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**(1) Activity Report****■ Emergency, Evacuation Center and Support Drill: International Associations-University Joint Disaster Drill (Joint Disaster Prevention Project)**

It is not always the case that international students would be proficient in communicating in Japanese. At times, they may be people who need support during disasters. Furthermore, with last year's Great East Japan Earthquake, international students who are worried about the many natural disasters in Japan are increasing.

Given this situation, acknowledging the growing need to educate international students about disaster prevention, OFIX, together with Suita Interpeople Friendship Association and Kansai University, conducted a joint Emergency, Evacuation Center and Support Drill for international students and foreign residents at the Minami Senri International Plaza, which also functions as an international student dormitory.

There were about 70 international students from 6 countries (areas) who attended. After an evacuation drill, assuming a fire broke out in the Plaza, the participants learned about what to do in case a disaster strikes, what the initial response should be and how to prepare for a disaster. At

lunch, after getting a taste of emergency food, they learned how to use an AED and how to revive the heart and breathing.



Some participants voiced out that it is important to be conscious of disaster prevention daily.

OFIX will continue to collaborate with the international associations of various regions and strive to educate international students and foreign residents about disaster prevention.

**■ Interpretation Supporter Liaison and Study Group**

An Interpretation Supporter Liaison and Study Group targeting those who completed the 2011/2012 OFIX Community Interpretation Training, those who are active in community interpretation and those who will be active in community interpretation was held and attended by a total of 53 people.

For the October, November Liaison Group, the goal was to raise motivation and recheck the mental attitude as a community translator, as well as creating a relationship with the other interpreters.

Ms. Namiko Iida, who also came during the training, went one step further and talked about the role of the community interpreter. Experience of those active in the field were shared and all the participants discussed about the

role of a community interpreter.

On the other hand, the goal of the December Study Group was to gain deeper specialized knowledge and learn to be able to become a more effective bridge. Mr. Tetsu Yamakami from the Osaka Prefecture Central Children and Family Center and Ms. Fumie Hirokawa from Osaka Bengoshi Kai explained about what is expected of an interpreter from the point of view of the person requesting the interpreter. Language training was conducted with Japanese, the basic language of interpretation, as the base.

We are looking forward to the future activities of everyone.

**■ Overseas Emigrants Family Association Kinki Block Meeting**

On December 10, 2012 (Mon.), the Overseas Emigrants Family Association Kinki Block Meeting was held this year at the Kyoto International Center and sponsored by the Kyoto Prefecture Overseas Emigrants Family Association.

Director Okano of The Association of Nikkei and Japanese Abroad and Chief Okumura of JICA Kansai came as guests. Participants included Osaka Prefecture Overseas

Emigrants Family Association, Hyogo Prefecture Overseas Emigrants Family Association, Kyoto Prefecture Overseas Emigrants Family Association and with Toyama Prefecture Overseas Emigrants Family Association as an observer. The Associations lively discussed with each other their present condition.

## ■ 15th International Exchange Festival

The Kansai International Center Training Participants Support Council (composed of 10 international exchange organizations in Kishiwada and Southern Osaka, and Osaka Foundation of International Exchange), with the cooperation of the Japan Foundation Kansai International Center held the International Exchange Festival on November 23 (Friday).

There were various events of each international exchange organization, country booths of the foreign trainees learning Japanese Language at the Kansai International Center, and the Traditional Wear Fashion Show had everyone excited.

There were about 650 people who attended. The 15th International Exchange Festival closed with everyone dancing the Bon Odori.



## (2) School Enrollment of Foreign Children and Students

### ■ Consideration for Young Students who Need Japanese Language Instruction

Osaka Prefecture Board of Education Secretariat Municipal Education Office Elementary, Junior High School Department Supervisor Makoto Iwasaki

#### 1 Introduction

In recent years, the number of returnees and foreign children is increasing due to the development of internationalization and social globalization. The number of students in Osaka Prefecture Elementary and Junior High School needing Japanese language instruction is 2,455 as of May 1, 2012. There are 34 languages that need support and moreover, Elementary and Junior High Schools that have never admitted any transferees, and cases where students directly enter high school without going to a Japanese Junior High School are increasing yearly.

#### 2 Support to Elementary and Junior High Schools and Teachers

##### ○ Welcome to OSAKA “Admission Manual” and “Japanese Language Support Idea Collection”

The Osaka Prefecture Board of Education wishes to enhance the support given to returnee and foreign students coming to Japan, as well as try to educate the other students so they may take the admission of these new students as an opportunity to understand other cultures, see difference as wealth, learn to accept each other and live together. In Mar. 2010, the “Welcome to OSAKA-- Returnee and Foreign Student Admission Manual”, and in Mar. 2011, the “Welcome to OSAKA Part II-- Japanese Language Support Idea Collection” were created for and distributed to Elementary Schools and Junior High Schools in Osaka Prefecture and are currently being used. You may also view these pamphlets on the Prefectural Web Page.

