

Seminar for Practitioners

Session 1

Education for Migrant Children

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Commentator	Ms. Irena GUIDIKOVA, Head of Division and Manager of Intercultural cities programme, Council of Europe
Presenters	Mr. Yoshimi SAKAI, Division Director, Minokamo City (Japan)
	Mr. PARK, Sang-hyun, Manager of Multicultural Team, Gwangmyeong City (Korea)
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	Mr. Declan Hayden, Dublin Intercultural Integration Manager (Ireland)

The Current Situation & Challenges relating to Education of Foreign Nationality Children in a Local City



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《 I 》 Outline of Minokamo City “Foreign Resident Student Career Survey”

Source: Council of Municipalities with a Large Migrant Population Survey 2012

Category	Minokamo City	Council Cities
Percentage of Students going on to Higher Education	74.2%	83.9%
Period Enrolled (over 5 years)	67.7%	73.8%
Japanese Language Level (1) Understanding	40%	48.4%
Japanese Language Level (2) Non-understanding	60%	48.2%

Survey target: Foreign students who graduated (in March 2012) from public junior high schools in member cities of the council of municipalities with a large migrant population
Valid responses: 1,010 students (21 of them are from Minokamo City residents)

(Notes)

Japanese Language Level (1) Understanding: No language problems in class

Japanese Language Level (2) Non-understanding: Problems in understanding terms or words used in the class, expressing him/herself, Problems in reading and writing Japanese, etc.

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《 II 》 Situation at High Schools

a. Prefectural part-time high school (in Minokamo City)

[Outline]

Out of all 122 students in grades 1-4, 46 are non-Japanese nationals.

Nationalities: (approx.) 70% Brazilian, 20% Filipino, 10% other

Coming to school from: 50% Kani, 36% Minokamo, 14% other



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b. Prefectural full-time high school

[Outline]

Nationalities: Number shown in parentheses are number of students who need Japanese language supports.

School year breakdown: 28 students in grade 1,
12 students in grade 2,
9 students in grade 3

Special selection foreign students: Max. 3 students

Brazilian: 24 (15) students, Filipino: 28 (21) students

Coming to school from: 31 students from Kani City,
18 students from Minokamo City, 7 students from other cities.

《 III 》 Activities of the “Brazilian Friendship Association”

② New project: School guidance for high school students

“Learning Support for High School Students” (support project for non-Japanese children going on to higher education in Gifu Prefecture)

Started in August. There are currently 8 students taking part.

Breakdown:

a. Nationality: 7 Brazilians, 1 Chinese

b. 5 students in full-time high school,

1 student in part-time high school,

1 part time worker, and

1 unemployed

-Ms. B (15 years old) has been in Japan for 7 or 8 years, she lives with her parents and her brother (who studies at a part-time high school) and her sister (who studies at a prefectural high school outside of the city, she is good at speaking English and wants to study at University in the future.

-Ms. C (17 years old) has been in Japan for 18 months and is a child of Chinese woman who remarried to a Japanese man. She enrolled in a full-time agricultural high school this spring through special selection system. Her Japanese language level is below a daily conversation level. At school, a female from China (new Japanese national holder) helps her studying in class as an “adjustment counselor” (but this support will end in the end of this fiscal year).

-Mr. A (17 years old) has been in Japan for 7 years, works irregularly at a pachinko machine manufacturing factory.



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《 IV 》 Challenges

a. Challenges at place of education

- (1) Language barrier
- (2) Cultural difference and similar problems
- (3) Students' future after graduation
- (4) Importance of “adjustment counselors”
- (5) Poor preparation to accept foreign students on school side

b. Challenges at home

- (1) Parent's awareness of education
- (2) Complexity of student's home environment



《 V 》 Conclusion

① 22 years have passed since the revision of the Immigration Control and Refugee Recognition Act in 1990. Our challenges or problems in the field of intercultural policies including education problems seem to be well organized, but in fact, we have not found any solutions.

② Recently, more and more Chinese females who have Japanese husbands tend to bring her Chinese children (from her former marriage with Chinese male) from China to Japan.

