

**Sophia UN Weeks – ProSPER. Net Forum “Exploring the New Direction of Equity and Inclusion towards Transforming Education”**

**Equity and Inclusion towards Transforming Education to the immigrant background students**

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United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Associated Schools

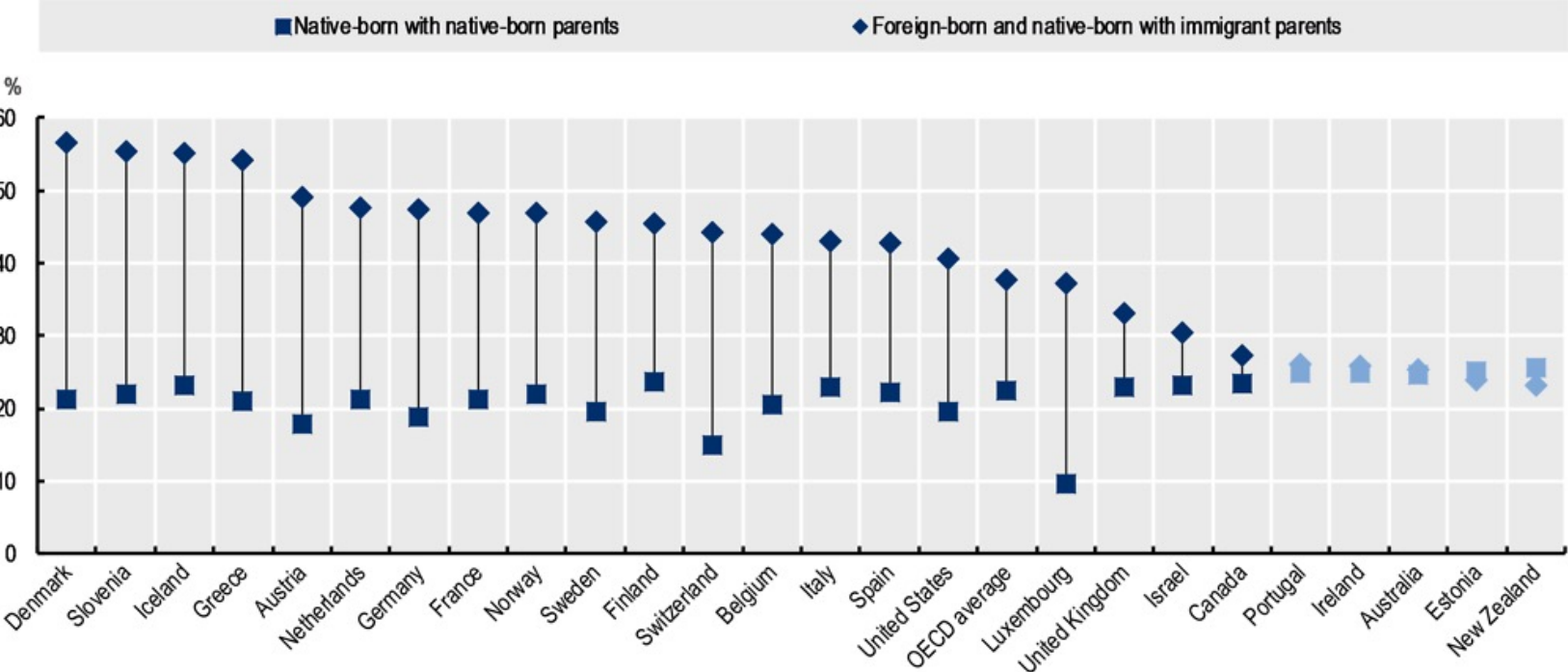


**SUSTAINABLE DEVELOPMENT GOALS**

# Percentage of disadvantaged students, by immigrant background

## Percentage of students in the bottom quarter of the PISA index of economic, social and cultural status

<https://www.oecd.org/coronavirus/policy-responses/what-is-the-impact-of-the-covid-19-pandemic-on-immigrants-and-their-children-e7cbb7de/#figure-d1e1132>



# An impact of Covid-19 to the school

UNESCO(2021a) Education: From disruption to recovery.

<https://en.unesco.org/covid19/educationresponse>.

UNESCO(2021b) figures show two thirds of an academic year lost on average worldwide due to Covid-19 school closures.

<https://en.unesco.org/news/unesco-figures-show-two-thirds-academic-year-lost-average-worldwide-due-covid-19-school>

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UNESCO (2021a) reported that schools were fully closed for an average of 3.5 months (14 weeks) since the onset of the pandemic.

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This figure rises to 5.5 months (22 weeks) if localized school closures are taken into account. Long-term school closures in response to the pandemic have led to an unprecedented risk to children's education, protection, and well-being.

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Longer closures disrupt essential school-based services such as immunization, school feeding, and mental health and psychosocial support, and can lead to stress and anxiety due to the loss of peer interaction and disrupted routines.

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These negative impacts are significantly higher for marginalized children (UNESCO 2021a). For the reopening of schools, it is essential to consider school-based services such as immunization, school meals, and mental health and psychosocial support.

