |
|-------------------|-----------------------------------------------------------------|---------------------------------------------|-----------|
| Returnee students | 14 (14) | 2 (2) | 35 (33) |
| Foreign students | 14 (14) | 2 (3) | 35 (36) |



* The number of prefectures that give consideration to returnee and foreign students in entrant selection

(2) Status of setting of special quotas at each school

| | Have set a special quota |
|-------------------|--------------------------|
| Returnee students | 19 (19) |
| Foreign students | 17 (17) |

* The number of prefectures that provided the number of schools that have set special quotas for returnee and foreign students

★ Content that falls under "Other"

- Include furigana above kanji in question sentences
- Allow students to bring dictionaries
- Extend the time for academic ability assessments
- Replace academic ability assessments with interviews
- Allow students to take exams in a separate room
- Say the interview questions slowly and clearly, etc.

(3) Method of conducting transfer examination

| | Conduct exams | Conduct exams but with a reduced number of subjects | Do not conduct exams (assessments are only through interviews, essays, etc.). | Other |
|-------------------|---------------|-----------------------------------------------------|-------------------------------------------------------------------------------|---------|
| Returnee students | 18 (19) | 3 (3) | 4 (4) | 31 (30) |
| Foreign students | 18 (17) | 3 (3) | 3 (3) | 31 (31) |

* The number of prefectures employing each method of conducting the transfer examination

*In some cases, the same prefecture has both high schools that "conduct exams" and high schools that "conduct exams but with a reduced number of subjects," so the total number of prefectures is not 47.

*In all tables, the values in parentheses are the results from the previous school year.

Enhancement of measures related to the education for foreign students, etc.

Promotion of education for foreign students, etc. toward the realization of an inclusive society

- **Based on the international covenant on human rights**, if a foreigner wishes to enroll their child in a public school at the compulsory education level, such a child is guaranteed to be **accepted free of charge** and to have the opportunity to receive the same education as Japanese students, including free textbooks and financial assistance.
 - The number of students (including Japanese nationals) needing Japanese-language teaching in public schools has increased by 80% **in about 10 years (over 58,000 students in SY2021)**.
 - On the other hand, **about 10%** of these students **do not receive special teaching, including Japanese-language teaching**.
 - In addition, the number of foreign children who are possibly not enrolled in any school was **about 8,000** in the survey in SY2022. Although this figure has decreased from the previous survey in SY2021 (about 10,000), **it suggests the possibility that some foreign children are not enrolled in any school**.
- ⇒ We need to **promote the enrolment** of foreign children in school, **enhance the teaching and support systems** for students needing Japanese-language teaching, and create an environment in which Japanese and foreign children can learn together, thereby **realizing a vibrant and inclusive society**.

MEXT has implemented measures to improve the situation, including:

- (1) **Institutionalization of the Special Curriculum** that provides private teaching to students needing Japanese-language teaching
- (2) **Steady improvement in the number of teachers available for Japanese-language teaching**
- (3) **Support for local governments engaged in Japanese-language teaching for foreign students, etc.**

Major developments in education for foreign students, etc.

| | Main measures |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1991 | - Conducted the first survey to understand the actual status of students needing Japanese-language teaching (from SY2012, this was conducted under the title, Survey on the Acceptance of students Needing Japanese-language teaching) |
| 1992 | - Published Nihongo wo Manabo Japanese teaching material |
| 2001 | - Developed the JSL curriculum (until 2007) |
| 2009 | - Implemented the Project for Facilitating School Enrolment of Foreign Children (“Rainbow bridge classroom project”) (support for NPOs, etc.; ended in SY2014. From SY2015, provided subsidies to local governments through the Project to promote school enrollment for foreign children) |
| 2010 | - Started government-subsidized projects (support for local governments providing Japanese-language teaching and assigning support staff, etc. From SY2013, provided subsidies to local governments through Specific support project for returning/foreign children and students) |
| 2011 | - Formulated the Guide for Accepting Foreign students (revised in March 2019) - Established the information website, Casta-net |
| 2014 | - Started operation of the Special Curriculum for teaching Japanese in schools at the compulsory education level - Developed the JSL Interactive Assessment DLA for Foreign students - Prepared the Training Manual for Education for Foreign students |
| 2016 | - Prepared and published a guide to school enrolment for foreign students |
| 2017 | - Established a system to automatically allocate a certain number of teachers according to the number of students needing Japanese-language teaching (gradual introduction until SY2026) |
| 2018 | - <i>Formulated the Comprehensive Measures for the Acceptance of and Cooperation with Foreign Human Resources</i> |
| 2019 | - <i>Enforced the Act on Japanese Language Education Promotion</i> - Conducted the first survey on the schooling status of foreign children - Established the Advisory Board for Education for Foreign students, etc. |
| 2020 | - Formulated the Guidelines for Promotion of School Enrollment and Monitoring of School Enrollment Status of Children of Foreign Nationals - Developed a model program for the training of teachers who will be engaged in the education of foreign students, etc. |
| 2021 | - Central Council for Education submitted a report titled Aiming to Build Japan-Style Education in the Reiwa Era (the report included discussions of the ideal form of education for the increasing numbers of foreign students, etc.) |
| 2023 | - Started operation of the Special Curriculum for teaching Japanese in high schools, etc. |

The guidelines were formulated to **propose steps to be taken by local governments** to promote the enrolment of foreign children in school and understand their schooling status. They were prepared based on the Basic Policy for Comprehensively and Effectively Promoting Measures for the Promotion of Japanese Education (Cabinet Decision of June 23, SY2020), on the premise that **foreign children currently living in Japan will remain in Japan in the future and contribute to Japan as members of an inclusive society, and that they can acquire the basics of life in Japan, develop their abilities, and open up their future.**

1. Promoting the enrolment of foreign children in school and understanding their schooling status

(1) Understanding their schooling status

- **Inclusion of data on foreign children when education boards manage and understand the schooling status.** This should be done in cooperation with the basic resident register department etc. and in an integrated manner using the register of school-age children.
- Understanding their schooling status, including that at schools for foreigners, etc.

(2) Thorough provision of school enrolment information, etc.

- Publicity and explanation of school enrolment ● **Distributing school enrolment information based on the basic resident register, etc.** ● Provision of information in the language used in students' daily life
- Individual encouragement of school enrolment ● Facilitation of a smooth start at school through preschools for foreign pre-school-age children and initial intensive teaching ● Securing opportunities for kindergartens, etc.

(3) Confirmation of immigration records

- If necessary, **use means such as requesting immigration records of foreign residents** to understand the actual state of residence.