Registered number of Chinese residents in Gifu Prefecture

Status of Residence	Registered Chinese residents (people)	
	In 2002	In 2010
Permanent resident	594	1,080
Spouse or Child of Japanese National	465	712
Long-Term Resident	378	461
Others	2,152	2,614
Total	3,589	4,867

Source: Foreign Resident Statistics (every year-end)

Number of newly marriages in Gifu Prefecture

Category	Number of marriages (couples)	
	In 1997	In 2010
Total marriages (including couples with Japanese husband and wife)	12,015	3,647
Husband: Japanese Wife: Chinese	10	106
Husband: Chinese Wife: Japanese	5	5

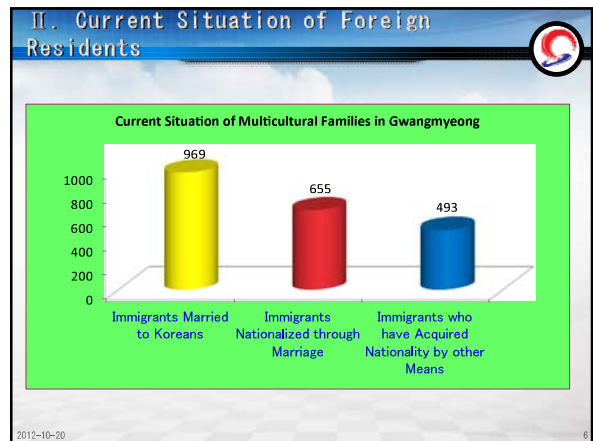
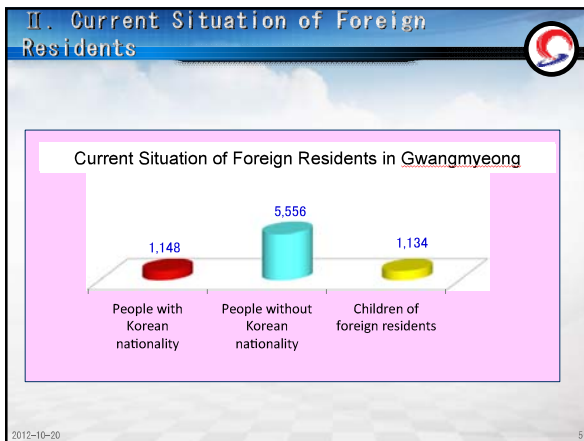
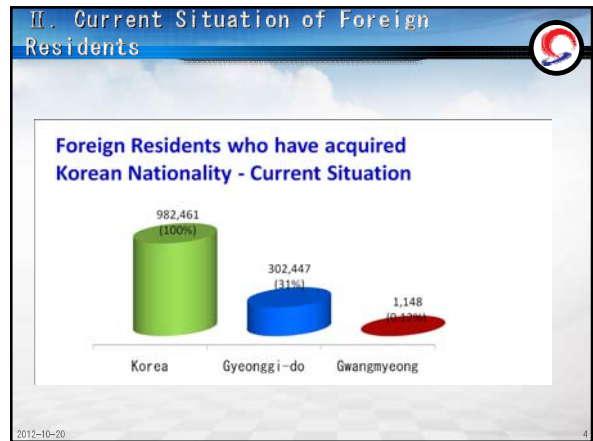
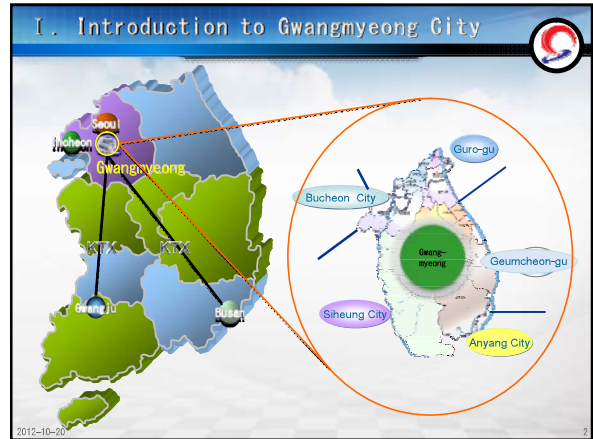
Source: Demographic Survey

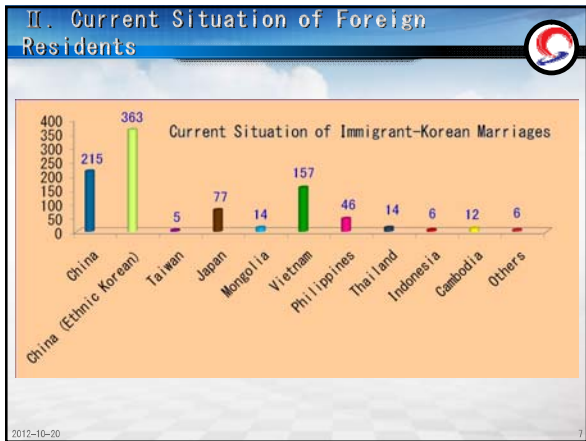
③ What are “Language Skills”

People tend to think that it is necessary for students to attain “language for everyday life” and “language for learning” however, it seems more important to have opportunities to study Japanese throughout life.

