

## ブラジル人等定住外国人子ども支援

文部科学省大臣官房国際課長

芝田 政之

### 1 ブラジル人等の子どもの数

- 日本の公立学校に通う者（移動が激しく総数は不明だが、ポルトガル語を母語として、かつ、日本語指導が必要な子どもの数）は約10,000人（2007年9月現在）
- ブラジル人等学校91校に通う就学年令の子どもは約7,000人（2007年12月現在）

### 2 文部科学省の支援策

- ブラジル人等学校の実態調査（2005年より毎年実施）
- 日本の公立学校への就学支援

#### （就学前）

- ・ポルトガル語等に翻訳した就学ガイドブック（就学手続き等を説明）の配布
- ・「就学促進員」による相談事業
- ・日本語指導や日本の学校への適応指導を行う初期指導教室（プレクラス）の開設

#### （就学後）

- ・日本語指導等に対応するための教員の追加配置（2008年 全国で約1,000人）
- ・退職教員等を活用して日本語指導、学習補助などを行うサポート先生の配置
- ・日本語指導、学校と保護者等の連絡を行う支援員の配置

- ブラジル人等コミュニティにおける日本語指導

（地域指定 2008年度 24カ所を2009年度に40カ所に拡充予定）

- ・親も子ども対象とする日本語教室の開設
- ・日系ブラジル人等に対する日本語指導者研修
- ・経済的に困難な家庭について給食費などの支援

- 子どもの居場所作り

- ・ブラジル人等の子どものための居場所作り（ブラジル人等の子どもが集えるよう居場所を用意し、日本語指導や学習補助を実施）

### 3 今後の課題

- 帰国する子ども、公立に転入する子どもの動向などの把握（市・町との会合、実態調査）
- ブラジル等政府からの支援
- ブラジル人等の子どもに対する日本語指導の充実（必要な場合には公立学校への転入を可能にする）
- ブラジル人等の大人に対する日本語指導の充実（雇用の機会を広げる）
- 県の助成が得られるよう、ブラジル人学校等の知事認可（準学校法人の各種学校）促進

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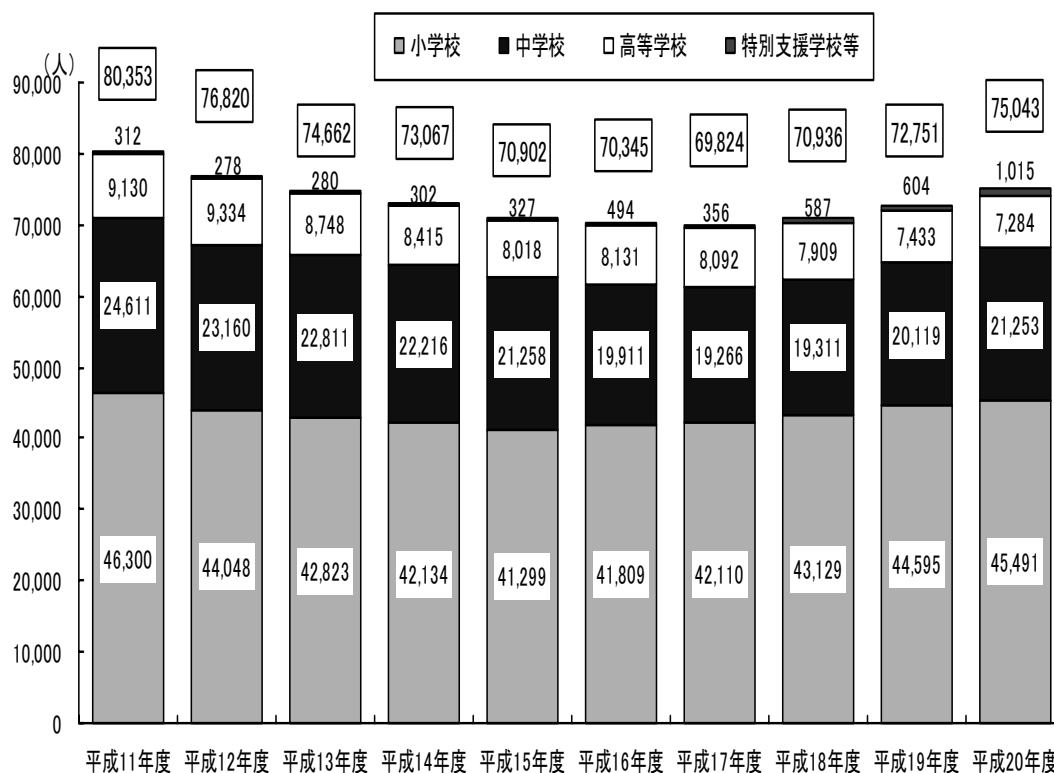
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## 公立学校に就学する外国人児童生徒数の推移