2. Smooth acceptance into schools

(1) Flexible response to school enrolment decisions

- If the school at the compulsory education level in a child's school enrolment zone does not have an acceptance system in place, the student can enroll in another school that has an acceptance system based on a request from a parent or guardian

(2) Decision on school enrolment for foreign children with disabilities

- teaching for deciding which school to enroll in from a comprehensive perspective; comprehensible explanation to students and their parents in consideration of differences in language, educational system, and cultural background

(3) Decision of the grade, etc.

- Admission to a lower grade is allowed when it is deemed not appropriate for a child to immediately receive education in the age-based grade.
- When moving up to the next grade or graduating, if requested by parents or other relevant parties due to concerns that the student may be behind in class, appropriate measures will be taken such as providing supplementary teaching and retention of grade or delaying graduation.

(4) Promotion of school enrolment for foreign children who have missed learning opportunities

- If the student and their parents so wish, accept the student at Japanese-language schools or classes, provide support for adaptation to school life, and guide toward enrolment in school at an appropriate time

(5) Consideration for foreigners over school age

- Inform them that they can enroll in a public junior high school if they so wish, and that they can enroll in a night junior high school if their prefecture or municipality has such schools.

(6) Promotion for attending higher education such as high school

- Providing **guidance and counseling for academic/career path** from an early stage ● **In the entrant selection for public high schools, promoting initiatives such as setting special quotas for foreign students**

3. Promoting cooperation with government agencies and organizations responsible for foreigners

- Cooperation with the education board and the basic resident register department, the international exchange department, the welfare department, etc., the public employment security department, the regional immigration bureau, support groups, Japanese-language schools, etc.

Project for Promoting and Supporting Education for Returnee And Foreign students, etc.

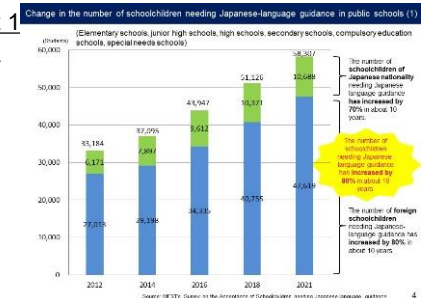
SY2024 Budget (Draft) 1,104 million yen
(Previous school year's budget 1,139 million yen)



Background and issues

- ✓ The number of students needing Japanese-language teaching in public schools has increased to approximately 58,000 (80% increase in about 10 years), and in addition to diversification, two opposing residential tendencies are proceeding simultaneously: they either live in the communities where migrants live in clusters or in areas where migrants are scattered.
- ✓ About 10% of students do not receive special teaching to acquire the Japanese language and other skills necessary for school life. Of the students receiving special teaching, only about 70% receive teaching through the Special Curriculum
- ✓ Approximately 8,000 school-age foreign children are not enrolled in school or are possibly not enrolled.

⇒ In order to promote the enrolment of foreign children in school and improve the educational environment in schools for returnee and foreign students, etc., it is essential to support the efforts of local governments, such as the establishment of systems that facilitate teaching, including dispatch of teaching assistants for Japanese-language and the support staff who speak the student's native language, as well as support using ICT to provide fine-tuned teaching.



Project description

I. Specific support project for returning/foreign children and students. (Project period: from 2013)

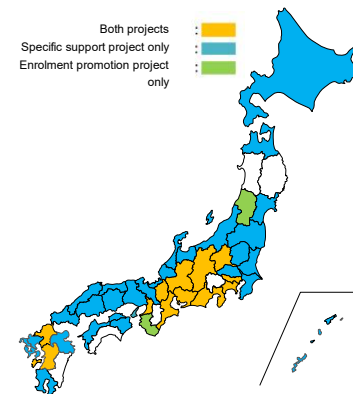
Budget: 1 billion yen
Subsidy target: Prefectures and local municipalities
*Municipalities other than ordinance-designated cities and core cities are indirectly subsidized through prefectural governments.
Subsidy ratio: 1/3

[Implementation items]

- Convening management and liaison councils
- Dispatch of Japanese-language teaching assistants and native language support staff
- Preschool for foreign toddlers and parents
- Japanese classes for parents and children
- Education and support using ICT, such as online teaching and multilingual translation systems
- Comprehensive education and support for high school students, etc.

Reference: SY2023 Subsidy results

| Specific support project implemented | Project to promote school enrolment implemented |
|--------------------------------------|-------------------------------------------------|
| 31 prefectures | 2 prefectures |
| 19 ordinance-designated cities | 5 ordinance-designated cities |
| 24 core cities | 3 core cities |
| 103 other municipalities | 23 other municipalities |



<Related government policies (extracts)>

- To further enhance the acceptance of highly-skilled foreign human resources in regions that invite foreign companies and research institutes, work to improve the educational environment at schools that accept the children of these foreign families. Follow-up on Growth Strategy (Cabinet Decision of June 16, 2023)
- In order to appropriately ensure opportunities for foreign students to enroll in school, it is necessary to understand their schooling status and further enhance efforts to promote school enrolment. In addition, in order to promote school enrolment, it is necessary to work to enhance schools' acceptance systems and enhance fine-tuned Japanese-language teaching. Comprehensive Measures for the Acceptance of and Cooperation with Foreign Human Resources (Decision at a ministerial meeting on June 9, 2023)
- In order to realize an inclusive society with foreigners, we will work to promote the enrolment of foreign students, etc. in school (...) through cooperation with relevant ministries and agencies, (...) based on the Comprehensive Measures for the Acceptance of and Cooperation with Foreign Human Resources. Basic Policy on Economic and Fiscal Management and Reform 2023 (Cabinet Decision of June 16, 2023)

Output (activity targets)

- In order to support the efforts of local governments to establish a system for accepting returnee and foreign students, etc. in schools, increase the number of regions implementing projects related to the establishment of the system for teaching and support in public schools and acceptance promotion. (I. Fine-Tuned Support Project for Returnee and Foreign students, etc.)
- In order to support local governments that are working to promote the enrolment of foreign children in school, increase the number of instances of the Project to promote school enrolment for foreign children (II. Project for Promoting School Enrolment of Foreign Children)

Short-term outcomes (outcome targets)

Early stage (around 2024)

- The system for Japanese-language teaching is well developed, and fine-tuned teaching is provided regardless of the increase and diversification of foreign students, etc.
- Local governments nationwide work on improving processes for school enrolment management.

