

愛知県における外国人の子どもの教育の現状と課題

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I. 公立学校における外国人の子どもの教育

文部科学省は1991年から「日本語指導が必要な外国人児童生徒の受け入れ状況等に関する調査」を開始したが、愛知県は2回目の調査以来「日本語指導が必要な」外国人児童生徒数が全国一多く、2位以下を大きく引き離して、2007年度は5,030人（公立小・中学校の外国人児童生徒数は8,065人）に達している。ブラジル・ペルー等の南米出身が77%を占める。

〈「日本語指導が必要な」外国人児童生徒への先進的な取り組み〉

- (1) 就学前の子どもに対して公立学校への適応指導・初期日本語指導
（小牧市、知立市、豊橋市、半田市で県のプレスクール事業により推進）
- (2) 初期集中日本語教室で適応指導・初期日本語指導
集中的に数ヶ月間指導後、在籍学級へ（豊田市、豊橋市、知立市が実施）
- (3) 日本語教育適応学級への教員の配置
2007年度より配置基準見直し
 - ・小学校：10人以上1名、31人以上2名、51人以上3名、71人以上4名、91人以上5名
 - ・中学校：10人以上1名、21人以上2名、31人以上3名、41人以上4名
- (4) 小・中教員採用選考試験に「外国語（ポルトガル語・スペイン語・中国語）が堪能な者を対象とした選考」を導入し、中国語（8名）スペイン語（9名）ポルトガル語（4名）合計21名採用（2008年度）
- (5) 外国人児童生徒教育研究部を設立（豊橋市が実施）
 - ・自主研修部（適応・日本語指導法グループ、教科指導法グループ）研究集録を作成
 - ・専門研修部（教材開発グループ、日本語・国語・算数・数学・教科）指導用教材を作成
 - ・広報・情報誌を発行
- (6) 外国人生徒及び中国帰国生徒等の高校入学者選抜
国語・数学・外国語（英語）の学力検査及び面接、問題にルビをふるることとする対象は、小学校第4学年以上の学年に編入学した者、又は第3学年以下の学年に編入学し、特別な事情があると認められる者
- (7) 放課後学習支援
 - ・放課後子ども教室（豊橋市が岩田小で実施）
1～6年の外国人児童対象に、月～金、授業後～5時半
 - ・放課後学習支援（NPOが豊田市で実施）
小・中学生の外国人児童生徒対象に、月～金、授業後～6時
（江南市、犬山市、稲沢市、西尾市などでは、県のアフタースクール事業により推進、さらに、県の「日本語学習支援基金」事業により東浦町や知立市で放課後学習支援を推進）
- (8) 不就学の子どもの学習支援（NPOが豊田市で実施）
日本の学校へ通っていない子どもを対象に、月～金、10～12時

II. ブラジル人学校における子どもの教育

外国人学校の法的位置づけが確立していない。外国人学校には、ほとんどが学校法人化された各種学校（朝鮮学校、中華学校、韓国学校など）と、南米系の外国人学校（全国で約90校ある中の5校のみが各種学校で残りは私塾扱いというブラジル人学校など）がある。ブラジル人学校は、愛知県に18校（うち1校のみ各種学校）ある。

〈ブラジル人学校と日本の公立学校間を移動する場合〉

(1) ブラジル人学校から日本の大学へ進学する場合

2006年7月24日付の告示（20文科高第268号）で指定されるブラジル人学校を2006年2月6日以降に修了した者で、18歳に達したものについては、準備教育課程を修了することなく、大学への入学資格を認められることとなった。2006年2月6日より前に卒業した者については、従前通り、その後準備教育課程を修了することにより、大学入学資格が認められる。

また、2006年2月6日より前にブラジル人学校を卒業した者が大学入学資格を認められるその他の方法として、高校卒業程度認定試験の合格や、各大学が行う個別の入学資格審査による認定がある。

(2) ブラジル人学校から日本の高校へ進学する場合

愛知県の場合、ブラジル人学校を卒業しても、中学校卒業程度認定試験を合格した者のみが高校入学資格を認められる。

(3) ブラジル人学校から日本の中学校へ編入する場合

中学3学年に編入する場合、編入時期が卒業時期に迫っていたり、過年齢であったりすると、学校や市教委によって対応が異なる。

3学年の10月に編入後、どうしても高校に行きたいと校長先生に懇願して、もう1年間3学年をやり、高校入学を果たした事例もあれば、編入することはできるが、この時期では卒業証書は出せないと言われて、卒業時期まで続けられなかった事例もある。

III. 課題

(1) 公立学校において、就学前教育から高校進学までの教育環境充実のためのさまざまな取り組みがあるが、その学校のみ、その地域のみでの取り組みに終らせない仕組み作り。

外国人児童生徒対策とせず、全校児童生徒を視野に入れる。

(2) 異なる教育制度への柔軟な対応と現行制度の見直し

中学校卒業程度認定試験の特別措置や夜間中学校の増設などの再挑戦できる制度作り

(3) 学校と地域の連携

Current Status of and Challenges Facing Education for Foreign Children in Aichi Prefecture

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I. Education of foreign children in public schools

The Ministry of Education, Culture, Sports, Science and Technology launched the “Survey on the Status of Acceptance of Foreign Children Who Require Japanese Language Tuition” in 1991, and from the second time this survey was implemented Aichi Prefecture has consistently been the prefecture with the largest numbers of foreign children “requiring Japanese language tuition,” leading the number two-ranked prefecture by a considerable margin. In FY2007 there were 5,030 such children (the total number of foreign children in elementary and junior high schools stood at 8,065). Children of Latin American origin, such as Brazil and Peru account for 77% of the total.