平成20年5月現在、公立の小・中・高等学校等に在籍している外国人児童生徒は、約7万5千人。数年減少傾向にあったが、平成18年度以降は増加傾向にある。



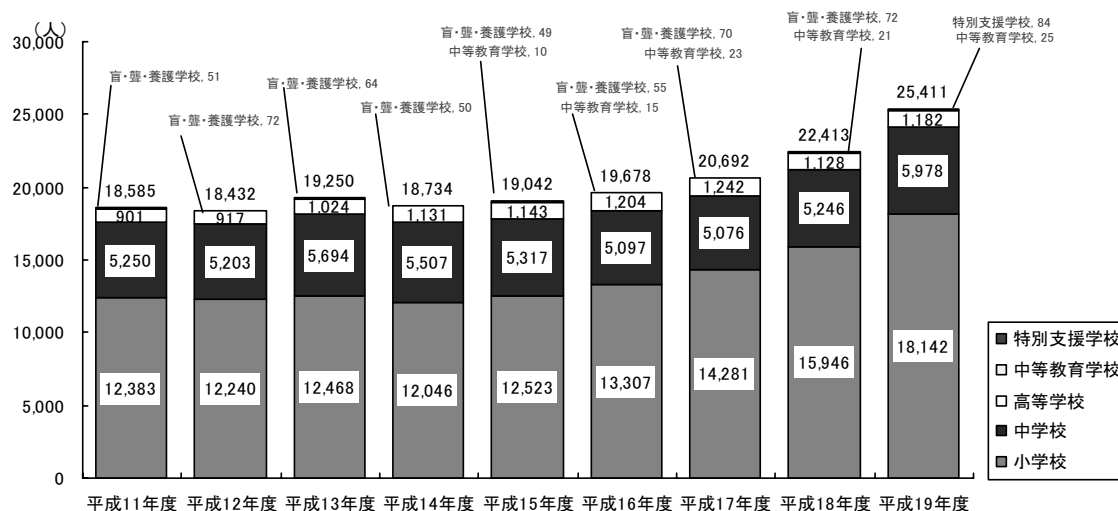
(各年5月1日現在)

出典：文部科学省「学校基本調査」

## 日本語指導が必要な外国人児童生徒数の推移

### (1) 日本語指導が必要な外国人児童生徒数

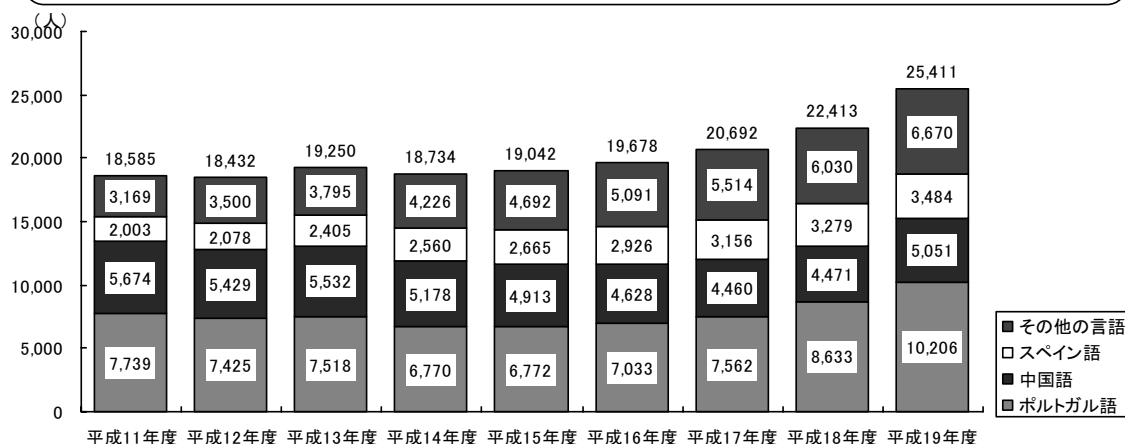
平成19年9月現在、公立の小・中・高等学校等に在籍する外国人児童生徒のうち、日本語指導が必要な者は、約2万5千人在籍しており、調査開始以来最多となった。