#### 3 Support to Elementary and Junior High School Students and Parents within the Prefecture

##### ○ Multilingual Course Guidance

From October to December a Multilingual Course Guidance was held in 7 districts within Osaka Prefecture. Here, returnees from China and foreign children, and parents who are not Japanese natives, come and individually consult and get information through an interpreter about the admission

system and life in high schools. Some participants commented, “It was very meaningful, being able to listen in detail about school life from my senior and the teachers.”。 Also, the “Towards Course Selection” is now in 10 languages for elementary and junior high school students who wish to move on to higher education. Last fiscal year, there were 674 participants, including the student, parents and interpreter, for all the 7 districts within the Prefecture. (as of the end of November)

#### 4 Support to Public High School Students and Parents within the Prefecture

##### ○ Dispatch of education supporter through the Japanese Language education school support Project

So students who need Japanese language instruction may be able to lead a worry-free and meaningful school life, and be able to reach their goals, needed interpreters are being dispatched to classes and meetings, with the aim of giving comprehensive school life support focusing on Japanese-language-education support or study support. Furthermore, aside from improving the capacity of “Education Supporters”, who can give appropriate advice with regards to problems arising from difference in culture, training sessions to develop newly registered Supporters are also being conducted. This year, 41 people participated and 40 new education supporters were registered.

#### 5 Conclusion

While planning the enhancement of support to the school life of returnee and foreign students, we will continue to educate the other students so they may take the admission of these new students as an opportunity to understand other cultures, see difference as wealth, learn to accept each other and live together.

(Osaka Board of Education Web Site)

<http://www.pref.osaka.jp/jidoseitoshien/toniti/index.html>

### ■ Osaka Prefecture Public High School Student Admission Selection

Osaka Prefecture Board of Education Secretariat Education Promotions Office Higher Education Department Supervisor Yuichi Utsumi

#### ◎ Examination for Qualification

“Graduates (including candidates for graduation. Same as below.) from a school overseas equivalent to a junior high school, and together with their parents, are sure to have their address in Osaka Prefecture by the time of admission” must undergo an Examination for Qualification before applying.

The details on the Examination for Qualification can be found on the Osaka Prefecture Board of Education Web Page (URL Below).

[http://www.pref.osaka.jp/kotogakko/gakuji-g3/h25\\_ouboshikaku.html](http://www.pref.osaka.jp/kotogakko/gakuji-g3/h25_ouboshikaku.html)

#### ◎ Admission Application Form

The forms are in the “Osaka Prefecture Public High School Student Admission Guidelines” (hereinafter, “Guidelines”).

★The Guidelines can be found on the Osaka Prefecture Board of Education Web Page (URL Below).

**Main Framework of the 2013 Osaka Prefecture Public School Student Admission Selection**

○**First Term Student Admission Selection (The Achievement Test will be in 3 subjects: Japanese, Math, English)**

Courses, etc.	Evaluation Aside from Achievement Tests	School District	Schedule
General Course(Full time · General Course Independent School)	Short Essay	Each School District within the 1st District-4th District	Application Period Feb. 13 (Wed.) 14 (Thurs.) (Music is on January 31 (Thurs.), Feb. 1 (Fri.))
General Comprehensive Elective System (Full time · Prefectural High School)			
General Comprehensive Elective System (Full time · Higashi Osaka City Nisshin High School)	Interview	All areas in Osaka Prefecture	Achievement Test* Feb. 20 (Wed.) Announcement of Successful Applicants Feb. 26 (Tue.) * <u>Practical examinations of some courses will be done on other days.</u>
General Course Credit System (Full time)	Short Essay		
Osaka Prefectural Education Center High School	Information Use Ability Check		
Vocational Subjects (Full time)	Short Essay or Practical Examination		
Comprehensive Courses (Full time · including Dual Comprehensive Courses , excluding Creative School)	Short Essay		
Comprehensive Courses (Full time · Creative School) Multi-course Credit System I · II (Creative School)	Interview		

○ **Selection for Admission of students who have returned from overseas (To be implemented at the same schedule of the First Term Student Admission Selection)**

- ◆ To be implemented in the subjects of English, International Culture, Global Studies, and Comprehensive Science
- ◆ As a rule, the applicant must have lived more than 2 years overseas and must have been in Japan 2 years or less after returning
- ◆ Achievement Test (Math and English) and essay (English may be used for Global studies, and other foreign languages may be used for other subjects)

○ **Selection for Admission of Returnee Students from China and Foreign Students (To be implemented at the same schedule of the First Term Student Admission Selection)**

○ **Second Term Student Admission Selection**

- ◆ Implementing School, Course and School District  
Kadoma Namihaya High School (General Comprehensive Elective System · 2nd District), Fuse Kita High School (General Course · 3rd District and Dual and Comprehensive Courses · All areas in Osaka Prefecture ), Narumi High School (General Comprehensive Elective System · 4th District), Nagayoshi High School (General Course Credit System High School · All areas in Osaka Prefecture ), Yao Kita High School (Comprehensive Courses · All areas in Osaka Prefecture )
- ◆ As a rule, applicants must be returnees from China or those of foreign nationality who will be transferring to Grade 4 or above
- ◆ Achievement Test (Math and English) and Essay (also possible in foreign language)

