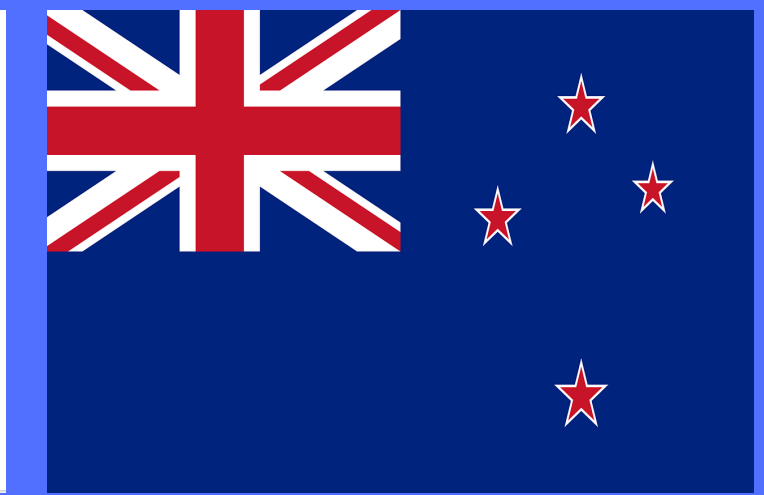
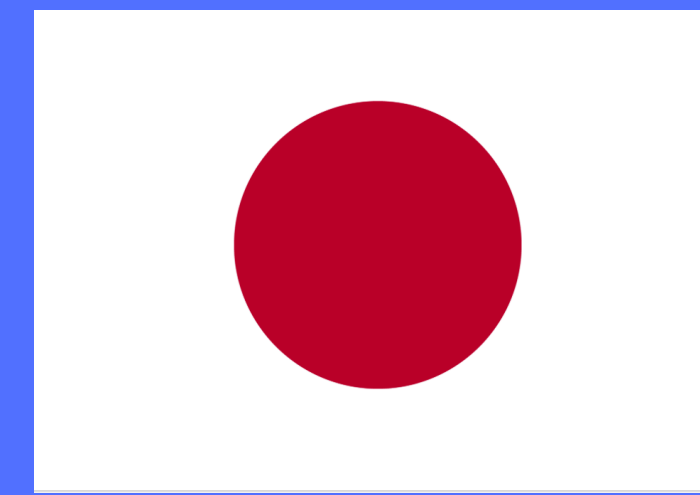