“Language” is not just a means of communication. It is a intellectual power necessary for living.

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Multicultural Family Support Project

GWANG MYEONG

III. Multicultural Family Support Center

Current Situation

- Opened: January 2010
- Entrusted Organization: Social Welfare Corporation In Clover Foundation
- Management Staff: 1 Center Manager, 1 Team Manager and 2 team members
- Area of Facility: 316.54㎡ (1 ground floor, 1 basement floor)
- Monthly Facility Users: 2,000 people per month
- Operating Expense: 496,374,000 Korean Won
15 projects (4 funded by national government, 6 funded by the Province and 5 funded by the City)

2012-10-20

IV. Education Program for Second Generation Migrants

Home Visit Education - Child Living Service

- Target of Support: Children of multicultural families aged 3-12 years
- Period: Feb - Nov
- Content: Cultural skills improvement and cognitive, emotional, social and identity development
- Reading coaching, parenting education etc.

2012-10-20

IV. Education Program for Second Generation Migrants

Library Reading 2012

- Target of Support: Kindergarten - lower elementary students
- Period: Mar - Oct
- Content: - Once a week activities, storytelling, games related to books and production activities etc.

2012-10-20

IV. Introduction of Education for Second Generation Migrants

Let's Press the Shutter with our Hopes!

- Support Eligibility: Upper Elementary (from 4th grade), Junior and senior high students
- Period: May - Nov
- Content: Improve adaptation abilities and cultural understanding through photo taking in various events and programs

2012-10-20

V. Future Promotion Plan



Current Building



Location after move



Multicultural Project Expansion Promotion

- Center Expansion Move

Current Size	After Move
316.54㎡	674㎡

- Policy for Activation and Strengthening of Activities
 - Center Usage: Development of "family participation movement"
 - Provision and development of comprehensive service programs
 - Formation of a customized system through 1 on 1 individual consultation

2012-10-20 13



It's together+ Gwangsan!

Asia-Europe Intercultural City Summit, 2012 in Hamamatsu

01 Current Situation of Gwangsan-gu (District)

I -1. Current Situation and Characteristics of Gwangsan-gu

- Location: Central city in the south western part of the Republic of Korea
- Land Area: 222.88km² (45% of the city)
- Population: 339,936 people (including 7,332 foreign residents)
- Industrial area: 562 ventures in 4 areas

A City where Diversity Co-exists

Modern/Traditional, City/Farming Village, Former Center/New Center Where Diversity Exists

A Young and Vibrant City

Number 10 local government nationwide. Average age of citizen: 33.4 years.

A City with Many Foreign Residents

55% of Gwangju industry. Over 50% of registered foreign residents

I -2. Current Situation of Foreign Residents

	2008	2009	2010	2011	2012
Gwangsan (Percentage of national figure)	n 4,696 (0.61%)	5,189 (0.62%)	5,631 (0.61%)	6,752 (0.67%)	7,228 (0.64%)
Korea	767,823	825,410	920,887	1,002,742	1,117,481

*The actual number of foreign residents lies around 10,000 (estimation) (including those who have acquired nationality and those who are not registered)

Breakdown of Nationalities

Other	739명 (10.2%)
Nepal	1,556명 (13.1%)
Thailand	294명 (3.5%)
Cambodia	478명 (6.5%)
Uzbekistan	548명 (7.5%)
Sri Lanka	388명 (5.3%)
Indonesia	516명 (7.1%)
Philippines	498명 (6.8%)
China (Korean descent)	794명 (10.9%)
Vietnam	376명 (5.0%)
China	719명 (10.3%)

Breakdown of Residence Status

Employed	4,104 (56.7%)
Other	1,156명 (16.1%)
Female Migrants due to Marriage	907 (12.5%)
Student	863 (11.9%)
Visiting Living	198명 (2.7%)

*Source: National Foreign Resident Survey (as of Jan 1st 2012)