Courses, etc.	Evaluation Aside from Achievement Tests	School District	Schedule
General Course (Full time)	5 Subjects: Japanese, Social Studies, Math, Science	Each School District within the 1st District-4th District	Application Period Mar. 4 (Mon.), 5 (Tue.) Achievement Test Mar. 11 (Mon.) Announcement of Successful Applicants Mar. 18 (Mon.)
General Comprehensive Elective System (Full time)			
Comprehensive Courses (Full time · Creative School) Multi-Course Credit System I · II (Creative School)			
Part-time Courses (incl. Creative School) Multi-Course Credit System III (Creative School)	3 Subjects: Japanese, Math, English	All areas in Osaka Prefecture	Application Period Mar. 3 (Sun.) -5 (Tue.) Interview Any day of Mar. 7 (Thurs.), 8 (Fri.), or 10 (Sun.) Announcement of Successful Applicants Mar. 18 (Mon.)
Distance Education	Interview		

※Inquiries Osaka Prefecture Board of Education Secretariat Municipal Education Office Education Promotion Section Secondary Education Group Tel. 06-6944-6887(Direct Line)

### (3) Osaka Information Service for Foreign Residents

#### ■ Schooling Support System

There is a system that provides necessary support to parents who are found to have difficulties in sending their children to school because of their financial capacity. Foreigners who meet the conditions can avail of this system. The conditions are that you have to be a registered resident and receiving Living Support or the total income of the entire family is below the standard. The expenses covered by the support differ according to the area, but they are usually expenses for school supplies and necessary items for schooling, expenses for school supplies of new students, outside school activities, field trips, medical fees, school lunch, etc.

Furthermore, those receiving the support are exempt from paying the premium of mutual aid of the Japan Sport Council. For details, please contact the school of your child or the Board of Education of your area.

©Osaka Information Service for Foreign Residents  
(Mon-Fri, not open on weekends and national holidays)  
( Hours 9:00-17:30 )  
Tel (direct line) 06-6941-2297  
E-mail: [jouhou-c@ofix.or.jp](mailto:jouhou-c@ofix.or.jp)  
Languages: English, Chinese, Korean, Portuguese, Spanish, Vietnamese, Filipino, Thai, Japanese

### (4) OFIX Coordinator for International Relations Report

#### ■ The Real Christmas

Hello everyone!! This is your OFIX International Relations Coordinator Alvin. It is now really cold the way winter should be. Please take care you don't catch a cold. Actually, I already caught one, but I'll do my best to write this article for my readers!! This time, I would like to write about "The Real Christmas".

For the long time I have been in Japan, when it is time for Christmas, I do not feel the atmosphere of Christmas. I could find Christmas trees, a lot of illumination, many people buying presents, and even hear old Christmas songs I used to listen to, but I still don't feel it is Christmas.

I can't exactly say when the first Christmas in Japan was, but it was said that the first Christmas tree was put up in 1860. This means that the Japanese has known Christmas for a long time. For the present day common Japanese, Christmas is probably just a time to put up Christmas trees and illuminations, giving presents, eating Christmas cake, getting presents from Santa Claus or spending time with their boyfriend or girlfriend. However, an important part of Christmas is missing. That is "Love". This is probably the reason why I don't feel the Christmas feeling in Japan.

When I talk of "Love", it is not only the love of the opposite sex, but "love" in the wider sense. In countries where Christmas have been actually observed, Christmas is spent with the family. Christmas is not just a "family event", but a time when you can show love to the family. During the year, everyone is so busy with their own activities that they fail to show love to each other, and it is only on Christmas that everyone stops and show their love for each other. Even if the family members cannot spend Christmas

together, they surely call each other. Many quarreling parents and sibling make up during Christmas.

Christmas is not time to show love not just to family, but to others, as well. It is a "Time to be kind". People think more about others and treat others more kindly during this time. It has been taught long ago that Christmas is not a time of receiving presents, but giving them. That is why Christmas is a season that brings "peace". There is a true story about one Christmas time in 1914 during the war when American and German soldiers laid down their weapons and celebrated Christmas together as if they were good friends. That is the power of Christmas. Why is it that people show that much love on Christmas? Why is it that people can think about others during Christmas? This is a religious answer, but people do those things because they believe that Christmas is the day Jesus Christ was born to this world to save men. However, little by little, Christmas is becoming to be only a tradition of receiving presents from Santa, decorating Christmas trees and illumination, and having many parties. The part about "love" is slowly disappearing.

Don't you think that it is good to have a time to show love to family and others? Don't you think it is good to have a time to teach children about love? Many Japanese are shy and find it difficult to show their feelings, but how about trying to make Christmas an opportunity to show love to your family, friends and others? Let us popularize a Christmas full of "love".

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