Ashiya Glocal Plaza

-What Do Immigrant-Background Children Need?-



Immigration and Language Policy: Japan & New Zealand



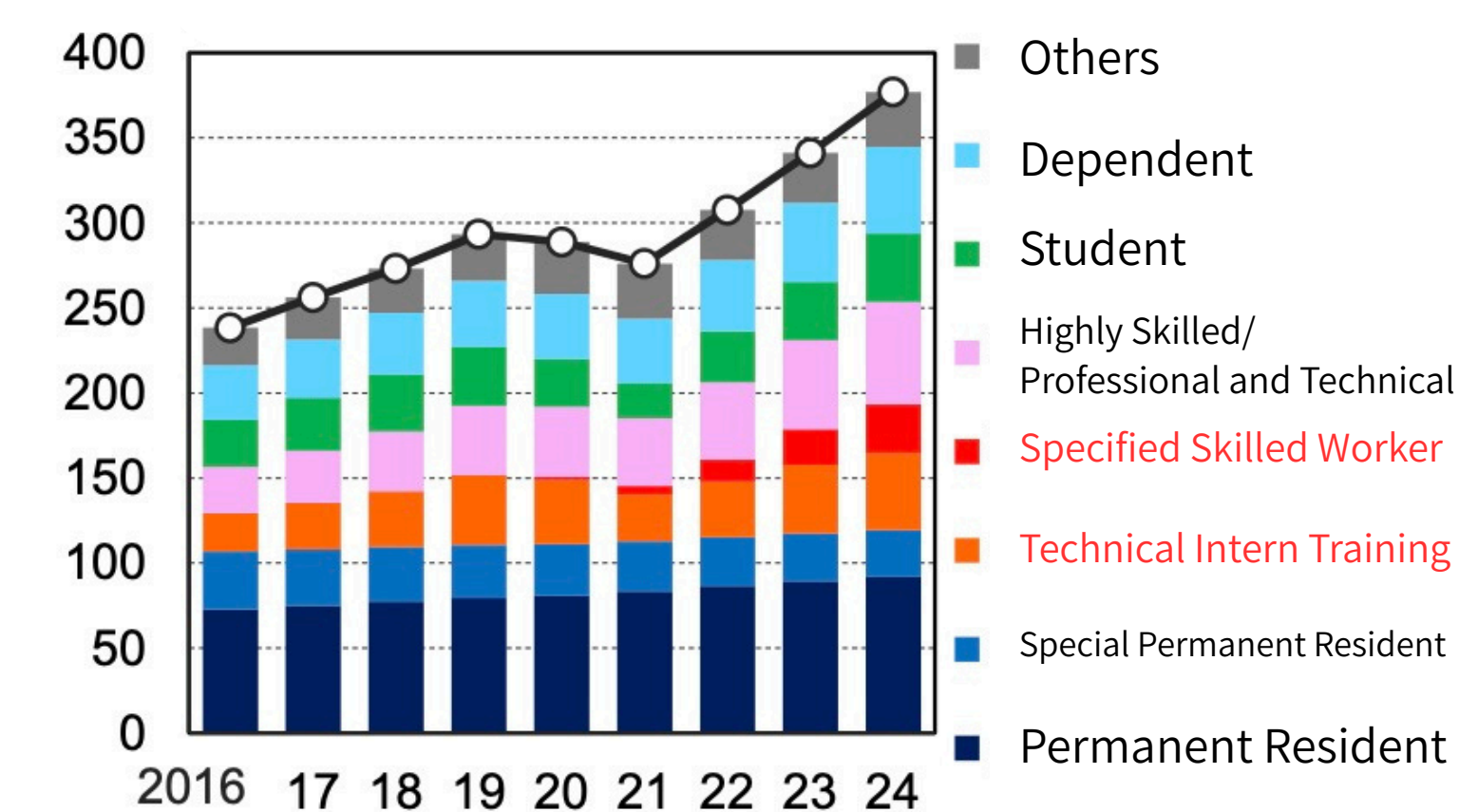
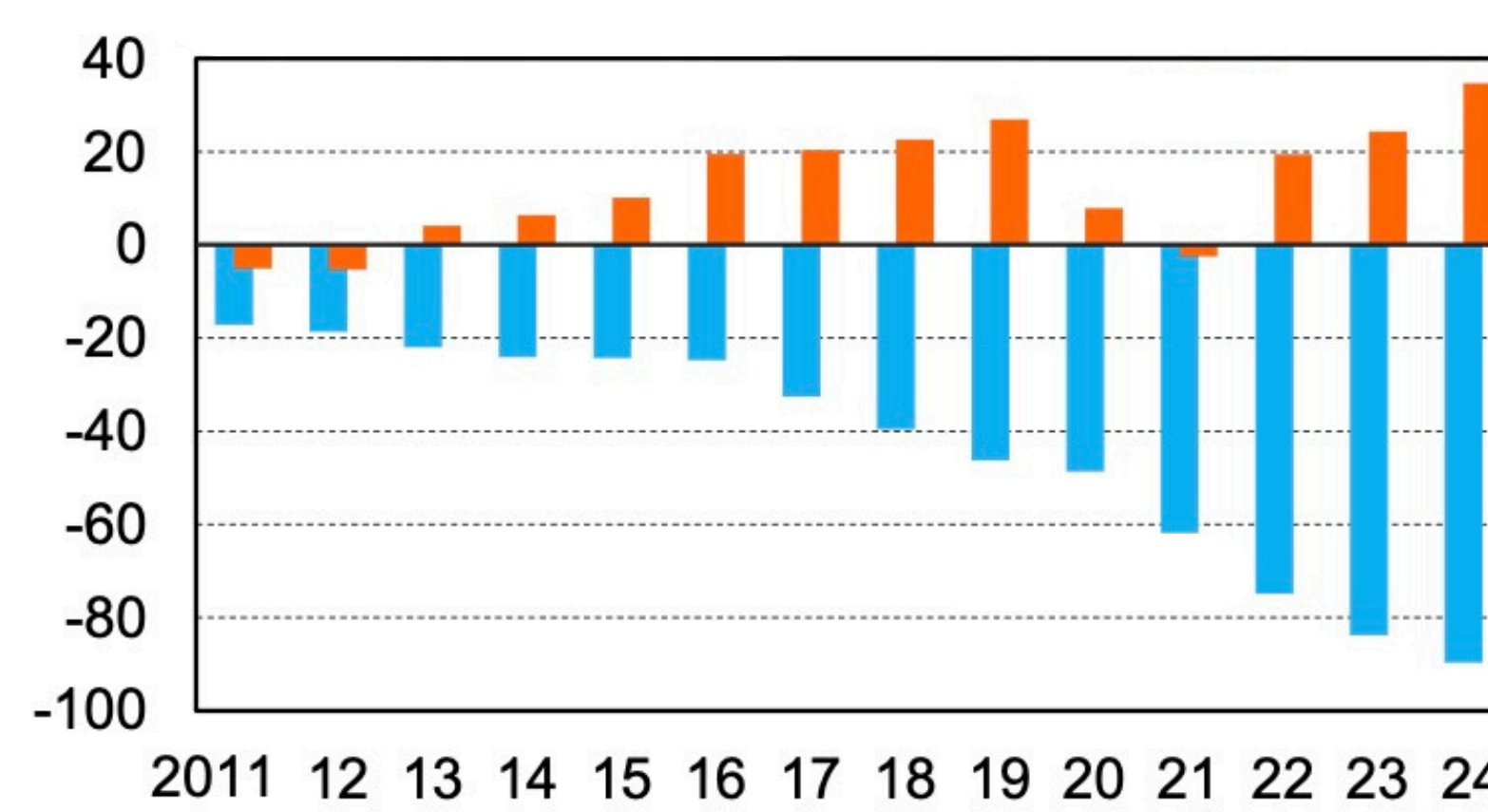
Perspective	New Zealand	Japan
Responsibility for language support	National system (government-led)	Local/school/community-led
Funding	Stable and ongoing	Limited / uneven
The key difference: -who is responsible for immigrant children's language proficiency?-		

