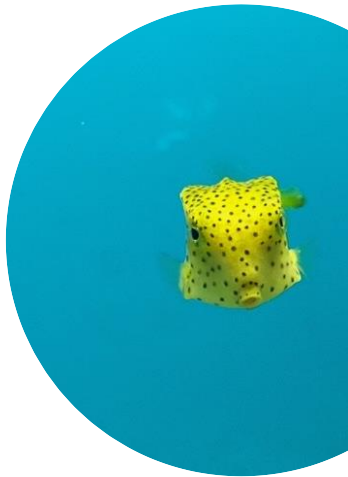




11th 2022 ASHS CONGRESS in SHIMONOSEKI

THE **FUTURE** OF HUMAN SERVICES IN THE **VUCA** ERA



Fuku. photo by aiko

PROCEEDING

VENUE

International Trade Building # 601,
Kaikyo Messe Shimonoseki,
SHIMONOSEKI-city, JAPAN

CHAIRMAN

Changwan HAN
President, Shimonoseki City University

2022 8.21 [Sun.]



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PROGRAM

10:30-11:00	CHAIRMAN	Changwan HAN, Shimonoseki City University
OPENING CEREMONY	PRESIDENTS	Masahiro KOHZUKI, Yamagata Prefectural University of Health Sciences/ Tohoku University
		Sunwoo LEE, Inje University
11:00-12:15	CHAIR	Aiko KOHARA, Shimonoseki City University
ORAL SESSION I		① Determinant Factors and Characteristics of the Elderly Working Poor in South Korea: OECD Country Analysis
	LECTURE	Moonjung KIM, Korea Labor Force Development Institute for the aged, Korea Jin KIM, Dongduk Women's University, Korea
① 11:00-11:25		
② 11:25-11:50		② A Study on Life Support for New Immigrants (New Residents) in Taiwan: Focusing on the Functions of the New Taipei City Resident Family Service Center
③ 11:50-12:15		
	LECTURE	Liting CHEN, Mejiro University, Japan Haruhiko HOSHINO, Bunkyo University, Japan
		③ Current Status and Issues of Global Human Resource Development in Japanese Universities: Focusing on Internationalization and Inner Internationalization
	LECTURE	Masako NISHIMURA, Shimonoseki City University, Japan Chaeyoon CHO, Shimonoseki City University, Japan
12:15-13:45	LUNCH SESSION	

13:45-15:00	CHAIR	Minji KIM, Shimonoseki City University
ORAL SESSION II		④ Literature Research to the Current Situation and Issues of Ryokan Management in Japan
	LECTURE	Takeshi WADA, Shimonoseki City University, Japan Aiko KOHARA, Shimonoseki City University, Japan
	④ 13:45-14:10	
	⑤ 14:10-14:35	⑤ Nutritional Intake and Related Factors at Special Elderly Nursing Home
⑥ 14:35-15:00	LECTURE	Yoshimi SAKATA, International University of Health and Welfare Graduate School, Japan Emiko SAKAI, International University of Health and Welfare Graduate School, Japan Takahito TAKEUCHI, Japan Society of Functional Recovery Care and Power Rehabilitation, Japan
		⑥ Relationship between Consumer Affairs Consultations, Level of Care Needed, and Number of People Infected with Corona
	LECTURE	Emiko SAKAI, International University of Health and Welfare Graduate School, Japan Yoshimi SAKATA, International University of Health and Welfare Graduate School, Japan
15:00-15:15	COFFEE BREAK	
15:15-16:55	CHAIR	Mamiko OTA, Shimonoseki City University
ORAL SESSION III		⑦ Trends in "Career Education" at Japanese Universities; A Consideration for "Career Education" to Live 100 Years of Life
	LECTURE	Megumi UENO, Shimonoseki City University, Japan Chaeyoon CHO, Shimonoseki City University, Japan
	⑦ 15:15-15:40	
	⑧ 15:40-16:05	⑧ A Study on the Form of Course Certification Program in Complementary Recurrent Education at Universities
⑨ 16:05-16:30		
⑩ 16:30-16:55	LECTURE	Masao SUNAHARA, Shimonoseki City University, Japan Minji KIM, Shimonoseki City University, Japan
		⑨ A Historical Study of the Beginnings of taking special classes in Postwar Japan; Focusing on Teacher Practice, Parent Movement, Professional Participation, and Educational Administration Across Disability Types
	LECTURE	Erika HAMA, Nagoya University Graduate School of Education and Research, Japan
		⑩ Educational Effectiveness of Independence Activities Incorporating Steiner's School Rhythmic Movement and Form Drawing for a Child with Learning Difficulties: Based on the KJ-method Analysis of Teachers' Statements and the Opinions of the Child's Caregiver
	LECTURE	Hiroe SASAKI, Hokkaido Bibai Special Needs School, Japan Atsushi TANAKA, Sapporo Gakuin University, Japan
17:00-17:20	CHAIRMAN	Changwan HAN, Shimonoseki City University
CLOSING CEREMONY	PRESIDENTS	Masahiro KOHZUKI, Yamagata Prefectural University of Health Sciences/ Tohoku University
		Sunwoo LEE, Inje University

ORAL SESSION I

11:00 |

CHAIR

Aiko KOHARA, Shimonoseki City University

OS 01. Determinant Factors and Characteristics of the Elderly Working Poor in South Korea: OECD Country Analysis

-Moonjung KIM¹ & Jin KIM²

1) Korea Labor Force Development Institute for the aged, Korea (moonjung87@kordi.or.kr)

2) Dongduk Women's University, Korea

Keyword	Elderly Working Poor, income poverty, the elderly poverty
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[Purpose] Based on quite a surprising fact that the elderly working poor rate in Korea has increased while the economic participation rate and employment rate of the aged Korean is the highest among the OECD countries, we study influencing factors and characteristics of the elderly working poor in South Korea.


[Methods] We analyzes the macroscopic factors that affect Elderly Working poverty in 34 OECD countries using national statistics of OECD countries(2007~2021). The analytical method was a multiple linear regression analysis of OLS by integrating cross-sectional data and national time series data.

[Results and Conclusion] The result of analysis shows that the Social Protection Factors that affect Elderly working are public social expenditures rate(-), old-age pension expenditures(-), LMP social expenditures rate(-), Income source of public transfer(-), 65+ involuntary part-time employment(+). Therefore, it is possible that a lack of full-fledged pension system and relatively short of the budget for the elderly welfare in Korea might have lengthened and solidified the elderly working poor in a surprising way.

Table1. Results of OLS

		beta	t	p-value
socio-economic factors	CPI(%)	0.093	1.403	0.168
	Poverty rate (Total)(%)	0.040	0.350	0.728
	66+ income poverty(%)	0.008	0.083	0.934
	65+ employment rate(%)	-0.116	-1.318	0.194
Social Protection factor	Public/Private Social spending(%)	-0.514	-3.514	0.001
	Old aged pension spending (%)	0.419	3.207	0.003
	LMP spending(%)	-0.356	-3.015	0.004
	Income source_public transfer	-0.554	-4.250	0.000
	65+ involunteer part-time employment(%)	0.148	2.000	0.052
$R^2=.849$, adjusted $R^2=.817$, $F=26.768^{***}$				

REFERENCE	<ol style="list-style-type: none"> 1) Choi, E.Y., Chung, S. D, Joo, S.H.(2018). A Study on Macroscopic Determinant Factor of Each Age Group's Poverty: Focusing on OECD countries, Economic Development Study, 24(4), pp.41-64. 2) Strengmann-Kuhn, W. (2002). "Working Poor in Europe: A Partial Basic Income for Workers?" Basic Income European Network 9th International Congress. Geneva, September 12th-14th. 3) Lohmann, H. (2006). "Working poor in Western Europe: What is the influence of the welfare state and labour market institutions?" 2006 Conference of the EuroPanel Users Network(EPUNet).
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11th 2022 Asian Society of Human Services Congress in SHIMONOSEKI

Determinant Factors and Characteristics of the Elderly Working Poor in South Korea: OECD Country Analysis

Moonjung KIM, Korea Labor force Development Institute for the aged, Korea
Jin KIM, Dongduk Women's University, Korea

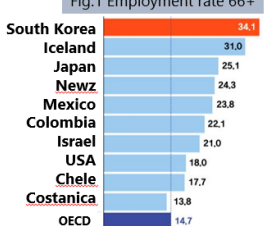
I . Introduction

- It means to a lot of Korea's elderly have been shown poor, despite the longest and oldest working.
(= a lot of "Elderly Working poor" in Korea)
- We study influencing factors and characteristics of the elderly working poor in South Korea because of this situation has no parallel in any other OECD country.

I . Introduction

- Elderly Koreans participate in the labour force more actively than the other OECD country(fig.1).
- Also, South Korea has the highest poverty rate 66+ of all OECD countries(fig.2).

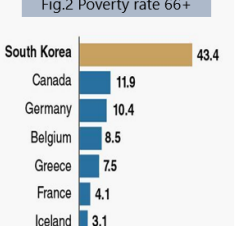
Fig.1 Employment rate 66+



Country	Rate (%)
South Korea	34.1
Iceland	31.0
Japan	25.1
Newz	24.3
Mexico	23.8
Colombia	22.1
Israel	21.0
USA	18.0
Chele	17.7
Costanica	13.8
OECD	14.7

Resource : OECD pension at a glance, 2020

Fig.2 Poverty rate 66+



Country	Rate (%)
South Korea	43.4
Canada	11.9
Germany	10.4
Belgium	8.5
Greece	7.5
France	4.1
Iceland	3.1

Resource : OECD pension at a glance, 2020

I . Introduction

- Lecture Reviews
- Working Poor
 - Employed people who live in households that fall below an accepted poverty line(LO).
 - Definition of the working poor is different from country(European Commission, 2004, 2010; OECD, 2015)
- factors influencing working poor
 - i) **individual characteristics** (low education/skills, gender, age)
 - ii) **household composition**, household work intensity
 - iii) **institutional factors** (i.e. duration and type of contract, minimum wage, tax incentives, access to services such as childcare, social protection)
 - iv) **structure of economy/labour market**

II. Methods

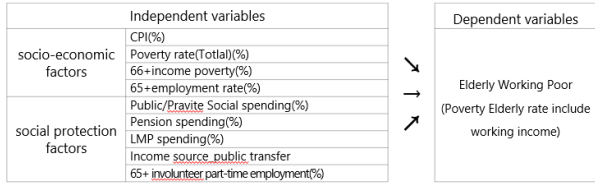
• Data

: National statistics of OECD 34 countries(national time series data 2007-2021).

• Analytical method

: multiple linear regression analysis of OLS and WLS

Fig.3 OLS regression model



III. Results

- Social Protection Factors that affect Elderly working poor(-).
- Public/Private Social spending(-), LMP social expenditures rate(-), Income source of public transfer(-)
- 65+ involuntary part-time employment(+) (not statistically significant)

Tab.2 OLS regression results

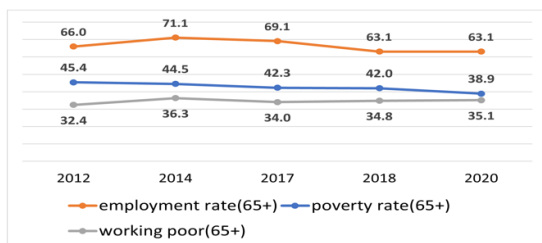
	beta	t	p-value	
socio-economic factors	CPI(%)	0.093	1.403	0.168
	Poverty rate (Total)(%)	0.040	0.350	0.728
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	Public/Private Social spending(%)	-0.514	-3.514	0.001
Social Protection factor	Old aged pension spending (%)	0.419	3.207	0.003
	LMP spending(%)	-0.356	-3.015	0.004
	Income source_public transfer	-0.554	-4.250	0.000
	65+ involunteer part-time employment(%)	0.148	2.000	0.052

R²=.849, adjusted R²=.817, F=26.768***

III. Results

- Elderly Working Poor characteristics in South Korea

Fig.4 Poverty rate, employment rate and working poor rate (65+)



Resource : KOSIS, Elderly Statue Survey

IV. Conclusion

- We analyzes the macroscopic factors that affect Elderly Working poverty in 34 OECD countries.
- The result shown that a lack of full-fledged pension system and relatively short of the budget for the elderly welfare in Korea might have lengthened and solidified the elderly working poor in a surprising way.
- Expansion public social expenditures rate can cause poverty rate to decrease elderly working poverty, so an increase in quantity of welfare expenditures is required.

III. Results

Tab.1 The income source Elderly poverty (65+)

		2006	2007	2008	2009	2010	2011	2012	2013
Poverty group	Working	21.4	21.2	21.4	21.8	19.7	17.5	17.2	15.3
	Business	15.6	15.3	12.0	11.2	11.4	10.3	11.5	13.5
	Asset	1.0	1.2	1.3	1.0	1.4	1.0	1.4	2.0
	Private	38.1	37.5	34.0	28.1	29.5	30.2	26.1	23.4
	Public	23.9	24.8	31.3	37.9	38.0	41.0	43.9	45.8
	total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Non Poverty group	Working	51.1	49.8	49.1	51.0	52.2	51.9	53.1	51.1
	Business	24.1	23.2	23.9	23.8	22.9	22.5	21.4	20.6
	Asset	1.2	1.7	1.5	1.1	1.1	1.1	1.8	2.0
	Private	12.9	13.0	12.9	9.7	8.7	8.9	8.7	9.1
	Public	10.7	12.3	12.6	14.4	15.1	15.5	15.0	17.3
	total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Resource : Kim(2015). The Income and Consumption Characteristics of Elderly Households in Poverty

Reference

- 1) Choi, E.Y., Chung, S. D, Jo, S.H.(2018). A Study on Macroscopic Determinant Factor of Each Age Group's Poverty: Focusing on OECD countries, Economic Development Study, 24(4), pp.41-64.
- 2) Strengmann-Kuhn, W. (2002). "Working Poor in Europe: A Partial Basic Income for Workers?" *Basic Income European Network 9th International Congress. Geneva, September 12th-14th.*
- 3) Lohmann, H. (2006). "Working poor in Western Europe: What is the influence of the welfare state and labour market institutions?" *2006 Conference of the EuroPanel Users Network (EPUNet).*
- 4) Lim, W.S.(2018). The Income and Consumption Characteristics of Elderly Households in Poverty. *Forum Social welfare.* 2018(8). 90-103.
- 5) The Social Protection Committee.(2014). SPPM THEMATIC REVIEWS ON THE 2012 SOCIAL TRENDS TO WATCH, The working poor in Europe.

OS 02. A Study on Life Support for New Immigrants (New Residents) in Taiwan: Focusing on the Functions of the New Taipei City Resident Family Service Center

-Litng CHEN¹ & Haruhiko HOSHINO²

1) Faculty of Human Studies, Mejiro University, Japan (chen@mejiro.ac.jp)

2) Faculty of Human Sciences, Bunkyo University, Japan

Keyword	Taiwan, New Resident Family Service Centers, macro/mezzo/micro perspectives, Cultural competence, social exclusion
<p>I . Purpose:</p> <p>In Japan, the "Roadmap to Accept New Foreign Nationals for Realization of Society of Harmonious Coexistence"(1) was formulated in 2022 to set medium- and long-term goals for measures to live with foreign residents in Japan, considering that the number of foreigners living in Japan for a long period of time has been increasing in recent years. In it, the direction of four initiatives was outlined, including efforts to further Japanese language education, strengthening of information dissemination and access to support systems, etc., support according to life stages and life cycles, and development of the infrastructure for an inclusive society. However, the perspective of cultural competence (2) in social work is not explicitly stated there.</p> <p>In contrast, Taiwan has a referral system for new residents to support systems (from the National Immigration Agency and the Department of Civil Affairs, Taipei City), as well as the Taipei City New Resident Family Service Center (TNRFSC) (1 location) and the Taipei City New Resident Community Care Centers (4 locations) have been established and staffed with professional social workers. Social work that takes cultural competence, life stages, and community into consideration is currently being developed. In Taiwan, many new immigrants (new residents) are married to Taiwanese men who are in lower socio-economic statuses.</p> <p>This study investigates the social work practices of the TNRFSC to show how they can be used as a reference for the future social work practices for foreign residents in Japan.</p> <p>II . Method and definitions:</p> <p>The history, activities, and functions of the TNRFSC will be investigated and further supplemented via an interview with a social worker there.</p> <p>Cultural competence is described by NASW standards and indicators for Cultural Competence in social work practice (2015) (3)as "the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each".</p> <p>The Ten Standards include: Ethics and Values, Self-awareness, Cross-cultural Knowledge, Cross-cultural Skills, Service Delivery, Empowerment and Advocacy, Diverse Workforce, Professional Education, Language and Communication, and Leadership to Advance Cultural Competence.</p>	

III. Results:

The Center has developed care and visitation, outreach, and case management services.