※特別支援学校については、平成18年度以前においては盲・聾・養護学校であった。

### (2) 日常生活で使用する言語(母語＝第一言語)別外国人児童生徒数

母語別にみると、ポルトガル語が10,206人で最も多く、全体の4割を占めている。また、ポルトガル語、中国語、及びスペイン語で全体の7割以上を占めている。



(各年9月1日現在)

出典：文部科学省「日本語指導が必要な外国人児童生徒の受入れ状況等に関する調査」

## 外国人児童生徒に対する支援施策について

### ①外国人児童生徒等に対して日本語指導を行う教員等の配置

- 日本語指導等に対応した教員定数の加配措置により、義務教育諸学校に勤務する教員の給与費の1/3を国庫負担。  
(平成20年度積算:985人、平成21年度予算案においては、50人の定数改善を行うこととし、1035人を計上。)
- ・外国人児童生徒に対する日本語指導への活用を可能とする退職教員等外部人材活用事業－サポート先生の配置－による非常勤講師の配置。  
(平成21年度予算案:58億円の内数(14,000人の内数))

### ②日本語指導者等に対する研修の実施

独立行政法人教員研修センターと文部科学省の共催により、外国人児童生徒教育に携わる教員や校長・教頭及び指導主事などの管理職を対象として、日本語指導法等を主な内容とした実践的な研修を実施。(年1回、4日間、110名程度)

### ③就学ガイドブックの作成・配布

公立義務教育諸学校への就学の機会を逸することのないよう、日本の教育制度や就学の手続き等をまとめた就学ガイドブックをポルトガル語、中国語等7言語で作成。教育委員会・在外公館等に配布。

### ④帰国・外国人児童生徒受入促進事業(平成19年度～)

帰国・外国人児童生徒の学校における受入体制の在り方や不就学の外国人の子どもに対する就学促進に関するモデル事業を実施。

#### 【実施内容例】

- ・「就学促進員」を活用したきめ細やかな就学支援活動の実施
- ・就学前の外国人の子どもへの初期指導教室(プレクラス)の実施
- ・学校での日本語指導の補助や、学校と保護者との連絡調整等を行う際に必要な外国語が使える支援員等の配置
- ・域内にセンター校を設け、近隣の小・中学校との連携による受入体制を構築  
(平成20年度予算額:223百万円、22地域)  
(平成21年度予算額(案):301百万円)



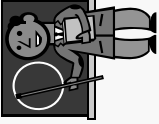

平成21年度予算種(案)177百万円  
 (前年度予算額 148百万円)

## 「生活者としての外国人」のための日本語教育事業

日系人等を中心に日本語能力が十分でないこと等から、地域社会との間で摩擦が発生！

- ・外国人住民が地域社会で孤立することなく生活していくために、日本語能力を身に付けることが必要
- ・そのため、外国人労働者問題関係省庁連絡会議等の各種会議において、「日本語教育の大幅な拡充」を指摘

## 「生活者としての外国人」のための日本語教育事業の実施

<p>「生活者としての外国人」のための日本語教室</p> <ul style="list-style-type: none"> <li>・我が国に滞在する「生活者としての外国人」のための日本語教室を設置</li> <li>・全国40箇所を実施</li> </ul> 	<p>日本語能力を有する外国人等を対象とした日本語指導者養成</p> <ul style="list-style-type: none"> <li>・地域の日本語教室で講師として活用できるよう退職教員及び日本語能力を有する外国人を対象とした研修を実施</li> <li>・全国40箇所を実施</li> </ul> 	<p>ボランティアを対象とした実践的研修</p> <ul style="list-style-type: none"> <li>・地域で日本語指導にあたるボランティアの実践的能力の向上を図るための研修を実施</li> <li>・全国30箇所を実施</li> </ul> 	<p>日本語教育の上級指導者研修</p> <ul style="list-style-type: none"> <li>・日本語教育機関の中核的教員等を対象にして、その専門的知識や指導能力の一層の向上を図るとともに、地域の日本語教育の指導者に適切に指導助言でできるようにするための研修を実施</li> </ul> 
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## 外国人の円滑な社会生活の促進

平成21年度予算額(案)  
521百万円(419百万円)