New Zealand has institutionalised **ESOL** education ('English for Speakers of Other Languages'), **but Japan does not have the system to learn Japanese**

- Japan does not have a clear national system for immigrant language support in schools.
- So an ESOL-style nationwide funding reform may take time—**what can schools and communities do now?**

The Current State of Immigration in Japan

- Immigration helps cover labor shortages
- the number of foreign workers with various residence statuses, such as the Specified Skilled Worker program has increased
- Its impact on society, such as on companies and the economy, is becoming stronger
- With immigration, the number of children with foreign background is increasing



*https://www.dbj.jp/upload/investigate/docs/cbf34cf4df81f8b96e91ad0f879d678b_1

What Japan needs

- Japanese-language education for immigrant children as a part of compulsory education
- Support for children's mental well-being**

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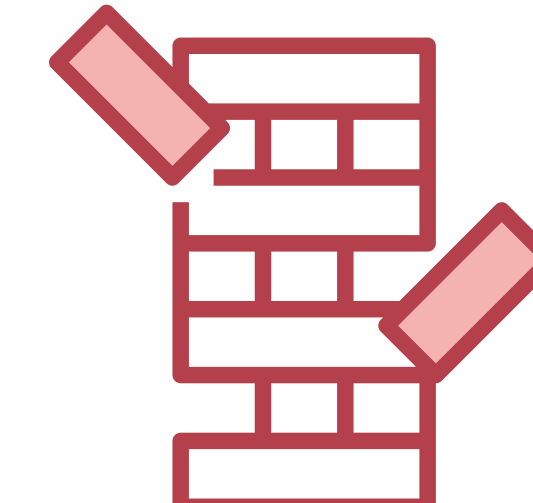
About Ashiya Glocal Plaza

- Experienced teachers and students support students' learning
- At Ashi-Guro, children and high school students interact with each other, aiming to create a **"third place"** that is different from home and school

Example of activity



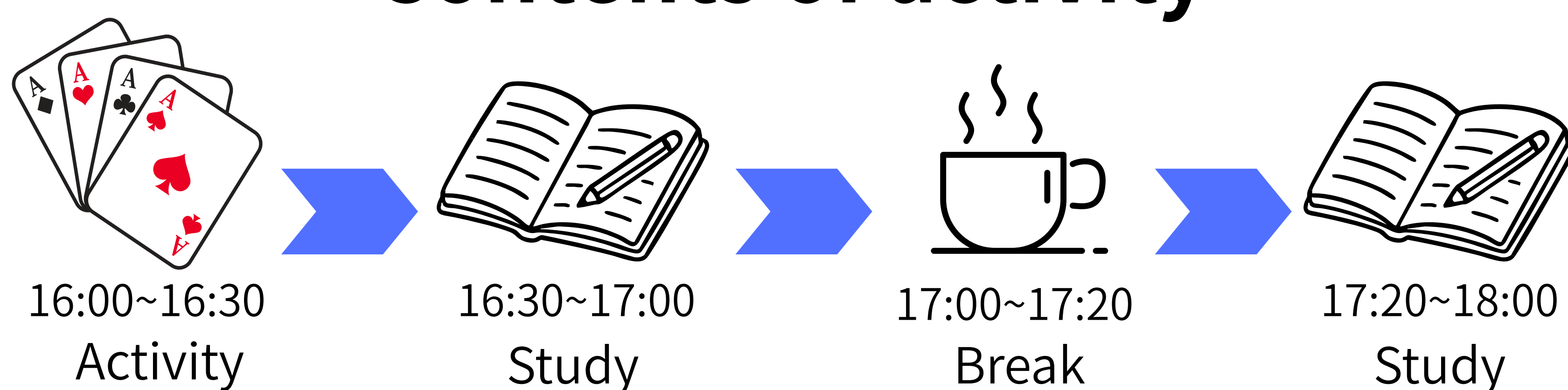
Card



Jenga



Contents of activity



Activity history

Carried out a total of six times during the summer break



↑ (By October 31, it has been carried out a total of ten time
A total of 19 children participated)

It has been carried out every Friday since September
A Halloween party was held on October 31

Conclusion

- "Third place"** for immigrant-background children—a safe space beyond home and school
- This community support helps fill the policy gap while national reform is slow
- Next: targeted outreach + tutor training to make the third place sustainable

Goals

- stable, long-term
- support without lowering quality