



Kyoto Prefectural International Center

NEWS

Vol. 90

Winter 2020

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The education circumstances of children with connections to foreign countries

Who are “Children with connections to foreign countries”?

These are children who have one or two parents that have a foreign nationality, a child whose parent has married a Japanese person and has moved to Japan, or else they have some sort of international roots within their ancestry.

What’s happening to those children who have foreign connections?

1 1/4 of children who are in need of Japanese language instruction aren’t receiving any.



Kyoto Prefecture | 25.6%



Those receiving no support **113 people**

Schoolchildren in need of Japanese language support **442 people** (※)

Dialogic Language Assessments for Japanese as a second language are not adequately widespread.

Judgements on whether Japanese language support is needed are arbitrary.

It can be said that, in reality, children who are in need of support are in excess of the numbers presented here.

Setting1 Will children naturally learn a language even if left to their own devices?

When children are in a group they will naturally learn a language, therefore if the child is able to speak with teachers and friends it is said to be sufficient. However, it’s important to heed the following warnings:

Daily life language: 1-2 years to learn

Used in everyday conversation

Academic language skills: 5-7 years to learn

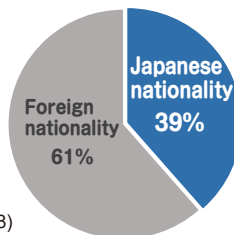
Language used in classrooms and textbooks. Reading and writing proficiency are required, so **it’s difficult to learn this kind of language naturally** and planned guidance is necessary.

Setting2 There are also troublesome Japanese students, so teachers can’t give special attention to foreign students.

Kyoto Prefecture “Students in need of Japanese language support”

Japanese nationality: 149

Foreign nationality: 238



“Survey regarding acceptance situation of students in need of Japanese language support” (MEXT, 2018)

“There are also Japanese students with low academic skills, those who are truant from school, and there are many troublesome students so special support can’t be extended to foreign students” is something that’s often said, **it’s not possible to simply separate students by nationality.**

Also, we can’t ignore the possibility that simply leaving children be without any support can further lead to low academic abilities, truancy, bullying and so forth.

※Mainichi Shimbun, digital ed. 4th May, 2019 “Living in Japan”

(Survey was carried out by the Ministry of Education, Culture, Sports, Science and technology (MEXT) in 2016)

2 Number of children who might not be attending school 455

Kyoto Prefecture

Survey demographic "Those without Japanese nationality"

○ Not attending school	2
○ Unable to confirm schooling status	12
○ Registered in the basic resident's register, but are not subject to confirmation	441

"Results of a survey relating to school attendance status of international children and the like" (MEXT, September 2019)

Setting International parental guardians aren't required to send their children to school, but...

With the increase of foreign residents obtaining permanent residency, the possibility of **more children studying and finding employment in Japan is increasing.**



To become the supporters of Japanese industries, culture and regional activities.

3 Enrollment rate for special support classes among children with foreign nationalities is double that of Japanese children. (Areas with concentrations of international residents)



The exact number in Kyoto Prefecture isn't known, but even when it seems that there are no problems related to development there are children within Kyoto Prefecture that are enrolled in special support classes for reasons written below.

Asahi Shimbun, digital ed. 24th June, 2018
Mainichi Shimbun, digital ed. 1st September, 2019

Setting1 Intelligence tests and IQ

According to research, it has been said that if children who have a different language and cultural background to Japanese people were to undertake an intelligence test under the following conditions, then their IQ result could be incorrect.

- * Language and cultural backgrounds are not taken into consideration
- * Without the mediation of a trained interpreter

Setting2 Insufficient resources for children who need Japanese language support

There are few municipalities that have Japanese language classes offered at schools. There is a lack of faculty members who are specialized in Japanese language education.



Students might not have any developmental problems, but rather than studying without being able to understand Japanese, it is better to be enrolled in small support classes, featuring a curriculum for children that is different than the standard Japanese curriculum.



There are cases where students lose the motivation to study, and they end up in a vicious cycle where such studying becomes increasingly difficult.

4 Children without any academic enrollment who are aiming for High School entrance examinations



Setting1 Coming to Japan after graduating Middle School

If the curriculum in their home country is **less than 9 years**, they cannot take high school entrance exams.



In order to meet the 9-year minimum qualification for taking high school entrance exams, there are areas where transferring to middle school/junior high school might not be a possibility. There are children stuck without being able to earn the qualifications necessary to take high school entrance exams, and are thus unable to attend high school.

