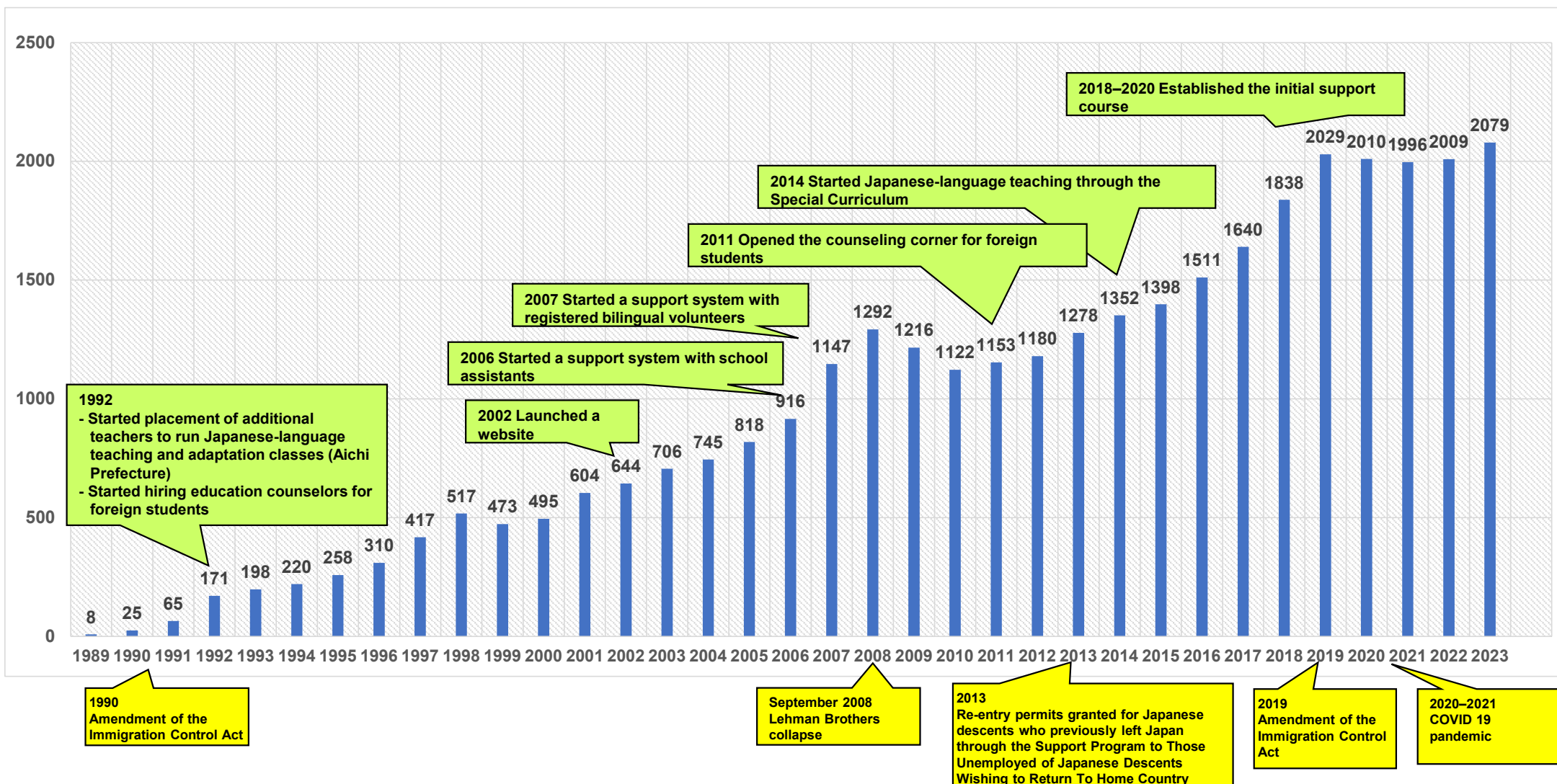


FY2023 International Forum on Acceptance of Foreign Nationals and their
Integration into Japan

Changes and Current Situation of Toyohashi City's Support for the Education for Foreign Students ~Toward a bright future for children~

Toyohashi City Board of Education,
Foreign Students educational counselor
Hiroko TSUKIHI

Changes in the Number of Foreign students in Toyohashi City and Development of a Support System



Aims of education for foreign students in Toyohashi City

Aims of education for foreign students

We will promote educational activities with the aim of enabling foreign students to realize the following goals:

- Adapt to school and cultivate self-respect

Adapt to school life in Japan and increase self-esteem and self-respect.