## 外国人の生活環境適応加速プログラム

我が国に滞在する外国人が日本語能力が十分でないこと等による地域社会との軋轢や摩擦  
不就業や日本語指導が必要な児童生徒の増加など、教育問題の増加

経済財政改革の基本方針2008等において外国人に対する日本語教育の充実や  
外国人子弟の就学の促進など外国人の生活環境適応のための対策の充実を提言

### 外国人の生活環境適応加速プログラムの推進

#### ○調査研究委託(38百万円)【拡充】

ブラジル人学校等の教育状況や管理運営体制の改善等に資するため、○帰国・外国人児童生徒受入促進事業(301百万円)【拡充】  
帰国・外国人児童生徒教育の充実のため、下記の取組を実施  
・就学促進員の活用や教育委員会と関係機関等の連携による  
就学支援  
・就学前の外国人児童生徒への初期指導教室(ブレクラス)の  
実施

#### ○外国人児童生徒の母国政府との協議会等の運営(6百万円)

日本に在留する外国人児童生徒の母国政府との協議会を開催

#### ○「生活者としての外国人」のための日本語教育事業(177百万円)【拡充】

「生活者としての外国人」のための日本語教室、日本語能力を有する  
外国人等を対象とした指導者養成、ボランティアの実践的研修等を実施

・日本語指導の補助や学校と保護者との連絡調整等を行う際  
に必要な外国語が使える支援員等の配置  
・外国人児童生徒教育の拠点となるセンター校の設置などの  
地域・学校での受入体制の整備

外国人労働者問題関係省庁との連携

外国人の日本社会での生活環境適応の実現・加速



## **Support for Brazilian and Other Children of Foreign Nationality Permanently Settled in Japan**

**Masayuki Shibata**

International Affairs Division

Ministry of Education, Culture, Sports, Science and Technology

### **1. Number of Brazilian children and other nationalities**

- As of September 2007, it is estimated that there are around 10,000 children attending public schools in Japan (As numbers are highly fluid it is difficult to state an exact figure, but the above number is based on the number of children who have Portuguese as their mother tongue and require Japanese language tuition).
- As of December 2007, it is estimated that there are around 7,000 children of school age attending 91 schools for Brazilian and Peruvian children .

### **2. Support policies by MEXT**

- Implementation of survey into the status of schools for Brazilian children (implemented annually since 2005).

- Support for attendance at public schools in Japan

#### **(Prior to attending school)**

- Distribution of guidebook (explaining school entrance procedures, etc.) translated into Portuguese and other 6 languages.
- Consultation services by “School Attendance Promotion Officer.”
- Establishment of pre-classes, to provide Japanese language tuition and appropriate guidance towards attendance of Japanese public schools.

#### **(After enrollment in school)**

- Additional employment of teachers to engage in Japanese language tuition, learning support etc. (Approximately 1,000 persons nationwide in 2008).
- Utilizing retired teachers and foreigners as support staff to provide Japanese language tuition and additional learning support, etc.
- Establishment of support staff to as a liaison between schools and parents/guardians of children about Japanese language tuition, etc.

- Japanese language tuition in the community for Brazilian nationals and others (There were 24 designated areas for support in 2008, with this figure scheduled to be expanded to 40 in FY2009.)

- Establishment of parent/child Japanese language classes.
- Training of Brazilians of Japanese extraction as Japanese language instructors.
- Support for school meal expenses, etc., for families in financial difficulties.

- Creating places for children



- Efforts to create places for Brazilian children and children of other nationalities (Creation of locations where Brazilian and other children can congregate, with implementation of Japanese language tuition and additional learning support).

### **3. Future challenges**

- Gaining an accurate picture of the movements in children, including those returning to the homeland and those transferring to the public school system (City and town meetings, implementation of surveys).
- Support from other governments, such as Brazil and Peru.
- Enhanced Japanese language tuition for Brazilian children and others (Where necessary enabling children to transfer to public schools).
- Enhanced Japanese language tuition for Brazilian adults and other nationalities (Broadening employment opportunities).
- Promotion of prefectural governor approval for Brazilian and Peruvian schools, therefore enabling the provision of public prefectural resources (designation as special educational institute).