Medium-term outcomes (outcome targets)

Mid-stage (around 2026)

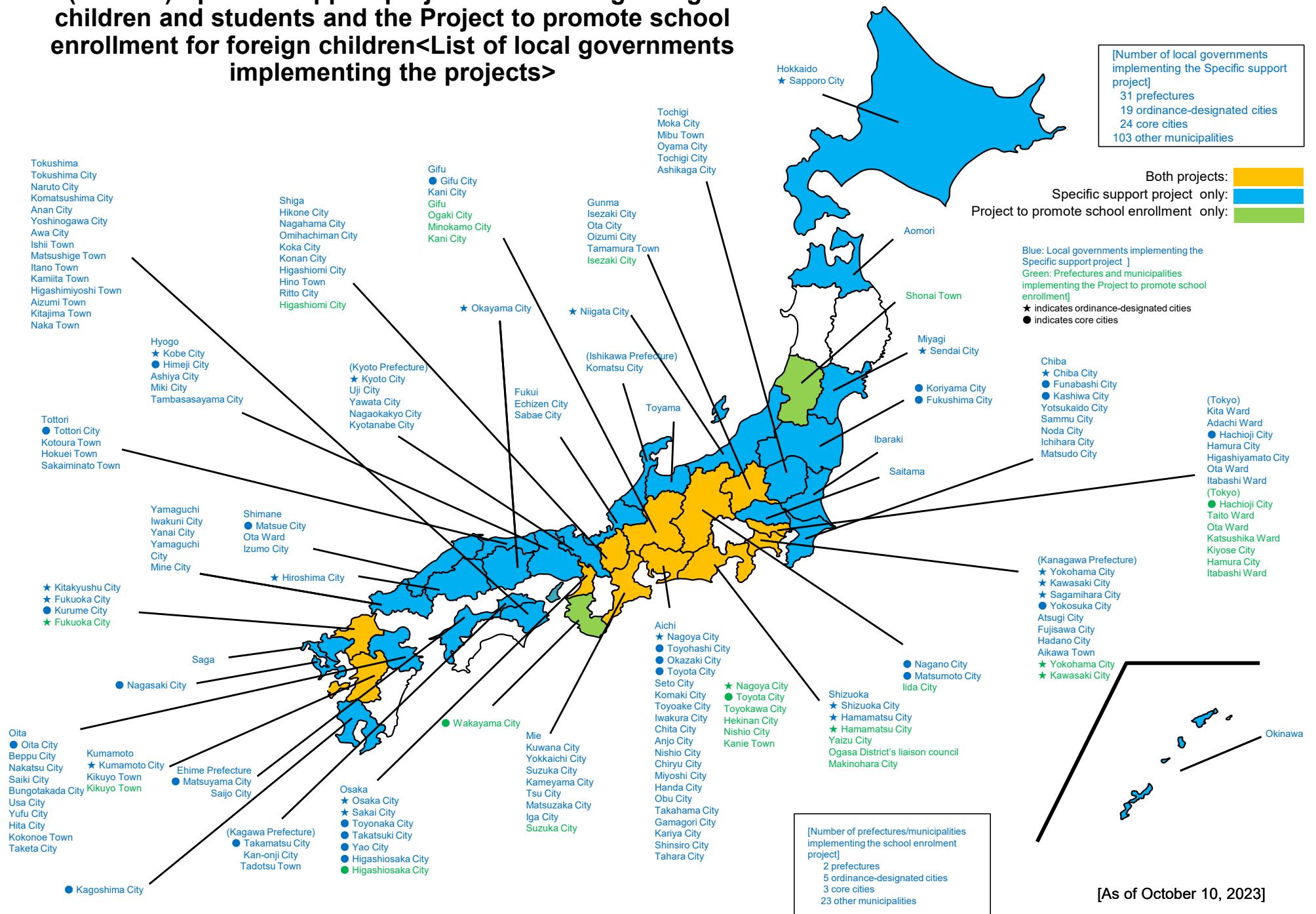
- The effects of the fine-tuned support project are spread nationwide and fine-tuned teaching is provided by many local governments.
- Local governments nationwide manage and understand the schooling status of all foreign children in an integrated manner, thereby supporting efforts to promote school enrolment.

Long-term outcomes (outcome targets)

Long-term (around 2028)

- Foreign students receive quality teaching for Japanese language, etc. at any public school in any region of the country.
- All foreign children who wish to enroll in public elementary and junior high schools, etc. attend school.
- The proportion of students receiving Japanese-language teaching has increased as a result of the organization and implementation of the Special Curriculum.
- All students needing Japanese-language teaching can advance to high school or university according to their wishes, receive an appropriate education, live independently in Japanese society, and achieve self-fulfillment.

(SY2023) Specific support project for returning/foreign children and students and the Project to promote school enrollment for foreign children<List of local governments implementing the projects>



Information website for the education of foreign students, etc.



文部科学省



Purpose

MEXT has launched the Casta-net information website to help educators create an environment in which they—mainly teachers—can effectively provide teaching for the Japanese language and other subjects to foreign students, etc.

On this site, visitors can search for “multilingual school documents” and “teaching materials for the education of foreign students” prepared by education boards and other organizations that have a wealth of experience in accepting foreign students, etc. Visitors can use such information as examples of local practices. Educators can also search for school-related terms in various languages and create school calendars in multiple languages.

Search by selecting these icons on the top page!



Search
teaching
material

Search
document

Search
term

Create
calendar

Search website

Website address:

<https://casta-net.mext.go.jp/>



Website management

The operation of systems and the management of published information for Casta-net are outsourced to BTree Co., Ltd. under a SY2022 project: the Project for Developing the Foundation for Education Support to students Needing Japanese-Language teaching.

In order to manage published information, the person in charge of BTree Co., Ltd. may contact the relevant education board that discloses the information.

Contact

Website management

Person in charge of Japanese-language teaching, International Education Division, Education Policy Bureau, MEXT TEL 03-5253-4111 (ext. 2035)

Published information, site behavior, and posting of materials and teaching materials

For feedback or inquiries about Casta-net, please use the form available at <https://casta-net.mext.go.jp/contact>.

Contents of linked pages

For inquiries regarding the contents, copyright, etc. of copyrighted works registered in Casta-net, please contact the respective entity that published the content (education board, etc.).

MEXT: Education Advisors for Foreign Students

- As part of its initiative to provide guidance and support for the increasing number of foreign students, etc. and provide education toward achieving a multicultural society, MEXT **dispatches education advisors for foreign students**, etc. so that they can provide advice to education boards, universities and other relevant parties, and enhance teachers' training.
- The number of **entrusted advisors was 39** (SY2023), and they included faculty members with extensive experience in Japanese-language teaching as well as researchers in Japanese education and multicultural society.

The cost of dispatch is borne by MEXT.

If you have requests or concerns like these:

At your education board...

- ◆ I want to conduct training on the education of foreign students and those with foreign roots, so we would like to invite experienced instructors.

