

Fiscal year 2018 marks the first year of our new Mid-term Management Plan (FY 2018 – 2022). Under the leadership of our new Chairman Mr. Yoshikawa, we are working proactively to achieve the goals of our programs by utilizing available expertise, networks and other resources. In this volume, we will report on OFIX events that occurred between April and June this year. At OFIX, we have been prioritizing our multiculturalism support services (e.g. improving the availability of multilingual information throughout regions in the prefecture), and in this volume we will introduce the current state of multicultural education in the prefecture, beginning with OFIX's Cross-cultural Awareness Education Program.

★ Disaster Support for Foreign Residents ★

■ FY 2018 1st Osaka Prefectural Foreign Resident Disaster Support Network Meeting

■ Date: Friday, May 25 ■ Participants: 27



The goal of this meeting is to develop a network among local governments and local international exchange organizations throughout the prefecture to ensure that multilingual support can be smoothly provided to foreign residents in the event of

a large-scale disaster. The theme for this year was “the role of international exchange organizations in providing disaster support to foreign residents”. For this year's first meeting, we invited Mr. Yagi, Secretary General of Kumamoto International Foundation, to give a lecture about his experiences in providing support during the 2016 Kumamoto Earthquakes. After that, participants took part in a workshop where they discussed what support activities their organizations could provide if a disaster hit their respective regions and the possible challenges they may face.

At the end of the meeting, Mr. Yagi stressed to participants the importance of solidifying working relationships with other organizations and volunteers on a regular basis in order to effectively provide assistance, which helped them reexamine their organizations' overall situations and how to move forward.

★ Community Volunteer Interpreter Training ★

■ Date: June 21 (Thurs), 22 (Fri), 29 (Fri)

■ Participants: 29 (language volunteers of nine different languages)

For the first two lessons, volunteers learned about the kind of temperament required to be a community interpreter through lectures outlining the fundamentals of community interpreting as well as related case studies.

For the final community interpreting simulation (role play), volunteers divided into different language groups in which several settings requiring interpreting were simulated, including submitting a moving-in notice at a city office, as well as a parent-teacher interview at a school.

During these simulations, volunteers were asked to interpret conversations between a foreign resident and a public official, and in some cases, to interpret via a three-way phone system. Despite volunteers not being used to some technical expressions and at times struggling to directly apply what they had learned in the previous lessons, they were able to grasp the kind of cases where foreign residents need community interpreting thanks to the roleplay.



★ International Student Support ★ at Orion International House

■ Orion House Local Community Gathering (Welcome Party)

■ Date: Saturday, May 26

■ Participants: 58 (Orion and local residents)



Local exchange events are held twice a year for Orion and local community residents to foster friendships with each other, with the gatherings planned and hosted by Orion tutors.

After being greeted by the presidents of the Uenoshiba-cho 2-cho residents' association and the Kenroukai Senior Citizen's Club, they were given a Japanese drum performance by the group, Sakai Goryodaiko for the second time. Participants who were impressed by the powerful performance soon received lessons and were enjoying the sounds produced by their own beating of the drums. Lastly, participants learned how to sing Furusato (My Hometown) and Kitaguni no Haru (Springtime in the North Country) with help from Kenroukai, and the performance helped conclude the event with many new friendships.



★ Jointly Sponsored One Day Consultations for Foreign Residents ★

■ Date: Sunday, June 10 ■ No. of people consulted: 3

OFIX jointly held a free consultation service for foreign residents with Izumi City, Izumi Chamber of Commerce and Industry and Izumi City International Association. Consultations were conducted with the help of a lawyer, an administrative scrivener and a social insurance and labor consultant, as well as OFIX English, Chinese, Korean and Vietnamese volunteer interpreters.

From this fiscal year, OFIX is holding these jointly sponsored consultation services with the aim for municipalities and local international exchange organizations to co-host these events with not only OFIX, but with other related local bodies so that we have a greater number of foreign resident visitors.

Notice FY 2018 Simple Japanese Program

OFIX is supporting the wide-spread use of “Simple Japanese” through hosting network meetings, trainings and practical workshops regarding the topic for local government and international exchange association staff throughout Osaka Prefecture. The 1st Network Meeting is to be held on July 27 and we have two training sessions scheduled in September.