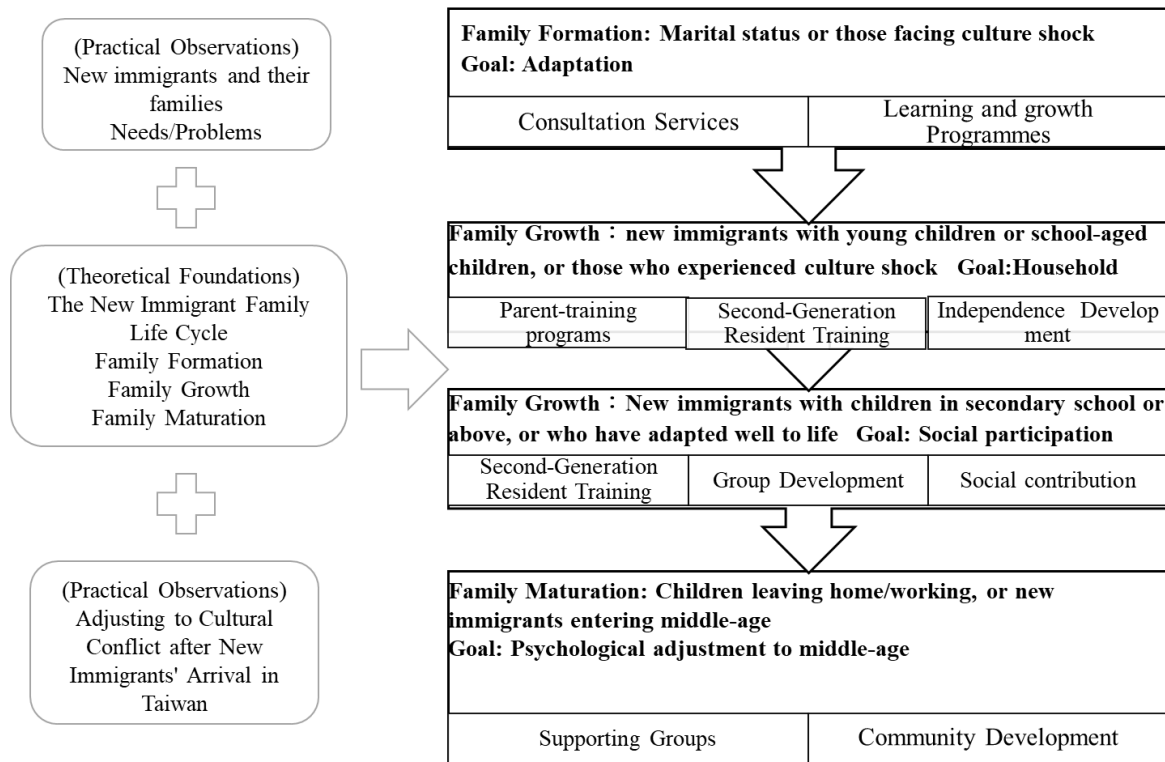


Figure1. Service philosophy and goals

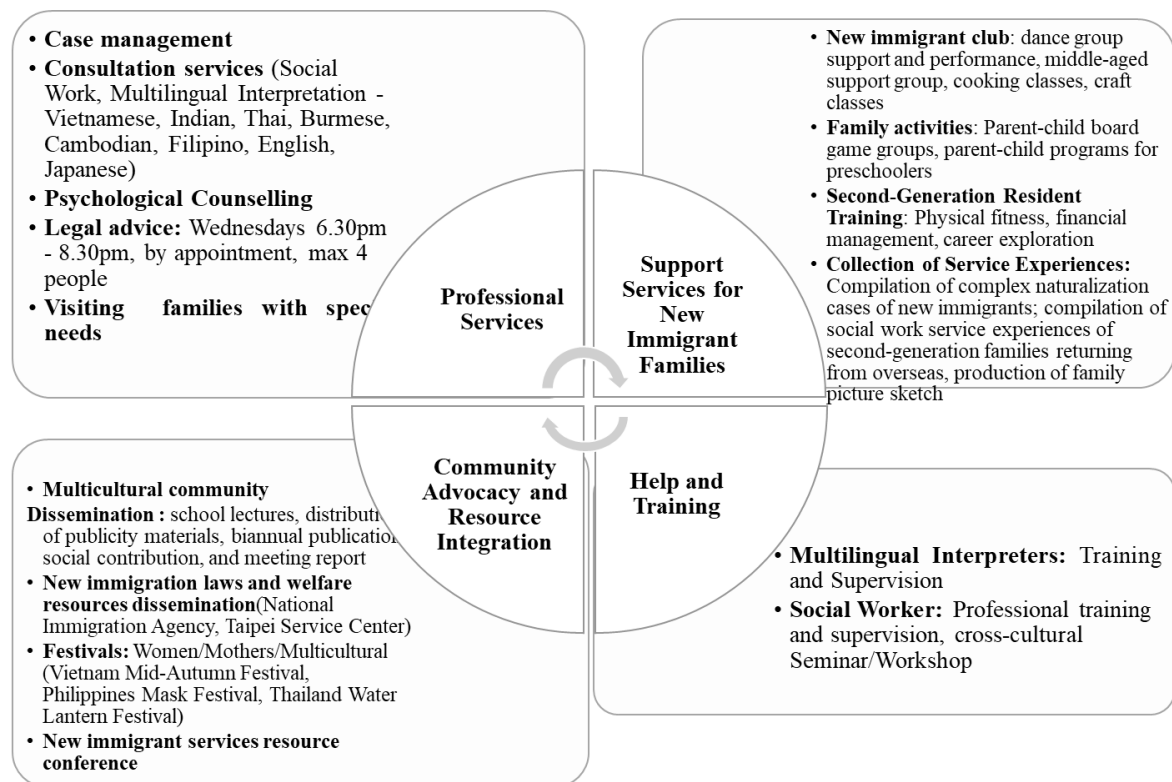


Figure2. Categories and services

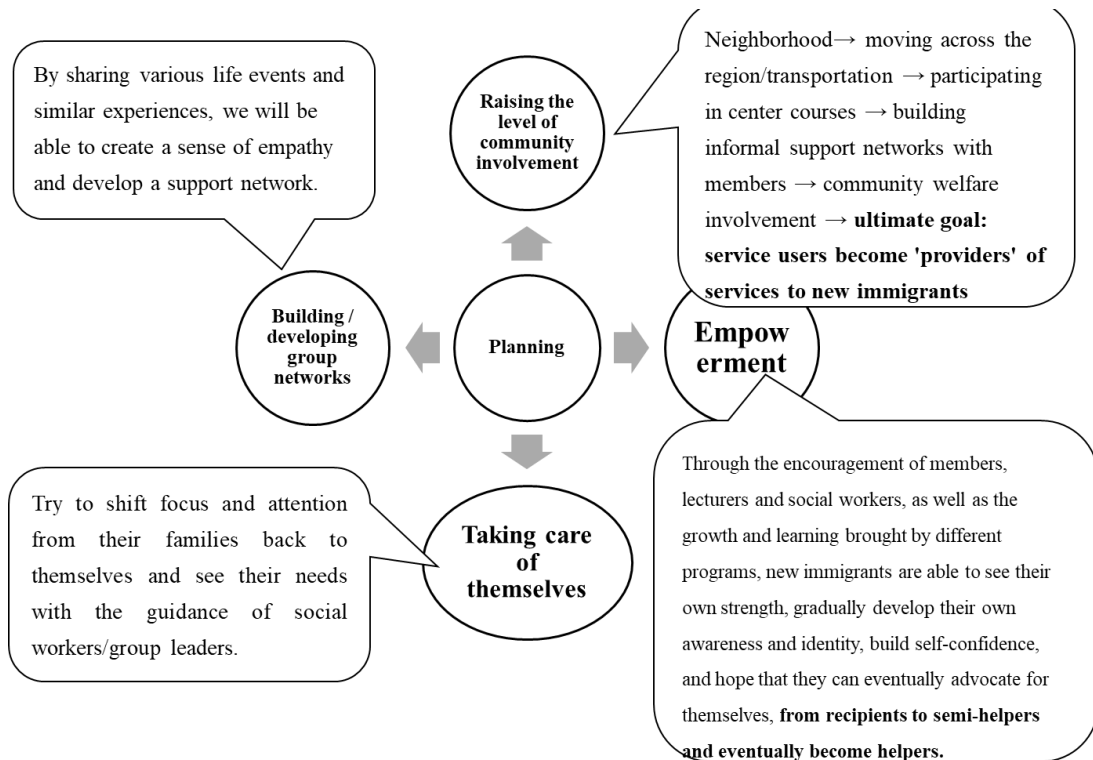


Figure3. Service programmes and goals

In addition, the findings from the functioning of the TNRFSC are as follows:

- (1) The center utilizes and trains interpreters to work in tandem with social workers.
- (2) Multicultural curiosity (contact with multiculturalism through daily life of foreign residents in the community, interaction with interpreters).
- (3) Sensitivity (to notice when there are difficulties in communicating with the clients, e.g., during an interview, and to analyze why this happened).
- (4) Encouraging the parties to participate in group activities.
- (5) Continue to learn the knowledge and support skills necessary for family support (marital relationships, parent-child relationships, etc.) [in-house training and supervision, participation in outside seminars, requests for outside supervision].
- (6) Understanding of systems related to the lives of new immigrants (new residents).
- (7) Promotion of understanding of multicultural cohabitation and networking (awareness-raising activities and information dissemination to other professions within the community).
- (8) Training new immigrants to take the lead in communicating their culture at their communities, schools, and places of work.

IV. Considerations:

The practices used by the TNRFSC are based on cultural competence, and integrated social work support from a macro/mezzo/micro perspective, as well as taking life stages and community inclusion into consideration. In light of the standards for cultural competence, I consider the following:

1 philosophy and skill

Based on the ethics and values of social work, the TNRFSC has been established to provide care, visitation, and

case management services. This falls under cross-cultural knowledge, and service delivery.

2 Language and communication has been utilized and trained parties have become interpreters. This can also be called a diverse workforce.

3 Learning within organizations has focused on self-awareness and professional education.

4 In addition to social workers' enlightenment activities and information dissemination, encouraging groups and parties to disseminate information themselves. This falls under empowerment and advocacy.

5 Promoting a multicultural understanding and networking to enable leadership to advance cultural competence within the community.

V. Conclusion

In Taiwan, the New Resident Family Service Center of Taipei City has developed an integrated approach to cultural competence from a macro/mezzo/micro perspective as part of its efforts related to multicultural inclusion. Moreover, social work that takes into account life stages and communities has been recognized. On the contrary, such public support organizations have not yet been seen in Japan. We believe that examining Taiwanese practice will contribute to the future success of multicultural social work in Japan.

REFERENCE	<ol style="list-style-type: none"> 1) Ministerial Conference on Acceptance and Coexistence with New Foreign Nationals (2022). Roadmap to Accept New Foreign Nationals for Realization of Society of Harmonious Coexistence 2) Lum, D. (2011). Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues, Brooks /Cole, p4. 3) The National Association of Social Workers(2015), Standards and Indicators for Cultural Competence in Social Work Practice.
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A Study on Life Support for New Immigrants (New Residents) in Taiwan: Focusing on the Functions of the New Taipei City Resident Family Service Center

Li-fing Chen,
Faculty of Human Studies, Mejiro University, Japan

Haruhiko Hoshino,
Faculty of Human Sciences, Bunkyo University, Japan

I . purpose

The "Roadmap to Accept New Foreign Nationals for Realization of Society of Harmonious Coexistence" in 2022.

I . purpose

Four Initiatives

- Efforts to further Japanese language education
- Strengthening of information dissemination and access to support systems,
- Support according to life stages and life cycles
- Development of the infrastructure for an inclusive society

However, the perspective of cultural competence in social work is not explicitly stated there.

II . methods and definitions

The Ten Standards

Ethics and Values, Self-awareness, Cross-cultural Knowledge, Cross-cultural Skills, Service Delivery, Empowerment and Advocacy, Diverse Workforce, Professional Education, Language and Communication, and Leadership to Advance Cultural Competence.

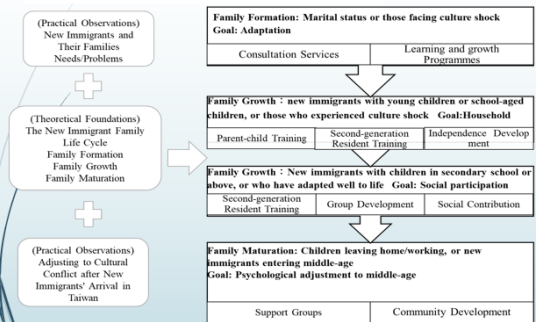
I . purpose

Taipei's Living Support system comprises two primary parts:

- referral system for new residents
- the Taipei City New Resident Family Service Center (TNRFSC) (1) and the Taipei City New Resident Community Care Centers (4).

III. Results

Figure1 Service Philosophy and Goals

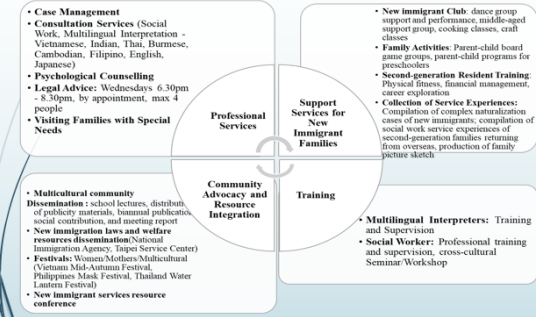


II . methods and definitions

The history, activities, and functions of the TNRFSC will be investigated.

III. Results

Figure2 Categories and Services



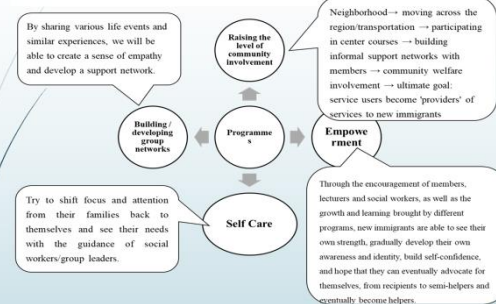
II . methods and definitions

Cultural Competence

"the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each".

III. Results

Figure3 Service Programmes and Goals



III. Results

- (1) The center utilizes and trains interpreters to work in tandem with social workers
- (2) Development of social workers with a multicultural outlook
- (3) Sensitivity skills that help social workers identify challenges a client may be facing stemming from their background or social circumstances

IV. Considerations

- (3) Learning within social work organizations
- (4) Encouraging groups and parties to disseminate information themselves
- (5) Promoting a multicultural understanding and deeper outreach within the community

III. Results

- (4) Encouraging the parties to participate in group activities
- (5) Further developing the social worker's client-family support knowledge and skills
- (6) Understanding of policies and systems that impact their lives
- (7) Promoting peaceful multicultural cohabitation between new immigrants and their communities
- (8) Empowering new immigrants to present their cultures positively to their communities

V. Conclusion

In Taiwan, the New Resident Family Service Center of Taipei City has developed an integrated approach to cultural competence from a macro/mezzo/micro perspective as part of its efforts related to multicultural inclusion.

IV. Considerations

In light of the standards for cultural competence, I consider the following:

- (1) Philosophy and skill
- (2) Language and communication

REFERENCES

- 1) Ministerial Conference on Acceptance and Coexistence with New Foreign Nationals (2022). Roadmap to Accept New Foreign Nationals for Realization of Society of Harmonious Coexistence
- 2) Lum, D. (2011). Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues, Brooks /Cole, p4.
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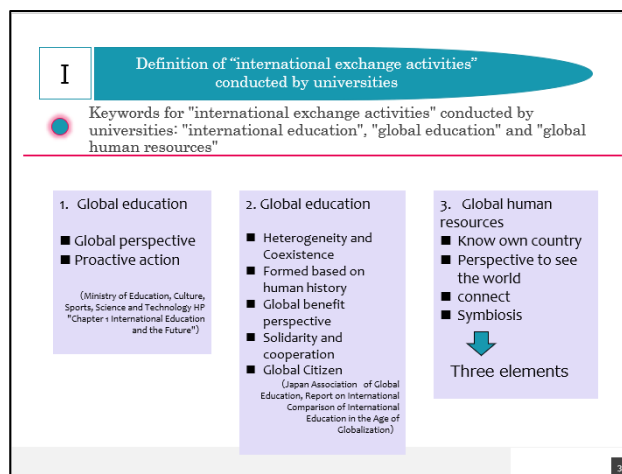
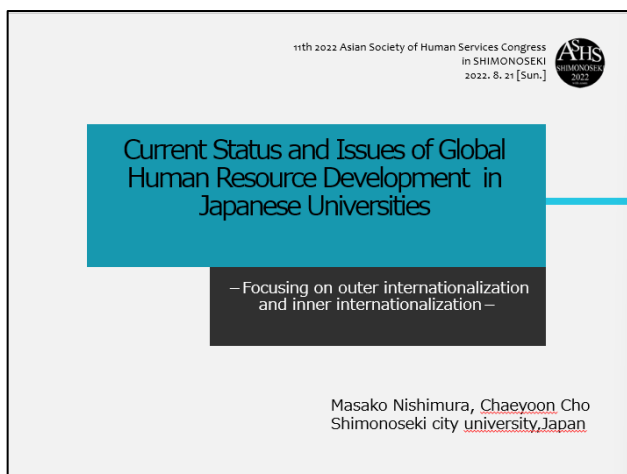
OS 03. Current Status and Issues of Global Human Resource Development in Japanese Universities: Focusing on Internationalization and Inner Internationalization

-Masako NISHIMURA¹ & Chaeyoon CHO²

1) Shimonoseki City University, Japan (s213011@eco.shimonoseki-cu.ac.jp)

2) Shimonoseki City University, Japan

Keyword	Inner internationalization, Global human resources, External internationalization
<p>In Japan, the globalization of higher education institutions has promoted "study abroad" as the most effective policy for developing global human resources. However, the reality is that factors hindering study abroad have caused college student to abandon study abroad or shift to short-term language study, etc.</p> <p>Therefore, the purpose of present study is to define "external internationalization" and "inner internationalization" by dividing university efforts to develop global human resources into "external internationalization" and "inner internationalization". Also, present study is examined global human resource development with a focus on the impact of studying abroad, and use published statistical data to clarify the relationship between the abilities developed by studying abroad and the elements of global human resources.</p> <p>The results in present study, it was found that the abilities developed by study abroad have a significant positive impact on elements of global human resources. Moreover, we indicated the importance of "inner internationalization" as a means of complementing the limitations of "external internationalization (study abroad)" and enhancing human capital. In the further study, the authors will collect data on policies at other universities and investigate the elements necessary for "inner internationalization" efforts at universities.</p>	
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I Definition of "international exchange activities" conducted by universities

Three elements that form "global human resources"

The concept of global human resources

Element I	Element II	Element III
Language skills and communication	Independence/aggressiveness, challenging spirit, cooperativeness/flexibility and sense of responsibility/mission	Understanding different cultures and identity as Japanese

Global Human Resource Development Promotion Conference (2011)

III Purpose

Systematize "inner internationalization"

Definition of "outer internationalization" and "inner internationalization" in this study

1. What is external internationalization Efforts represented by overseas study, such as staying in a country other than one's own country for a relatively long period of time in order to acquire academic knowledge or achieve research goals.	2. What is inner internationalization Efforts to replace studying abroad to acquire the abilities and skills required for global human resources on university.
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I Definition of "international exchange activities" conducted by universities

Definition of international exchange activities in this study

- Definition of international exchange activities in this study
 - University activities aimed at international education, global education, and the development of global human resources
- Method of activity
 - External internationalization** : study abroad, study abroad experience
 - Internal internationalization** : acceptance of international students, cross-cultural exchange on campus

IV Impact of Study Abroad on Global Human Resources

The reality of studying abroad ① Inverted thinking of the younger generation

- Decrease in Japanese students studying abroad as seen in OECD statistics
- Policies aimed at overcoming
- Industry-government-academia all-Japan efforts

Figure 2. Changes in the number of students sent abroad by country (region)

II An Overview of the Environment Surrounding Global Human Resources in Japan

Background: Solving problems in Japanese society

Environment surrounding global human resources

- Ministry of Internal Affairs and Communications, Ministry of Economy, Trade and Industry and Industry
 - More than 1 year of study abroad experience • Utilized in business
- Ministry of Education, Culture, Sports, Science and Technology
 - Study abroad for at least 1 year by early 20s
 - 10% of young people
- Global human resources required by Japanese society
 - Human resources active on the international stage
- Universities develop human resources • Promote study abroad

Figure 1. Definition of global human resources

IV Impact of Study Abroad on Global Human Resources

Actual conditions of studying abroad ② Investigate the impact on the growth experience of those who have studied abroad

[Method] Examination using published data of the "study abroad experience follow-up report" (JASSO, 2019)

[Survey overview]

- Survey method : Internet survey
- Eligibility criteria : General Japanese in their 20s to 40s who have studied abroad within the past 15 years
- Sampling method : Conduct a screening survey on Internet registered monitors and select those who meet the conditions.
- Number of valid responses : 1001 samples
- Survey period : 2018.3.25-2018.3.29
- Researcher : Japan Student Services Organization
- Contractor : INTAGE RESEARCH CO., LTD.