At your university...

- ◆ I want my student, who wants to become a teacher, to learn about the education of foreign students and those with foreign roots. What kind of curriculum should I offer them?

At your education board...

- ◆ Our city is behind in supporting foreign students because they live in areas where migrants are scattered. I would like to receive advice from a professional perspective on measures to respond to foreign students and those with foreign roots.

In your community...

- ◆ We have many foreign families with children in our area. Can we support them in cooperation with NPOs?

Our education advisors for foreign students are here to help!

© Flow of dispatching education advisors for foreign students

(1) Application

- A local government or university (including junior college) submits to MEXT an application for an advisor to be dispatched.

(2) Selection of an advisor

- Based on the contents of the dispatch application, MEXT decides which advisor to dispatch.
- The contents of the advice to be received and other details are directly discussed between the advisor and the local government to which the advisor is dispatched.

(3) Dispatch

- The selected advisor visits the municipality and conducts training or provides guidance and advice (**either in person or online**)
- The local government where the advisor has been dispatched submits an implementation report.

For details, see MEXT's website:

https://www.mext.go.jp/a_menu/shotou/clarinet/003/1418999.htm

To enhance education for foreign students, etc.

- There has been a **nationwide increase and diversification of students needing Japanese-language teaching**. Therefore, enhancement of education for foreign students, etc. is **an issue that should be addressed by local governments and schools nationwide**, whether they live in communities where migrants live in clusters or in areas where migrants are scattered.
- Based on the premise that foreign children currently living in Japan will remain in Japan in the future and **contribute to the future of Japan as members of an inclusive society**, it is necessary to **promote the education of foreign students, etc.** so that they can acquire the basics of life in Japan, develop their abilities, and open up their futures.

(Report from the Central Council for Education, 2021)

It is necessary to nurture the qualities and capabilities of each schoolchild so that they can be aware of their own strengths and possibilities, to respect the existence of the values of all kinds of other people, to overcome the various changes in society while cooperating with a variety of other people, to build their own fulfilling lives, and to play an active role in the establishment of a sustainable society.

How education should be for the increasing number of foreign students, etc.

- ✓ Securing and enhancing the teaching system
- ✓ Improving leadership and a supportive environment
- ✓ Understanding schooling status and promoting school enrolment
- ✓ Enhancing support for educational and career paths
- ✓ Promoting education based on the concept of cross-cultural understanding and a multicultural society

Reference Materials

The Act on Promotion of Japanese Language Education (Act No. 48 of 2019)

Article 10 The national government must establish a basic policy (hereinafter “Basic Policy”) for the comprehensive and effective implementation of measures to promote Japanese language education.

2 The following items are specified in the Basic Policy.

- a) Items related to the basic direction for promoting Japanese language education
- b) Items related to the content of the promotion of Japanese language education
- c) Other important matters concerning the promotion of Japanese language education

Article 12 In order to improve Japanese language teaching and educational teaching required to allow foreign preschoolers and students to live in Japan and to enhance other matters related to Japanese language education, the national government is to create a system that will secure the teaching staff (teaching staff and required support staff in schools; the same definition applies hereinafter) necessary to enhance such instruction and teaching, improve the cultivation and training of teaching staff, and take other necessary measures to support school enrollment.

2 The national government is to endeavor to conduct necessary awareness-raising activities to deepen the understanding and interest of parents and guardians of foreign preschoolers and students about the necessity for such foreign preschoolers and students to acquire the Japanese language skills required to live in Japan.



Basic Policy for the Comprehensive and Effective Implementation of Measures to Promote Japanese Language Education (the Cabinet decision of June 23, 2020)

Chapter 2 Content of the promotion of Japanese language education

1 Expansion of Japanese language education opportunities

(1) Expansion of Japanese language education opportunities within Japan

(i) Japanese language education for foreign preschoolers and students

[Examples of specific measures]

- With the aim of securing opportunities for all foreign children to attend school, the government will encourage local government efforts to ascertain the school enrollment status of such children, provide information to parents and guardians, and implement initiatives to encourage school attendance, working in partnership with departments within government bodies, such as those handling the basic resident register, international exchange, and welfare, as well as with relevant local organizations, such as nonprofit organizations (NPOs) and schools for foreign nationals. The government will also draw up guidelines listing the steps that local governments should take to secure opportunities for foreign children to attend school.



Promotion of School Enrollment and Monitoring of School Enrollment Status of Children of Foreign Nationals(MEXT, July 1, 2020)

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has examined the information notified by the Boards of Education up to this day concerning the promotion of school attendance and understanding of the school enrollment status of foreign children and has formulated guidelines summarizing the measures that should be taken by the local governments.

Basic Policy for the Comprehensive and Effective Implementation of Measures to Promote Japanese Language Education

- The Act on Promotion of Japanese Language Education (Act No. 48 of 2019) was promulgated and entered into force on June 28, 2019, to promote Japanese language education.
- In accordance with the provisions of Article 10 of this Act, **this policy, the basic policy for the comprehensive and effective implementation of measures to promote Japanese language education, was formulated (the Cabinet decision of June 23, 2020).**
- The Basic Policy comprises three chapters: Chapter 1 “Basic direction for promoting Japanese language education”, Chapter 2 “Content of the promotion of Japanese language education”, and Chapter 3 “Other important matters concerning the promotion of Japanese language education”.

Chapter 2 Content of the Promotion of Japanese Language Education (Outline)

1. Expansion of Japanese language education opportunities

(1) Expansion of Japanese language education opportunities within Japan

(i) Japanese language education for foreign preschoolers and students

- The number of foreign and Japanese students requiring Japanese instruction has exceeded 50,000 people. The situation is complex with the diversification of native languages and a tendency for foreign nationals to live in clusters.
- It has been revealed that approximately 20,000 foreign children are potentially not enrolled in school or are in a situation in which their enrollment status cannot be confirmed.
- Securing appropriate educational opportunities is essential. The necessary measures will be taken to encourage the enrollment of foreign children in school, develop frameworks for their acceptance in schools, and enhance Japanese language teaching, educational teaching, life skills teaching, and path guidance.
- The government will also give consideration to the importance of native languages and cultures, and the need to promote understanding in relation to education among parents and guardians. An environment in which Japanese and foreign children can learn together will also be developed.