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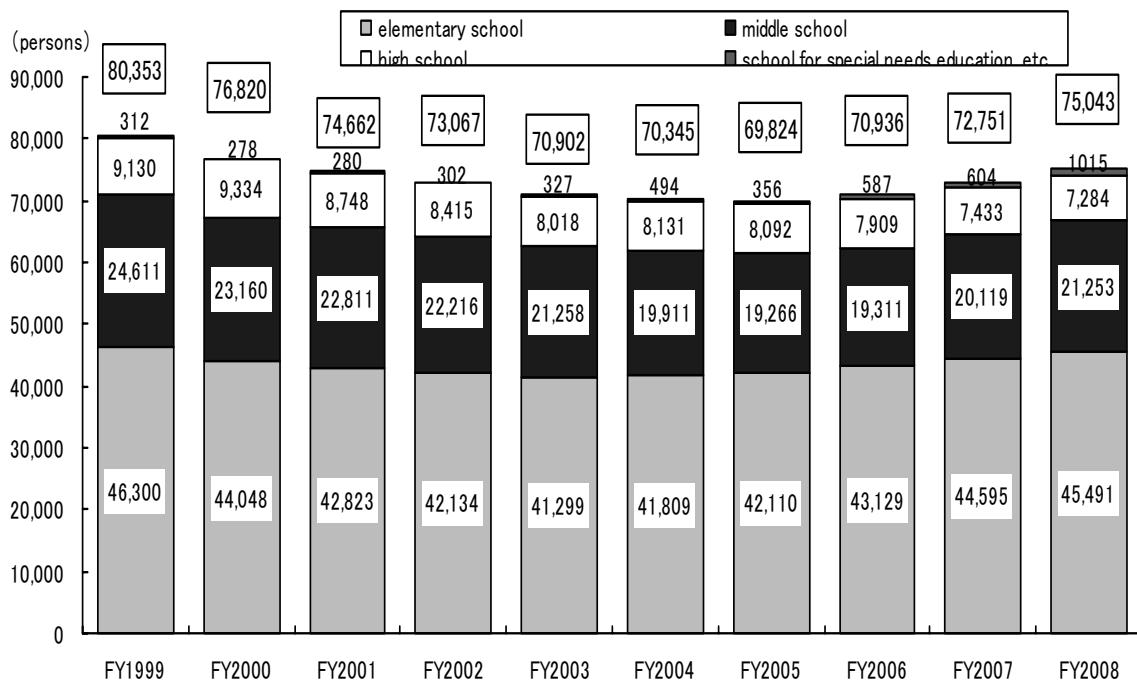
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## Transitions in the Numbers of Foreign Children Enrolling in Public Schools in Japan

As of May 2008, the number of foreign schoolchildren enrolled in public elementary, middle and high schools came to about 75,000. There had been a slight decline during the past several years, but since FY2006, this has changed to an increase.



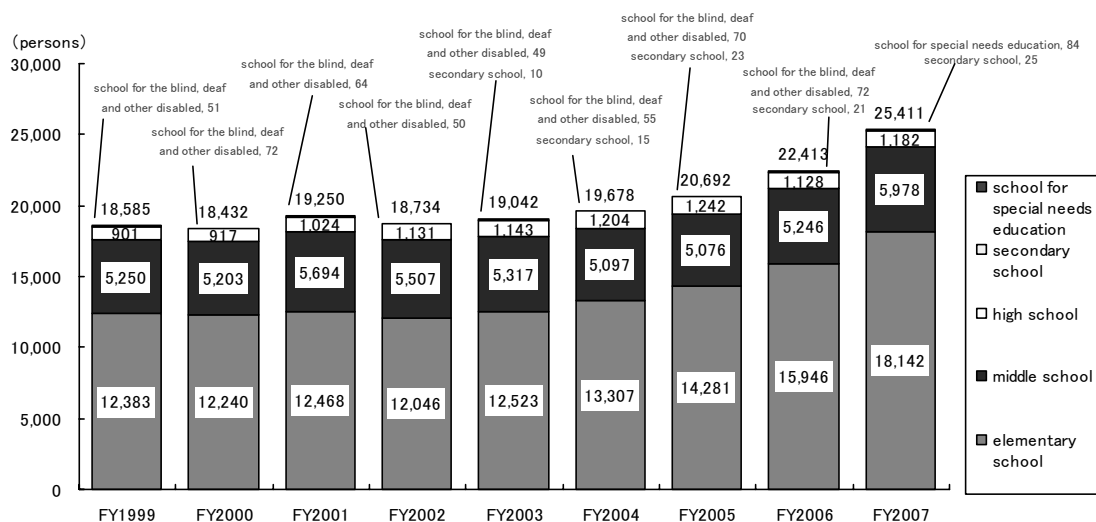
**(As of May 1 of each year listed)**

Source: Ministry of Education, Culture, Sports, Science and Technology "School Basic Survey"