- Acquire language skills for learning

Acquire the language skills to learn at a school in Japan.

- Improve academic abilities

By developing their Japanese language skills, foreign students will improve their academic abilities and open up their own futures.



Measures to achieve these aims are to:

- ① Enhance personnel support
- ② Enhance consultation activities
- ③ Strive to improve the quality of educators
- ④ Support the development and enhancement of systems in each school

Changes in the education for foreign students in Toyohashi City (1)

School year	Number of enrolled students	Acceptance measures
1989	8	◆ 8 Brazilian children transferred to school
1990	25	[Ministry of Justice] Amended the Immigration Control and Refugee Recognition Act ◆ Created the <i>Basic Policy on Acceptance of Foreign Students from Brazil, Peru, etc.</i>
1991	65	◆ Established the Review Committee for Guidance to Foreign Students ◆ Started to dispatch teaching support for foreign students (Four support teachers: one teaching Portuguese, three teaching Japanese)
1992	171	[Ministry of Education, Science, Sports and Culture (MESSC)] Started placement of additional teachers to provide Japanese-language teaching for foreign students [Aichi Prefectural Board of Education] Started placement of additional teachers in charge of Japanese-language teaching and adaptation classes ◆ In Toyohashi City, seven teachers were additionally assigned and Japanese adaptation classes were established at seven schools. ◆ The 1st Fureai Social Gathering for foreign students (until SY2004) ◆ Hired one education counselor for foreign students ◆ Created the <i>Bright and Enjoyable School Life: Guidance and Practice for Foreign Students</i>
1996	417	◆ Created the <i>Teaching Manual for Foreign-national Students: Q&A for Homeroom Teachers (Elementary School Edition)</i>
1997	517	◆ Created the <i>Teaching Manual for Foreign-national Students: Q&A for Homeroom Teachers (Junior High School Edition)</i>



Personnel allocation by the Aichi Prefectural Board of Education

◆ Placement of **additional teachers** in Japanese-language teaching and adaptation classes

- Placement criteria independently established by Aichi Prefecture

- Placement in SY2023

- Elementary and junior high schools with **10 or more students** needing Japanese-language teaching are assigned a certain number of teachers according to the number of enrolled students.

- [Additional placement] Elementary school: one additional teacher for every 20 students; junior high school: one additional teacher for every 10 students

- Purpose-based placement, with the number of teachers placed based on the number of students needing Japanese-language teaching.

- Placement in Toyohashi City

- SY1992 (7 teachers)

- **SY2023 (96 slots→ 113 teachers)**

- 21 elementary schools: 51 slots, 15 junior high schools: 45 slots, **96 slots in total**

- (75 full-time teachers; 4 full-time re-appointed teachers; 34 part-time re-appointed teachers: **113 teachers in total**)

- Opened Japanese-language teaching and adaptation classes in 21 out of 54 elementary schools and 15 out of 22 junior high schools.

Changes in the education for foreign students in Toyohashi City (2)