[Examples of specific measures]

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Enhancement of the acceptance and support frameworks for foreign students at public schools (steady improvements in the number of teacher required to provide Japanese language teaching, development of teaching frameworks by local governments by such means as the cultivation and use of Japanese language teaching assistants and support staff who speak children's native languages.) | <ul style="list-style-type: none">• Improvement of the skills and abilities of teaching staff involved in foreign students education (promotion of initiatives during the training phase of teacher, enhancement of training provided by local governments, training of training instructors, etc.) |
| <ul style="list-style-type: none">• Provision of path guidance at junior and senior high schools, comprehensive support for career education aimed at foreign students, etc.• Encouraging special consideration, such as setting special quotas for foreign students and those who have returned after living abroad in the systems for selecting public senior high school entrants. | <ul style="list-style-type: none">• Building an environment where special needs education teachers will be able to learn about support for foreign children so that foreign children with disabilities can receive appropriate education. |
| <ul style="list-style-type: none">• Encouraging local government efforts to ascertain the school enrollment status, provide information to parents and guardians, and implement initiatives to encourage school attendance.• Formulation of guidelines that will serve as a policy listing the measures that local governments should take. | <ul style="list-style-type: none">• Developing school environments in which all students, including Japanese nationals, gain an understanding not only of the Japanese language and culture, but also of diverse other languages, cultures, and values, and learn from each other on the basis of mutual respect. |

Aiming for the Establishment of “Japan-Style Education in the Reiwa”

Realization of Personalized Optimal Learning and Collaborative Learning That Will Unleash the Potential of All Children (Report) [Outline]

Part I General Statement

January 26, 2021
Central Council for Education

1. Skills and abilities that should be developed in this rapidly changing era

- Advent of the Society 5.0 era in which society changes dramatically
- An era where the future is uncertain and unpredictable, with the occurrence of events such as the coronavirus pandemic

Steady implementation of the new educational teaching method

Use of ICT

It is necessary to allow each schoolchild to be aware of their own strengths and possibilities, to respect the existence of the values of other people, to overcome the various changes in society while cooperating with a variety of other people, to build their own fulfilling life, and to become actors in the establishment of a sustainable society.

2. About the state and results of Japan-style education, issues we are facing, and new developments

Results

- Japan-style education, which focuses not only on educational instruction but also on the important role of schools in student teaching and allows teachers to develop the solid academic ability, richness in mind and a healthy body of children by providing teaching based on a comprehensive understanding of the students situation, is highly praised by foreign countries.
- The roles of schools were recognized once again after they had been temporarily closed throughout the country to prevent the spread of the new coronavirus pandemic.
 - ① Ensuring learning opportunities and academic skills
 - ② Ensuring holistic development and growth
 - ③ Ensuring physical and mental health (places to live in and safety nets that ensure safety and security)

Issues

Although schools showed results thanks to the motivation, interest, and learning habits of children, highly motivated and skilled teachers, and the work of the staff supporting them, the educational system faces the following issues in the context of changing society.

- The schools have been entrusted with responsibilities that should be normally assumed by households and regions, leading to the widening of the scope of the work assumed by the schools and the teachers, which increased their burden.
- Diversification of children situations (increase of students receiving special needs education, foreign students, students in a situation of poverty or serious bullying, students not attending school, etc.)
- Decrease of the students' motivation to study
- Exhaustion of teachers due to long periods of work, decrease of the teaching staff employment rate, worsening of the problem of lack of teachers
- Delay in the response to the quick digitalization of society due to a low usage rate of digital devices in schools
- Need for initiatives to secure the continuity and quality of school education in the context of low fertility rate, aging population, and population decline
- After responding at the same time to the need to prevent the spread of the new coronavirus pandemic and the need to conduct educational activities at schools, it became important to develop classroom environments and instruction systems that prepare for new infectious diseases that may appear.

Continuation of the philosophy of the Basic Plan for the Promotion of Education (independence, cooperation, creativity)

Promotion of work style reforms at school

Implementation of the GIGA School Program

Steady implementation of the new National Curriculum Standards

Continue to implement the necessary reforms without hesitation to further develop the existing Japan-style educational system and achieve the Japan-Style Education in the Reiwa Era.

5. How education should be for the increasing number of foreign students, etc.

(1) Basic thought

- Since we believe foreign children will form the future Japanese society as members of a harmonious society, it is required to design systems to implement the necessary measures.
- It is necessary to provide comprehensive career education and consultation support and to provide a kind of support that takes the increasing importance of native languages and cultures into consideration.
- Further initiatives for education based on the concept of cross-cultural understanding and multicultural society.

(2) Ensuring and enhancing the teaching system

- ① **Securing teachers and other teaching staff for Japanese language teaching**
 - Organized and systematic instruction is required, including learning methods integrating Japanese language and courses.
 - Enhancement of the teaching system for students who need Japanese language teaching
 - Promotion of the dispatch of staff specialized in Japanese language teaching and support using native languages and implementation of a support system
- ② **Development of a Japanese language teaching system in schools**
 - Decision on schools that will become centers for Japanese language teaching and development of teaching system centered on these central schools.
 - Examination of how the system should be built taking into consideration the regional situations, such as housing clusters and scattered households.
 - Diffusion of information about practical cases, such as examples of teaching system development based on central schools and concentrated support at early stages.
- ③ **Cooperation with regional relevant organizations**
 - Promotion of cooperation with relevant organizations, such as boards of education, head offices, regional volunteer organizations, and Japanese language classes.
 - In particular, cooperation with teacher training colleges and companies employing foreign nationals.

(3) Improving the teaching abilities of teachers and enhancing the support environment

- ① **Enhancing the training opportunities for teachers**
 - Diffusion of the model program for the training of teachers involved in foreign children education.
 - Implementation of a mechanism to certify that teachers involved in Japanese language teaching have acquired specialized knowledge.
- ② **Provision of learning places during the training phase of teachers**
 - Examination of the position of the information related to foreign students during the teacher training process.
- ③ **Evaluation of Japanese language proficiency and use and development of teaching methods and materials**
 - Promotion of the diffusion of Japanese language proficiency evaluation methods that use the JSL Interactive Assessment DLA for Foreign Students and foreign students education advisers.
 - Enhancement of the teaching materials registered on and the search function of the information search website "Casta-net", and creation and diffusion of multilingual videos presenting life at school.
- ④ **Special consideration for foreign students**
 - Development of a fine-tuned teaching and support system adapted to the disability state for foreign students with disabilities.
 - Understanding of the enrollment status and the teaching and support status of foreign students with disabilities.

(4) Understanding of the school enrollment status and promotion of school attendance

- Implementation of initiatives to promote school attendance among foreign nationals with school-age children.
- Promotion of local governments' initiatives to understand and manage in an integrated manner also the school enrollment status of all foreign children while compiling registers of school-age children, and examination of how the institutional response should be.
- Promotion of flexible acceptance in public junior high schools and school admission teaching on night programs of junior high schools for foreign people who have not completed compulsory education.