# Transitions in the Numbers of Foreign Schoolchildren Requiring Japanese-Language Instruction

## (1) The Number of Foreign Schoolchildren Requiring Japanese-Language Instruction

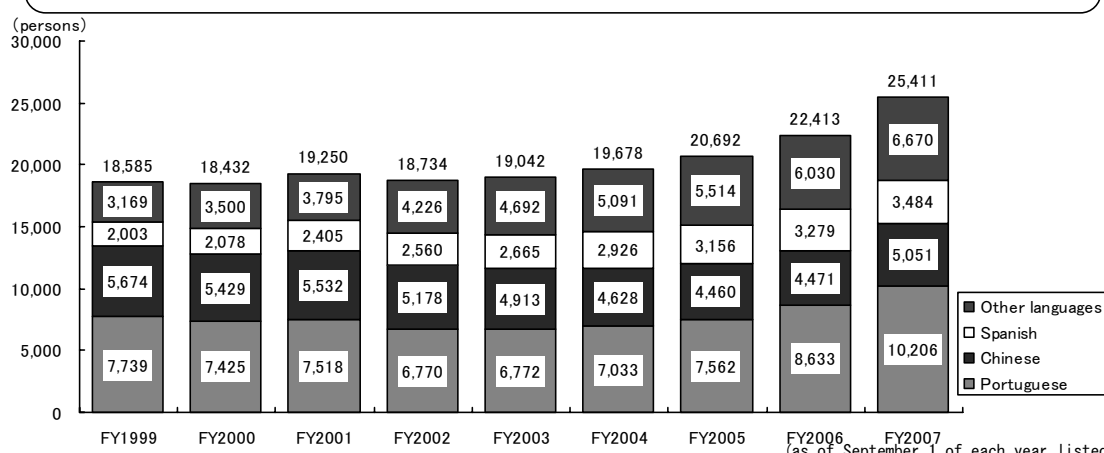
As of September 2007, about 25,000 of the foreign schoolchildren enrolled in public elementary, middle and high schools required Japanese-language instruction, for the highest number since such surveys began.



※ Prior to FY2006, special support schools were known as schools for the blind, deaf and other disabled

## (2) The Number of Foreign Schoolchildren by the Language (Mother Tongue=First Language) They Use in Daily Life

A look by the mother tongue of foreign schoolchildren indicates that Portuguese accounts for the greatest number at 10,206 and 40% of the entirety. Portuguese, Chinese and Spanish together account for more than 70% of the total.



Source: Ministry of Education, Cultures, Sports, Science and Technology: "Survey on the State of Acceptance of Foreign Schoolchildren Requiring Japanese-Language Instruction" (as of September 1 of each year listed)

## Measures Implemented by the Government to Assist Foreign Schoolchildren

### **1. Placement of teachers to conduct Japanese-language instruction, etc., for foreign schoolchildren**

The National Treasury will bear 1/3 of the remuneration of teachers employed at compulsory education-level schools through a special addition to the quota of teachers handling Japanese-language instruction. (2007 Integration: 985; a reform of the 50-person quota has been requested for within the FY2009 budget request)

A project for the placement of Japanese-language instructors for foreign schoolchildren from the ranks of retired schoolteachers and external personnel to serve as part-time and support-instructors (Budget request for FY2009: Y580 million, 14,000 personnel)

### **2. Implementation of training for Japanese-language instructors**

Practical training primarily covering Japanese-language teaching methods is implemented jointly by the National Center for Teachers' Development and the Ministry of Education, Culture, Sports, Science and Technology for teachers and administrators like principals, vice-principals, instruction superintendents engaged in education for foreign schoolchildren. (once a year, for 4 days and about 110 people)

### **3. Preparation and distribution of enrollment guidebooks**

So that foreign schoolchildren do not miss the chance to enroll in a public compulsory education school, enrollment guidebooks (revised edition) containing information on the Japanese education system and the procedures for enrolling in school have been prepared in seven languages, including Portuguese and Chinese. They are distributed to both Boards of Education and foreign embassies/consulates, etc.