School year	Number of enrolled students	Acceptance measures
2000	495	[Aichi Prefectural Board of Education] Three prefectural high schools started a selection process for entrance examinations for foreign students.
2002	644	<ul style="list-style-type: none"> ◆ Started a vocabulary survey with 100 Japanese words for children in the first grade of elementary school. ◆ Foreign Student's Education Materials (Published translated documents and teaching materials on the website)
2005	818	<p>[Aichi Prefectural Board of Education] Revised the criteria for the additional placement of "teachers in charge of Japanese-language teaching and adaptation classes."</p> <p>Three levels of placement criteria for elementary schools; two levels for junior high schools (Toyohashi City: 25→30)</p> <ul style="list-style-type: none"> ◆ Opened the "Preparatory Class (newcomers' adaptation class)" at one elementary school ◆ Career counseling sessions for foreign students and their parents (once a year)
2006	916	<ul style="list-style-type: none"> ◆ Started the school assistant system with Portuguese speakers (8 assistants hired, 700 hours per person per year) ◆ Opened the "Preparatory Class (newcomers' adaptation class)" at three elementary schools ◆ Created the <i>Guide to Teaching Foreign Students - Q&A for Educators</i> ⇒
2007	1,147	<p>[Aichi Prefectural Board of Education] Revised the criteria for the additional placement of "teachers in charge of Japanese-language teaching and adaptation classes."</p> <p>Five levels of placement criteria for elementary schools; four levels for junior high schools (Toyohashi City: 30→42)</p> <ul style="list-style-type: none"> ◆ Started a registration system of reimbursed bilingual volunteers for various languages (English, Chinese, Spanish, Portuguese, Filipino: 1674 hours per year)
2008	1,292	[Aichi Prefecture Cultural Coexistence and International Affairs Division] created a <i>Manual for Running Preschools</i> and held "preschool sessions" for preschool children at nursery schools, Brazilian daycare centers, and meeting halls in housing complexes in areas where migrants live in clusters (hereinafter a "migrant community area").



Personnel support for the Toyohashi City Board of Education (SY2023)

	Recruitment	Number of people recruited, etc.
Foreign Students educational counselor (Fiscal-year temporarily appointed staff)	Public recruitment with recruitment exam	<ul style="list-style-type: none"> - Education counseling advisor for foreign students: 1 - Foreign Students educational counselor : 27 <ul style="list-style-type: none"> Japanese-language teaching counselors: 8 Portuguese-language counselors: 12 Spanish-language counselors: 1 Tagalog-language counselors: 6
Interpreters assigned at Toyohashi City Hall: 46 employed as staff, of which 19 (about 40%) are employed by the Board of Education		
School Assistant (SA) for foreign schoolchildren	Public recruitment with recruitment exam 8:30–12:30 (4-hour morning shift)	<ul style="list-style-type: none"> - Portuguese: 5 Tagalog: 2
Registered and reimbursed bilingual volunteers (TB)	Language proficiency is determined by self-reporting by the applicant, along with interviews. 2,150 hours per year	[Registrants] (As of March 5, 2023) Chinese: 3, English: 3, Tagalog: 6, Spanish: 2, Portuguese: 13, Indonesian: 2 (Total: 29)

Enhancement of language support

Interpretation

◆ Interpretation scenarios in education

- (1) Interpretation at **events**
- (2) Interpretation at **group meetings and parent-teacher meetings**
- (3) Interpretation in the case of sudden **accidents and trouble**
- (4) Interpretation during **consultations** involving specialized content

◆ Interpreter dispatch cases [Group meeting in July 2023]

	Number of schools (Total)	Number of cases	Time
Bilingual counselors	164 schools	756 cases	353 hours 40 minutes
School assistants	31 schools	190 cases	50 hours
Registered bilingual volunteers	41 schools	132 cases	83 hours 15 minutes
Total	236 schools	1078 cases	486 hours 55 minutes

Translation

◆ Preparation of translated documents

- In 2002, translated materials were released on the website as **Toyohashi City Foreign Students Education Materials**.
- Approximately 800 documents in Portuguese, Tagalog, Spanish, English, and Chinese can be accessed.
- Teaching materials created by the Board of Education are also available.



Career Development support [Career Planning Session]

Children who will return to their home country someday

1992–2004

"Fureai Social Gathering" for foreign students, to provide opportunities for interaction between children

Children who will continue to live in Japan in the future

From 2005

"Career Planning Session" with a view toward career choices

Holding a "Career Planning Session" (sponsored by the Board of Education, once a year, from 2005)

Target	Foreign students at the elementary to junior high school level and their parents, school staff	
Objective	To provide students with the basic information necessary to choose a career path and help them envision a concrete image of their career path.	
Content	(1) Provision of career path information (2) Senior students' experiences (3) Individual consultation (Consultation at individual booths, specific advice)	⇒ Created the <i>Career Planning Guide</i> (Portuguese, Spanish, English, Tagalog, Chinese). ⇒ To be distributed to all junior high schools and used for career guidance for junior high school students.