(Advanced measures for foreign children “requiring Japanese language tuition”)

- (1) Guidance on adapting to public school and pre-classes for children prior to enrolling in school. (Promoted under the prefectural pre-school program in Komai, Chiryu, Toyohashi, and Handa cities)
- (2) Guidance on adapting to school life and pre-classes in intensive Japanese language classes. After an intensive period of several months’ tuition, students move to their appropriate school year class (implemented in Toyota, Toyohashi and Chiryu cities)
- (3) Provision of instructors for Japanese language tuition in school year groups.
The provision guidelines were revised from FY2007:
 - Elementary schools: More than 10 students: 1 staff; More than 31 students: 2 staff; More than 51 students: 3 staff; More than 71 students: 4 staff; More than 91 students: 5 staff.
 - Junior high schools: More than 10 persons: 1 staff, More than 21 students: 2 staff; More than 31 students: 3 staff; More than 41 students: 4 staff.
- (4) The recruitment and selection examination for elementary and junior high school teachers has introduced a “selection option for persons fluent in foreign languages (Portuguese, Spanish, Chinese), with a total of 21 persons being recruited in FY2008: Chinese (8 persons), Spanish (9 persons), Portuguese (4 persons).

- (5) Establishment of education research division for foreign students (Implemented by Toyohashi City)
- Compilation of research materials for self-help research (Adaptation and Japanese language tuition methods group, Textbook tuition methods group)
 - Compilation of teaching materials for specialized research (Education development group; Japanese, language studies, arithmetic, math, education)
 - Publishing of PR magazine or information magazine
- (6) Selection of high school entrants, including foreign students and students returning from China, etc.
- Those eligible to receive academic examinations, interviews and tests for Japanese language, match and foreign languages (English) that feature “furigana” (transliteration of Kanji characters, showing pronunciation), are students who are seeking to transfer to the fourth year of elementary school or higher, or those seeking transfer to the third year or lower for whom it is recognized that there are special circumstances.
- (7) After school learning support
- After-school classes for children (Implemented at Iwata elementary school in Toyohashi City)
These classes are implemented for first to sixth grade foreign children from Monday to Friday, lasting from the end of the school day to 5:30 p.m.
 - After-school learning support (Implemented by an NPO in Toyohashi City)
These classes are implemented for elementary and junior high school foreign children, from Monday to Friday, lasting from the end of the school day until 6:00 p.m.
(In Konan, Inuyama, Inazawa, and Nishio cities, etc., these activities are promoted through the prefectural after-school program. Additionally the prefectural “Japanese learning support fund” program is promoted for after-school learning support in Higashiura town and Chiryu city).
- (8) Learning support for children who are not attending school (Implemented by an NPO in Toyohashi City)
- Implemented from 10:00 to 12:00, Monday to Friday, for children who are not attending Japanese schools.

II. Education of children at Brazilian schools

There is no established legal format for schools for foreigners in Japan. Most are special educational institutions that are registered as educational entities (schools for students of North Korea origin, Chinese origin and South Korean origin, etc.), and schools for Latin American foreign children (Throughout the country there are approximately 90 such schools, of which only five are designated as special educational institutions, with the rest being treated

like private schools, such as Brazilian schools). There are 18 Brazilian schools in Aichi Prefecture (of which only one is registered as a special educational institution).

(Transferring from a Brazilian school to a public Japanese school)

(1) Advancing from a Brazilian school to a Japanese university

In an announcement dated July 24, 2006 (20 MEXT announcement No. 168) it is stated that any person completing a course of study at a Brazilian school after February 6, 2006 and who has reached the age of 18 years, shall be eligible for entry to university, without having completed the preparatory education curriculum. For persons graduating before February 6, 2006, their eligibility to enter university shall be pursuant to completion of the preparatory education curriculum.

Furthermore, as an additional method of gaining eligibility for university entrance, those persons who graduated from a Brazilian school prior to February 6, 2006, but who have passed the high school approved graduation exam and an entrance examination implemented independently by each university, shall be eligible to advance to university.

(2) Advancing from a Brazilian school to a Japanese high school

In the case of Aichi Prefecture, even if students have graduated from a Brazilian school, they must also have passed the junior high school graduation examination in order to be eligible for high school admission.

(3) Transfer from a Brazilian school to a Japanese junior high school

If the transfer is made during the third year of junior high school, as the transfer is close to the graduation date from junior high school, if the applicant is over school age, the response differs according to school and municipal board of education.

Transfers after October of the third year of junior high school are usually possible if there is a precedent for students seeking to advance to high school to petition the school principal to retake the third year of junior high school and subsequently gain admission to high school. However, there are cases whereby during this period a student has been told that a graduation certificate cannot be issued, leading to the student not being able to continue through to graduation.

III. Challenges

- (1) Various efforts are being made in public schools to enhance the educational environment from education prior to school admission through to entrance to high school, but these should not be limited to certain schools and communities.

The efforts should not be limited to foreign students, but should be expanded to encompass all students at all schools.

- (2) Flexible response to differing educational systems and review of current system
Creation of a system that establishes an environment for people to have a “second chance,” through special measures for the junior high school graduation examination and expansion of night classes at the junior high school level.
- (3) Cooperation between schools and communities