The Current State of Cross-cultural Awareness Education in Osaka Prefecture Classrooms

OFIX's Efforts for Cross-cultural Awareness ~ Reviewing FY 2017 Results ~

As the number of foreign residents in the prefecture continues to increase, it has become important to make steps to achieve a multicultural society. From school classrooms, we can now see that multicultural education is in effect.

At OFIX, we register international students and foreign residents as “supporters” who then visit elementary, junior high and senior high schools within the prefecture to help support cross-cultural awareness education classes.

Currently, we have 86 supporters who make up 22 different nationalities (as of June 2018) and are able to take part in cross-cultural awareness classes around the prefecture.

In the previous fiscal year (FY 2017), a total of 129 supporters were sent to 63 schools. According to surveys taken after the

classes, 93% of teachers and students were satisfied with the lessons, with the program consistently registering a satisfaction rate of over 90% since its induction in FY 2015.

Recently, we have seen an increasing trend where OFIX's cross-cultural awareness education classes are being utilized as part of larger, comprehensive multicultural education programs. In these programs, students may be asked to research about the supporter's country in advance, or to present to other students what they learned from listening to the supporters' presentations.



Acknowledging and Nurturing Each Other's Differences in the Classroom

Kadoma Dai-Yon Junior High School Takumi Maetsuka

Many students at our school have connections to China. Japanese language classes are offered to transfer students after enrollment and classes are conducted for other students to help deepen their understanding on the topic of “what if the student who just joined class doesn't speak Japanese?” “China Day” is also held for students to try out Chinese yoyo and Chinese paper cutting art, watch a movie about Japanese orphans left in China after WWII and read essays by children with foreign roots. These kinds of experiences allow classmates to learn the value and joy of things that are “different” and deepen their mutual understanding.



As part of our multicultural education program, we have OFIX foreign supporters come to conduct cross-cultural awareness lessons. Leading up to the visit, we use the “Chigai doki-doki Multiculturalism Activity kit” developed by the Osaka Prefectural Foreign Citizens Education Research Council, which allows students to think about common stereotypes such as “all Brazilians love soccer” as well as so-called “micro-aggressions” - actions that involve indiscrete, hurtful remarks towards someone. After the supporters' lessons, students create posters summarizing what they learned from hearing about other countries and share the information among each other, in the hope to further spike their interest in different cultures.

In this new internet society that is constantly overwhelmed with information, our goal is to help nurture students into individuals who can possess a diverse range of perspectives on different things so that they can make informed decisions and not be swayed by outside influences. Through learning about people's “differences”, our challenge is for students to acknowledge each other's diverse backgrounds, think about the importance of having classmates around them, and act out their daily school lives based on these principles.

Kawachinagano Educational Media Center's Distance Learning and Interaction Lessons with Overseas Schools

Kawachinagano Educational Media Center Shoji Umeda

From early on, Kawachinagano City has been actively involved in both English education and information technology. In doing so, we have worked diligently to implement English education with the help of Information and Communication Technology. In 2002, we first used the Center's video conferencing system to conduct interactive lessons in English with students from Canada and Singapore. After that, we expanded our efforts by starting the “Japan-Australia Language Collaborative Educational Project” with an Australian school. Beginning in 2005, the collaborative lesson had students from respective countries learn Japanese and English, and now takes place over 50 times a year at schools in the city. The program encourages students' interest and motivation in English and improves communication skills in real time.

As further projects developed with the help of JICA, our Center formed connections with people from regions in developing countries. Here, we discovered strong-willed children living in difficult environments beyond



our imaginations, learning from them what is important in life. These JICA Distance Classes began in 2005 when a JICA Japan Overseas Cooperation Volunteer alumni stationed in Botswana, started a project from their desk at OFIX called the “Botswana Report”. Thanks to improvements in internet connections in countries with stationed JICA volunteers, we have held distance lessons together with JICA. Last year, over 15 lessons were conducted in regions throughout Africa and South America. Our hope is that through these lessons, students can interact with people of different cultures, develop mutual understanding and finally, come to possess the attributes required to live side-by-side with people of diverse backgrounds.

Roundtable Talk with OFIX Cross-cultural Awareness Education Foreign Supporters

~ in OFIX's Meeting Room ~

We invited three of our currently active OFIX cross-cultural awareness education foreign supporters to our office to talk about their different experiences including their path to becoming involved in the program, measures they implement in their classes, lessons that make their participation most rewarding, as well as things they hope to improve in their classes for the future.