Board of Education
Preparation of translated materials

Board of Education
Career Planning Session

Junior high schools
Enhancement of career guidance

Changes in the education for foreign students in Toyohashi City (3)

School year	Number of enrolled students	Acceptance measures
2009	1,216	[MEXT and IOM] Held "Rainbow Bridge Class," which is a school enrolment support project for the children of long-term foreign residents In Toyohashi City, Brazilian schools held a "Rainbow Bridge Class" (Multicultural Coexistence and International Affairs Division).
2010	1,122	<ul style="list-style-type: none"> ◆ Established the Department of Education and Research for Foreign Students ◆ Started the Project for Dispatching International Cooperation Staff To promote educational exchange between Toyohashi City and Paraná State and improve the educational environment for both cities
2011	1,153	<ul style="list-style-type: none"> ◆ Opened a "Counseling Corner for Foreign Students" in the city hall Also established a "Nihongo Resource Room" in the city hall, providing a collection of books and teaching materials for Japanese-language teaching ⇒
2013	1,278	◆ Published the <i>Guide to Teaching Foreign Students - Q&A for Educators - Revised Edition</i>
2014	1,352	[MEXT] Promulgated the <i>Enforcement of Ministerial Ordinances to Partially Amend the Ordinance for Enforcement of the School Education Act</i> <ul style="list-style-type: none"> ◆ Started Japanese-language teaching through the Special Curriculum in April
2015	1,398	[Aichi Prefectural Board of Education] Revised the criteria for the additional placement of "teachers in charge of Japanese-language teaching and adaptation classes." (Eight levels of placement criteria for elementary schools; six levels for junior high school.) <ul style="list-style-type: none"> ◆ In response to the Fine-Tuned Support Project for Returnee and Foreign Students at Public Schools (subsidized by MEXT), newcomers' guidance classes were established at Iwata Elementary School and Toyooka Junior High School.



Enhancement of consultation activities

[Counseling Corner for Students]

- (1) General communication with the school
- (2) Coordination and communication regarding interpreter dispatch
- (3) Support for transfer procedures
- (4) Translation of documents requested by schools
- (5) Educational consultation with parents

[Nihongo Resource Room]

The room has teaching materials, equipment, and books for Japanese-language teaching and multicultural coexistence, and teaching materials and bulletins published by other prefectures and municipalities. These can also be loaned to schools.

豊橋市立小中学校「つながり」早見表
各機関に連絡をする際、的確な助言、支援を得るために、右の2点を明確に伝えましょう。

①誰が何に困っているか ②学校の方針(どうしたいか)

専門的なカウンセリングを受けたい

① 校内で スクールカウンセラー(S.C.)との面談

② S.C.との面談が難しい

市心理カウンセラー(臨床心理士)による学校訪問の活用

<活用ケース(例)>

- ・面談希望者が多く、S.C.では対応しきれない場合
- ・面談希望者がS.C.とは異なる臨床心理士を希望した場合
- <手続き方法>
- ・生活サポート主任が校内の希望を調整して手続を行う