※From 2020, the night school at Kyoto City Rakuyu Junior High School will expand to include both those who live in Kyoto City, and those who commute to the city.

Setting2 Studying Japanese language, alone, from zero



When coming to Japan in one's late teens, one might have limited chances to meet friends of the same generation and therefore Japanese language study, along with the study of other subjects, must be conducted alone. A greater force of will is required to persevere than those around

such people might realize.

For those who traveled to Japan for the convenience of adults, they might need more time to make the decision to stay and live in Japan.

Setting3 Supporters are volunteers

In many cases, volunteers will lead Japanese language and other subject support sessions several times in a week, and it's becoming increasingly difficult to rely on the good will of these kinds of volunteers, particularly in regions with aging populations.

Support projects for creating places for children and parents/guardians with connections to foreign countries

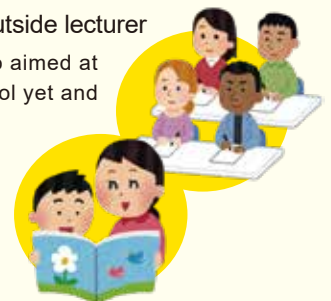
Our center currently supports activities in the region (not including Kyoto City). For those who are interested, please contact us.



www.kpic.or.jp/kodomo/ibasyo.html

Examples of activities for creating spaces

- Studying of native language (Reading picture books, the holding of native language classrooms)
- Initiatives that allow foreign parents to actively participate and interact
- Study sessions that include an outside lecturer
- Japanese language study (Also aimed at children who aren't enrolled in school yet and those who have just arrived in Japan)
- Subject study (Homework given over long school breaks, study for entering higher levels of education and the like are the focus)



Hands-on Learning – Class on Traffic Safety and Daily Life Safety

At the Kyoto Prefectural International Center, we hold hands-on learning classes three times a year for people who are studying in Japanese language classes. In this hands-on class, we welcome presenters from the fire station, police station and the meteorological office to come and teach participants about various important pieces of information for living in Japan through direct, hands-on experience.

On December 5th, 16 participants took part in a class that was run with the assistance of the Shimogyo Police Station; here the participants undertook hands-on learning about both traffic safety, and daily life safety. To begin with, they learned some fundamental information such as the traffic rules for riding a bicycle and calling the police on 110 during emergencies, they then also learned about the dangers of

using a smartphone or listening to music whilst walking on the streets or riding a bicycle.

Next they learned several protective measures they can implement to avoid falling prey to a crime. These were things like wearing bright and clearly visible colours during night-time, tactics for shaking off someone's grip and running away should you find yourself grabbed by someone, heading to a nearby convenience store if you sense that someone might be following you (convenience stores will always have crime prevention cameras, so if matters ever developed into an actual incident it would be much easier for the criminal to be identified) and other such basic

advice for staying safe.

Natural disasters and terrorist attacks can strike anywhere at any moment, and in light of this our participants listened with lively expressions to the advice given on the various tactics one can implement to prepare for and protect themselves against such occurrences.

At the Kyoto Prefectural International Center we will continue to work with related organizations in order to promote the safe living of international residents within Japan, and whilst carrying this out we aim to create a space for Japanese language learning and to keep working hard at providing the necessary support.



Introduction of a new Coordinator of International Relations for Kyoto Prefecture



Adam Franklin (UK)

Hello, everyone.

My name is Adam Franklin, and I started working as a Coordinator of International Relations from August of last year. I was born and raised in a small town called Denbigh, which

is in Wales, in the UK. The population for the UK is approximately 66 million, but the population of Wales is a mere 3 million, meaning it makes up just about 5% of the total population. Wales is a wonderful place with a lot of greenery, nature, and an abundance of mountains.

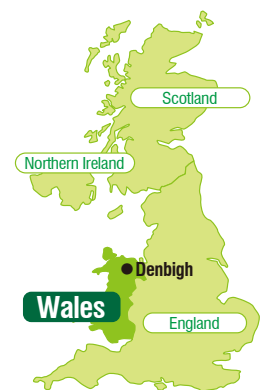
If I were to try to answer the question of why I moved from this town to live in Japan, then the answer would have to lie in my thoughts around about the time I was graduating from high school. I felt strongly that rather than studying at a domestic university in the UK, I wanted instead to study somewhere abroad and to learn the local language alongside my degree. During my childhood I was exposed to the various “cool” aspects of Japan, like video games, anime on the TV, and the generally well known reputation that Japan was a futuristic country of robots, samurai and ninja. Whilst this obviously wasn't quite the truth, something I knew once I'd grown up, I still had a strong interest in heading out to see the country and

experience it for myself. After discovering that Japan had Universities where I could study for my degree in English whilst simultaneously taking classes in Japanese, I decided to see if I could get in. I put a lot of effort into my applications, and the fruits of my labor came about in my acceptance into Ritsumeikan University in Kyoto for their Global Studies course in the College of International Relations.