Subject : Male 23.8% Female 76.2%
 Age : 15.6% in their 20s, 42.7% in their 30s, and 41.6% in their 40s
 Occupation : 72.1% of those with a job (company employee, civil servant, part-time job, self-employed), 12.1% student, 15.8% unemployed/other

Eligibility criteria: General Japanese in their 20s to 40s who have studied abroad within the past 15 years

Completion period: 2004-2019

Definition of study abroad: "Experience of going abroad for a certain period of time and attending school in a country (region) other than Japan with the main purpose or part of the purpose of studying at school."

(Edited by the author based on "2018 Follow-up Survey Report on Persons Studying Abroad, JASSO, 2019")

III Awareness of the problem of "global human resource development"

Isn't the person who does not study abroad a global human resource?

1. "External internationalization" Studying abroad is a prerequisite for global human resources.	2. "Inner Internationalization" Is it possible to nurture the same elements without depending on studying abroad?
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- Investigate the relationship between "external internationalization: study abroad" and "elements of global human resources"
- The previous study is not clearly defined
- Considering the importance of "inner internationalization" in modern society

IV Impact of Study Abroad on Global Human Resources

The actual situation of studying abroad ③ Studying abroad for more than a year to acquire specialized knowledge

- Relationship between study abroad purpose and study abroad period
 - Half of the language learning gains were less than 3 months old
 - One semester or more to study both language and specialty
 - 40% of specialized fields have been working for more than 1 year

At least one semester is required to acquire specialized knowledge as well as language in studying abroad. If possible, it is desirable to study abroad for at least one year.

Purpose Period	Total No. 1,001	Less than 3 months		More than 3 months but less than 1 year		More than 1 year	
		Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)
Language Learning Only	638	48.9	312	35.1	224	16.0	102
Language + Specialization	245	13.5	33	43.2	106	43.3	106
Study and research in a specialized field only	118	33.1	39	26.2	31	40.7	48

(Edited and prepared by the author from "2018 Follow-up Survey Report on Persons Experienced Studying Abroad, JASSO, 2019")

IV Impact of Study Abroad on Global Human Resources

- Actual conditions of studying abroad ② Skills to feel growth change as the study abroad period becomes longer

■ What I got from studying abroad

- After a year or more, "broad perspective" replaced "cross-cultural/international sensibility" as rank first
 - Acceptance of diversity and different ways of thinking
- After 3 months or more, "language ability" exceeds "communication ability"
 - Acquisition of academic language skills

Item	Overall		Less than 3 months		3 months or more but less than 1 year		More than 1 year	
	Response Rate (%)	Rank	Response Rate (%)	Rank	Response Rate (%)	Rank	Response Rate (%)	Rank
Cross-Cultural Perspective and Wide field of view	35.8	1	40.6	1	35.4	2	28.9	2
Language proficiency	33.8	2	32.6	2	34.6	1	34.4	1
Communication skills	20.6	8	13.8	3	26.0	3	23.1	3
Memories	19.7	3	22.4	5	18.0	4	18.0	4
Mental and Dynamic Power	19.2	-	27.9	-	15.0	-	22.4	-
Friends	18.6	6	18.2	4	19.7	5	17.6	6
Values/Ways of Thinking	18.1	-	45.4	-	49.7	-	20.3	-
Courage	17.5	4	19.0	6	18.0	8	14.4	8
Aggressiveness	16.2	5	18.5	7	14.9	7	14.5	7
	15.4	7	14.6	8	14.7	6	17.6	5

(Edited by the author from "2018 Follow-up Survey Report on Persons Studying Abroad, JASSO, 2019")

V "External Internationalization": Limitations and Challenges of Studying Abroad

- The economic and structural limits of Japanese society hinder study abroad

■ Obstacles to study abroad

- Large cost burden
 - 2nd place (33.5%) in JASSO's follow-up survey of people who have studied abroad
 - Ranked 1st in Benesse Educational Research and Development Center survey responses
- Language acquisition before studying abroad
- Anxiety about job hunting (太田, 2014)
- Delayed graduation (repeating a year)

Problems faced by society economically and structurally

Anxiety that cannot be resolved on your own

Giving up on studying abroad or choosing short-term study abroad

90% of young people go out into society without experiencing study abroad

IV Impact of Study Abroad on Global Human Resources

- Actual situation of studying abroad ③ International students feel that the longer they study abroad, the more useful it is for their business

■ Is studying abroad useful for business?

- "very useful" "useful"
 - 65.0% for 1 year or more, 57.2% for 3 months or more and less than 1 year
 - I feel that the longer the study abroad period, the more effective it is.
- Consistent with the views of the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of Internal Affairs and Communications, and industry

Study Period	Very Useful	Useful	Not Useful	Don't Know
1年以上	20.2%	44.8%	19.7%	15.3%
3か月以上1年未満	17.8%	39.4%	23.9%	18.9%
3か月未満	11.2%	35.0%	21.9%	31.9%

(Edited and prepared by the author from "2018 Follow-up Survey Report on Persons Experienced Studying Abroad, JASSO, 2019")

V The Possibility of "Internal Internationalization"

- Future global human resources will become human resources who will lead a symbiotic society

■ The framework of "inner internationalization"

- Acceptance of strategic foreign students (国際化推進準備事業グループ/6.30, 2009)
- Cultivate global human resources through exchanges between excellent international students and Japanese students (グローバル人材育成推進会議中継まとめ, 2011)
- Part of efforts to increase the pool of human resources with operational skills (グローバル人材育成推進会議中継まとめ, 2012)

IV Impact of Study Abroad on Global Human Resources

- Summary of the impact of studying abroad on global human resources

- It takes time to acquire specialized knowledge
- Feeling of growth and three factors are related
- Studying abroad for more than one year raises the impact

⇒ Studying abroad has a positive impact on the development of global human resources, and the longer the study period at the institution, the greater the impact.

Figure 4. Relationship diagram of the three elements of global human resources and what they have gained from studying abroad

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LUNCH SESSION

LS 01. A Physiopsychological Study of the Effect of Steiner Education's 'Form Drawing' on the Respiratory Activity of a Child with a Developmental Disability

-Atsushi TANAKA

Sapporo Gakuin University, Japan (atanaka@sgu.ac.jp)

Keyword	Formen zeichnen, Steiner education, Developmental disability
Research problem and purpose	
<p>'Formen zeichnen' (form drawing)¹⁾ is an art education practice, wherein the drawing of lines facilitates the understanding of shape or form of things. It was the brainchild of German philosopher and educator Rudolf Steiner, and is a compulsory subject in schools that offer Steiner education. Its purpose is to activate the various senses of children, including those of movement and balance, and to strongly connect them to the continuity, rhythm, and harmony of the cosmos by having them use colours to draw all kinds of lines, including straight lines, curves, squares, spirals, acute angles, and obtuse angles.</p> <p>In recent years, form drawing has also been used as a method of non-intrusive trauma therapy. With eye movement desensitisation and reprocessing, which has been in use as a method of trauma therapy for some time now, the child must recall traumatic experiences, which is psychologically taxing and gives rise to a number of side effects. Some reports suggest that form drawing, which does not require the recall of traumatic experiences and naturally facilitates significant eye movements, is clinically effective.</p> <p>Currently, there are more than 1,200 Steiner schools in 67 countries, and more than 1,800 early childhood education facilities (kindergartens, preschools, etc.) in approximately 54 countries. While the practices of Steiner education are widely accepted, its underlying philosophy (anthroposophy) has strong esoteric overtones and is positioned within the domain of educational philosophy; there have been very few relevant scientific studies using objective indicators.</p> <p>Accordingly, this study measures the heart rate and arterial blood oxygen saturation of a child with a developmental disability to quantify the effect of practising form drawing, three times a week. The purpose of the study is to analyse, on a trial basis, the effect on the child's respiratory activity, along with an analysis of the child's reflections and of the caregiver's observations.</p>	
Method	
<p>1) Subject: One fifth-grade boy diagnosed with a pervasive developmental disorder. Traumatized by educational abuse perpetrated by his second-grade teacher, he stopped attending school and developed physical symptoms such as shallow breathing and skin picking; he is under the care of a psychiatric clinic. Presently, he is being educated in a special class that provides extra emotional support.</p>	
<p>2) Measurement period: A total of 18 form-drawing sessions were conducted remotely with the subject, between 30 May and 21 July 2021.</p>	
<p>3) Procedure: Due to the pandemic, the 15 minute-long form-drawing sessions were conducted remotely. Before</p>	

and after each session, the subject's caregiver measured his physiological indicators according to our instructions.

4) Session content: The following four forms were drawn in sequence: (1) wavy line (from stillness to movement); (2) wavy line (from movement to stillness); (3) horizontal figure eight; and (4) vertical figure eight. A3 sugar paper was used in the sessions, in which form drawing was taught in accordance with Tagami (2020).

5) Physiological indicators: Heart rate and arterial blood oxygen saturation (SpO2) were measured with a pulse oximeter.

6) Subject's reflections: Any statements from the subject regarding form drawing or psychosomatic symptoms were recorded.

7) Ethical considerations: The study was subject to the ethical review process of the Sapporo Gakuin University Research Institute research scholarship funds. Study details were explained to the subject's caregiver and the institution he attends; informed consent was duly obtained. If the subject was unwilling to participate, even halfway through the sessions, they were to be stopped immediately.

Results and discussion

A total of 17 datasets with valid pre- and post-session data were included in the analysis. The subject's arterial blood oxygen saturation rose, with a pre-session average of 97.65% and a post-session average of 98.06%. The subject's heart rate fell, with a pre-session average of 87.59 bpm and a post-session average of 84.82 bpm. This suggests that form drawing promotes slower and deeper breathing and raises arterial blood oxygen saturation.

The subject's school attendance had been below 50% in the previous year but became perfect after the sessions. This suggests that, apart from its impact on breathing, form drawing may also have some psychological effects, including the resolution of trauma, which helped improve his attendance. This study was designed as a trial implementation during the pandemic, and there were restrictions on how physiological indicators could be measured. Furthermore, the initial plan had been to use a psychological scale to examine the relationship between the psychological factors and physiological indicators measured; however, this could not be done, following the advice of the ethics review board to reduce the burden on the subject. Future challenges include reconsideration to arrive at a less burdensome measurement method and validation of the results by increasing the number of subjects.

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LS 02. Effects of Aerobic Exercise on Physical Function in Older Adults Over 75 Years

-Chaeyoon CHO¹, Chaewon LEE² & Masahiro KOHZUKI³

- 1) Shimonoseki City University, Japan (Cho-c@shimonoseki-cu.ac.jp)
- 2) Home Protection Dept., Korea Elder Protection Agency, Korea
- 3) Yamagata Prefectural University of Health Sciences / Tohoku University, Japan

Keyword	Older adults, aerobic exercise, physical function
<p>【Background】physical function decreases 4% per year after the 65 years, and mobility impairment is prevalent, affecting 24% of adults older than 75 years (Cho et al. 2017).In addition, frailty is a geriatric syndrome, which is highly prevalent in community-dwelling older adults with 75 years over. Therefore, the aim of this study was to determine the effect of a 3-month structured Kohazuki Exercise Program (KEP) on Physical function in 75 years over older adults.</p> <p>【Methods】12 participants engaged in the KEP 3 times/weeks, 3-month, 36 sessions. KEP program consisted of 40-min: 5-min warm-up, 30-min lower-limb aerobic exercise, 5-min of cool-down. The outcome measured Short Physical Performance Battery (SPPB). SPPB is a brief performance battery specifically developed for frail older adults.</p> <p>【Results】There was a significant changes in SPPB at 0, 3 months. Total Score ($p<0.05$), Gait speed sec.($p<0.05$), Chair stand sec. ($p<0.05$) of SPPB were significantly difference at 3 months in intervention groups.</p> <p>【Conclusion】In summary, 3-month KEP intervention targeting Physical function is an effective and sustainable program in older adults over 75years.</p>	
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LS 03. Based on the Viewpoint of Developing Career Abilities of Persons with Disabilities, the Power Required by the Employer Company: Through Previous Research and Analysis of Advanced Cases

- Haejin KWON

University of the Ryukyus, Republic of Korea (kwon@edu.u-ryuky.ac.jp)

Keyword	Employment of persons with disabilities, career education
<p>Research on the employment of persons with disabilities has been divided into employment (economic or welfare) and education. However, in order for persons with disabilities to maintain stable employment, it is necessary to conduct research from the perspectives of both schools that focus on educational issues and companies that employ them. Therefore, in this study, based on the viewpoint of developing career abilities of persons with disabilities, we will conduct a literature search on the abilities required by employers and clarify the abilities that should be nurtured as an educational issue for schools. It is expected that by grasping the power required by companies, it will be possible to set the direction and issues of education for children and students with disabilities.</p>	

LS 04. Development of Indicators for Organizational Sustainability -(1)

-Hitoe ISOBE¹, Naomi OKADA² & Mamiko OTA³

1) Shimonoseki City University, Japan

2) Shimonoseki City University / Tsumugi. Inc, Japan

3) Shimonoseki City University, Japan (ohta@eco.shimonoseki-cu.ac.jp)*

Keyword	Organizational evaluation standards, sustainable organizational, organization, strategy, institution
<p>Survival is a fundamental challenge for businesses. It is known that there are 33,259 "long-established companies" in Japan, including companies with 100 years of business history in 2019¹. Some companies join the ranks of "long-established companies" every year, while others go bankrupt. On the other hand, from 2012 to 2021, about 8,000 companies went bankrupt every year on average².</p> <p>It is difficult to apply existing organizational evaluation indicators because it is an era of rapid change that can be described as VUCA. New organizational evaluation standards are needed to enable sustainable organizational structure³. Therefore, this study aimed to develop an organizational evaluation index that enables sustainable management based on several organizational evaluation criteria, organizational models, and existing theories.</p> <p>Tissue assessment was developed with reference to existing tissue metrics such as Great Place To Work, Organization Tree, and Gallop World Pole Engagement, as well as tissue models such as the 7S model, star model, and tissue DNA.</p> <p>As a result, the definitions were organized and the areas of "organization", "strategy", and "institution" were set. In the future, it will be necessary to carry out organizational evaluation using this organizational evaluation index.</p>	
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LS 05. Analysis of Characteristic for Early Childhood Education used the CRAYON BOOK: Focusing on the Longitudinal Data of 1-2 Years Old ver.

-Kiyomi UTAGAWA¹ & Aiko KOHARA²

1) Shimonoseki city university, Japan (s213006@eco.shimonoseki-cu.ac.jp)

2) Shimonoseki city university, Japan

Keyword	Early childhood, the CRAYON BOOK, concept formation, self-expression
<p>Background</p> <p>Ealy childhood education in Japan is conducted in Nursery schools, Kindergartens and Nintei-kodomoen (Centers for Early Childhood Education and Care). The Government of Japan unified the guideline in 2017 to ensure the quality of early childhood education; Nursery schools was "Hoikuzyo Hoiku Sisin (Ministry of Health, Labour and Welfare)" 1), Kindergartens was "Course of study for Kindergarten (Ministry of Education, Culture, Sports, Science and Technology)" 2), and Nintei-kodomoen (Centers for Early Childhood Education and Care) was "Yoho renkei nintei kodomoen kyoiku hoiku yoryo (Cabinet Office·Ministry of Education, Culture, Sports, Science and Technology·Ministry of Health, Labour and Welfare)" 3).</p> <p>According to the Ministry of Internal Affairs and Communications (2020) "Labor Force Survey Special Survey" and "Labor Power Survey (detailed tabulation)" 4), the number of double-income households has increased year by year, surpassing that of full-time housewives in 1997. Therefore, there is a greater social need for improving the quality of early childhood education.</p> <p>In light of such social conditions, the tool developed to improve the quality of early childhood education is CRAYON BOOK (Han, 2017; Okada, Kohara, & Han, 2020) 5) 6). The CRAYON BOOK consists of 5 domains; "Environment and daily life", "Comprehension", "Consent (<i>Nattoku</i>)", "Concept formation" and "Self-expression". However, the CRAYON BOOK is a tool that has just been developed. Few studies have analyzed data on children aged 1-2 years using the CRAYON BOOK.</p> <p>The purpose of this study is to clarify the characteristics of children, such as "Concept formation" and "Self-expression", and how adults are involved. For that purpose, we used the CRAYON BOOK ver.1-2 years old, and collected longitudinal data at the nursery school.</p> <p>Methods</p> <p>Subjects and procedures: Survey data were collected in a longitudinal cohort study. The CRAYON questionnaire was distributed to the 30 children in the 2 nursery schools in Yamaguchi and Shizuoka. The data were collected two times, and by mail between June 2020 and February 2021.</p> <p>Statistical analysis: This study correlates each area of the CRAYON BOOK, thereby clarifying the characteristics of early childhood education. The Wilcoxon signed-rank test was performed on the first and second longitudinal data. SPSS ver. 24.0 was employed for statistical analysis.</p> <p>Ethical considerations: This study has been approved by the Research Ethics Committee of Shimonoseki City University (0715-04).</p> <p>Results</p> <p>The results were shown in Table 1. The scores for "Number concept" and "Number Expression" were the lowest in all domains. As for the score rate for each domain, the score rate in domain of the "Facility environment" was high.</p>	

Discussion

In this study, the number of data to be analyzed was as small as 12, so there was a limit to the verification. However, this is the first study report to verify the correlation of each domain and the change of longitudinal data using CRAYON BOOK. This study showed that early childhood education in Japan has problems that "number" education. In the future, we would like to increase the number of data and the number of acquisitions and examine the factors that affect early childhood education.

