

令和7年度
広島大学光り輝き入試
総合型選抜（国際バカロレア型）
教育学部
第三類（言語文化教育系）
多文化・グローバル教育学プログラム
小論文問題

実施期日 : 令和6年11月14日（木）
試験時間 : 9時30分～12時00分（2時間30分）

注意事項

1. 試験開始の指示があるまで、この問題冊子を開いてはいけません。
2. 問題冊子は表紙を含めて5枚、解答用紙は3枚、下書き用紙は5枚です。
3. 解答用紙の所定欄に受験番号を記入してください。
4. 解答は解答用紙の指定の場所に記入してください。
5. 解答用紙は室外へ持ち出してはいませんが、問題冊子及び下書き用紙は持ち帰ってください。
6. 机上には、本学受験票、配付した問題冊子等、黒鉛筆（和歌、格言等が印刷されているものは不可）、鉛筆キャップ、シャープペンシル、消しゴム、鉛筆削り（電動式、大型のもの、ナイフ類は不可）、時計（辞書、電卓、端末等の機能があるものや、それらの機能の有無が判別しづらいもの、秒針音のするもの、キッチンタイマー、大型のものは不可）、眼鏡、ハンカチ、目薬、ティッシュペーパー（袋又は箱から中身だけ取り出したもの）のほかは置くことができません。

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The subsequent passage addresses the accessibility of education and the right to education (RTE) for migrant children in Japan. Please respond to questions 1-3 on the answer sheets after reading the text.

Availability

This factor is the most basic condition to guarantee RTE to all, especially for those at the primary school level. It denotes the kind of educational opportunities prevailing in the mainstream educational setting.

Infrastructures

Japan has adequate physical infrastructure in the mainstream schools. According to article 3 of the School Education Act (*Gakkou Kyouiku Hou*), the establishment of schools should follow the installation criteria¹ specified by MEXT (Ministry of Education, Culture, Sports, Science and Technology). Elementary and junior high schools are expected to have facilities and equipment that are appropriate for instruction, health, hygiene, safety, and management. In general, Japanese mainstream schools have sufficient space for earthquake-resistant school buildings (and sufficient classrooms), school grounds, a library, a science lab, music room, swimming pool, gym, safe drinking water, and separate hygienic toilets, among other facilities. Upon admission, these physical infrastructures are equally available to all students, including the migrant children. This can contribute towards creating a better learning environment for them and, therefore, has the possibility to positively impact their RTE. However, this possibility can be realized only when adequate social infrastructures or resources, such as social workers, counsellors, and language tutors, are available to assist migrant children.

MEXT's survey in 2019 revealed that, of the 123,830 migrant children of elementary and junior high school age legally registered in Japan, 19,654 of them (approximately 16%) may be out of school. In sharp contrast, of the 9,364,000 registered Japanese children² of the same age, only 2,704 (roughly 0.03%) of them are out of school. This shows that a significant fraction of the migrant children remain out of school in relative comparison to their Japanese counterparts. It can be inferred that migrant children lack adequate social infrastructures for their educational pursuits, including Japanese language classes, tutoring, and financial assistance, among other factors. Thus, the social infrastructure at the existing educational institutions may not be welcoming to the migrant children or their parents. This offers the possibility of negatively impacting the RTE of migrant children.

¹ These include various facilities, organizations, and other matters related to schools. See MEXT, 2010.

² According to the Statistics Bureau of Japan, this is the number of Japanese children aged 6-14 years. See Statistics Bureau of Japan, 2019.

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Trained Teachers and Teaching Materials

All the teachers in Japan need to graduate from a university or two-year college (*tanki daigaku*), undertaking at least 43 credits for their teacher training course. The content of the teacher training course includes subject-specific courses, as well as courses on the teaching profession. Two core components of the latter course require teachers to understand the special needs of children and learn theories and methods of counselling.

While an emphasis is put on the special needs of children during the teacher training course, in the context of migrant children, this special need generally refers to Japanese language support. The teachers use the strategy of ‘kind support’ with migrant children, but ‘no special treatment’ is given to them, despite their varying needs. In other words, the teachers take care of the migrant children only until they acquire the survival Japanese language skills. This strategy may not help migrant children achieve the ‘full development of human personality.’

Apart from subject-specific training programs, no provisions exist under the Japanese educational law that trains teachers to deal with migrant children and their education. Article 9 of Japan's Basic Act on Education (*Kyouiku Kihon Hou*) highlights the measures to be taken to improve the education and training of teachers. However, it does not take into consideration a multicultural context. While Japanese schools in general value equality, the lack of such training may lead the teachers to misunderstand ‘equity.’ Through effective teacher training, teachers may become more aware of the needs of migrant children, which could allow them to better serve these children. As a result, the enhanced knowledge and awareness of teachers regarding diversity may positively contribute to guarantee of the RTE of migrant children.

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Accessibility

After availability comes the accessibility component of the 4As (making education available, accessible, acceptable and adaptable). What is available may not be accessible to all. Four indicators can be used to measure the accessibility of public mainstream education to migrant children.

Non-discrimination

The absence of a safe and secure learning environment disrupts the smooth accessibility of schools to migrant children. Research shows that migrant children face painful experiences in their daily lives. These include *Ijime* or bullying, or exclusion by classmates. These hurtful experiences have both a direct and indirect impact on the accessibility status of public mainstream educational institutions. As a direct impact, *Ijime* affects some immigrant children such that they develop negative images about their ethnicity and avoid attending school. The development of a negative image of one's ethnicity may lead to an identity crisis that has implications beyond school attendance. This may impact both the 'sense of dignity' and the 'full development of human personality' that are stated under article 13 (1) of ICESCR (International Covenant on Economic, Social, and Cultural Rights). The child may be discouraged from attending school in such a discriminatory environment. Additionally, in Japan, where the school culture highly values conformity, children with different backgrounds may be strongly excluded. In this way, any act of discrimination in practice may demotivate migrant children from accessing public education.

(Adapted from Joshi Ratala Dinesh Prasad and Satoko Tabata (2021), "Barriers to Education for Migrant Children in Japan at Mainstream Schools: From a Rights-based Perspective," *Journal of Human Security Studies*. Vol.10, No.2 (Special Issue). pp. 109-129.)

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- Question 1: Examine and discuss this underlined issue: While Japanese schools in general value equality, the lack of such training may lead the teachers to misunderstand ‘equity.’ (Summarize your thoughts within 200 words in English or 400 characters in Japanese)
- Question 2: What role does a safe and inclusive learning environment play in promoting peace and equity in education? (Summarize your thoughts within 200 words in English or 400 characters in Japanese)
- Question 3: How do nationalism and globalization intersect and impact social integration, within the society in general and Japan's educational system in particular? (Summarize your thoughts within 200 words in English or 400 characters in Japanese)