Situation of Migrants Married to Koreans (Foreign resident & bride) and Children

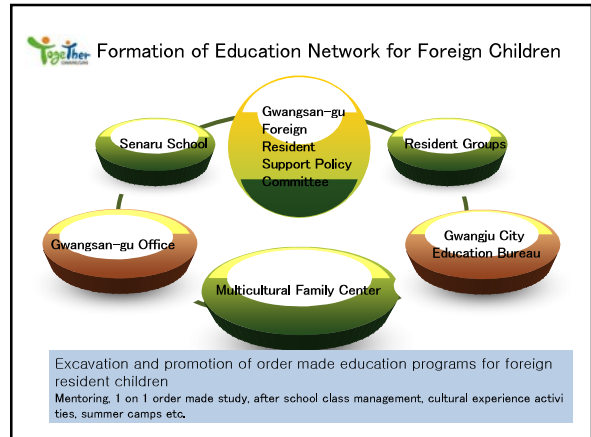
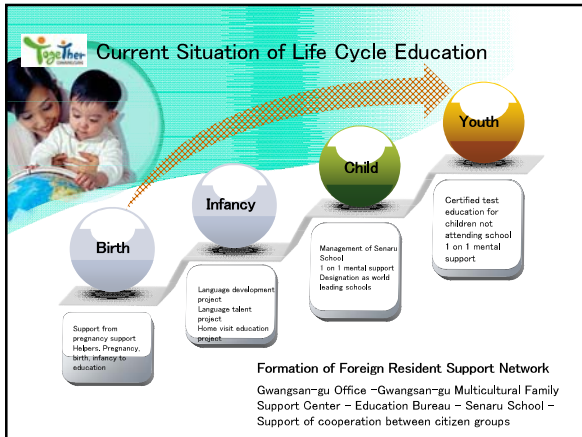
Situation of Migrants Married to Koreans (Foreign resident & bride) in Gwangsan-gu

China	504
China (Korean Descent)	182
Japan	75
Vietnam	402
Philippines	175
Other	201
Total	1,539 people

Situation of Foreign resident children by age in Gwangsan-gu

Year	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Female (674)	177	190	150	144	148	95	75	68	54	42	59	48	34	51	41	26	15	10	
Male (768)	177	190	150	144	148	95	75	68	54	42	59	48	34	51	41	26	15	10	
Total	1,442 people																		

02 Current Situation of Education Program for 2nd Generation Immigrants



1. Language Development Education at Multicultural Homes

Infants
Language development support education
-Feedback, education and consultation regarding language development

Infants
Bilingual Education
-Use of married immigrants as bilingual instructors

Children/Youths
-Education of language and culture of parent's countries

2. Management of Perception & Feeling Proficiency Improvement Program

Children/Youths
1 on 1 order made education for children of multicultural families, and cooperative education of local society networks
- Sports activities such as soccer classes etc., art, cooking & culture experience program support

3. Management of Global School "Senaru School"

Children/Youths
Order made education considering individual ability and competence.
- Organization of a 1 on 1 education program for migrant children and school management that does not separate by learning year
- A curriculum with Korean as the official language, mother language and 3rd language education.

세계를 품은 새날학교

▼ 1 on 1 special education ▼ Small group education ▼ Education entrusted in free school

4. Management of the Multicultural Free School and the "Integration Education Day"

Children/Youths
-Adaptation support and alleviation of psychological loads for children who plan to move from Senaru School to regular schools
-Promote multicultural understanding for non-multicultural children through initiating exchange with multicultural children

5. Multicultural Experience Festival with Senaru School

Management of an experience program through multicultural experience learning of various countries

Children/Youths

- A diverse cultural program with costumes, food, homes, language, traditional performances etc, of various countries
- Providing a place multicultural understanding can be promoted for kindergarten, elementary, junior high, senior high school students and regular people.

6. Opening of a Mentoring Program for Children of Multicultural Families

Children of multicultural families and university students of teaching majors, cooperation/mental association with local groups

Children/Youths

- Improvement of adaptation at school through learning support and motivation, learning path and consultation
- Improvement of social adaptation abilities through diversified support such as life coaching and psychological consultation etc.