Table 1 The Mean, Standard deviation, and Median score rate of each domains (n = 12)

Area (maximum value)	First time				Second time			
	Average value	standard deviation	Median	Score rate	Average value	standard deviation	Median	Score rate
Environment and daily life total (230)	199.0	9.5	194.0	86.5	209.3	7.5	213.0	91.0
Facility environment (70)	61.7	1.7	62.0	87.3	62.4	3.6	60.0	89.2
Nutrition education (50)	45.0	1.7	45.0	89.2	46.7	2.5	45.0	93.3
Sleep environment (60)	54.5	4.2	53.0	89.3	56.0	3.0	54.0	93.3
Play environment (50)	37.8	4.6	39.0	76.1	43.8	4.1	41.0	87.5
Comprehension total (55)	43.9	7.0	41.0	79.5	47.3	3.3	46.0	86.1
Stimulate knowledge / experience (20)	15.0	2.3	14.0	72.0	12.5	0.9	12.0	92.0
Interact with children (15)	12.1	2.4	12.0	78.6	18.0	1.7	18.0	83.3
Convey information (20)	16.3	3.1	16.0	81.0	16.8	1.1	16.0	84.2
Concept formation total (120)	85.4	15.6	82.0	70.6	94.6	15.5	99.5	78.8
Visual concept (20)	16.8	2.9	17.0	82.3	17.8	1.8	17.0	88.8
Auditory concept (25)	22.5	2.9	23.0	87.2	22.8	2.4	23.5	91.0
Experience concept (45)	28.3	7.5	26.5	63.1	32.1	8.4	35.5	71.3
Language concept (15)	11.7	2.6	12.0	77.3	12.5	2.9	12.5	83.3
Number concept (15)	6.2	4.1	4.0	43.1	9.5	4.3	11.0	63.3
Consent (<i>Nattoku</i>) total (55)	48.5	5.8	48.0	86.2	48.8	4.1	48.0	88.8
Building relationship of trust (15)	13.5	1.5	14.0	88.0	13.9	1.1	14.0	92.8
Respect for children's thinking (15)	13.3	1.8	13.0	86.7	13.5	1.3	13.0	90.0
Encourage behavioral change (25)	21.7	3.0	21.5	84.8	21.4	2.4	21.0	85.7
Self-expression total (100)	53.3	20.7	53.0	56.5	66.6	20.6	75.0	66.6
Graphical expression (15)	7.5	3.7	7.0	52.9	9.9	3.9	11.5	66.1
Musical expression (50)	30.1	12.3	32.5	64.4	35.2	9.3	37.0	70.3
Physical expression (10)	4.5	1.6	4.0	44.7	10.3	5.4	12.5	59.2
Linguistic expression(15)	7.4	4.1	7.0	52.9	10.0	4.6	12.0	66.7
Number Expression(10)	3.8	2.6	2.5	39.3	5.8	2.6	7.0	58.3

REFERENCE	<ol style="list-style-type: none"> 1) T Hoikuzyo Hoiku Sisin (Ministry of Health, Labour and Welfare), 2017 2) Course of study for Kindergarten (Ministry of Education, Culture, Sports, Science and Technology), 2017 3) Yoho renkei nintei kodomoen kyoiku hoiku yoryo (Cabinet Office·Ministry of Education, Culture, Sports, Science and Technology·Ministry of Health, Labour and Welfare) ,2017 4) Reiwa 2nd Year Gender Equality White Paper "Overview" (2020), Ministry of Internal Affairs and Communications "Labor Force Survey Special Survey" "Labor Power Survey (Detailed Summary), https://www.gender.go.jp/about_danjo/whitepaper/r02/gaiyou/pdf/r02_gaiyou.pdf (2021/7/1) 5) Han. Development of a Structured Valuation Tool for Grasping Actual Situation of Infant's Concept Formation and Talent Excavation. <i>Journal of Inclusive Education</i>, 2019, 6, 27-40. doi: 10.20744/inclleedu.6.0_27 6) Okada, Kohara, & Han. The Verification of Content Validity of Structural Valuation Tool for Grasping Actual Situation of Infant's Concept Formation and Talent Excavation. <i>Journal of Inclusive Education</i>, 2020, 9, 35-51. doi: 10.20744/inclleedu.9.0_35
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LS 06. Current Status and Issues of Abuse Prevention Education Programs in Japan

-Koki NAKAZAWA¹ & Mamiko OTA²

1) Shimonoseki City University, Japan (s223009@eco.shimonoseki-cu.ac.jp)

2) Shimonoseki City University, Japan

Keyword	Child, abuse, Prevention, Education, Systems
<p>The number of child abuse consultations handled by Child Consultation Centers and municipalities is increasing every year. The revision of the Child Abuse Prevention Law clearly states that "Schools and child welfare institutions shall endeavor to educate and enlighten children and custodians for the prevention of child abuse". Since abuse is difficult to manifest in the closed relationship of the home¹⁾, it is necessary to devise and educate children to seek help²⁾³⁾. This study aimed to clarify the current status and issues of the abuse prevention system in Japan. It was investigated the abuse prevention systems in Japan, Australia, the United States, and Canada.</p> <p>As a result, in New South Wales, Australia, an information share system called "Child Story" has been implemented by the state. In addition, junior and senior high schools in Victoria, Australia, deal with child abuse in compulsory education, and there is a textbook for learning to make students understand about abuse⁴⁾. In Chicago, Illinois, schools teach about abuse in first grade and sexual abuse in fourth grade and beyond⁵⁾. In addition, the Monique Burr Foundation developed Child Safety Matter, a school-based curriculum for children ages 4-13. This curriculum has been adopted in approximately 26 provinces and has been shown to be effective by the Bright et al., study⁶⁾. In the province of British Columbia, Canada, child abuse prevention is included in the content of the "self-design (home economics subject)" component from kindergarten through high school⁷⁾. Also, in Toronto, Ontario, School Social Workers work with teachers to implement a child abuse program for students aged 6 and 11⁵⁾. In Japan, on the other hand, systems for abuse prevention included "Regional Council for Children in Need of Protection", "Comprehensive Support Centers for Families with Children", and "Visiting All Families with Infants</p>	

Project". Which were characterized by "early detection" and "child abuse prevention efforts. In addition, there have been recent moves toward the introduction of ICT-based information sharing systems and AI-based abuse risk assessment systems. However, unlike in other countries, few studies have examined the implementation of specific abuse education programs and verification of their effectiveness.

In conclusion, to promote the development of abuse prevention education programs that can be implemented in Japan in the future, it is necessary detailed analysis of abuse prevention programs in other countries.

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LS 07. Current Status and Issues of Evaluation Indicators in Early Childhood Education: Focusing on Analysis based on the Viewpoints of Developmental Evaluation and Environmental Evaluation

-Mamiko OTA¹, Shotaro MIWA², Aiko KOHARA³ & Naomi OKADA⁴

1) Shimonoseki City University, Japan (ohta@eco.shimonoseki-cu.ac.jp)

2) Shimonoseki City University, Japan

3) Shimonoseki City University, Japan

4) Shimonoseki City University, Japan

Keyword	Early childhood, education, scale evaluation, childcare
<p>In recent years, evaluation in early childhood education has issue. Assessment in education is not just a “performance” or “means of managing results”¹⁾. It is a means to increase the transparency of childcare and early childhood education¹⁾. It is necessary to ensure the quality of education, and various scales are used in other countries²⁾. However, in child education, it is not clear who evaluates what.</p> <p>Therefore, this study aimed to clarify the issues of evaluation of early childhood education in Japan. It was analyzed the early childhood education rating scales used around the world from a developmental and environmental perspective. As a result, 11 scales related to early childhood development, 16 scales related to the environment of early childhood education, and 8 scales that combine both perspectives were extracted.</p> <p>It was also found that scales that require specialization such as intelligence and developmental tests are often used. However, to see the children growing up every day, the problem was that there was no scale that nursery teachers could use on a daily basis by extracting the necessary elements from these scales. In addition, it is difficult to adapt the scales developed in other countries to Japan as they are because the environmental composition of early childhood education reflects cultural differences³⁾. In the future, it is necessary to create an index that evaluates after considering Japanese culture.</p>	
REFERENCE	<p>1) Naoki Tarumi. Current State of Evaluation System of Early Childhood Education in Japan. <i>Research bulletin of Kyushu Junior College of Kinki University</i>, 2010, 40, 37-46.</p> <p>2) Reiko Uzuhashi. A Comparative Analysis of Quality Rating Scales for Early Childhood Education (ECERS-R and SSTEWS) and a Consideration of Future Challenges. <i>Doshisha Women's College of Liberal Arts annual reports of studies</i>, 66, 179-182</p> <p>3) Yasuo Tai. Research on establishing the expertise of infant education leaders (I): Significance of infancy from a human formative perspective, <i>Journal of the Faculty of Human Sciences, Kyushu Sangyo University</i>, 2021, 3, 53-61</p>

LS 08. Educational Practice on Understanding of a Shape for 2-year-old Infants

-Naomi OKADA¹, Hitoe ISOBE² & Mamiko OTA³

- 1) Shimonoseki City University and Tsumugi. Inc, Japan
- 2) Shimonoseki City University, Japan
- 3) Shimonoseki City University, Japan (ohta@eco.shimonoseki-cu.ac.jp)*

Keyword	CRAYON BOOK, early childhood education, shapes, practice
<p>Mathematics experience in infancy has been shown to help develop properties such as curiosity, imagination, flexibility, invention, and tenacity¹⁾. However, most of the practical studies on mathematics that have been conducted in Japan have targeted children aged 3 years and older, and few studies have targeted children aged 0 to 2 years. In Japan, mathematics is divided into "numbers and calculations" and "shapes" and taught, and they are related to each other²⁾.</p> <p>This study aimed to practice "shapes" and report, for 2-3year-old children. The subjects of practice were 7 infants (average age 2 years 8 months \pm 2.9 months 6 male and 1 female) enrolled in a nursery school in Yamaguchi Prefecture. The intervention was carried out with reference to practices of past "shapes". Data from the CRAYON Book and an observation record book filled out by the nursery teacher, before and after the intervention, were collected. The intervention was conducted between September1 ,2020 and March31, 2021.</p> <p>As a result of these educational practices, various behavioral changes were seen in the children. In addition, the CRAYON BOOK score also showed a positive change. In the future, it is necessary to collect data for statistical verification.</p>	
REFERENCE	<ol style="list-style-type: none"> 1) National Association for the Education of Young Children. Early Childhood Mathematics: Promoting Good Beginnings. 2010. 2) MEXT. Elementary school curriculum guidelines. 2017.

LS 09. Effects of Parental Involvement in Infants on "Eating Function" and "Speaking Function"

- Takashi OKADA¹, Naomi OKADA² & Mamiko OTA

- 1) Shimonoseki City University / Midorinooka Dental Clinic, Japan (midorinooka.dent@gmail.com)
- 2) Shimonoseki City University / Tsumugi inc., Japan
- 3) Shimonoseki City University, Japan

Keyword	Ehension delay in speech, media view time, childhood parental involvement
<p>In the field of childcare, many parents are worried about the delay in speech of infants.</p> <p>It has been reported that excessive viewing of one way information such as TVs and smartphones may have a negative impact on infants¹⁾ This study aim ed to clarify the effects of parental involvement and media viewing on the "eating function" and "speaking function" of infants. In addition, investigated whether there is a relationship between "eating function" and "speaking function" in early childhood.</p> <p>The subjects of the survey were 23 infants (13 male, 10 female, average age 2 years 6 months ± 9.1 months) who were attending A nursery school (Shimonoseki city). The survey method was conducted by a questionnaire to parents and a questionnaire to nursery t eachers. As an evaluation of "speaking function", "speech" and "language comprehension" were adopted from the Enjoji developmental test in infancy and early childhood (revised edition of Kyushu University Pediatrics)²⁾.</p> <p>As a result, the media viewing time was si gnificantly longer in the "group with delay in speech" than in the "group without delay in speech" (p = .013).</p> <p>In addition, the score of the guardian's "wording" was significantly lower in the "group with delay in language comprehension" than in the "group without delay in language comprehension" (p = .008).</p> <p>Furthermore, as a result of logistic regression analysis, it was suggested that media viewing time affected "delayed speech". In this survey, no relationship was found be tween "speaking function" and "eating function".</p> <p>In conclusion, to analyze the process of language acquisition of infants in more detail,it is necessary to conduct a longitudinal study considering the developmental stage.</p>	
REFERENCE	<ol style="list-style-type: none"> 1) Naoki KATAOKA Terebi ga tsukuru kotoba okure kotoba ga shaberenai, tomodachi to asobenai, sugu kireru, ta dou(in Japanese). <i>Health and Behavior Sciences</i>, 2005, 3(2), 115-121. doi: 10.32269/hbs.3.2_115 2) Munenori ENJOJI. <i>Enjoujishiki Newyouji Bunsekiteki Hattatsu Kensahou</i>(in Japanese). Keio University Press.

ORAL SESSION II

13:45 |

CHAIR

Minji KIM, Shimonoseki City University

OS 04. Literature Research to the Current Situation and Issues of Ryokan Management in Japan

-Takeshi WADA¹ & Aiko KOHARA²

1) Shimonoseki City University, Japan (s213012@eco.shimonoseki-cu.ac.jp)

2) Shimonoseki City University, Japan

Keyword	Ryokan, management, education for human resource development
<p>Modern times are called VUCA(Volatility, Uncertainty Complexity, Ambiguity). In VUCA era, the management of Japanese-specific "Ryokan" is need to change. In particular, while society is becoming increasingly globalized and tourism is growing rapidly, the challenge in the tourism sector is to pursue Sustainability. The United Nations 70th General Assembly designated 2017 as the International Year of Sustainable Tourism for Development. And, The United Nations showed THE #IY2017 PROMOTED TOURISM'S ROLE IN THE FOLLOWING FIVE KEY AREAS: "1. Inclusive and sustainable economic growth", "2. Social inclusiveness, employment and poverty reduction", "3. Resource efficiency, environmental protection and climate change", "4. Cultural values, diversity and heritage", "5. Mutual understanding, peace and security" ¹⁾.</p> <p>Accommodation business faces many challenges in human resource shortages and human resource education. Especially, shortage of personnel and shortage of successors are becoming serious. IKADO (2017) said that the hereditary succession of Ryokan to blood relatives was common, but deteriorating management caused difficulties in successors²⁾. And, there are many family businesses in Japanese Ryokan management. Therefore, scientific management based on data and statistics is inadequate. In addition, the management of Ryokan is very difficult, because of depending on the experience and intuition of the past³⁾. In recent years, the significance of tourism and accommodation has changed greatly due to the effects of the COVID-19. In such circumstances, education for human resource development of Ryokan is great importance²⁾. However, there are few previous studies on management for Ryokan. Although it search engines such as J-STAGE, there were few studies on management issues of Ryokan and related to the shortage of human resources of Ryokan.</p> <p>The purpose of this study is to clarify the issue of Ryokan by literature studies. Therefore, we reviewed that previous studies, books, and surveys by government agencies regarding the definition of Ryokan, a comparison of the history of Ryokan and hotel, and the current state of Ryokan.</p> <p>As a result of literature research, the definition of Ryokan and hotels was ambiguous in Japanese law. In addition, the historical transitions between Ryokan and hotels are different. However, due to the westernization of Japanese lifestyle, it is difficult to distinguish between accommodation styles because there is no difference between Ryokan and hotels. And, the number of guest rooms in Ryokan has been declining despite the hotel has increase in the number of guest rooms. Furthermore, this study revealed that Ryokan's problems include the aging of business owners and the problem of successors. Ryokan need to inherit Japanese cultures. Therefore, Ryokan issues in Japan</p>	

are human resource development, such as improving the expertise of inn management and managing local tourism businesses.

REFERENCE	<ol style="list-style-type: none"> 1) The World Tourism Organization (2017) 2017 INTERNATIONAL YEAR OF SUSTAINABLE TOURISM FOR DEVELOPMENT. https://www.unwto.org/tourism4development2017 (2022/6/30) 2) Takao IKADO. Current and Issues of the Ryokan Industry Consideration on the Way of Business Succession Studies of regional policy, 20(2), 61-80. 3) Shinichi KITAGAMI. Building monthly sales forecast model for Japanese Ryokan using the BOJ TANKAN, and Consideration of seasonality Predictive Analysis Model. Keie ijoho gatkai 2019 syuki zenkoku kenkyu hatpyou taikai, 217-220.
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Literature Research to the Current Situation and issues of ryokan management in Japan

1. Takeshi WADA
Shimonoseki city university, Japan / sumireryokan, Japan
2. Aiko KOHARA
Shimonoseki city university, Japan*

3 Purpose

- In this research, we will collect a wide range of literature from research treatises, books, surveys of government offices, etc. regarding the definition, historical transition, and current situation of ryokan and hotels, and compare and organize them. **The purpose of this is to clarify the issues in ryokan management and then consider future prospects.**

2 Background


- **International Year of Sustainable Tourism for Development (Nations Unies, 2017)**
 - Tourism, which supports economic growth in developing countries, has led to the eradication of poverty and job creation worldwide.
 - The number of tourists across countries reaches more than 3 million a day worldwide, and about 1.2 billion people travel abroad every year.
 - In this way, **tourism has the potential to bring about enormous movement of people and greatly contribute to sustainable development in terms of economy, society and environment.**
- **The management of "ryokan," which is a Japanese-specific accommodation business, must also respond to changes.**
 - The "ryokan" business, which is a form of accommodation business peculiar to Japan, has been declining since 1980, and its role has been replaced by hotels. The decline in the "ryokan" industry is also affected by the shortage of sales due to changes in the social structure, but the main factor is still the shortage of successors.

Result: 1 Definition of Ryokan


Hotel Business Act. (Ryokan gyoho)
In Hotel Business Act., it is defined as "business that allows people to stay at the accommodation fee", and is called "ryokan business", "hotel business", "simple lodging business and boarding house business" in the accommodation business.

- **Hotel business**
Business that establishes facilities mainly with Western-style structures and equipment
- **Ryokan business**
Business that establishes facilities mainly with Japanese-style structure and equipment
- **Distinguishing between ryokan and hotels**
In terms of the number of guest rooms, those with more than half of the Japanese-style rooms are called ryokan, and those with more than half of the Western-style rooms are called hotels.

The only legal division is the type of room, whether the ryokan or hotel is a Japanese-style room or a Western-style room, and there is no clear standard for classification.



△Hotel | Shimonoseki Grand Hotel



△Ryokan | Sumire Ryokan

Result:1 ▶ Historical transition of the Ryokan

Edo era (Ohno, 2013)

There was a "Hatago" centered on the Five Routes that connects the Edo Shogunate and the imperial court in Kyoto, and a "Onsen ryokan" in the hot spring sites and hot spring resort.

"Honjin" (本陣)

Accommodations, which only by providing prestigious facilities such as gates and entrances, meals and personal entertainment for the guest, Daimyo, were basically covered by the Daimyo side.

"Hatago" (旅籠)

Since the middle of the 17th century, it has served two meals (evening and breakfast) per night, which has been regarded as one of the pleasures of traveling.