(5) Enhancing the support for education and career advancement of junior and senior high school students

- Support for the path selection process for education advancement and employment of foreign students.
- Understanding of the current state of special consideration (writing of furigana, use of dictionaries, special quotas) for foreign students in the process of selecting public senior high school entrants, and promotion of initiatives of local governments by providing information.
- Promotion of the path and career teaching initiatives in junior and senior high schools.
- Examination of the methods and institutional state of Japanese language teaching using separate session classes, and the formulation of a JSL curriculum for senior high schools.
- Promotion of the necessary information sorting and sharing based on individual teaching plans for foreign students in cooperation with elementary schools and junior and senior high schools.

(6) Support for cross-cultural understanding, native languages and cultures, and infants

- Promotion of initiatives to establish the concepts of cross-cultural understanding and coexistence with different cultures at school.
- Further diffusion and enhancement of education based on the concepts of cross-cultural understanding and coexistence with different cultures, and enhancement of information about course completion in the teacher training process.
- Promotion of initiatives to tie native languages and cultures around the households and provision or opportunities to be in contact with native languages and cultures inside and outside the schools and before school enrollment by cooperating with boards of education, schools, NPOs, international exchange associations, and other organizations.
- Sorting of the important points related to education based on the characteristics of the preschool period and securing training opportunities.

Main measures for the education of returnees and foreign students

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ensuring and enhancing the teaching system | <ul style="list-style-type: none"> • Institutionalize special curriculum for students requiring Japanese language teaching (from SY2014 for compulsory education and from SY2023 for junior high school education). • Establish a basic fixed number of teaching personnel required for Japanese language teaching based on the Act on Standards in Compulsory Education (systematic implementation of measures from SY2017 to SY2026 to reach 1 teacher for 18 students). • Dispatch Japanese language teaching assistants and native languages support staff and promote education and support using ICT through the Fine-tuned support project for returnees and foreign students. • Diffuse information on special curriculum in senior high schools and create documents and materials (SY2023). |
| 2. Improving the teaching abilities of teachers involved in Japanese language teaching and other teachers and enhancing the support environment | <ul style="list-style-type: none"> • Implement instructor training within the National Institute for School Teachers and Staff Development. • Develop a model program for the training of teachers involved in the education of foreign students (SY2019). • Dispatch education advisors for foreign students to boards of education (from SY2019). • Operation of the Casta-net website (search website for teaching materials and other information). • Creation and publication on the MEXT website of training videos for teaching and support staff involved in Japanese language teaching. • Conduct research into Japanese language proficiency evaluation methods (SY2022) and study and research into means for improvement (SY2023) • Study and research to build a network to ascertain the actual status of students (SY2023). • Development of teaching materials to establish Japanese language teaching curriculum in senior high schools (SY2021 and SY2022). |
| 3. Understanding of the school enrollment status and promotion of school attendance | <ul style="list-style-type: none"> • Support local governments in their efforts to conduct survey of enrollment and education advancement status through the Project to promote school enrollment for foreign children. • Provision of information to local governments on previous cases related to the promotion of school attendance of foreign children (March 2020) • Issuance of the policy listing the measures that local governments should take based on the Basic policy of the Act on Promotion of Japanese Language Education (July 2020). Understand and manage in an integrated manner the school enrollment status of all foreign children in the process of compiling registers of school-age children, promote individual enrollment recommendations, etc. • Creation and publication on the MEXT website of presentation videos related to school life in Japan for foreign children and their parents or guardians. • Promotion of the implementation of night school programs (to accept foreign nationals who have exceeded the school age, etc.). |
| 4. Enhancing the support for education and career advancement of junior and senior high school students | <ul style="list-style-type: none"> • Based on the Fine-tuned support project for returnees and foreign students, promotion of the enhancement of path and career teaching, initiatives that contribute to life consultations and psychological support, and initiatives that contribute to the creation of places to live in after the school hours or inside and outside the schools. • Promote the implementation of path guidance and consultation according to the above policy, as well as initiatives to give special consideration for entrance examinations and by setting special quotas for foreign students in the process of selecting public senior high school entrants (July 2020). |
| 5. Support for cross-cultural understanding, native languages and cultures, and infants | <ul style="list-style-type: none"> • Conduct studies and research in collaboration with universities, boards of education, schools, and other organizations on how education based on the concepts of cross-cultural understanding and coexistence with different cultures should be (from SY2020 to SY2022). • Creation and diffusion of the kindergarten enrollment guide, which provides information on Japanese kindergartens in seven languages, and the pamphlet on special consideration for the acceptance of foreign preschoolers. |

Framework for the advancement of education of foreign students

Comprehensive measures for the acceptance of and coexistence with foreign human resources (Decision at a ministerial meeting in relation to the acceptance of and coexistence with foreign human resources. Revised on June 9, 2023)

The Act on Promotion of Japanese Language Education (Act No. 48 of 2019) and Basic Policy (decision of the Cabinet on June 23, 2020).

Report of the Central Council for Education (January 26, 2021) *One of the report items is “How education should be for the increasing number of foreign students”.

(Outline) About the Creation and Implementation of Special Curriculum

1. Overview of the system

[Partial amendment of the Ordinance for the Enforcement of the School Education Act on April 1, 2014]
Article 56-2, Article 56-3, Article 79, Article 108 paragraph 1, and Article 132-3

- (1) teaching content: Necessary teaching to allow students to participate in school life in Japanese and in learning.
- (2) teaching target: students who need Japanese language teaching in elementary and junior high schools.
- (3) Instructors: Teaching staff involved in Japanese language teaching (teaching staff with teacher's license).
Or teaching staff involved in Japanese language teaching together with teaching assistants.
- (4) Number of teaching hours: Standard set from 10 to 280 hours per year.
- (5) teaching configuration and location: In principle, the teaching is provided in separate-session classes in the schools where the students are enrolled.
- (6) Creation of teaching plans and learning evaluation: The plans and their results will be submitted to the operators of schools.

2. Results expected from the system implementation

- Creation and evaluation of Japanese language teaching plans adapted to each schoolchild
→ **Quality improvement of Japanese language teaching** in school education
- Implementation of training sessions for teaching staff and other personnel and stakeholder meetings
→ **Improvement of the awareness and teaching abilities** of the stakeholders in the regions and schools
- Development of a system for Japanese language teaching in school education
→ **Achievement of organized and continuous support**

3. Support system

Measures
from the
national
government



[Operators] • Instruction advice to schools • Dispatch of human resources, budgetary measures • Implementation of training etc.
[Schools] • Positioning for school education • Creation, teaching, and evaluation of teaching plans etc.
[Support people] • Specialized Japanese language teaching • Support in native languages
Extra-curricular teaching and support etc.