Through the talk, we at OFIX gained a renewed understanding of how to best assist these supporters, including helping them improve their lessons and raise their motivation.



Nilmini Ikemoto (Sri Lanka, five years) (N)



Snezhanna Pankratova (Russia, four years) (S)



Moaz Mohsen (Egypt, three years) (M)

<Country: no. of years as a supporter> (abbreviated name)

What makes you happy or feels rewarding during your lessons?

N: Sometimes when I walk into a classroom for the first time, it's nice to see that students have written about Sri Lanka on the blackboard. On other occasions, students have drawn Sri Lankan flags using colored paper and put them up in the classroom. It's quite a difficult flag to draw.

N & M: In some cases, students have put up big posters depicting Osaka's culture and cuisine.

S: Talking to the principal before the class is great because I can receive information about students, so by the time I start my lesson I'm calm and relaxed.

What kinds of things do you do during classes to make students more interested?

N: I try to get the attention of students in certain ways, such as by saying that most of the black tea they drink is from Sri Lanka, or by showing them how a saree dress is formed by simply wrapping a 5 meter-long garment in a particular way.

OFIX: I guess you could say that you use a "hook" to get them interested.

M: In my case, I tend to wear traditional clothing from my country and bring a spare item for students to try on. It's usually a struggle for them to take the clothing on and off, so I enjoy seeing them laugh their way through it.

M & S: In our countries, traditional clothing is worn less and less. When we wear them in class it's easy for students to jump to the conclusion that they're worn every day, so it's really important to tell them otherwise.

S: Students tend to have a stereotypical image of Russian people as Caucasian with blonde hair, so I often tell them that there are people with similar facial complexions to Japanese people.



S: For me, cross-cultural understanding consists of different levels. At the first level, understanding is limited. By providing information step-by-step, students eventually get a fully-rounded picture, and this is what leads to a deeper understanding of different cultures.

N: I think teaching students about connections and similarities between Japan and Sri Lanka is also very important.

OFIX: Yes, it's just as important for these cross-cultural classes to have students learn about the similarities as it is about differences. Our countries may be different but we are human all the same.

Things to try for future classes and aspirations

M: I always review my classes afterwards for tips as to how to improve for next time.

N: I want to improve my PowerPoint presentation skills as things that I show to students like currency from home always get a better response when they can be seen up close. While for short lessons, I believe using physical posters and talking directly to students is more effective.

S: I like to make the classroom more interactive by having classroom seating formed in a U-shape. This way, I can see the faces of students and read the feeling of the room better than usual. It would also be nice to have parents and guardians of students join my classes.

N: Yes, I agree. It would be great to have parents join with their children.

OFIX: So it would be like an open school event.

S: I always try to keep improving my lessons after each visit and so receiving feedback from students and teachers is invaluable. I believe the best way for us to improve our lessons in the future is to grasp the frank opinions and impressions of students who take our classes.

M & N: We think so too.

OFIX: We look forward to seeing your lessons in the future. Thank you very much.



OFIX Cross-cultural Awareness Education Foreign Supporter Training



■ Date and Time: Saturday, June 16

■ Participants: 13

For the first half of the training, Satoko Nabeuchi (JICA Kansai Coordinator for International Cooperation), who is highly experienced in giving cross-cultural understanding lessons, gave a mock lesson to participants. The presentation showcased features and languages of Senegal, the country Ms. Nabeuchi was stationed during her stint as a JICA volunteer. Quizzes and other questions were sandwiched in between a slideshow, allowing students to freely participate in the presentation and refocus their attention. Also, one of our experienced Chinese supporters, Wang Lu, also gave a mock lesson about her country which was particularly helpful to the new supporters. In the ensuing group work section, each participant

gave a five minute presentation to fellow group members. Some drew illustrations to help them in their presentations, others used PowerPoints they had prepared, and even a few used their smartphones to help them introduce things from their countries. After that, they discussed good points and areas for improvement in their groups.

The training ended with some tips from Ms. Nabeuchi, such as "formulate questions into multiple-choice quizzes, don't rely too much on your slides, and show videos or actual objects." By taking on these tips, participants found clear ways to improve their presentation skills.