In the latter half of the Edo period, a hatago employee a person who is in charge of the role "Meshimori onna (飯盛女)" which means "food serving woman" appeared as a customer service.



△ Daimyo's procession
<https://web.archive.org/web/20090326/https://www2.odn.ne.jp/~d34935648/>



△ Honjin <https://kaidou.nagaya/shirom/honjin.html>



△ Hatago <https://ja.wikipedia.org/wiki/%E6%97%B5%E7%98%81%E6%97%B4>

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Result:1 ▶ Comparison of changes between ryokan and hotels

The difference between a hotel and a ryokan has changed with the times and the structure of the building.

The hotel has acquired the function of a community center that accepts foreign guests and local residents, but the ryokan has become a closed world only for guests.

The lifestyles of sleeping and eating, and the structure of the house are also different (Ohno, 2014).

In Western Europe, rooms are divided according to purpose, such as sleeping in the bedroom and dining in the dining room. On the other hand, in Japan, there is a culture of using storable bedding called "futon", and it is said that sleeping and eating are done in the same room, and that custom was inherited by the ryokan. The ryokan has the characteristic of cleaning up the room where you ate and laying down a futon to sleep.

It is thought that the difference between hotels and ryokan was influenced by three factors: social formation, lifestyle, and ceremonial occasion culture. However, due to the westernization of postwar Japanese lifestyles, the difference between hotels and ryokan is getting smaller.

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Result:1 ▶ Historical transition of the Ryokan

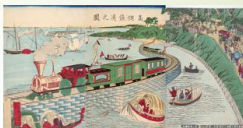
Meiji era (Ohno, 2013)

The roads of the Edo period declined due to the construction of railways, and the management of Honjin and Hatago became unsuccessful.

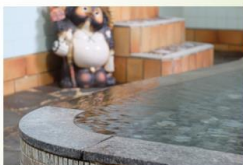
Furthermore, railways have become widespread as a new distribution.

For about 50 years from the Taisho era to the early Showa era, many hot spring resorts get two types of tourists. Tourists who enjoyed a short stay of one to two nights using the railway which is a new type of transportation with improved convenience, and others who stayed longer for recuperation and medical treatments.

Therefore, the ryokan was reborn as a new business model, and its business style was firmly established in the facilities and accommodations in the hot spring sites.



<https://ambr.jp/townwatches/city/shi-ba/g3.html>

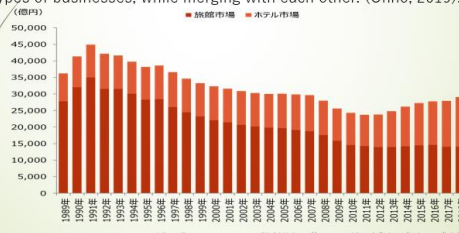


△ Onsen Ryokan | Tamatsubaki Ryokan

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Result:2 ▶ Current situations of ryokan and hotels

Japan's lodging facilities have developed through a unique market structure in which the two business categories of hotels and ryokan have evolved in parallel while being influenced by overseas hotels and mutually influencing each other. Since the 1980s, the diversification of consumer needs and the segmentation of the service industry itself have led to the diversification of these two types of businesses, while merging with each other. (Ohno, 2019).



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Result: summary ▶ Historical transition of the Ryokan

The style of "ryokan" was completed in the Meiji era, integrating the functions of various "ryokan" that developed during the Edo era.

There was "Honjin" that mainly accepts for regional governor - "Daimyo" by "Sankin-Kotai" during the Edo period, and low-ranking Samurai and ordinary people used "hatago".

Modern Japanese ryokan

For about 50 years from the Taisho era to the early Showa era, many hot spring resorts get two types of tourists. Tourists who enjoyed a short stay of one to two nights using the railway which is a new type of transportation with improved convenience, and others who stayed longer for recuperation and medical treatments.

The beginning of ryokan in hot spring sites
At hot spring ryokan, a new ryokan-style business model has been created to accommodate both types of customers.



<http://www.edojda.info/jdageki/daimyoyoujutsu.html>

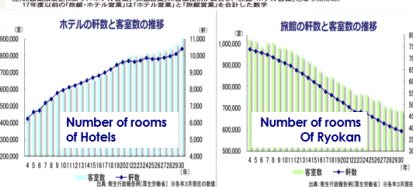


<https://zan-resorts.com/experience/ancient-times-hiking/>

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Result:2 ▶ Current situations of ryokan and hotels

	2016年度	2017年度	2018年度	2019年度	2020年度	増減数
旅館業	79,842	82,150	85,017	88,983	89,159	1,767
ホテル業	49,590	49,024	49,502	51,004	50,703	△ 301
(旅館業)	10,101	10,402	—	—	—	—
(旅館業)	39,489	38,622	—	—	—	—
簡易宿所業	29,559	32,451	35,452	37,308	37,847	539
下宿業	693	675	663	671	609	△ 62



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The number of hotels is increasing, while the number of ryokan is decreasing.

Result:1 ▶ Historical transition of the Hotel

Origin of the European accommodation industry (Ohno, 2020)

Free of charge

Hospitality for guesthouses and religious purposes arising from national policy and religious doctrine

Paid

Hospitality based on the monetary economy and market principles

A hotel was established with the added value of aristocratic entertainment and living culture, and in Paris in the 18th and 19th centuries, the demand for eating out and accommodation increased due to the increase in urban residents and the influx of tourists.



<https://omocoro.jp/obj/189935/>



<https://www.niwaka.com/ken/radio/wedding/room/table-setting/04/>

8

Result:2 ▶ Issues of ryokan

Issues due to mismatched needs in inbound correspondence

Issues raised by the Japan Tourism Agency (2016) Review Committee on New Business Models for Accelerating Productivity Improvements and Strengthening Inbound Responses for Japanese Ryokan.

①Lack of recognition of ryokan

They are not aware that there is an accommodation option called a ryokan, or are not aware of the difference between a ryokan and a hotel. Also, the charm of the ryokan is not conveyed.

②Lack of reservation routes

The ryokan's own website does not support multiple languages, and reservations are only accepted in Japanese. There are very few listings on overseas accommodation reservation sites.

③Delay in foreign language support

Due to delays in foreign language support, foreign guests are not satisfied and experiences are not shared.

④Mismatched needs

Some foreigners prefer to sleep in beds instead of futons, or they may not want a plan that includes meals.

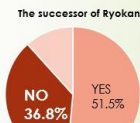
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13 Result:2 ▶ Issues of ryokan

Issues related to aging population and shortage of successors (Environmental hygiene business survey, 2016)

By generation of managers, the composition ratio of the number of facilities was highest among those aged 60 to 69, accounting for 33.1%, and the younger the age, the lower the composition ratio. The proportion of "over 70 years old" is also high at 26.8%, **indicating the aging of business owners.**

Looking at the composition ratio of the number of facilities by the presence or absence of a successor, while 51.5% of all respondents answered that they "have a successor", **However** the generation that answered "no successor" was 29.0% "70 years old and over" and 38.8% of those aged 60 to 69 are concentrated in the elderly, **indicating the serious problem of not being able to find a successor.**



It is predicted that the number of ryokan will decrease more and more due to the aging population and succession problems.

15 Discussion

Think about the curriculum of ryokan management

- Currently, the accommodation industry is developing rapidly and there are more options. It can be said that the impact of inbound tourism on accommodation facilities has also had a major impact on workers and employers.
- Given the increased information available to individuals, the diversification of accommodation options, and the abundance of value standards, there will be no more difference between ryokan and hotels.
- While the ryokan industry is required to provide knowledge about tourism resources and play a central role in the local tourism business, it is struggling to develop the next generation of human resources.
- A specialized and systematic curriculum is required to develop human resources for ryokan management.
- There is an urgent need to train professional human resources who can manage the tourism business in the region, as well as the specialty of the ryokan business.

14 Discussion

As a solution to Japan's unique lodging industry called ryokan, it is necessary to develop human resources for ryokan that will train successors.

What can be considered as successor training

It is most important to incorporate an academic and professional curriculum into ryokan services and learning the history of ryokan and comparing the differences with hotels will lead to the acquisition of knowledge about the uniqueness of ryokan.

Management methods centered on marketing theory and the establishment of a service spirit centered on "Omotenashi"-"hospitality" should be systematized as the study of ryokan management and ryokan services, and **these should be constructed as "ryokan studies."**

Management resources should be strengthened by enhancing qualitative management resources such as information gathering ability, customer service skill, cooking skill, etc. **according to the times.**

It can be said that it is **necessary to create a system for learning about Japanese culture** such as aesthetic sense and behavior, which are important elements in management, as well as the unique Japanese service spirit related to these, such as "watching", "attentiveness", and "consideration". This kind of Japanese spirit of service is thought to be deeply related to Kado-Japanese flower arrangement, and calligraphy, so they might be useful when it is included in ryokan studies.

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OS 05. Nutritional Intake and Related Factors at Special Elderly Nursing Home

-Yoshimi SAKATA¹, Emiko SAKAI² & Takahito TAKEUCHI³

1) International University of Health and Welfare Graduate School, Japan (y-sakata@iuhw.ac.jp)

2) International University of Health and Welfare Graduate School, Japan

3) Japan Society of Functional Recovery Care and Power Rehabilitation, Japan

Keyword	Special elderly nursing home, related factors, nutritional intake, water intake, mastication
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[Introduction] According to Dietary Reference Intakes for Japanese (2020 edition)¹⁾, the estimated energy requirement for Japanese aged 75 years and above is 1,800 kcal for men and 1,400 kcal for women with level I physical activity (values also applicable to those who live nearly independently at elderly care homes). However, a survey at special elderly nursing homes (special nursing homes) showed that energy intake is about 1,260 kcal in residents eating a typical diet²⁾, 829 kcal in those eating a minced diet, and 799 kcal in those eating a paste diet, and the nutritional standard has been reported not to be fulfilled in all diet forms when the leftover rate is taken into consideration³⁾. Therefore, it is necessary to evaluate the care style required to improve nutritional intake at special nursing homes.

[Objective] The objective of this study was to clarify factors related to nutritional intake at special elderly nursing home.

[Methods] The subjects were 54 individuals who continuously lived at special elderly nursing home from December 2020 to December 2021 among the 72 residents of the home during this period. From the available data concerning the subjects, basic attributes, state of care (water intake, time spent out of bed, nutritional intake, dietary form, eating posture, dentures, mastication ability, laxative use, place of urination/defecation, distance of indoor/outdoor walking, distance of daily walking) were collected. For statistical analyses, the t-test, one-way analysis of variance, and multiple regression analysis (stepwise) were performed, and correlation coefficients were calculated, using SPSS Statistics28 at the $p < 0.05$ level of significance. This was carried out as a retrospective study using existing data with anonymization to prevent identification of participants and restriction of the use of data to those permitted.

[Results] Nutritional intake and state of care were significantly correlated with mastication ability. Nutrition intake was significantly higher in those with higher mastication ability compared with those with lower mastication ability. Nutritional intake showed weak positive correlations with water intake ($\gamma = 0.41$) and distance of outdoor walking ($\gamma = 0.35$). Factors related to nutritional intake were water intake ($\beta = 0.40$) and mastication ability ($\beta = -0.30$) (Table 1).

Table 1. Factors related to nutritional intake

Variable	Regression coefficient β	(95%CI)	Standardized coefficient β	t	p
Daily water intake (mL) ^a	0.14	(0.05 to 0.23)	0.40	3.15	0.00
Mastication ability ^b	-116.52	(-214.06 to -18.99)	-0.30	-2.40	0.02
R					0.50
Adjusted R ²					0.21

a: Daily water intake (mL)

b: Mastication: Good=1, Poor=2

[Discussion]Improvement in nutritional intake is necessary for improving ADL. For this, sufficient water intake and restoration of adequate oral function including adjustment of dentures, which determines mastication ability, were suggested to be important.

REFERENCE	<p>1) Dietary Reference Intakes for Japanese (2020 edition). 2019.12 https://www.mhlw.go.jp/content/10904750/000586553.pdf (2022/6/1)</p> <p>2) Chikako SATO, Yu NAKANO, Minori MORIKI et al. Served Amount of Each Food Group and Provided Nutritional Value of Meals in Special Nursing Homes for the Elderly. <i>Bulletin of the faculty of health and welfare, Kobe Women's University</i>, 2019, 11, 69-80.</p> <p>3) Yumiko YAMASHITA, Nozomi AKADA. The Effects of Texture Modifications on the Nutritional Value of Diets for the Elderly. <i>Departmental bulletin paper, Hiroshima Bunka Gakuen Two-Year College</i>, 2004, 37, 15-22.</p>
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11th 2022 Asian Society of Human Services Congress in SHIMONOSEKI

Nutritional intake and related factors at special elderly nursing home

Yoshimi SAKATA¹⁾, Emiko SAKAI¹⁾, Takahito TAKEUCHI²⁾
 1) International University of Health and Welfare Graduate School, Japan
 2) Japan Society of Functional Recovery Care and Power Rehabilitation, Japan

Objective

The objective of this study was to clarify factors related to nutritional intake at special elderly nursing home.

Introduction

- The estimated energy requirement for Japanese aged 75 years and above is **1,800 kcal for men and 1,400 kcal for women¹⁾** with level I physical activity*.
 - * level I physical activity (values also applicable to those who live nearly independently at elderly care homes).
- However, showed that energy intake is about **1,260 kcal in residents eating a typical diet²⁾, 829 kcal in those eating a minced diet, and 799 kcal in those eating a paste diet**, and the nutritional standard has been reported not to be fulfilled in all diet forms³⁾.

Methods(1)

- **Subjects**
 54 individuals who continuously lived at special elderly nursing home from December 2020 to December 2021 among the 72 residents of the home during this period.
- **Survey items**
 - basic attributes
 - state of care
 - water intake, time spent out of bed, nutritional intake, dietary form, eating posture, laxative use, place of defecation, distance of indoor/outdoor walking, distance of daily walking, dentures, mastication ability

Methods(2)

Study Period

From June 1, 2022, to June 30, 2022.

Analysis

The t-test, one-way analysis of variance, and multiple regression analysis (stepwise) were performed, and correlation coefficients were calculated, using SPSS Statistics28 at the $p < 0.05$ level of significance.

Results(3)

Nutrition intake was significantly higher in those with higher mastication ability compared with those with lower mastication ability.

		n	mean	SD	$r^{n=54}$ p
staple food dietary form	regular meals	41	1314.3	200.1	0.43
	other than regular meals	13	1301.5	137.7	
dishes other than staple food dietary	regular meals	41	1314.3	200.1	0.83
	other than regular meals	13	1301.5	137.7	
eating posture	wheelchair	1	1375.0		0.73
	Chair	53	1310.0	187.4	
dentures	unnecessary	16	1376.1	180.7	0.10
	good fit	23	1304.0	203.0	
	poor fit	8	1182.6	160.3	
	need but not use	7	1333.4	91.0	
mastication	good	37	1344.6	194.4	0.03 *
	poor	17	1238.5	145.5	
laxative use	available	47	1312.1	182.6	0.93
	not available	7	1305.1	222.2	

the t-test, one-way analysis of variance
* $p < 0.05$

Ethical considerations

This was carried out as a retrospective study using existing data with anonymization to prevent identification of participants and restriction of the use of data to those permitted.

This study was approved by the Research Ethics Committee of the Japan Society of Functional Recovery Care and Power Rehabilitation (No.22-120).

Results(4)

Nutritional intake showed weak positive correlations with water intake ($\gamma=0.41$) and distance of outdoor walking ($\gamma=0.35$).

	water intake(ml)	time spent out of bed(minutes)	nutritional intake(kcal)	distance of indoor walking(m)	distance of outdoor walking(m)	distance of daily walking(m)
water intake(ml)	correlation coefficient	--				
	n	54				
time spent out of bed(minutes)	correlation coefficient	-0.07				
	n	54	54			
nutritional intake(kcal)	correlation coefficient	0.41**	0.00			
	n	54	54	54		
distance of indoor walking(m)	correlation coefficient	0.33*	0.04	0.25	--	
	n	54	54	54	54	
distance of outdoor walking(m)	correlation coefficient	0.33*	0.06	0.35**	0.59**	--
	n	53	53	53	53	53
distance of daily walking(m)	correlation coefficient	0.32*	0.07	0.24	0.99**	0.66**
	n	54	54	54	54	54

** $p < 0.01$

Results(1)

The mean age was 88.3 ± 7.5 .

The mean care grade was 3.8 ± 0.7 .

		n	%
Sex	Male	13	22.0
	Female	41	69.5
Care grade	Grade2	1	1.7
	Grade3	19	32.2
	Grade4	26	44.1
	Grade5	8	13.6
	Grade6	1	1.7
staple food dietary form	regular meals	41	69.5
	other than regular meal	13	22.0
dishes other than staple food dietary	regular meals	41	69.5
	other than regular meal	13	22.0
eating posture	wheelchair	1	1.7
	Chair	53	89.8
dentures	unnecessary	16	27.1
	good fit	23	39.0
	poor fit	8	13.6
	need but not use	7	11.9
mastication	good	37	62.7
	poor	17	28.8
laxative use	available	47	79.7
	not available	7	11.9
place of defecation	restroom	53	89.8
	others	1	1.7

Results(5)

Factors related to nutritional intake were water intake ($\beta=0.40$) and mastication ability ($\beta=-0.30$).

Variable	Regression coefficient β	(95%CI)	Standardized coefficient β	t	p
Daily water intake (mL) ^a	0.14	(0.05 to 0.23)	0.40	3.15	0.00
Mastication ability ^b	-116.52	(-214.06 to -18.99)	-0.30	-2.40	0.02
R					0.50
Adjusted R ²					0.21

a: Daily water intake (mL)

b: Mastication: Good=1, Poor=2

Results(2)





	mean	median	SD	min	max
water intake(mL)	1769.0	1757.5	516.5	604.0	4000.0
time spent out of bed(minutes)	761.1	780.0	76.9	480.0	900.0
nutritional intake(kcal)	1311.2	1325.5	185.8	907.0	1619.0
distance of indoor walking(m)	316.0	126.0	852.5	0.0	5154.0
distance of outdoor walking(m)	34.2	0.0	102.9	0.0	677.0
distance of daily walking(m)	349.3	126.0	867.2	0.0	5154.0

Discussion

Improvement in nutritional intake is necessary for improving ADL. For this, sufficient water intake and restoration of adequate oral function including adjustment of dentures, which determines mastication ability, were suggested to be important.