Institutionalization of Japanese language teaching in Senior High Schools

- **The number of students enrolled in senior high schools who need Japanese language teaching has been increasing** (2,224 in 2010 to 4,808 in 2021). Initiatives such as path guidance to senior high school for foreign students and the setting of special quotas for foreign students in the process of selecting public senior high school entrants have been continued but the number of students is expected to increase in the future.
- On the other hand, issues such as the **dropout rate and non-regular employment rate among employed people being higher** for students who need Japanese language teaching in public senior high schools compared to the entire senior high school student population, are becoming more and more manifest.
- In this context, it is important to proceed with **fine-tuned teaching and support initiatives, including Japanese language teaching**, for students who need Japanese language teaching in senior high schools.

➡ **Based on the recommendations in the report of the Central Council for Education of January 2021 and the report of the review meeting of September of the same year, special curriculum have been created in senior high schools, the ministerial order and public notice authorizing individual teaching in Japanese language and its recognition as credits has been amended in March 2022, and the system operation has started in April 2023.**

Outline of the amendments

○ Amendment of the Ordinance for Enforcement of the School Education Act

- **Special curriculum can be used** when teaching students who need special teaching adapted to their Japanese language understanding and usage skills at senior high schools.
- The two following teaching patterns are available for special curriculum.
 - (1) Students receive the teaching at the senior high school in which they are enrolled.
 - (2) Students go regularly to a different senior high school to receive teaching.

○ Modification of the National Curriculum Standards for high schools and schools for special needs education

- **The cooperation between teachers and the creation of individual teaching plans should be promoted** when conducting special teaching adapted to the Japanese level proficiency.
- The following applies in relation to the acquisition of credits.
 - (1) The school must recognize the acquisition of credits when it has been recognized that the results of the student met the teaching goals.
 - (2) In principle the credits are obtained for each year, but the class hours can be calculated and credits acquired across two years if the teaching started in the middle of the year or in other cases.

○ Amendment No. 1 to the public notice of 2014 from the MEXT

- Special teaching adapted to the Japanese language proficiency **can be added to the curriculum of senior high school or replace part of it.**
- However, **it cannot replace** compulsory courses and subjects, periods for inquiry-based cross-disciplinary study, or special activities.
- The number of credits that can be obtained in relation to special teaching adapted to the Japanese language proficiency **cannot exceed 21 credits** and can be included in the number of credits needed for graduation (74 credits or more).

- ✓ Example of a case where special teaching is added to the curriculum (increase in the number of class hours)

| | | | | |
|-----------------------------------------------------------|---------------------------------------------------|-------------------------------|---------------------------------------------------------------|--------------------|
| Common compulsory courses and subjects in each department | Period for inquiry-based cross-disciplinary study | Selected courses and subjects | Special teaching adapted to the Japanese language proficiency | Special activities |
|-----------------------------------------------------------|---------------------------------------------------|-------------------------------|---------------------------------------------------------------|--------------------|

- ✓ Example of a case where special teaching replaces part of the curriculum (no increase in the number of class hours)

| | | | | |
|-----------------------------------------------------------|---------------------------------------------------|-------------------------------|---------------------------------------------------------------|--------------------|
| Common compulsory courses and subjects in each department | Period for inquiry-based cross-disciplinary study | Selected courses and subjects | Special teaching adapted to the Japanese language proficiency | Special activities |
|-----------------------------------------------------------|---------------------------------------------------|-------------------------------|---------------------------------------------------------------|--------------------|

Outline of the Act partially amending the Act on Class Organization and the Standard on Staffing Levels of Teachers and Other Staff Members in Public Compulsory Education Schools to Enhance and Improve the Management of the Compulsory Education School System (Act No. 5 of 2017)

Purpose

The following measures are implemented to enhance and improve the management of the compulsory education school system.

- Revision of the standard number of teachers according to the establishment of a basic fixed number of school personnel
- Revision of the duties of administrative officials and the provisions related to the common school office rooms
- Revision of the role of school management councils and **establishment of an implementation system for school-community partnership activities**, etc.

With the amendments, the **school instruction and management systems will be enhanced** and the **reinforcement of school functions to deal with the increasingly complex and challenging issues** will be promoted in an integrated manner by **improving school management**, including cooperation and partnerships with regional areas.

Overview

Partial amendment of the Act on Class Organization and the Standard on Staffing Levels of Teachers and Other Staff Members in Public Compulsory Education Schools

- Setting of a new basic fixed number of school personnel for special instruction (separate classes) for students with disabilities (1 teacher for 13 students)
- Setting of a new basic fixed number of school personnel for students with Japanese language proficiency needs (1 teacher for 18 students)
- Setting of a new basic fixed number of school personnel for initial training (1 teacher for 6 trainees)
- Setting of a new basic fixed number of school personnel to promote small-group instruction (calculated based on the number of students in the school)
- Clear indication regarding common school office rooms following the additional placement of school personnel

Planned implementation of the measures during 10 years from SY2017 to SY2026.

Partial amendment of the Act on National Treasury's Sharing of Compulsory Education Expenses

The expenses needed to pay school personnel to (1) handle students not attending school and (2) conduct night lessons or lessons at other special hours in compulsory education schools established by the prefectures have been added to the expenses shared by the National Treasury.

Partial amendment of the School Education Act, Act on the Organization and Operation of Local Educational Administration, Social Education Act, and other laws

- Revision of the provision related to the duties of administrative officials in schools so that they participate proactively in school management. (Partial amendment of the School Education Act)
- Institutionalization of the establishment of common school office rooms that will jointly deal with school administrative work. (Partial amendment of the Act on the Organization and Operation of Local Educational Administration)
- Revisions in relation to the obligation for boards of education to make efforts to establish school management councils, the setting of matters related to school management support in the discussion agenda, the addition of promoters of school-community partnership activities to the members of boards of education, etc. (Partial amendment of the Act on the Organization and Operation of Local Educational Administration)
- Revision of the provisions related to the development of a system for coordination and cooperation in relation to school-community partnership activities and promoters of school-community partnership activities. (Partial amendment of the Social Education Act)

Date of enforcement

April 1, 2017

Enhancement of Education for Foreign School Students

SY2024 Budget (Draft)

1,150 million yen

(Previous year's budget)