③ 学校では話しにくい 教育相談室での相談・面談

<特色>

- ・臨床心理士と面談できる(要予約)
- ・教育相談員(教職経験者)と電話相談や面談ができる

<日時> 月～土 9:00～18:30 <会場> 教育会館内相談室

◆連絡先・教育会館内教育相談室 ☎33-2115

特別支援教育や発達障害に関する相談をしたい

にじの子相談での相談・面談

<特色>

- ・教育相談員(教職経験者)との来館相談(要予約)や電話相談が受けられる
- ・必要に応じて発達検査が受けられる

<日時> 月～土 9:00～17:00

◆連絡先・教育会館内ににじの子相談室 ☎33-1366

家庭環境の改善を図りたい

スクールソーシャルワーカー(SSW)の派遣

<特色>

- ・関係機関との連絡調整を進め、家庭・環境の改善を図るための支援を行う

◆連絡先・まずは生活サポート主任から教育会館へ連絡 ☎33-2113

学校以外の場所に居場所をつくりたい

とよはしはっとプラザの活用

<対象>

- ・学校への登校について悩んでいる児童生徒

<特色>

- ・学習や運動など、時間別に泊って活動している
- ・外に出かける行事なども行っている

<日時> 月～金 10:00～15:00

◆連絡先・入級希望者がいる、入級を勧めるか迷っている場合、学校から教育会館へ連絡する ☎33-2113

<プラザ入級検討の流れ>

<所在地と入級後の連絡>

支援検討会の日程調整、日々の連絡等はプラザへ直接連絡する

※動き回る、つきっきりで支援が必要等、個別に支援が必要と考えられる児童生徒の場合は、保護者に入級を勧める前に、必ず教育会館にご相談ください。

1. 学校と本人、保護者で相談 ☎41-7630

2. 入級面談の日程調整 ☎37-8008

◆中央 職業訓練センター内 ☎090-7693-2338

◆東 視聴覚教育センター内 ☎41-7630

◆西 青少年センター内 ☎37-8008

メンタルフレンド

外国人相談コーナー

<特色>

- ・ポルトガル語、タガログ語、スペイン語に対応
- ・学校や教育会館の各種相談時の通訳依頼可
- ・見相、ほいさ(さ)可(可)行して通訳する可

◆連絡先・市役所11階 外国人相談コーナー ☎33-2113

面談時の通訳を依頼したい

外国人相談コーナー

<特色>

- ・ポルトガル語、タガログ語、スペイン語に対応
- ・学校や教育会館の各種相談時の通訳依頼可
- ・見相、ほいさ(さ)可(可)行して通訳する可

◆連絡先・市役所11階 外国人相談コーナー ☎33-2113

医療機関での受診を視野に入れ支援をしたい

医療機関での受診を見越して相談したい

こども発達センターでの相談

<対象>

- ・子育て、言葉や発達の遅れなどで悩む保護者や子ども

<特色>

- ・医師による診療やリハビリ

◆連絡先・豊橋市子ども発達センター ☎39-9200 (要予約)

思春期精神保健相談

<対象>

- ・思春期に見られる心の問題で悩む保護者や子ども

<特色>

- ・精神科医師との相談可

◆連絡先・市健康増進課 ☎39-9145 (要予約)

緊急で心療内科を受診したい

学校医制度

<特色>

- ・自傷などの恐れ、体調等の急激な変化があり、通常の受診を待つことができない場合、通常よりも早く予約を入れることができる

◆連絡先・学校管理職からクリニックに直接連絡し、「学校医の件で」と伝えてください。もしくは、教育会館へ ☎33-2113

かずおメンタルクリニック ☎45-6656

西幸町字系池44-2

高松、富田、豊田、三河、東海、本郷、南郷、二川、三河、東海、の各中学校区

かみやメンタルクリニック ☎34-1411

車馬町西明治原町8-1

南郷、北郷、可児、中津、豊田、豊橋、東郷、三河、東海、の各中学校区

豊橋市子ども若者総合相談支援センター(コエール) ☎54-7830

虐待やネグレクト等の疑いが生じた

まずは、コエールに以下の内容を伝える

- ①虐待やネグレクト等を疑うに至った経緯と理由
- ②児童生徒本人が事態をどのように捉えているか
- ③保護者の様子
- ④学校の方針

※不明な点、教育会館 ☎33-2113 までお問い合わせください。

[Tsunagari Hayamihyo]

Distributed to parents of students of elementary and junior high schools in Toyohashi City

Referral to consultation organizations-
Japanese, Portuguese, Tagalog, Spanish

Improving the quality of Japanese-language teaching [workshops, etc.]

Target	Number of sessions, etc.
Liaison Council for Educators of Foreign Students	1 per year
Workshops for Educators of Foreign Students	3 per year (April, June, September)
Workshop for Beginner Educators of Foreign Students	8 in April
Summer Workshop	1 per year in August
Visits to schools that run Japanese adaptation classes	At least 1 visit per year
Department of Education and Research for Foreign Students	- Peer-review classes, etc.
Training for education counselors	- Monthly meetings - Participation in teacher training
Training for school assistants	- 1 every second month
Training for registered bilingual volunteers	- For new registrants

Changes in the education for foreign students in Toyohashi City (4)