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OS 06. Relationship between Consumer Affairs Consultations, Level of Care Needed, and Number of People Infected with Corona

-Emiko SAKAI¹ & Yoshimi SAKATA²

1) International University of Health and Welfare Graduate School, Japan (sakai.emiko@iuhw.ac.jp)

2) International University of Health and Welfare Graduate School, Japan

Keyword	Category of condition of need for long-term care, elderly, consumer affairs consultation, number of people infected with corona
<p>[Introduction] According to the White Paper on Consumer Affairs 2021¹⁾, the number of consumer affairs consultations (hereinafter referred to as "consultations") for the elderly aged 65 and older during the past 10 years peaked at 358,000 in 2018, and has been on a downward trend since then. Overall, the average contract purchase price in 2020 decreased from the previous year. In particular, for those aged 65 and over, the amount decreased by 317,000 yen to 796,000 yen. In contrast, with less than 20% of the consultations coming from the elderly themselves, elderly people with dementia are reportedly more likely to be victimized by door-to-door sales and telemarketing sales. For this reason, there is importance in knowing whether the decreasing trend in the number of consultations is attributed to corona infections or to changes in the elderly's category of condition of need for long-term care (hereinafter referred to as "level of care needed").</p> <p>[Objective] This study aimed to clarify the relationship between consultations, the level of care needed, and the number of people infected with corona in 2017 and 2021.</p> <p>[Methods] This study included elderly contracting parties aged 70 years and over available through the consumer affairs consultation database²⁾. The following three types of open data were used to compare and analyze the aggregate data based on the rate of change in the number of consultations. The number of consultations was obtained for each of the 13 regions in Japan classified by the consumer affairs consultation database. The level of care needed and the number of people certified for long-term care needed were obtained by prefecture, focusing on persons aged 70 and over who were certified for long-term care needed according to the Long-Term Care Insurance Business Status Report³⁾. The certifications of long-term care need were classified as 1 (support needed 1) to 7 (long-term care needed⁵⁾, and the average level of care needed was calculated. Data on the number of people infected with corona were obtained by prefecture using the "Visualizing the data: information on COVID-19 infections"⁴⁾.</p> <p>[Results] The five-year data trends from 2017 to 2021 showed an annual increase in the number of people certified for long-term care needed and negative trend in the level of care needed for people aged 70 years and older. Therefore, a comparison was made between the two time points of 2017 and 2021. The number of consultations was classified into three groups (increase, maintenance and decrease) according to the rate of change in the number of consultations (Table 1). The group with maintained number of consultations resulted higher averages (3.84 in 2017 and 3.79 in 2021) and a higher change in the average level of care needed (-0.05). The group with increased number of consultations resulted in a higher rate of increase in the number of people certified for long-term care needed and a higher number of newly infected people with corona per 100,000 people (Table 2).</p>	

Table 1. Rate of change in the number of consultations (2017 and 2021) *

	n	Increase group	Maintenance group	Decrease group
Rate of change		rate of change \geq 1.05	1.04 < rate of change \geq 0.95	rate of change < 0.95
Number of prefectures	47	20	14	13
Number of regions	13	5	4	4
Name of regions		Hokkaido·Northern Tohoku/ Southern Tohoku/ Northern Kanto/ Southern Kanto/ Kinki	Hokuriku/Tokai/ Shikoku/ Southern Kyushu· Okinawa	Koshin-etsu/ San-in/ San-yo/ Northern Kyushu
Number of consultations in 2017	188,059	111,936	33,713	42,410
Number of consultations in 2021	191,831	120,938	33,015	37,878
Rate of change	1.02	1.08	0.98	0.89

*Fiscal year from April to March

Table 2: Level of care needed, the number of people certified for long-term care needed, and the number of people infected with corona, by 3 groups based on the rate of change in the number of consultations

		n	Increase group	Maintenance group	Decrease group
Average level of care needed	in 2017		3.75	3.84	3.76
	in 2021		3.71	3.79	3.74
	Change		-0.04	-0.05	-0.02
Number of people certified for long-term care needed	in 2017**	6,007	3,571	1,208	1,228
	in 2021**	6,553	3,968	1,303	1,282
	Change**		397	94	55
	Increase rate		1.11	1.08	1.04
Number of people infected with corona (as of March 31, 2022)	Cumulative total**	6,539	4,739	1,019	780
	Percentage		72.5%	15.6%	11.9%
	Newly infected people per 100,000 people		35.2	31.7	30.5

**Number of people in thousands

[Discussion] The number of consultations in the 70+ age group decreased in 2021 compared to 2017. Despite our hypothesis that changes in the level of care needed would affect the number of consultations, no influence was found between the level of care needed and the three groups based on the rate of change in the number of consultations. However, there was a trend toward a positive association between the number of consultations and the number of people certified for long-term care needed. An association was also observed between the number of consultations and the number of newly infected people with corona per 100,000 people. A possible explanation for this is that the number of consultations for "communication service "and "other hygiene products," including masks, reportedly topped the list 1) because of the impact of the novel corona infection.

REFERENCE	<ol style="list-style-type: none"> 1) Consumer Affairs Agency. White Paper on Consumer Affairs 2021. https://www.caa.go.jp/policies/policy/consumer_research/white_paper/2021/ (2022/6/15) 2) National Consumer Affairs Center of Japan. Consumer affairs consultation database. https://datafile.kokusen.go.jp/ (2022/6/15) 3) Ministry of Health, Labour and Welfare. Long-Term Care Insurance Business Status Report. https://www.mhlw.go.jp/topics/0103/tp0329-1.html (2022/6/15) 4) Ministry of Health, Labour and Welfare. Visualizing the data: information on COVID-19 infections. https://covid19.mhlw.go.jp/ (2022/6/15)
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Relationship between Consumer Affairs Consultations, Level of Care Needed, and Number of People Infected with Corona

AUTHOR(s)

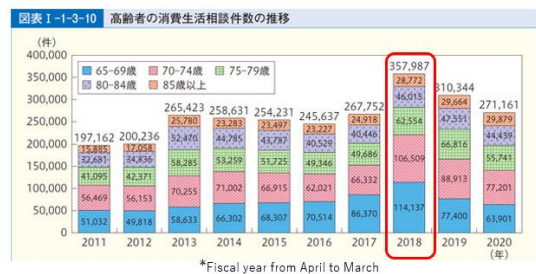
1.Emiko SAKAI,
International University of Health and Welfare Graduate School,
Japan
2.Yoshimi SAKATA,
International University of Health and Welfare Graduate School,
Japan

Outline

- Introduction
- Objective
- Methods
- Results
- Discussion

Introduction

- The number of consumer affairs consultations for the elderly aged 65 and older during the past 10 years



Consumer Affairs Agency White Paper on Consumer Affairs 2021

Introduction

- The average contract purchase price 2020 decreased from the previous year. In particular, for those aged 65 and over, the amount decreased by 317K yen to 796K yen.
- Less than 20% of the consultations coming from the elderly themselves, elderly people with dementia are reportedly more likely to be victimized by door-to-door sales and telemarketing sales.

There is importance in knowing whether the decreasing trend in the number of consultations is attributed to corona infections or to changes in the elderly's category of condition of need for long-term care.

Objective

This study aimed to clarify the relationship between consultations, the level of care needed, and the number of people infected with corona in 2017 and 2021.

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Results-1

- The five-year data trends from 2017 to 2021 showed an annual increase in the number of people certified for long-term care needed and negative trend in the level of care needed for people aged 70 years and older.
- Therefore, a comparison was made between the two time points of 2017 and 2021. The number of consultations was classified into **three groups (increase, maintenance and decrease)** according to the rate of change in the number of consultations (Table 1).

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Methods

•Subject

This study included elderly contracting parties aged 70 years and over available through the consumer affairs consultation database

•Data

Three types of open data were used to compare and analyze the aggregate data based on the rate of change in the number of consultations.

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Table1 Rate of change in the number of consultations (2017 and 2021) *

	n	Increase group	Maintenance group	Decrease group
Rate of change		rate of change ≥ 1.05	$1.04 < \text{rate of change} \leq 0.95$	rate of change < 0.95
Number of prefectures	47	20	14	13
Number of regions	13	5	4	4
Name of regions		Hokkaido-Northern Tohoku/Southern Tohoku/Northern Kanto/Southern Kanto/Kinki	Hokuriku/Tokai/Shikoku/Southern Kyushu-Okinawa	Koshin-etsu/San-in/San-yo/Northern Kyushu
Number of consultations in 2017	188,059	111,936	33,713	42,410
Number of consultations in 2021	191,831	120,938	33,015	37,878
Rate of change	1.02	1.08	0.98	0.89

*Fiscal year from April to March

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Methods

Three Types of Open Data

1. The number of consultations was obtained for each of the 13 regions in Japan classified by the **consumer affairs consultation database.***
2. The level of care needed and the number of people certified for long-term care needed were obtained by prefecture, focusing on persons aged 70 and over who were certified for long-term care needed according to the **Long-Term Care Insurance Business Status Report.**
→The certifications of long-term care need were classified as 1 (support needed 1) to 7 (long-term care needed 5), and the average level of care needed was calculated.
3. Data on the number of people infected with corona were obtained by prefecture using the **"Visualizing the data: information on COVID-19 infections"**.

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Results-2

- The group with maintained number of consultations resulted higher averages (3.84 in 2017 and 3.79 in 2021) and a higher change in the average level of care needed (-0.05).
- The group with increased number of consultations resulted in a higher rate of increase in the number of people certified for long-term care needed and a higher number of newly infected people with corona per 100,000 people (Table 2).

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*Consumer affairs consultation database (PIO-NET)

	Damage/Yes	Damage/No
Awareness /Yes	Visible Damage	Dissatisfaction
Awareness /No	Potential Damage	-

Consumer Affairs Agency : What is consumer affairs consultation ?

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Table2

Level of care needed, the number of people certified for long-term care needed, and the number of people infected with corona, by 3 groups

	n	Increase group	Maintenance group	Decrease group
Average level of care needed	in 2017	3.75	3.84	3.76
	in 2021	3.71	3.79	3.74
	Change	-0.04	-0.05	-0.02
Number of people certified for long-term care needed	in 2017**	6,007	3,571	1,208
	in 2021**	6,553	3,968	1,303
	Change**	397	94	55
Increase rate		1.11	1.08	1.04
Number of people infected with corona (as of March 31, 2022)	Cumulative total**	6,539	4,739	1,019
	Percentage	100%	72.5%	15.6%
	Newly infected people per 100,000 people		35.2	31.7

**Number of people in thousands

12

Discussion

- The number of consultations in the 70+ age group decreased in 2021 compared to 2017.
- Despite our hypothesis that changes in the level of care needed would affect the number of consultations, no influence was found between the level of care needed and the three groups based on the rate of change in the number of consultations.

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Discussion

- An association was also observed between the number of consultations and the number of newly infected people with corona per 100,000 people.
- A possible explanation for this is that the number of consultations for "communication service" and "other hygiene products," including masks, reportedly topped the list because of the impact of the novel corona infection.

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Discussion

- However, there was a trend toward a positive association between the number of consultations and the number of people certified for long-term care needed.

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15

ORAL SESSION III

15:15 |

CHAIR

Mmiko OTA, Shimonoseki City University

OS 07. Trends in "Career Education" at Japanese Universities; A Consideration for "Career Education" to Live 100 Years of Life

-Megumi UENO¹ & Chaeyoon CHO²

1) Shimonoseki City University, Japan (s213005@eco.shimonoseki-cu.ac.jp)

2) Shimonoseki City University, Japan

Keyword	Career education, career education of university students, 100 years of life
<p>In Japan, the 2011 revision of the University Establishment Standards has made it mandatory for career education and employment support at universities. For university students who have to live until the age of 100 years, it is necessary to explore the factors necessary for career education. Therefore, the purpose of present study is to compare the actual employment rate and investigate new content in career education.</p> <p>As a method, the author surveyed the syllabus of career education at each university, targeting public universities among the top 30 universities in the actual employment rate ranking by faculty system (faculty of economics) by "University Correspondences Online" in 2021. The content of career education at public universities was consistent with the point of previous study that "previously it was conducted outside the regular course as employment support, but it was incorporated into the regular course as career education." However, the results of relatively high employment rates were shown to be the effectiveness of career education based on employment support. Further studies are necessary in order to conclude an association between the importance and direction in career education.</p>	
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11th 2022 Asian Society of Human Services Congress in SHIMONOSEKI

Trends in "career education" at Japanese universities; A consideration for "career education" to live 100 years of life

Megumi Ueno,
Graduate School of Economics,
Shimonoseki City University, Japan

Chaeyoon Cho,
Graduate School of Economics,
Shimonoseki City University, Japan



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Introduction

- Definition of "career"

A career is an accumulation of the various positions and roles that an individual carries out throughout lives, the relationships and values with self in that process.

- Definition of "career education"

Education that promotes career development through the development of abilities that serve as the foundation for the social and professional independence of each individual.

報告書 No. (2012) キャリア教育 日本労働研究雑誌 No.621, pp.50-53
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 文部科学省 (2004) キャリア教育の推進に関する国の施策の検討報告書(平成16年度)
 文部科学省 (2011) 今後の学校におけるキャリア教育・職業教育の在り方について (提議)

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Introduction

- Definition of “employment support”
 (1) Support for self-understanding (2) Support for creating self-promotion (3) Support for industry and company research (4) Correction of documents such as resumes (5) Practice for interviews and group discussions (6) Preparation for written exams (7) Guidance for employment guidance, etc.
- Definition of “actual employment rate”
 According to Ministry of Education, Culture, Sports, Science and Technology (MEXT), the actual employment rate is as follows.

$$\text{Actual employment rate (\%)} = \frac{\text{Actual employment rate}}{\text{number of university graduates} - \text{number of students going on to graduate school}} \times 100$$

西川 正則 (2016) 「キャリア教育」時代の「就職支援」の再定義—就職支援部門の現状と大学設置基準準拠への対応— 大分県立大学紀要, 7, pp.57-65
 大学設置基準オンライン: <https://www.online.com/education/16080/>


Method

1. Data collection method
 Search the 2021 syllabus from each university's website,
 Search keyword: "Career"
 Exclusion criteria : No information on the [syllabus, internship/PBL](#)
2. University selection criteria
 University communication online
 [2021 Public universities ranking the actual employment rate]; total 7 Public Universities (Economics)
 Shimonoseki City University, Nagoya City University, Aomori Public University, Kochi University of Technology, Fukui Prefectural University, Kitakyushu City University, [Onomichi](#) City University

Research background

- 2000: [Hironaka Report](#)
- 2010: Revision of the Guidelines for Ensuring Employment Opportunities for Youth
- 2011: Standards for Establishment of Universities Article 42-2
- If the first job was a non-regular employment or non-employed, it is pointed out that the period of non-regular employment is long, unmarried, and life satisfaction was low, and a lot of psychological stress.

It is necessary and important for students to have a sense of crisis about graduating without a job.



文部科学省 (2000) 大学における学生生活及び卒業後の進路について (報告) 難関 一学生の立場にたった大学づくりを目指して
 新田 弘三 (2010) 戦後日本の大学におけるキャリア支援の歴史 名古屋経済学教育研究 第12号 pp.155-174
 厚生労働省 (2016) 3 部局が連携して取り組む「就職支援」 https://www.mhlw.go.jp/stf/houdou/2/985200000wsg1.htm
 経済産業省 (2011) 労働政策の方向性 労働政策の方向性について 経済政策 第4号 pp.298-302

Method


3. Analysis method
 - 1) University communication online [2021 Public universities ranking the actual employment rate]
 - 2) Compare with the “Educational Evaluation” ranking of THE World University Rankings Japan 2020
 - 3) Compare the contents of career education from each university's syllabus

Hypothesis : Outcomes of career education in regular courses = rate of actual employment



Research background

「Research Question」

- Confirm and Review study papers to clarify what "career education" is for "university students".
- In the study of "career education", there are few studies that suggest specific program contents for "career education".
- Analysis of Practical Cases of “university students” and “career education” from the syllabus



- The final goal is
 to organize a career education program for students at Shimonoseki City University.

Result

Educational Outcomes: The results of the image survey score, "Image of students", "Image of university"

Table 1. Relationship between deviation score and actual employment rate/educational outcomes

順位	大学名	学部	卒業生数	実就職率	偏差値	教育成果
5	下関市立大学	経済	496	95.3	50~55	31.8
7	名古屋市立大学	経済	233	94.3	63~64	28.9
10	青森公立大学	経営経済	297	92.9	46~52	ランキング外
13	高知工科大学	経済・経済情報学群	165	92.5	50~54	35.2
19	福井県立大学	経済	226	91.4	54~56	15.8~25.7
23	北九州市立大学	経済	284	90.4	51~56	32.4
30	尾道市立大学	経済情報	224	89.5	51~54	ランキング外

Source: University communication online [2021 Public universities ranking the actual employment rate], [Manyvision](#) (created by the author)
 大学設置基準オンライン: <https://www.online.com/education/16080/>
 THE 世界大学ランキング日本版 2021 <http://www.the-world-university-rankings.jp/2021/08/16/>
 小村 礼子 (2000) 大学生の就職観と就職活動 産学連携研究 第11巻 pp.66-100

Purpose of research

The purpose of present study is to review previous research on career education, and to examine Activity reports of career education syllabuses at public universities, to clarify the suggestions for new career education.



Result

Table 2. Career education syllabus of each university

University	Freshman/frosh	sophomore	Junior	senior
Shimonoseki City University	(Apr.~Aug.) Career Design I Role Model	(Apr.~Aug.) Career Design II Diverse Work Styles, Labor Law, Mental Health	(Apr.~Aug.) Career Design III Industry/Job Research, Self-understanding (Oct.~Nov.) Career Design IV Employment Research	
Nagoya City University	(Apr.~Aug.) Becoming a member of society A Working style, financial education, industry research		(After) Becoming a member of society B Industry research	
University	(Apr.~Aug.) Citizenship Group work on social issues (Apr.~Aug.) Women active in local communities Role models			

- 1) **Shimonoseki City University** : Career education is provided from the Freshman/frosh to junior, but the content is mainly employment support.
- 2) **Nagoya City University** : Lecturers are mainly Visiting Professor. Career education lectures are practically arranged from the Freshman/frosh, to senior.

Result

Table 3. Career education syllabus of each university

University	Freshman/fresh	sophomore	Junior	senior
Aomori Public University	(Apr~Aug.) University Basic Seminar Academic Literacy Course Formation (Apr~Aug. or Oct~Feb.) Career Formation Theory Labor Education, Industry/Occupation Research	(Apr~Aug.) Business Theory I Financial Institutions Research (Apr~Aug.) Self-Government Policy Theory Public Service Research	(Apr~Aug.) Business Theory II Industry/Job Research (Oct~Feb.) Business Theory III Mass Media Research	
Kochi University of Technology			(Oct~Feb.) sports company management role model	

3) **Aomori Public University:** Lecturers are mainly Visiting Professor.
The Freshman/fresh of [University basic seminar] is academic literacy + career education. [Career formation theory] has the same lectures in the spring and Fall semesters. The number of lectures is the largest among the 6 universities.