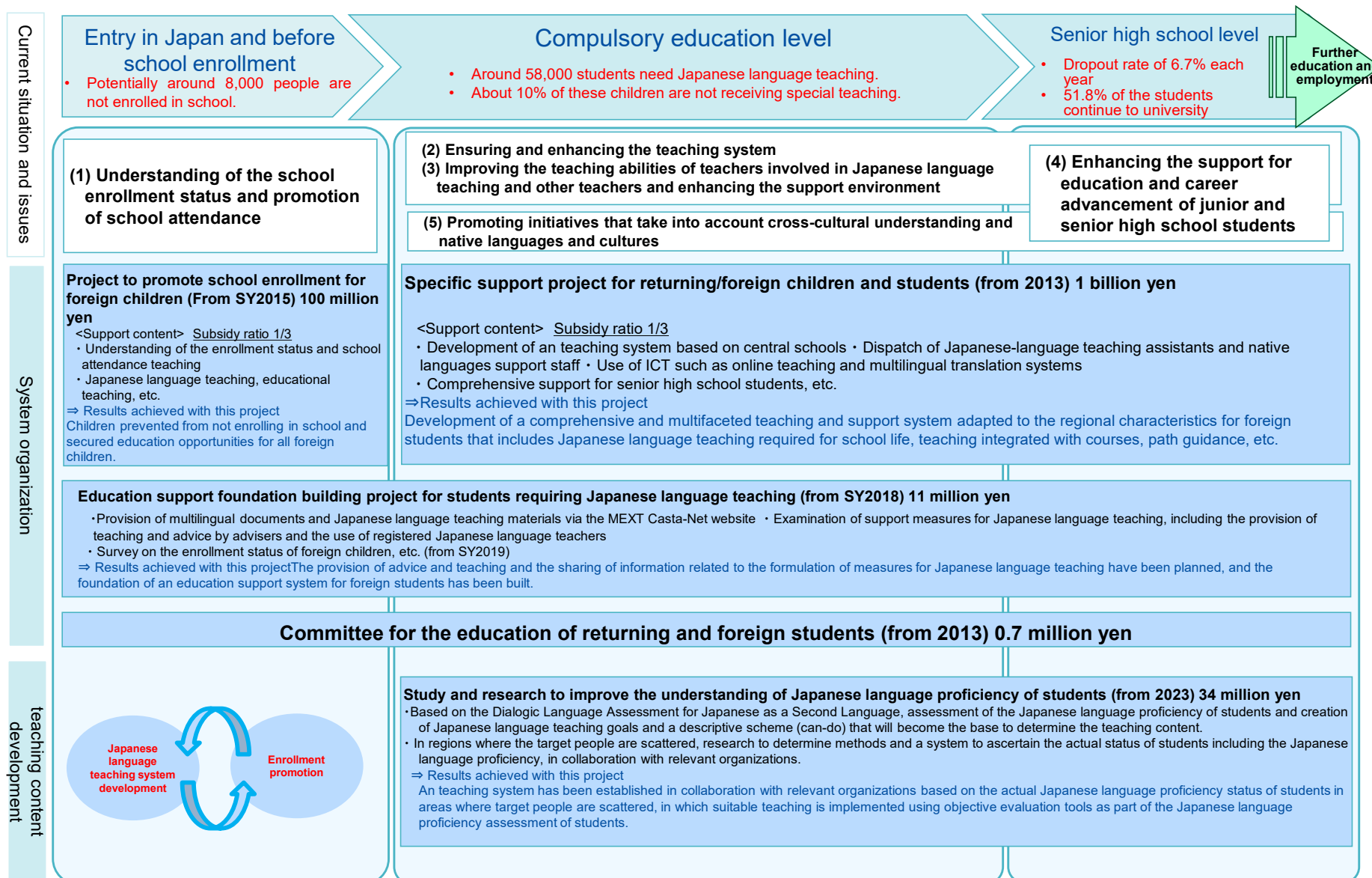
1,196 million yen)



文部科学省

Objective of the measure

Based on the premise that foreign children will live in Japan in the future and contribute to the future of Japan as members of an inclusive society, they will be provided with suitable learning opportunities, including fine-tuned instruction such as Japanese language teaching at school.



(In Charge: International Education Division, Education Policy Bureau)



Overview

Responsible entities: Prefectures and municipalities

Subsidy for the expenses required for the implementation by prefectures and municipalities of a system to allow returnees and foreign students who need Japanese language teaching to receive teaching at schools based on special considerations (subsidy ratio 1/3).

1. Subsidy project content (at both prefectural level and municipal level)

- Hold meetings to manage Japanese language teaching and share information.
- Dispatch Japanese language teaching assistants and support staff who speak the students' native languages.
- Open preschool for preschoolers and their parents or guardians.
- Open Japanese language classes for parents and children.
- Implement Japanese language teaching that uses ICT, such as online teaching and multilingual translation systems.
- Provide comprehensive support, including Japanese language teaching and path guidance for senior high school students, etc.

2. Subsidy target expenses

Human resource expenses, rewards, travel expenses, printing and binding costs, rental fees, communication and transportation fees, entrustment fees, etc.

3. Project results

The project has been implemented in 31 prefectures, 19 designated cities, 24 core cities, and 103 municipalities in 2023.

4. Implemented projects (examples)

- Dispatch of coordinators in specified areas with housing clusters. Visits to elementary and junior high schools and provision of advice for handling mid-course entry admissions and for Japanese language teaching and dealing with the parents and guardians in each school. Sharing of the results obtained through the actual implementation of measures in each school in the prefecture (Gifu Prefecture).
- Securing Japanese language teaching advisers and native language support staff at the prefectural level and dispatch of personnel to municipalities that need them. Dispatch of employment coordinators providing employment support to senior high schools in which lots of foreign students are enrolled. Promotion of the development of support systems in areas where target people are scattered, which provide planning for online Japanese language teaching using NPO and other organizations outside the prefecture, etc. (Mie Prefecture)

Examples of career and path guidance initiatives for foreign students using the Specific support project for returnees and foreign students

[Example] Initiatives of the board of education of Mie Prefecture

< Increase in the number of students needing Japanese-language teaching >

In Mie Prefecture, the number of students enrolled in prefectural senior high schools needing Japanese language teaching is increasing. (Increase of approximately 60% in 10 years)

Overview of the initiatives in SY2021

< Before the admission to senior high schools >

- Creation and publication on the Web of the “Guidebook to Application for Senior High Schools” available in 9 languages.

< While attending senior high schools >

- Consultations regarding course paths provided by staff specialized in foreign student support, education consultations for parents and guardians of foreign students, etc.

< path guidance for after graduation >

- Organization of seminars related to education advancement and employment, including lectures by foreign graduate students and employees.
- Development of employment opportunities by employment coordinators (focused on foreign student support) and employment support, such as career counseling.