03 Conclusion

Future Challenges

<p>Improving Ability to Embrace Multiculturalism</p> <p>Endeavor to extend an atmosphere of communication, empathy and embrace in multicultural society.</p>	<p>Order Made Education Support</p> <p>Education promotion support focused on consumers utilizing multicultural children's education networks</p>	<p>Mentoring Expansion</p> <p>Use of local human resources</p> <p>Promotion of systemic mentoring and diverse support</p>
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“Sound development support, and empowerment of global people”

Thank You

Asia – Europe Intercultural City Summit
Hamamatsu, Japan
25th-26th October 2012

Education & Social Participation – 2nd Generation Migrants





Presented by Declan Hayden

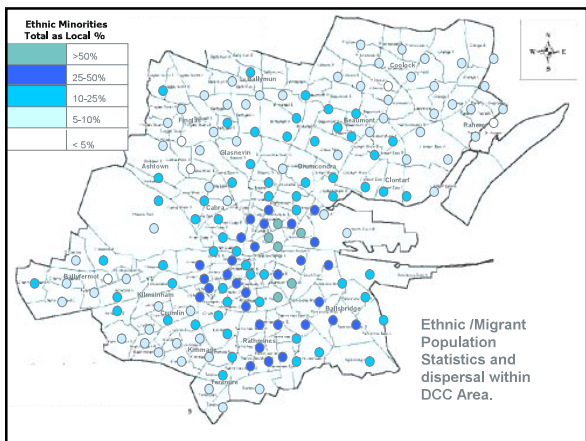
Office for Integration
 Community & Enterprise Section
 Dublin City Council
 Ireland

INTERCULTURAL DUBLIN




Background and History









Census Statistics 2011

2011 census:
 The number of non-Irish nationals living in Ireland grew from 224,261 persons in 2002 to 544,357 in 2011, an increase of 143 % over the nine year period

Population of Dublin:	1,248,107
Non-Irish Nationals in Dublin:	195,496 15 %
Polish 18.3%, Asia 18.4%, UK 10.5%, 10% etc, EU 15 Excl Ire & UK 11.7%, EU 15-27 excl Poland 20%	
Population of Dublin City	511,344
Non-Irish Nationals in Dublin City	88,038 17%
Asia 21.6%, EU 15-27 Excl Poland: 18%, Polish 15.2%, EU 15 excl Ire and UK 15% USA 12%, Polish 8.9%	

	Population of Non-Irish Young people:	
	0-14	Female: 40% Male: 40%
	15-19	Female: 17% Male: 16%
20-24	Female: 22% Male: 20%	



Irish Experience

- Challenges of a Changing Landscape and Society.
- Secularisation / Capitalism / Identity Change
- Celtic Tiger – Economic
- Challenges in Education: Religious Background
- Language provision
- Theoretical influence: International and National
- Modern Challenges



Changes in Education due to Immigration.

Education in Ireland:

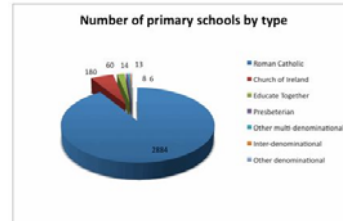
Traditionally schools established and ran by Religious Organisations.

A study by ESRI : Adapting to diversity showed

Response to Immigration:

Clustering more common at primary level / Low Intercultural Competence

Language provision posed a problem in both primary and secondary



Responses

Intercultural Education strategy developed by DOE and OPMI 2010 -2015

The origin lies in a Government commitment at the World Conference against Racism in Durban (2001) to develop and implement a National Action Plan Against Racism ("NPAR").

One of NPAR's ten outcomes for the education sector was the development of an intercultural education strategy.

An extensive consultation process was undertaken:

An initial conference in October 2008, Seven sector consultation meetings, consideration of over 50 written submissions and the consideration of national and international research findings, such as those from the ESRI2and OECD 3



Framework for Intercultural Education

1. Leadership : Enable the adoption of a whole institution approach to creating an intercultural learning environment
2. Mainstreaming of education provision
3. Rights and responsibilities
4. High aspirations and expectations
5. Enhance the quality of teaching : Build the capacity of education providers to develop an intercultural learning environment
6. Knowledge of the language(s) of instruction: Support students to become proficient in the language of instruction
7. Partnership and engagement: Encourage and promote active partnership, engagement and effective communication between education providers, students, parents and communities
8. Effective communication
9. Data collection and research: Promote and evaluate data gathering and monitoring so that policy and decision making is evidence based
10. Actions, monitoring and evaluation