4) **Kochi University of Technology:**
Other than the Department of Economics and Management, there are career plans 1 and 2.

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Discussion/Conclusion

About Career education

1) 2022 High School "Public" and "Home Economics"
→ Start of consumer education and financial education

2) «Adaptation» and «Resistance» to the labor market and society

3) "Understanding of Industry, Occupation, and Labor"

"Worker's Rights and Workplace Rules"

"Life Career"



立命館大学 (2018) 『実践的』高等教育学教育指導要領 (平成30年告示) 解説
本誌掲載 (2018) 『実践的』高等教育学教育指導要領 - 若者、学校、社会をつなぐ - 竹内 美穂
池田 孝一 (2015) 若者の実態を重視し、社会の進路も同時に広くキャリア教育、経済教育 経済教育No.34, pp.6-9

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Result

Table 4. Career education syllabus of each university

University	Freshman/fresh	sophomore	Junior	senior
Fukui Prefectural University	(Apr~Aug.) Career Development Theory Self-understanding, Basic career education			
	(Apr~Aug.) Career Design Introduction I Resilience Education Academic Literacy (Oct~Feb.) Career Design Introduction II Employment Support	(Oct~Feb.) Career Design Resilient Career Industry/Occupation Research		
Onomichi City University	(Apr~Aug.) Introduction to Career Formation Orientation of Work Perspective			

5) **Fukui Prefectural University:** Lecturers are mainly full-time professor, and person with practical experience including recruitment work. In Career Design Introduction I and II, Career Design Special Course, conduct the same lecture twice. Moreover, Trend-conscious reference books such as "Introduction to Resilience" and "LIFE SHIFT" are featured.

6) **Onomichi City University:** Lectures are mainly Visiting Professor with a career consultant qualification is in charge.

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Discussion/Conclusion

- Universities with high deviation scores do not necessarily have a high actual employment rate.
- At public universities (economics), It was confirmed that employment support was formed inside the university curriculum as 'career education'.
- However, the fact that the actual employment rate is relatively high indicates that "career education", which employment supports, is effective for university students.



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Discussion/Conclusion

About university education

"Enhancement of education that emphasizes logic, perspective, communication skills, information processing skills, etc."

About employment support

"Self-understanding/environmental understanding"
"Industry and Occupation Research/Study"
"Application documents and Preparing for the interview"



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<https://syllabus.shimonoseki-cu.ac.jp/syllabus/slbssrch.do>
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http://lc-syllabus.nagoya-cu.ac.jp/ext_syllabus/

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Discussion/Conclusion

- 青森公立大学 (2021) シラバス
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<https://portal.onomichi-u.ac.jp/up/faces/up/xu/Xuk00302A.jsp>
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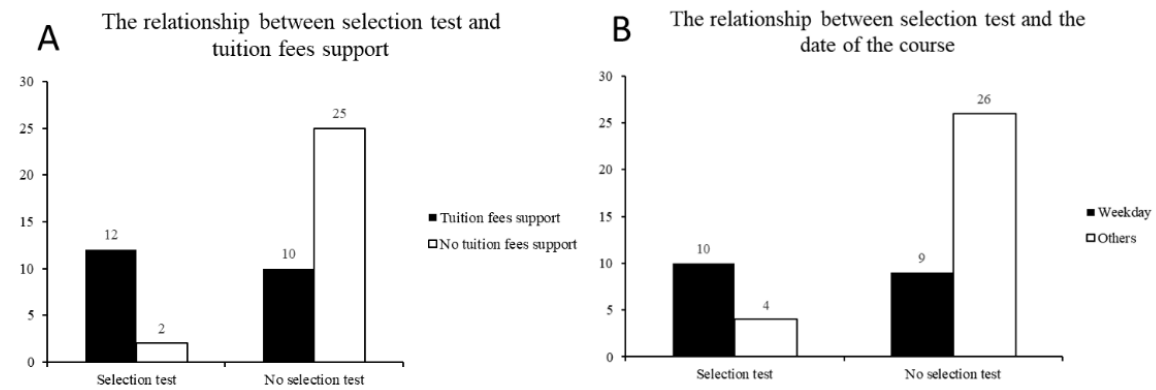
OS 08. A Study on the Form of Course Certification Program in Complementary Recurrent Education at Universities

-Masao SUNAHARA¹ & Minji KIM²

1) Shimonoseki City University, Japan (Sunahr00@gmail.com)

2) Shimonoseki City University, Japan


Keyword	Recurrent education, the complementary course certification program, national, public and private universities, economic growth
<p>【Introduction】</p> <p>The growth rate of Growth Domestic Product in Japan has been slower over the past 10 years due to the declining working-age population compared to major countries such as the United States. Since the total working population is expected to decrease in the future, investment in education and training is necessary to raise human capital, but it is not actively implemented at universities. The purpose of this study is to analyze the characteristics of complementary recurrent education for working adults who have undergone higher education and have professional qualifications, and to consider the form of attendance that leads to an increase in human capital.</p> <p>【Methods & Materials】</p> <p>The subject of the survey is the 154 courses of the course certification program conducted by national, public and private universities, which was grasped by the contract project of "Practical research for improving information access of learning of working people" by the Ministry of Education, Culture, Sports, Science and Technology as of June 15, 2022. As an analysis method, the curriculum and teaching method of the course certification program were investigated according to the implementation guidelines of each university, and a complementary course certification program was extracted. Furthermore, quantitative variables and qualitative variables were extracted as the factors of the attendance form in complementary course certification program. Quantitative variables are consisting of tuition fees, the completion time of one course, and the completion periods (months) of one course. Qualitative variables are consisting of the qualifications for application (Qualifications and No qualifications), selection test (Selection test and No selection test), completion test (Completion test and No completion test), tuition fees support (Tuition fees support and No tuition fees support), and the date of the course (Weekday and others). The characteristics of the complementary course certification program are shown by mean and standard deviation. Regarding the relationship between the factors, Pearson's correlation was performed for the quantitative variable, and the Chi-square test was performed for the qualitative variable. The statistical significance level was set to less than 5%. All statistics analyses are used IBM SPSS Statistics 25.</p> <p>【Results】</p> <p>The program contents were investigated for all 154 courses, and 49 courses were extracted as complementary course certification program. Among the factors of the attendance form, there was no relationship between the variables (tuition fees, the completion time of one course, and the completion periods (months) of one course), which are quantitative variables. On the other hand, there is a significant relationship between the selection test and tuition fees support ($p < .001$), and the selection test and the date of the course ($p < .001$), which are qualitative variables (Figure A,B).</p>	




【Discussion】

The percentage of courses offered on weekdays is 52.6%, which is higher than the 13.3% of courses offered on holidays, Saturdays, nights, specific days, and correspondence course. In addition, 85.7% of the courses that carry out the selection test apply the tuition fees support system of the university scholarship and the education and training benefit system of the Ministry of Health, Labor and Welfare, and 28.6 % in the course that does not carry out the selection test. Therefore, it can be said that the complementary course certification program is characterized by offering undergraduate classes that are offered on weekdays on the premise of accumulating knowledge and skills through higher education before taking the complementary course certification program. Since it is a weekday course, it is considered that the financial burden is expected, and it is positive to introduce a system to support the tuition fee.

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A study on the Form of Course Certification Program in Complementary Recurrent Education at Universities

Masao Sunahara¹⁾, Min-Ji Kim¹⁾
1) Shimonoseki City University, Japan

Introduction

- Japan's economic growth rate is reported to be 13% higher in the gross domestic product (GDP) as of 2019, 29% in the United States and 23% higher in the United Kingdom, which is lower than that of major countries. **Declining working-age population is a hindrance to economic growth** (Cabinet Office, 2021).
- According to the 2020 white paper on Health, Labor and Welfare, the working-age population between the ages of 15 and 64 has been declining since peaking in 1995 (Ministry of Health, Labor and Welfare, 2020), but the working population and the number of employees will increase until 2023 but the trend is expected to decrease from 2024 (Toshida, 2018).

Introduction

- On the other hand, Becker (1964) is reported that education has been reported to accumulate individual abilities as human capital and increase productivity (Becker GS, 1964; Kaneko, 1980).
- As a form of education that promotes the accumulation of human capital, there is **recurrent education in which individuals return to an educational institution because they feel to receive education again after completing formal school education and go out into society** (Tanaka, 2017).
- The characteristics of recurrent education in higher education include "complementary" and "alternative", and it has been reported that **complementary recurrent education contributes to the increase in human capital** (Tanaka, 2017).

Introduction

- Several studies have been reported on effect of course certification programs for complementary recurrent education in higher education.
 - A certain effect has been reported by developing a recurrent education program for farmers and evaluating it in practice (Kinoshita et al., 2014)
 - In addition, the cases of healthcare-related recurrent education conducted by business schools were introduced, and effective program creation and management were reported (Fujiwara et al., 2021).
 - Finally, it has been reported that university recurrent education in the tourism field will lead to a review of university education as well as economic benefits for industry (Shikita, 2021).
- However, although the effects of complementary recurrent education have been reported, **it has not yet been fully investigated what type of course certification programs is being performed in nationwide.**
- Furthermore, **the characteristics of complementary recurrent education at national, public and private universities have not yet been clarified.**

Objective

- The objective of this study is **to investigate the characteristics by analyzing and clarifying current status of the course certification programs in complementary recurrent education at Japanese national, public and private universities.**
- This study will be helpful for planning and managing complementary recurrent education that is thought to lead to an increase in human capital at national, public and private universities that provide lifelong learning opportunities to working adults.

Methods & Materials

- Subjects**
 - The 154 courses certification program conducted by national, public and private universities in nationwide.
 - All courses certification program were searched using the MANAPAS in June 15, 2022. The MANAPAS which is a search engine that summarizes the system and information related to re-learning created by the Ministry of Education, Culture, Sports, Science and Technology for working adults who wish to re-learn.
- Inclusion criteria**
 - All courses certification programs must be regular university courses.

Methods & Materials

- The "complementary" courses certification programs was extracted by confirming the curriculum of the course certification written in the implementation guidelines of each university.
- Quantitative variables and qualitative variables were extracted as the factors of the attendance form in complementary course certification programs (Table 1).

<Table 1> Extracted quantitative and qualitative variables

Quantitative variables	Qualitative variables
<ul style="list-style-type: none"> Tuition fees The completion time of a course The completion periods (months) of a course 	<ul style="list-style-type: none"> The qualifications for application (Qualifications and No qualifications) Selection test (Selection test and No selection test) Completion test (Completion test and No completion test) Tuition fees support (Tuition fees support and No tuition fees support) The date of the course (Weekday and others)

Statistical analyses

- The characteristics of the courses certification programs are shown by mean and standard deviation.
- Pearson's correlation** was performed regarding the relationship between quantitative variables, and **the Chi-square test** was performed for the checking of frequencies in qualitative variables match expected frequencies.
- Quantitative variables are shown in a table and qualitative variables are shown in a graphs.
- The statistical significance level was set to less than 5%.
- All statistics analyses are used IBM SPSS Statistics 25.

Result① The characteristics of course certification programs

<Table2> Basic summary table of attendance form in course certification programs (n=49)

Unit: "course" except for marked in ()				
Form	status quo	National (n=24)	Public (n=7)	Private (n=18)
Date of course#1:				
Weekdays	Do	11	3	5
Others	Do not	13	4	13
Completion time of one course (hour)	mean	212.6	362.1	443.8
	standard deviation	346.7	256.6	164.1
Completion periods of one course (months)	mean	12.3	11.1	11.3
	standard deviation	6.6	1.46	5.1
Tuition fees (¥/year)	mean	192,854	241,671	440,783
	standard deviation	172,912	229,276	245,099
Number of participants (person)	mean	25.1	15.7	25.1
	standard deviation	25.3	13.4	11.9
Qualifications for application	Do	6	7	14
	Do not	18	0	4
Selection test	Do	3	4	7
	Do not	21	3	11
Field				
Welfare	0	2	3	
Medical care	4	5	12	
Business	5	0	1	
Community development	0	0	0	
Engineering	1	0	1	
Disaster prevention	4	0	0	
School education	3	0	1	
Recreation	7	0	0	
Education	0	0	0	
Form	status quo	National (n=24)	Public (n=7)	Private (n=18)
Completion test	Do	5	2	13
	Do not	19	5	5
Paper, Report	Do	15	7	5
	Do not	9	0	13
Accreditation of the faculty meeting	Do	7	0	3
	Do not	17	7	15
Unique qualification	Do	7	3	7
	Do not	17	4	11
General qualification	Do	1	2	9
	Do not	17	5	9
Tuition fees support	Do	6	4	12
	Do not	18	3	6
Place#2	On campus	20	7	11
	Off-campus	0	0	2
Location environment#3	Central city	12	3	6
	Burrounding area	8	4	7
Walking time from the station (minutes) #4	mean	26.2	20.1	21.5
	standard deviation	19.7	8.8	18.6
Bus time from the station (minutes) #5	mean	15.3	8.4	24.4
	standard deviation	8	4.4	8.3

#1 *Others: courses offered holidays, Saturdays, nights, specific days and correspondence course
 #2, 3, 4, 5 Excluding correspondence course

Results② The relationship between quantitative attendance form variables related to course certification programs

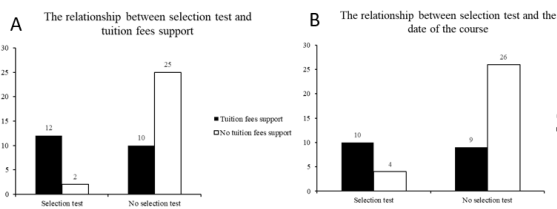
<Table 3> Correlation between Completion time of one course, Completion periods (months), and Tuition fees(1 course) related to course certification programs

	Completion time of one course (hours)	Completion periods (months)	Tuition fees (1 course)
Completion time of one course (hours)	1		
Completion periods (months)	0.201	1	
Tuition fees (1 course)	0.289*	-0.316*	1

* p < 0.05
 Pearson's correlation

Results③-1 The relationship between qualitative attendance form variables related to course certification programs

- Among the variables of the course certification programs, There was a statistically significant difference between the selection test and the tuition fee support system ($p < 0.001$) (Figure A).
- In addition, a significant difference was found between the selection test and the date of the course ($p < 0.001$) (Figure B).



Results③-2 The relationship between qualitative variables related to course certification programs

- On the other hand, among the variables of the course certification programs, there was no statistically significant difference between the qualification at the time of application and tuition fee support system ($p = 0.358$), date of the course ($p = 0.345$), selection test ($p = 0.735$), and completion test ($p = 0.064$).
- Moreover, no significant difference was found between the selection test and the completion test ($p = 0.524$).
- There was no statistically significant difference between the completion test, the tuition fee support system ($p = 0.090$), and the date of the course ($p = 1.000$).
- There was no statistically significant difference between the tuition fee support system and the date of the course ($p = 1.000$).
- There was no statistically significant difference between the tuition fee support system and the date of the course ($p = 0.076$).

Discussion

- As a result of summarizing the characteristics of course certification programs of national, public and private universities in nationwide, there were 24 national universities, 7 public universities, and 18 private universities.
- Regarding the national and public universities, the ratio of lecture's performing days in one week is separated equally into weekdays and other holidays, but the ratio of other holidays is **more higher** in the private university, and it is thought that **there is more consideration for working adults for attending lecture in the private university**.
- It takes about 11 to 12 months to complete one course in national, public, and private universities, but the number of hours completed is 213 hours for national universities, 362 hours for public universities, and 444 hours for private universities. It is thought that **private universities are taking more practical courses to meet the needs of the doctors and nurses as a university initiative** (Ideno et al., 2014).

Discussion

- There was a weak correlation between the tuition fees for one course and completion time of one course, and completion periods for one month.
- Complementary course certification programs have a fixed duration of 11 to 12 months for one academic year, while the completion time for one course ranges from 60 hours to 1800 hours. **It is probable that there was a large variation in each variable**, such as setting the tuition fee per year for one course from free to 800,000 yen.
- Ministry of Education, Culture, Sports, Science and Technology (2008) reported that regarding implementing the course certification program, we expect various efforts in various fields based on the independence of the university.
- In response to this, it is thought that **the complementary course certification program is the result of each university independently managing educational resources such as human resources, research results, and facilities**.

Discussion

- There was a significant difference between the selection test and the tuition fee support system, and the selection test and the date of the course, which are qualitative variables of the course certification programs.
- It has been reported that the complementary certification program is characterized by systematically re-organizing the weekday of higher (undergraduate) education in order to accumulate knowledge and skills through the higher education for working adults, and it also including many curricula provided to the undergraduate students (Tohoku University Higher Education Development Promotion Center, 2006).
- In addition, in order to reduce the financial burden on working adults by attending on weekdays, it is considered that **the university actively support tuition fee systems based on the designation of the national specialized practical education and training** (Ministry of Health, Labour and Welfare, 2022).

Conclusion

- It is revealed that the complementary recurrent education at Japanese universities was performed to working adults who had acquired and accumulated the technical knowledge of the higher education course through the selection test, and the same high level of education as undergraduate education was provided by opening on weekdays.
- In the future, further research is more needed that incorporates evaluations from working adults regarding complementary recurrent education at universities.

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OS 09. A Historical Study of the Beginnings of taking special classes in Postwar Japan; Focusing on Teacher Practice, Parent Movement, Professional Participation, and Educational Administration Across Disability Types

-Erika HAMA

Nagoya University Graduate School of Education and Research, Japan (hama116jp@yahoo.co.jp)

Keyword	Taking special classes, special needs education, history, educational movement/practice
<p>The purpose of this study is to clarify how the postwar Japanese taking special classes was initiated, and in particular, the factors that led to its inception. In the current "Japanese inclusive education system¹⁾," taking special classes has an important place. However, in contrast to its importance, there have been only a few historical studies on the history of taking special classes, and some of them have identified the American Resource Room as a model for such centers^{2,3)}. However, these studies were conducted from the perspective of the U.S. system and not from the historical data of Japan. In this study, we explored the factors that led to the start of postwar classroom instruction, focusing on language, hearing, visual, and autism/emotional disabilities, to which classroom instruction was applied at the time of the introduction of the classroom system in 1993. As a result, while there were some changes that resulted from the background specific to each disability type, we were able to confirm that the establishment of classes for each disability type was realized through teacher practice and action, parent movement, participation of specialists such as doctors and researchers, and movement by the educational administration as common points. These results indicate that the background of many people's wishes and actions were one of the factors that led to the creation of the system of taking special classes in Japan.</p>	
REFERENCE	<ol style="list-style-type: none"> 1) Akio WATANABE (2012) Nihon-gata inclusive kyouiku eno michi - tyukyoshin houkoku no impact(in Japanese). Sangaku Publishing. 2) Kenji WATANABE(1997) Resource Room.817. Toshihiko MOTEGI et al. (Eds.) Syougaiji-kyouiku- dajjiten(in Japanese). Syunpousya. 3) Munehisa YOSHITOSHI, & Toshitaka FUJII. Instruction for Students with Mental Retardation in Resource Room in the United States. <i>Research Collection of Okayama University, Faculty of Education</i>, 1999, 110, 19-28.