School year	Number of enrolled students	Acceptance measures
2016	1,511	[MEXT] Act on Securing Educational Opportunities Equivalent to Compulsory Education (Act on Securing Educational Opportunities Equivalent to Ordinary Education at the Stage of Compulsory Education)
2018	1,838	◆ Opened a newcomers' support course "Mirai Higashi" dedicated to junior high school students at Toyooka Junior High School
2019	1,897	[Agency for Cultural Affairs] Act on the Promotion of Japanese Language Education (enacted in June 2019) [MEXT] Project to develop a model program for the training of teachers who will be engaged in educating foreign schoolchildren ◆ Opened a newcomers' support course "Mirai Nishi" dedicated to junior high school students at Hada Junior High School
2020	2,009	◆ Opened a newcomers' support course "Kibo" dedicated to elementary school students at Iwanishi Elementary School
2023	2,045	◆ Added an elementary school course to the newcomers' support course "Mirai Nishi" (at Hada Junior High School)
2025		[Aichi Prefectural Board of Education] Announced the opening of the prefecture's first evening junior high school, within Aichi Prefectural Toyohashi Technical High School in Toyohashi City



2018 Mirai Higashi Opening Ceremony



2019 Mirai Nishi Opening Ceremony



2020 Kibo Opening Ceremony

Newcomer's Support Courses "Mirai" and "Kibo" (Overview)

Purpose: To support the smooth adaptation of students to school life and to enhance Japanese language teaching for newcomers. To reduce the burden on schools accepting students who need support.

Venues: Mirai Higashi (junior high school students), Kibo (elementary school students), Mirai Nishi (elementary and junior high school students)

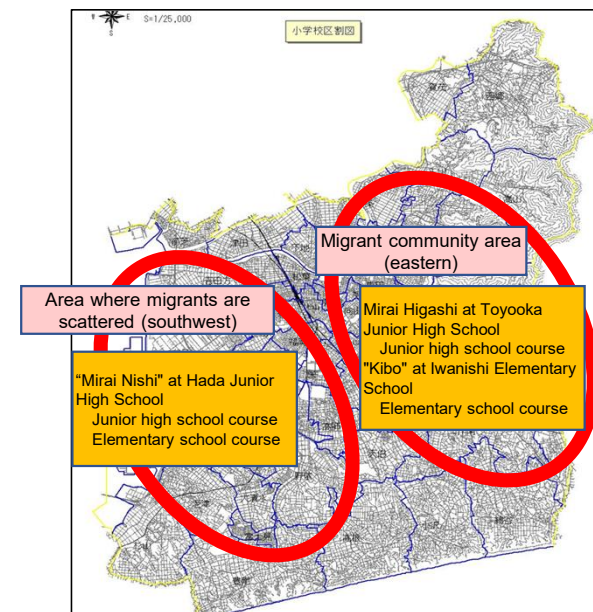
*Mirai is located in two junior high schools: one in the eastern part of the city (in a migrant community area) and the other in the central part of the city (near Toyohashi Station for convenient transport).

*Kibo is located within an elementary school in a migrant community area.

Educators: 2 teachers (funded by the prefecture)

Counselors (Portuguese, Tagalog, Japanese) (funded by the city)

School to enroll: Students are enrolled in the school in the area where they live while attending a initial support course.
(Parents bear the cost of going to school.)



Elementary school course

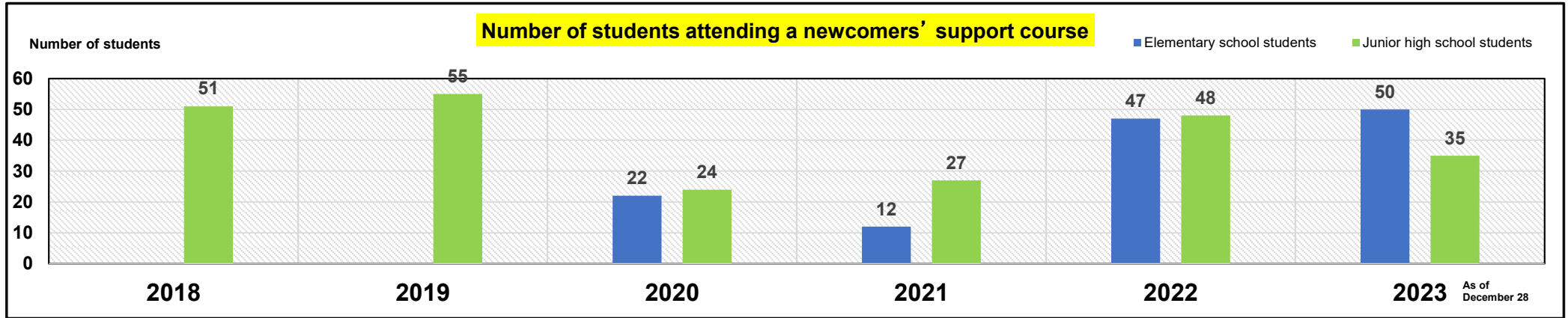
- Course period: 8 weeks (Monday–Thursday; and Friday at the enrolled school)
- Total teaching hours: 160 hours
- Guidance content:
 - (1) Adaptation to school life
 - (2) Beginners' guidance for Japanese language
 - (3) Math
 - (4) Japanese language, which is the base for other subjects such as physical education and arts & crafts