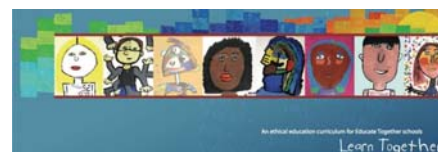
Educate Together

- Educate Together is the patron body of the growing network of schools in Ireland that are run according to the Educate Together Charter. It is an independent NGO that runs schools that guarantee equality of access and esteem to children "irrespective of their social, cultural or religious background", are learner centred in their approach to education and are run as participatory democracies, with respectful partnership between parents, pupils and teachers.
- Established in 1978 Educate Together has been working to establish inspirational schools for children in Ireland. Schools that teach to the highest quality academic standards through an ethos that guarantees every child equality of esteem, regardless of their social, cultural or religious background.
- Today Educate Together operates 65 multi-denominational primary schools around the country. The growth in the Educate Together school network continues to be driven by nationwide parental demand
- The first Educate Together second-level schools will open in 2014 www.educatetogether.ie



Learn Together

- The Learn Together ethical education curriculum is taught in place of religious instruction in Educate Together schools. There are four strands in the Learn Together.
- **The Learn Together Mission Statement:**
- To promote a philosophy of education in which no child is considered an outsider; which promotes the fullest development of ability irrespective of gender, class or stereotype and which encapsulates this ethos in a democratic partnership uniquely combining the involvement of parents with the professional role of teachers
- **Strand 1: Moral & Spiritual**
- **Strand 2: Equality & Justice**
- **Strand 3: Belief Systems**
- **Strand 4: Ethics & the Environment**



Key Social Participation Projects

- Establishment of a network of Intercultural centres – Lantern Centre (Central)
- Cultural festival's and celebrations
- Interfaith
- Sports – Sports networks GAA, FAI, SARI, SRRC
- Arts – Network with Galleries, Museums, Libraries.
- Network within National Bodies: Islamic Foundation of Ireland, ICI, MRCI, NCP, Akidwa, Integration Centre.
- Establishment of a 'migrant forum'



- Aids/HIV Migrant Issues Seminar
- Fair Trade
- Equality Diversity /Integration Training
- National Discussions: Challenge for Young people / Where has Racism gone
- Moving beyond "Dance, Dress and Dish"
- Deepening understanding of integration and shared human experience



Intercultural Boxing Tournament

St Saviour's Olympic Boxing Academy and Smithfield Boxing Club in association with Dublin City Council run a Dublin City Intercultural Cup under a project entitled: **"Boxing Is ONE Community" Open to all Cultures & Social Classes.** Young people from all backgrounds and classes attend this weekly where the discipline and respect of the sport of boxing is strongly intercultural in its nature. The upcoming tournament on Friday 26th October will have teams participating from London, Norway, Baltic States, and Derry, Omagh & Dublin in Ireland.



Experience Japan



An Annual Festival celebrating Hanami: High level of young 2nd generation Japanese and Irish involved: Dublin City University and University College Dublin. www.experiencejapan.ie



Dublin Chinese New Year Festival



Working towards its 6th Festival in Year of the Snake 2013. Celebration of Sino-Irish Relations Linking with Beijing-Dublin Twinning 2nd and 3rd Chinese generation very involved Strong focus on Adopted Chinese children in Ireland. DCNYF was cited as *"an excellent example of a truly intercultural event"* by ICC www.cnyf.ie

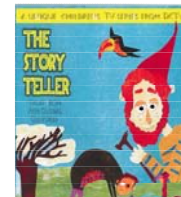


The Storyteller

5 storytellers from 5 different global cultures each representing a storytellers own unique culture. 5 classes of schoolchildren, each from a different Dublin School.

This series draws inspiration from both from Nigerian television, especially the legendary series 'Tales By Moonlight' and from the resurgence in spoken word storytelling as an art form in Ireland. 10 stories for children and a 1 hour documentary for adults.

The mix of cultures comes not just from the storytellers who originate from five different global cultures, coming from Ireland, Nigeria, Jamaica, India and Mauritius but from the schoolchildren themselves. Reflecting as they do the new intercultural city of Dublin



Suitcase Stories

Refugee children living in Ireland work on this project where they tell their stories through art. The artistic concept is where the inside of the suitcase will represent where they have come from and the outside will illustrate where they have come to. The process/images will reflect not only the past experiences and current reality of the young people, but also their future aspirations. Ran in association with UNICEF and DCC.



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