Those 6 years I spent studying for both my Bachelors and Masters degrees at Ritsumeikan University seemed to pass by in an instant, and living my everyday life in Japan has become something totally normal and common place to me now.

Being selected not only as a Coordinator of International Relations, but also being able to carry on living and working in the Kyoto Prefecture that I've come to know and love is a huge honor for me.

From here on out I aim to work tirelessly in my role as a Coordinator of International Relations for Kyoto Prefecture, and I hope to do my own small bit in creating a bridge between Kyoto and the rest of the world.



Participation in an International Exchange Project in Yawata City

Sandra Arazi

On December 4th, an international exchange project was held in collaboration between the Kyoto Prefectural Women's Association and two of Kyoto's Prefecture's coordinators for international relations (CIR).

This international exchange project was divided into two parts. The first half was two seminars carried out by the CIRs, and the second half was a calligraphy activity. During the seminars, Adam Franklin from the International Division and myself briefly introduced the cultures of the UK and France, respectively, and then presented themes centered on women's rights. From the Japanese perspective, women have a very free and independent image in

Western Europe but does this perception really match the reality? In answering this question, we went through the evolution of English and French women's rights from the 20th century to the present day. After the presentations ended, we exchanged opinions with the participants who had a lot of questions about gender equality, such as among couples in general, who does the cleaning...? Finally, the conclusion of these seminars was that, unfortunately, there is still a long way to go before we manage to erase gender discrimination in all countries. After the seminars, we started the calligraphy activity. As it was our first

time to experience doing Japanese calligraphy, the association's members kindly taught us how to do it. We chose kanji (Chinese characters) that were appealing to us, and did our best with the calligraphy brush to make it look similar to the original. At the end, we spent time chatting with all the participants while enjoying Japanese tea and cake. It was a really fulfilling international exchange program for both sides.



The kanji that I wrote means "shine".

Kyoto Prefecture CIR Multicultural Blog

<https://tabunkakyoito.wordpress.com/>



CONSULTATION SERVICES for Kyoto's International Residents

Free of charge

Living Consultation Desk

www.kpic.or.jp/english/information/livingconsultation.html

Please feel free to consult us regarding any troubles related to your daily life such as children's education, childbirth, welfare, medicine and healthcare, employment.

Languages : English, Chinese, Korean, Vietnamese, Thai, Portuguese, Spanish

Consultation hours : 10:00-17:00

(Excluding closed days)

TEL : 075-343-9666

Support Desk for International Students

www.kpic.or.jp/ryugaku/soudan.html (Japanese only)

Our counseling staff can give you information and advice for daily life, preparation for jobs, contacts with graduates working in Japan, etc.

Reservation required.

Consultation hours : 10:00-17:00 (Wed., Sat., Sun.)

E-mail : counsel@kpic.or.jp

TEL : 075-342-0088

Visa Consultation

www.kpic.or.jp/english/information/counseling.html

An expert can respond to your visa-related questions including those about changing or renewing your status of residence. Please make a reservation at least one week in advance through the online.

Consultation hours : 13:00-16:00 (Fourth Sunday of every month)

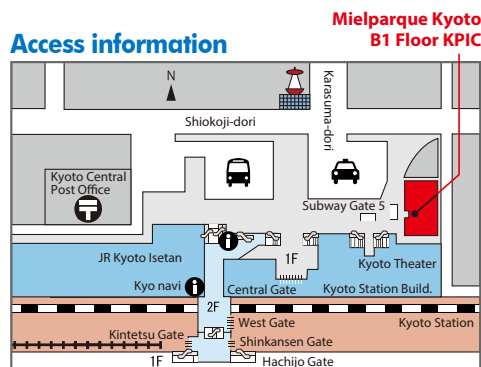
30 minutes/person

To Apply : www.kpic.or.jp/ryugaku/soudan/visa/appli01.html

Living Info by Email

We send email messages full of useful living information twice a month. Please send your choice of language (English, Chinese, Filipino, Japanese or Easy Japanese) to:

living-e@kpic.or.jp



Open hours : 10:00-18:00

Closed : 2nd and 4th Tuesday of every month, national holidays, 12/29-1/3

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