### **4. Projects promoting acceptance of Japanese children returning from overseas and foreign schoolchildren**

Implement a model project with the task of evaluating the state of school admittance for Japanese overseas returnee students, and promoting school attendance to foreign schoolchildren not enrolled in school  
(Examples of implementation content)

- Implement finely detailed enrollment support activities utilizing "enrollment promotion staff."
- Implement pre-school classes for foreign children not yet enrolled in school
- Supplementary Japanese-language instruction at school and the placement of support staff proficient in the necessary foreign language(s) when contact and coordination are to be carried out between the school and parents/guardians
- Establish a central school for the community, for the creation of a system that facilitates student acceptance, through cooperation with local elementary/primary and middle schools

Budget request for FY 2009: Y301 million (proposal)

Budget request for FY 2008: Y223 million, 22 regions

## Japanese-Language Education Projects for Foreigners Residing in Japan

Budget requested for FY2009: ¥177Million  
Previous Year's budget: ¥148Million

Frictions arise with the local society because of the inadequate Japanese-language proficiency foreigners—mostly those of Japanese descent—

- Foreign residents must acquire Japanese proficiency in order to live in local society without becoming isolated.
- For that reason, the need for a major expansion of Japanese-language education has been pointed out at various meetings including the inter-ministerial liaison meeting for foreign laborer issues.

## Implementation of Japanese-Language Education Projects for Foreign Residents in Japan

### Japanese language classes with an emphasis on foreigners as residents of Japan

- Establishment Japanese-language classes with the emphasis on the concept "Foreigners as residents" (as opposed to visitors)
- Implemented in 40 places

### Cultivating Japanese language instructors from the pool of Japanese-literate foreigners

- Implementation of training courses for retired teachers and for foreigners proficient in Japanese who can serve as instructors in various regional Japanese-language classes
- Implemented in 40 places

### Practical training for volunteers

- Implementation of training courses for enhancing the practical abilities of teaching volunteers.
- Implemented in 30 places

### Training program for high-level instructors of Japanese

- Implementation of training courses for enhancing the expertise and teaching ability of core instructors at Japanese-language institutions, as well as the ability to instruct and counsel regional Japanese-language instructors.

Promotion of harmonious living in Japanese society for foreigners



## Programs to Accelerate Foreigners' Adjustment to the Life Environment of Japan

Budget request for FY2009:  
¥521 million (¥419 million)

There has been an increase in education-related problems, such as the rise in the number of schoolchildren needing Japanese-language instruction, non-enrollment in school, friction/clashes with regional society, because of inadequate Japanese-language ability among some foreigners residing in Japan

Enhancement of measures for foreigners' adjustment to the Japanese life environment, such as improvements in Japanese-language education for foreigners and promotion of school enrollment among foreign children and pupils were suggested in the basic policies of economic/financial reforms 2008, etc.

### Advancing Programs to Accelerate Foreigners' Adjustment to the Life Environment of Japan

#### QCommissioned surveys/research (¥38 million) (expanded)

In order to contribute to reforms in the administrative and operational system and state of education at Brazilian schools, studies and research will be implemented concerning urgent issues surrounding Brazilian schools and Brazilian teachers and students.

#### QOrganize conferences with the governments of foreign

schoolchildren's home countries (¥6 million) (new)  
Organizing conferences/consultative sessions with the respective governments of the homelands of foreign schoolchildren resident in Japan.

#### QJapanese-language education projects for foreigners residing in Japan) (¥177 million) (expanded)

Implementation of Japanese-language classes with a focus on the notion of foreigners are residents in Japan; cultivation of Japanese-language instructors from the pool of foreigners proficient in the Japanese language; practical training for volunteers, etc.

#### QProjects promoting acceptance of Japanese children returning from overseas and foreign schoolchildren (¥301 million) (expanded)

The following programs will be implemented so as to substantiate the acceptance of Japanese children returning from overseas and foreign schoolchildren:

- Utilization of enrollment support officers and support for school enrollment through the cooperation of the Boards of Education with related institutions
- Implementation of beginning instruction classes (pre-school classes) for foreign schoolchildren before they enroll in school
- Placement of personnel who are proficient in the foreign language(s). They aid Japanese-language instruction and carry out contact coordination between the parents/guardians and the schools
- Construction of acceptance systems in the regions, schools, including construction of a center school that will serve as the base of education for foreign schoolchildren

Collaborations with Ministries/Agencies connected with foreign worker problems

Realization/acceleration of foreigners' adjustment to the life environment of Japanese society