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A Historical Study of the Beginnings of Taking-special classes in Postwar Japan; Focusing on Teacher Practice, Parent Movement, Professional Participation, and Educational Administration Across Disability Types

ERIKA HAMA
NAGOYA UNIVERSITY GRADUATE SCHOOL OF EDUCATION AND RESEARCH, JAPAN

11th 2022 Asian Society of Human Services Congress in SHIMONOSEKI

Purpose of this study

To clarify how the Taking-special classes in postwar Japan was initiated, and especially the factors that led to its initiation.

summary

The current "**Japanese inclusive education system¹⁾**" Taking-special classes is an Important Position. However, in the research to date, only a few historical studies of Taking classes have been conducted. Some studies suggest that the model is the American "resource room", but the basis for this is not clear.

→The study focuses on **(1) language, (2) hearing, (3) visual, and (4) autism/emotional disabilities.** Investigating the factors that led to the beginning of the postwar Taking-special classes in Japan.

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Location of Taking-special classes

- "The Japanese Inclusive Education System¹⁾"

Discussed around 2009-2012

Central Council for Education (2012) [Promotion of special needs education to build an inclusive education system for the formation of a symbiotic society (report 2)]

elementary and junior high schools: regular classes, Taking-special classes, special-needs classes, special-needs schools
→"diverse learning spaces with continuity".

MEXT(2022) [Appropriate operation of special-needs classes and Taking-special classes (notice 3)]

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Previous studies for each disability type

1. Language disabilities : Some studies focus on the practices of **Kiyomatsu Okuma** (teacher) in Chiba Prefecture and **Kenji Hamasaki** (teacher) in Sendai City

2. Hearing disabilities : The movement to establish language disability education classes was influential. Medical doctors, linguists, teachers, and parent associations played a major role in the establishment of classes for hearing impaired students.

3. Visual disabilities : The Osaka City Honda Elementary School was the first low vision class in the postwar period within a regular school, and the report focuses on the power of doctors, teachers, administration, and parents in the establishment of this class.

4. Autism/emotional disabilities : The report focuses on the recommendations and actions of **Nobuyoshi Hirai** (doctor) and others, as well as teachers' associations and parents' associations.

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Compared to its importance, historical research is slight

① There are very few materials on Taking-special classes, especially research reports on the system and educational administration.

② The historical characteristics of our country have led to the accumulation of expertise in this area by type of disability.

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① Language-impaired classes

Kikumatsu OKUMA (teacher) : Memoirs, Books, Parents' Association Bulletin

- He adopted a class system with an emphasis on Taking-special classes so that the child would not feel inferior⁸⁾.

- "**Parents' Association for Therapeutic Classes**"

⇒Okuma has worked hard to expand understanding

→To "**Parents of Speech Impaired Children**" : Becoming a Nationwide Movement^{8),9)}

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Previous studies

1. Most of them are accumulated in disciplines by disability type.

2. Research across disability types

- **Yoshida**(2010) : He describes the historical course of each disability type, but has not been able to investigate the factors involved⁴⁾.

- **Miyazaki**(1992) : He paints a detailed picture of the institutional process, but there is a lack of prior research review of historical sources⁵⁾.

3. The theory that the model for Japanese Taking-special classes is the American "Resource Room".

- **Watanabe**(1997), **Yoshitoshi-Fujii**(1999) : They have not been able to show any documentation to support their theory^{6),7)}.

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② Hearing-impaired classes

Okamoto (1977): With the opening of language disability classes in the 1950s, the traditional education for the deaf was broadened and a new field, the field of **speech and hearing disabilities**, was opened up¹⁰⁾.

- Sign Language and Oral Language Teaching Methods→To Language Teaching Methods

→**Speech and Hearing Instruction**: This junction has had an impact on the movement to establish classes, and there is a growing movement to establish classes for the hearing impaired¹¹⁾.

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Research methods

- Collect previous studies accumulated by disability type.

→And collect memoirs, writings, practice records, etc.

- Extract information on **(1) Language-impaired classes, (2) Hearing-impaired classes, (3) Low-vision classes, and (4) Autism/Emotional disabilities classes**, were first established, as well as related persons and organizations.

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③ Low-vision classes

Yukio HARA (teacher): Record of Practice¹²⁾

Based on his experience as a mentally handicapped classroom teacher, he believed that there was a need to develop social skills by working with general children.

"I would like to have more contact with general children to deepen human relationships, cultivate social skills, and form an amicable personality."



④Autism/Emotional disabilities classes

Nobuyoshi HIRAI (Dr)

He walked around on his own to find schools and teachers who would warmly understand autistic children and accept them into their schools

→More and more cases of autistic children adapting to school.

He was basing his argument on precedents from the UK, US, and Australia¹³⁾.

Hirai's call → **"Association of teachers of children said to be autistic"**: Kinji ATOBE(principal), Yasutaro MURATA (teacher)¹⁴⁾

"Hand in Hand Autism Parents Association": movement to promote interaction with children who do not have disabilities^{13),14)}



What this study reveals

(1) Commonality: **The wishes, actions, and practices of teachers, parents, and experts** have had a significant impact on the establishment of classrooms.

→ **2 reports** from the "Conference of Special Education Comprehensive Research Collaborators" : Recommendations for First-Time Taking-special classes.

(2) Significance of this study: By analyzing materials for each disability type, I was able to show some of the implications of the history of Taking-special classes, which had been thought to be completely devoid of materials.

(3) Focusing solely on the fact that Japan's Taking-special class system has been modeled on the U.S. "Resource Rooms", there is a **danger of losing sight of the teachers, parents, and specialists who have worked so hard to make the system a reality.**



consideration

Unique History of each Disability type and common points

1. Historical process and background unique to each disability type

2. Common points:

(1) Origin of Taking-special class system:

To nurture **social skills, to prevent children from feeling inferior**, and to learn and spend time with other children, which is **useful from the viewpoint of rehabilitation and education.**

(2) The point that the practice of **teachers**, the movement of **parents**, the proposals and participation of **doctors and researchers**, and the movement of **educational administration** spread throughout the country in harmony.



Future Issues

① How were **2 reports** from the "Conference of Special Education Comprehensive Research Collaborators" issued?

→ In particular, how does it relate to the 1967 **"Survey on Mental and Physical Disabilities of Children"**?

② What is the relationship between American "Resource Rooms" and Japanese Taking-special classes?



consideration

From the opening of the classroom to the recommendations

Language-impaired classes 1950,

Hearing-impaired classes 1959,

Low-vision classes 1963,

Autism/emotional disabilities classes 1967



2 reports(1969¹⁵⁾, 1978¹⁶⁾) from the "Conference of Special Education Comprehensive Research Collaborators"

: Recommendations for First-Time Taking-special classes.



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Thank you for your attention.

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OS 010. Educational Effectiveness of Independence Activities Incorporating Steiner's School Rhythmic Movement and Form Drawing for a Child with Learning Difficulties: Based on the KJ-method Analysis of Teachers' Statements and the Opinions of the Child's Caregiver

- Hiroe SASAKI¹ & Atsushi TANAKA²

1) Hokkaido Bibai Special Needs School, Japan (sateruhiro0504@gmail.com)

2) Sapporo Gakuin University, Japan

Keyword	Steiner education, formen zeichnen, rhythm exercise
[Purpose]	
<p>Rhythmic movement, practiced in all the Steiner schools worldwide, is similar to Japan's sensory integration training. In Japan, students begin learning to write as soon as they enter the first grade. However, in Steiner schools, students build a foundation for writing by drawing many different kinds of straight and curved lines for a subject called 'Formen zeichnen (form drawing)'¹⁾. Rhythmic movement lessons employ a sensory integration approach and use a ball or traditional o-tedama (similar to a beanbag) to improve the smoothness of finger movements and facilitate dexterous manipulation of a pencil. The purpose of this study is to examine, on a trial basis, whether rhythmic movement and form drawing, which are integral to Steiner education, are effective in consolidating basic skills related to reading and writing in a child with learning difficulties.</p>	
[Method]	
<p>A plan was prepared for 30 hours of jiritsu katsudou sessions ('independence activity' sessions, included in the curriculum for children with special needs for teaching them life skills and educational skills that will support their overall learning) over a year, incorporating rhythmic movement to develop the five senses and form drawing to draw straight and curved lines. The programme was implemented with one sixth-grade girl with learning difficulties at a public elementary school.</p> <p>The introduction (10 minutes) included: (1) Rhythmic movement; (2) Ball bouncing using a traditional relevant action song ('Anata ga takodokosa'); (3) O-tedama activity (an o-tedama is a traditional Japanese toy similar to a beanbag; the activity included throwing up and catching an o-tedama 10 times with each hand).</p> <p>During the primary form-drawing activity (30 minutes), ① A teacher drew a form on the blackboard; (2) The subject was asked to imagine that the form on the blackboard was on the floor and to walk along it; (3) The subject was asked to draw the form in air, and then to sit on a chair and draw the form in air with her foot; and (4) After practising the form on gridded paper, the subject drew a final 'good' version.</p> <p>The conclusion comprised 5 minutes of feedback on how the subject observed the forms that she had drawn, and she was asked to express how she felt during the session.</p>	
[Results and Discussion]	
<p>Eight teachers participated in a meeting to review the sessions, in which 21 items were discussed. The KJ method was used to analyse the minutes of the meeting and feedback cards. The ideas were grouped into six categories: programme plan, teaching content, condition of the subject in the previous year, condition of the subject at the time of the meeting, what the subject had learnt to do, and aspects that the teachers wanted to incorporate into their practice.</p> <p>The majority of comments from the eight teachers were positive about the relevant learning outcomes; they were</p>	

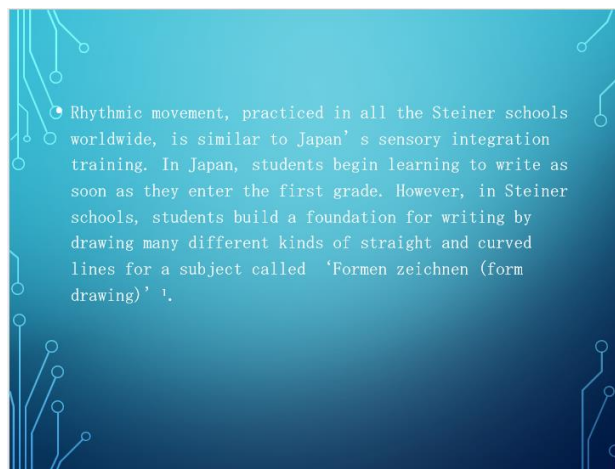
supportive of implementing form drawing in state-funded schools. The subject involved in the study is now 20 years old, living away from her parents, and working at an employment assistance office. According to the subject's caregiver, her reading and writing dramatically improved after this programme, contributing to her current independence. The outcome of this study suggests that Steiner's rhythmic movement and form drawing education is effective in teaching reading and writing to some extent.

Table.1 Ideas analyzed by the KJ method

teacher / categories	A	B	C	D	E	F	G	H	total number
programme plan		1							1
teaching content			2	1	1	3	1		8
condition of the subject in the previous year	2								2
condition of the subject at the time of the meeting				1		1			2
what the subject had learnt to do	5			1		1			7
aspects that the teachers wanted to incorporate into their practice					1				1
total number	7	1	2	3	2	5	1	0	21

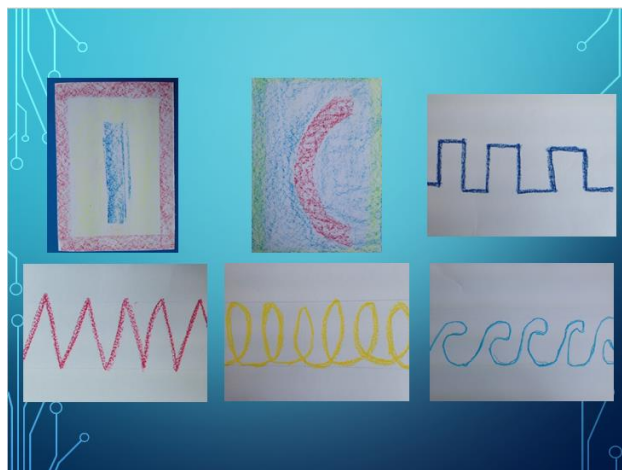
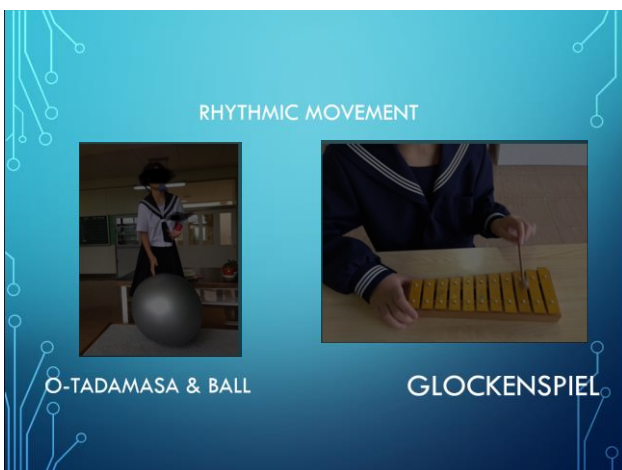
REFERENCE

1) Hideki Shibayama. Rudolf Steiner's Thought on the Relation between "Body," "Rhythm," and "Education"; A Comparison with Emile Jaques=Dalcroze. *STUDIES IN THE PHILOSOPHY OF EDUCATION*, 2005, 91, 66-84.



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- During the primary form-drawing activity (30 minutes), ① A teacher drew a form on the blackboard; (2) The subject was asked to imagine that the form on the blackboard was on the floor and to walk along it; (3) The subject was asked to draw the form in air, and then to sit on a chair and draw the form in air with her foot; and (4) After practising the form on gridded paper, the subject drew a final 'good' version.
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METHOD

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[RESULTS AND DISCUSSION]

- Eight teachers participated in a meeting to review the sessions, in which 21 items were discussed. The KJ method was used to analyse the minutes of the meeting and feedback cards. The ideas were grouped into six categories: programme plan, teaching content, condition of the subject in the previous year, condition of the subject at the time of the meeting, what the subject had learnt to do, and aspects that the teachers wanted to incorporate into their practice.

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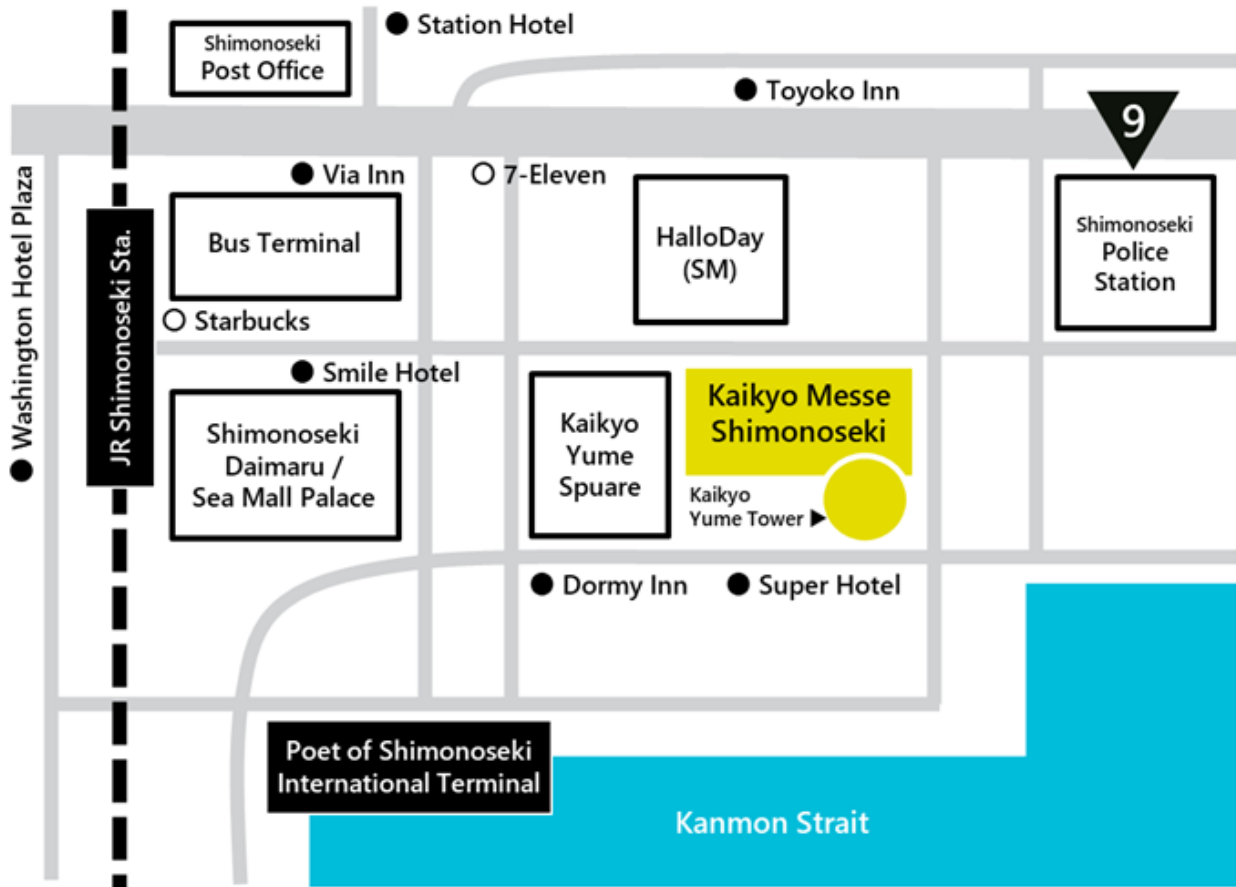
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	teacher A	B	C	D	E	F	G	H	total number
categories									
programme plan		1							1
teaching content			2	1	1	3	1		8
condition of the subject in the previous year	2								2
condition of the subject at the time of the meeting				1		1			2
what the subject had learnt to do	5			1		1			7
aspects that the teachers wanted to incorporate into their practice					1				1
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