New supporter **Shen Jiyong**
(China)



The mock lessons were very helpful.
I can't wait for my first lesson!

Notice

Trainees Finalized for the 2018 Ando Program

For this year's Osaka Invitational Program for Short Term Overseas Trainees in Architecture and Arts (Ando Program), we received 51 applications from people of 11 different countries. Of those applicants, 8 trainees were chosen from 7 countries: Bangladesh, China, India, Indonesia, Malaysia, Thailand and Vietnam. Trainees will arrive in Osaka on Thursday, September 27 and undertake a 29-day training program, before returning to their respective countries on Thursday, October 25. We are currently looking for host families to accommodate the trainees from Saturday October 13 to Sunday October 14. Please contact us below if you are interested:
TEL: 06-6996-2400 Email: info@ofix.or.jp

[Notice from Osaka Prefectural Government]

2018 8.8 Million Drill on Wednesday, September 5!

During this drill, disaster information will be sent throughout the prefecture via area mail or emergency alerts to simulate what is likely to happen immediately following a serious disaster. This is an opportunity to think about how to protect yourself and prepare for a potential disaster, so please take part in this drill.

For more information, please visit the Osaka Prefectural Government website.
http://www.pref.osaka.lg.jp/shobobosai/trainig_top/h30kouhou.html (in other languages incl. English)

Participants
Wanted

Looking for Orion International House residents from Fall 2018

From the start of August, OFIX is seeking new residents for Osaka International House from this fall.

Visit this page for more information:

<http://www.ofix.or.jp/english/accept/support/orion.html>

[JICA Osaka Desk]

Seeking Participants for the 2018 Development and International Education Seminar (Introduction) <now finished>

- ◆ Date & Time: Thursday August 2 10 a.m. – 5 p.m.
- ◆ Venue: JICA Kansai International Center (Address : 1-5-2 Wakinoama Kaigandori, Chuo-ku, Kobe City, Hyogo Pref.)
- ◆ Participants: School teachers, faculty staff, students and others interested in development and international education
- ◆ Participation fee: Free ◆ Capacity: 70 participants (first-come first-served)
- ◆ Enquiries and applications
JICA Kansai International Center
Citizen Participation Cooperation Division Development Seminar Chief
TEL : 078-261-0384 (Direct) FAX: 078-261-0357
E-mail : jicaksic-renkei@jica.go.jp
https://www.jica.go.jp/kansai/event/2018/170804_02.html (in Japanese only)

▶ Comments and suggestions for OFIX News

E-mail : info@ofix.or.jp

▶ OFIX News Back Numbers

<http://www.ofix.or.jp/english/info/mail/backnumber/index.html>

▶ OFIX Facebook

<http://www.facebook.com/osakafoundation>

→ The next volume of OFIX News (Vol. 88) will be available on October 15th 2018 (scheduled).

Osaka Information Service for Foreign Residents

Within OFIX

Free Consultation Service for Foreigners

Consultations about Status of Residence, Employment and Labor, Medical and Welfare and Living

■ Consultation Hours

9:00am - 5:30pm (Monday to Friday)
※ except for national holidays
Lunchtime (12:15pm – 1:00pm)

■ Designated Line 06-6941-2297

■ Available Languages English, Chinese, Korean, Portuguese, Spanish, Vietnamese, Filipino, Thai, and Japanese

■ E-mail jouhou-c@ofix.or.jp

Looking for Banner Ads for OFIX's Website!

Japanese page: 10,000 yen per frame per month
<http://www.ofix.or.jp/banner.html>

English page: 5,000 yen per frame per month
<http://www.ofix.or.jp/english/banner.html>

Want to become a supporting member of OFIX?

Corporate Member: Annual fee of 100,000 yen per unit

Individual Member: Annual fee of 3,000 yen per unit

<http://www.ofix.or.jp/english/ofix/support/index.html>



Towards the 2025
World Expo
In Osaka-Kansai

EXPO 2025

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Distributed by: Osaka Foundation of International Exchange
5th Floor, MyDome Osaka, 2-5 Hommachi-bashi,
Chuo-ku, Osaka, 540-0029
TEL : 06-6966-2400 FAX: 06-6966-2401
Homepage : <http://www.ofix.or.jp>