Source : Survey on the acceptance status of children and students who require Japanese language instruction

## Recent condition of immigrant kids in Japan

	2018	2021	2021 Over all
Number of out of school immigrant children	19,471	8,183	
High school Dropout rate	9.6%	5.5%	1.0% overall
Higher education institution (include university) admission rate	42.2%	51.8%	73.4% overall
Non-regular employment rate	40.0%	39.0%	3.3% overall

# Data and Methods

## National Academic Performance and Learning Situation Survey (NAPLSS)

### 1. Purpose of the survey

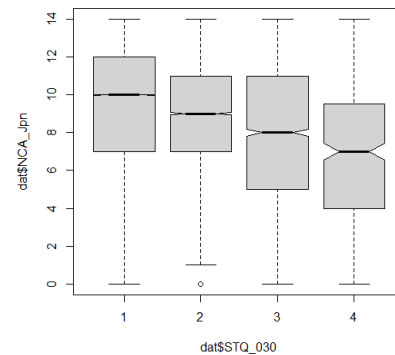
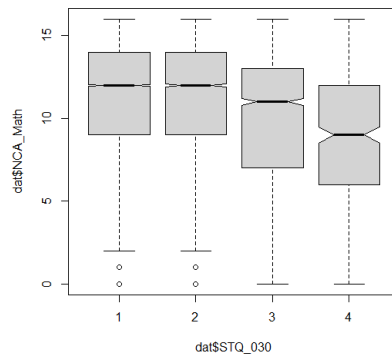
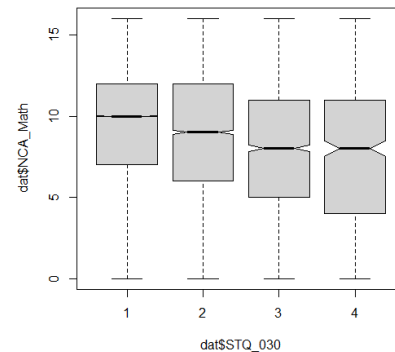
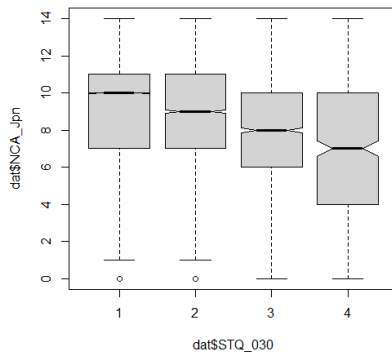
- From the viewpoint of equal opportunity in compulsory education and maintenance and improvement of its level, to understand the academic ability and learning situation of children nationwide. It will be used to enhance educational guidance for children and improve learning conditions. Furthermore, through such efforts, Establish a continuous review and improvement cycle for education.

### 2. Investigation target

- All children in the following grades of national, public and private schools.
- Elementary school survey: 6th grade of elementary school, 6th grade of compulsory education school, 6th grade of elementary school for special needs education
- Junior high school survey: 3rd year of junior high school, 3rd year of compulsory education school, 3rd year of secondary school, 3rd grade, middle school, special needs education school

# Academic Performance of National Language and Mathematics×Q30 (Elementary and ) analyze by ICHINOSE

	Speaking Japanese at home	Elementary 6 <sup>th</sup> grade	Junior High school 3 <sup>rd</sup> grade
<b>Group 1</b>	Always speaking	855,659(85.1%)	832,223(89.1%)
<b>Group 2</b>	Almost speaking	119,304(11.9%)	66,408(7.1%)
<b>Group 3</b>	Sometimes speaking	25,442(2.5%)	23,948(2.6%)
<b>Group 4</b>	Never speaking	4,151(0.4%)	5,853(0.6%)
	others	832	246
	No answer	625	4,638
<b>Total</b>		1,006,013	933,316



# Result from TALIS (2018) : Teaching in a multicultural Setting

	<u>Percentage of teachers for whom “teaching in a multicultural or multilingual setting” was included in their formal education or training</u>	Percentage of teachers who felt “well prepared” or “very well prepared” for teaching in a multicultural or multilingual setting	<u>Percentage of teachers for whom “teaching in a multicultural or multilingual setting” was included in their recent professional development activities</u>	Percentage of teachers who feel they can cope with the challenges of a multicultural classroom “quite a bit” or “a lot” in teaching a culturally diverse class
Japan	27	11	13	17
OECD Average	35	26	22	67

# Standard for the Teacher's Competency for the Immigrant background students 2019



Four elements of qualities and abilities		Specific required abilities
Ability to acknowledge	Ability to acknowledge students' reality	To acknowledge immigrant background students' situation from the perspective of intercultural movement and students' development
	Ability to understand Social cultural background	To acknowledge the background and future of immigrant background students socially and historically, to understand in the historical context.
Ability to develop	Ability to teach Japanese Language and Academic Subject	To teach Japanese Language and School Subjects depending on the actual situation of immigrant background based on the specialized knowledge
	Ability of Intercultural competence	To activate the interaction between immigrant background students and Japanese student for enhancing intercultural skills
Ability to connect	Ability of School management	To collaborate and cooperate with parents and local stakeholders to create school system for getting good support.
	Ability to participate regional development	To participate regional development while collaborating with people in different positions
Ability to transform	Ability to promote Multicultural coexistence society	To have a conscious of <b>social justice and fairness</b> , implement multicultural coexistence
	Ability to develop teacher's capability	To reflect educational activities concerning about immigrant background students and <b>lead to own development</b>

By Ministry of Education, The Society for Teaching Japanese as a Foreign Language and ICHINOSE



# Education for Refugees: Integration models and practices in OECD countries

<https://dx.doi.org/10.1787/a3251a00-en>

