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## Abstract

The proposal for the value co-creation scheme of Japanese language schools in foreign human resource development

The aim of the present study is to derive suggestions for Japan to smoothly promote the acceptance and training of foreigners through cooperation between Japanese language schools and other institutions. Now, Japan has an urgent need to accept foreign human resources. In 2018, the Japanese government formulated the "Comprehensive Measures for Accepting and Symbiotic Foreign Human Resources" and in 2019 the "Japanese Language Education Promotion Act" was enacted.

I conducted a case study on Japanese language school A, which has a Japanese language education business, a Japanese language teacher training business, and an educational IT planning and development business. I have three Subsidiary Research Questions (SRQ) and Major Research Question (MRQ).

-MRQ: What value and how can a Japanese language school co-create a foreign human resource?

-SRQ1: What are the problems with accepting foreign human resources?

-SRQ2: How can Japanese language schools respond to the problem of accepting foreign human resources?

-SRQ3: What problems do you face when creating value at a Japanese language school?

First, I reviewed previous research. It is about cultivation of highly skilled workers, unskilled workers and care workers, and ICT learning tools overseas. The first point of advanced human resources is the importance of learning. The second is the gap between policy and reality. The point of unskilled workers is the recognition of the importance of building good relationships and the value of learning Japanese. The problems with caregivers are the lack of evaluation criteria and the lack of learning supporters and teaching materials. In the use of ICT, the gap between digital native learners and traditional teachers was a problem. Then, a specific example of the website required by the learner was shown. Through studying Japanese, everyone will be able to establish connections with

society and live in their own way in society. This is the point that I found the best in previous research. Previous research has raised questions, but this research has proposed a scheme. In a case study,

I also examined the skilled and unskilled workers, caregivers, and ICT. The main methods of research are reading the report and interviewing. About advanced human resources, I read the report of the company training. I interviewed three company presidents in Fukushima about unskilled workers. I interviewed the president of the medical group about care staff. We interviewed organizations in Vietnam, Myanmar and Indonesia about the use of ICT.

As a result of the case study, I found that:

1. Improving the human resource development system is urgently needed.
2. It is necessary to have a self-analysis of foreign personnel. "Why do I work in Japan?"
3. Japanese language education is required.
4. Intercultural understanding between foreigners and Japanese is important.

Next, I considered the role of Japanese language schools in fostering foreign human resources. It is from three perspectives.

1. Perspectives on supporting foreigners: Japanese language schools have the know-how of Japanese language education for learners. And it has a track record of supporting intercultural understanding.
2. Viewpoint of career after completion: 80% of students who have graduated from Japanese language school go to university. And 3,000 students find employment every year.
3. Perspective of cooperation with the outside: Japanese language schools cooperate with the government, administrative agencies, local governments, companies, local communities, educational institutions, etc.

This study revealed the following.

1. Foreign human resource development aims to be connected to society and to be able to live as oneself through learning Japanese.
2. Knowing Japanese society and culture enhances the value and continuity of life in Japan.
3. It is necessary to have a self-analysis of foreign personnel. "Why do I work in Japan?"

4. Japanese language schools can play a major role in fostering human resources for foreigners based on their years of experience and knowledge.
5. Japanese language schools can co-create new value by cooperating with the national, administrative, local governments, businesses, local communities, educational institutions, etc.

From these results, I proposed "the value co-creation mechanism of Japanese-language educational institutions in foreign human resource development". However, in order to realize this system, a Japanese language school must be specified as an "educational institution" by law. As a result, the Japanese language school will be trusted both socially and internationally.

The answers to the above questions are as follows.

SRQ1: The problem with accepting foreign talent is the gap between the culture of foreign talent and Japanese culture.

SRQ2: Japanese language schools can provide a support system for problems when accepting foreign human resources.

SRQ3: The problem in promoting value creation at a Japanese language school is that the Japanese language school is not legally positioned

MRQ: When promoting the value creation of Japanese language schools, Japanese language schools can co-create new value by cooperating with the national government, administrative organizations, local governments, companies, and local communities.

Verbal education promotes mutual understanding and creates a more peaceful society. In Japan, Japanese language education contributes to world peace and security. In response to the recent demands of society for the active acceptance of foreign human resources, the cooperation of Japanese language schools with various institutions will greatly contribute to the future of Japanese society and the world. This study has drawn this conclusion.