Junior high school course

- Course period: 10 weeks (Monday–Thursday; and Friday at the enrolled school)
- Total teaching hours : 200 hours
- Guidance content:
 - (1) Adaptation to school life
 - (2) Beginners' guidance for Japanese language
 - (3) Math, English
 - (4) Career guidance, learning strategies, information ethics, etc.

After completing a newcomers' support course, children can continue to receive Japanese-language teaching at any school where they are enrolled.

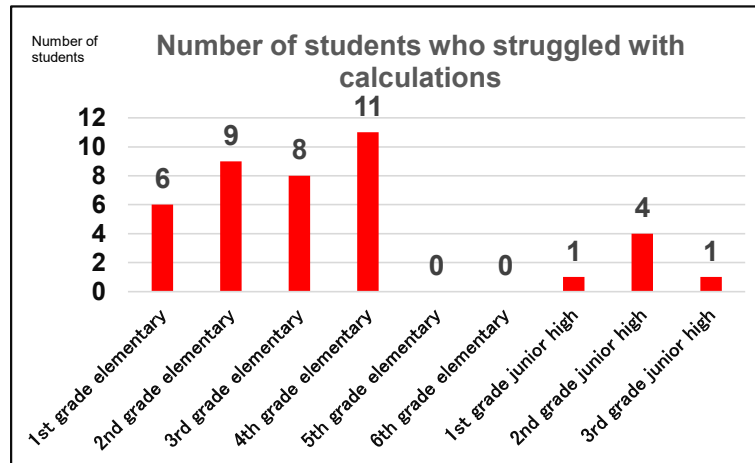
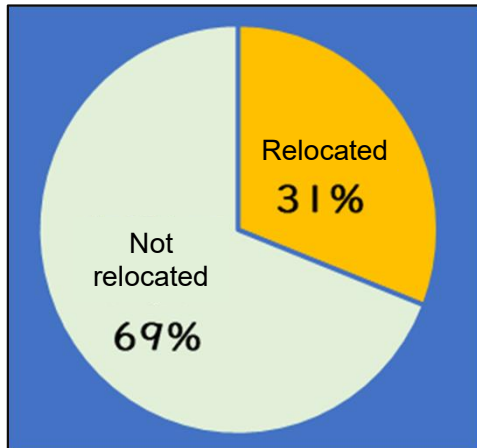
Number of students attending a newcomers' support course



A: Percentage of those who had attended Mirai who relocated within six months
(51 children surveyed in SY2018)

B: Number of students eligible for Mirai who struggled with basic calculations in placement test
(40 children surveyed in SY2018)

C: Educational status in home country during the pandemic, of students eligible for Mirai, before they transferred to Japan in 2023
(based on conversations with 13 interviewees in SY2023)



	2020				2021			
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12
Philippines	Learning with downloaded worksheets				Absent from school in home country			
Brazil	Learning with downloaded worksheets				Face-to-face classes			
Pakistan	Online				Face-to-face classes			
Philippines	Online							
Philippines	Learning with downloaded worksheets							
Philippines	Learning with downloaded worksheets							
Philippines	Learning with downloaded worksheets							
Brazil	Online							
Brazil	Learning with downloaded worksheets							
Brazil	Online 90 minutes to 2 hours every day							
Brazil	Learning with downloaded worksheets							
Brazil	Learning with downloaded worksheets							
Brazil	Learning with downloaded worksheets							