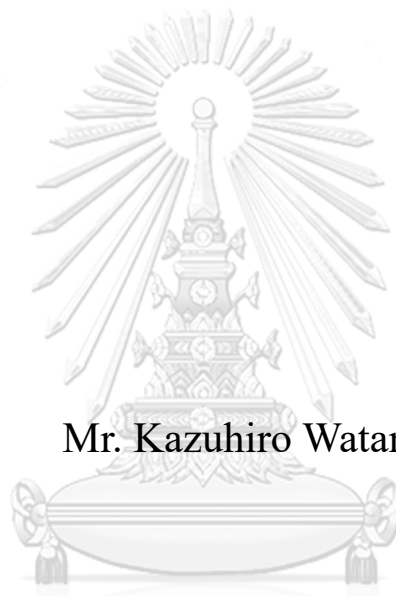Migrant Trainees and Social Inclusion : A Study of Construction

and Electronics Company in Japan

Mr. Kazuhiro Watanabe

A   Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in International Development Studies
FACULTY OF POLITICAL SCIENCE
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ผู้ฝึกงานย้ายถิ่นและการหลอมรวมเข้าสู่สังคม:

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คาซูฮิโร วาทานาเบ : ผู้ฝึกงานย้ายถิ่นและการหลอมรวมเข้าสู่สังคม: การศึกษาบริษัทก่อสร้างและอิเล็กทรอนิกส์ในญี่ปุ่น. (Migrant Trainees and Social Inclusion : A Study of Construction and Electronics Company in Japan) อ.ที่ปรึกษาหลัก : ศ. กิตติคุณ คร.สุภางค์ จันทวานิช

การวิจัยนี้วิเคราะห์โครงการฝึกอบรมด้านเทคนิค (TITP) โดยใช้แนวคิดเรื่องการรวมตัวทางสังคมและกล่าวถึงปัจจัยที่ขัดขวางการรวมตัวทางสังคมของผู้เข้ารับการฝึกอบรมก่อนหน้านี้ยังไม่มีการวิจัยเกี่ยวกับเรื่องนี้มากนักเนื่องจากผู้เข้ารับการฝึกอบรมได้รับอนุญาตให้อยู่ในญี่ปุ่นชั่วคราวและพวกเขาจะต้องกลับไปยังประเทศบ้านเกิดของพวกเขาหลังจากการฝึกอบรมสิ้นสุดลง อย่างไรก็ตามผู้เข้ารับการฝึกอบรมมีส่วนช่วยในการเติบโตทางเศรษฐกิจในญี่ปุ่นและมีบทบาทสำคัญในการแก้ปัญหาของกำลังแรงงาน การตระหนักถึงการรวมตัวทางสังคมของผู้เข้ารับการฝึกอบรมจึงเป็นประเด็นสำคัญสำหรับญี่ปุ่น ปัจจัยที่ขัดขวางการรวมตัวทางสังคมของผู้เข้ารับการฝึกอบรม ได้แก่ อุปสรรคด้านภาษาอุปสรรคทางสถาบัน " และอุปสรรคทางจิตวิทยา จากกรณีศึกษาของเมืองนางาซากิความคิดริเริ่มของรัฐบาลท้องถิ่นมีส่วนช่วยในการรวมผู้ฝึกงานต่างชาติในสังคมญี่ปุ่นผ่านโปรแกรมต่างๆเช่นอาสาสมัครพลเมืองชั้นเรียนภาษาและการให้คำปรึกษาทางกฎหมาย

การวิจัยนี้สรุปว่าการเพิ่มโอกาสในการติดต่อแรงงานต่างชาติและแรงงานญี่ปุ่นเกี่ยวกับการทำความเข้าใจปัญหาที่แรงงานต่างชาติต้องเผชิญในญี่ปุ่นเป็นปัจจัยสำคัญในการตระหนักถึงการรวมตัวทางสังคมของผู้เข้ารับการฝึกอบรมเพื่อให้ตระหนักถึงบทบาทการพัฒนาระหว่างประเทศของTITPและการย้ายถิ่นที่ปลอดภัยจำเป็นต้องสร้างเกณฑ์ที่ชัดเจนสำหรับการศึกษาภาษาญี่ปุ่นและสร้างสภาพแวดล้อมที่ผู้มีส่วนได้ส่วนเสียทั้งหมดทำงานร่วมกันเพื่อสนับสนุนผู้เข้ารับการฝึกอบรม

| สาขาวิชา | การพัฒนาระหว่างประเทศ | ลายมือชื่อนิสิต .... |
| ปีการศึกษา | 2565 | ลายมือชื่อ อ.ที่ปรึกษาหลัก .... |

Kazuhiro Watanabe : Migrant Trainees and Social Inclusion : A Study of Construction and Electronics Company in Japan. Advisor: Prof. Emer. SUPANG CHANTAVANICH, Ph.D.

This research analyzed the Technical Intern Training Program (TITP) by using the concept of social inclusion and discussed the factors that inhibit the social inclusion of trainees. Not much previous research on has been done on this because trainees are allowed to stay in Japan temporarily and they must go back to their home countries after the training is over. However, trainees contribute economic growth in Japan and play an important role for solving issues of the labor force. Realizing social inclusion of trainees is thus a significant issue for Japan. Factors that inhibit the social inclusion of trainees includes language barriers, institutional barriers", and psychological barriers. Through a case study of Nagasaki city, the local governments' initiatives contribute to include foreign trainees in Japanese society through programs such as citizen volunteers, language classes and legal consultation.

This research concluded that increasing the opportunities to contact foreign workers and Japanese workers in regards to understanding the issues that foreign workers face in Japan are key factors to realize the social inclusion of trainees. To realize the international development role of TITP and safe migration, it is necessary to create clear criteria for Japanese language education and create an environment where all stakeholders work together to support trainees.

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Chapter1

Introduction

In Japan, where a low birth rate, an aging population, and facing a shortage of labor force, the question of how to secure the labor force has been discussed for a long time. At the same time, globalization has increased the movement of people, goods, and money more than ever before, and Japan's foreign population is growing. In particular, the number of foreign workers is increasing remarkably and supporting Japan's overall labor force. Among the foreign workers, technical intern trainees have been the focus of recent public attention. The Technical Intern Training Program (TITP) is established for international contribution through skill transfer, and the purpose of this program is human development for developing countries. However, TITP is criticized as a modern slavery system by the international community due to the contradiction between the purpose and reality, and poor working environments. In Japan, the word "migrants" has been taboo for a long time. Japanese people generally have been considering Japan as a country for Japanese people who share the same language, culture, and history. Even now, the Japanese government avoids using the word "migrant", and they use the word "foreign human resources". In this situation, foreign workers might be invisible without being included in Japanese society. In general, foreigners who come to Japan face a language barrier, institutional barrier, and psychological barrier, and they have many problems in their daily life. The technical intern trainees would be in a vulnerable position in Japan which has no intention of accepting migrant workers as part of its policy. The Japanese government claims that the trainees are not migrant workers, and the maximum limit on their stay in Japan makes it difficult for trainees to be included in Japanese society. However, in Japan, the issues of the decreasing working-age

population and the shortage of labor force will be more serious, and dependency on foreign workers will further increase in the future. The Japanese government needs to make efforts to include trainees in Japanese society because they support the Japanese industry even if it is temporary.

This research focuses on the technical intern trainees and attempts to identify the factors that inhibit trainees' inclusion into Japanese society from the perspective of the language barrier. institutional barrier, and psychological barrier. Then, this research analyzes the initiatives for foreign residents by the local authority and identifies the features and conditions of initiatives by the host community that makes the acceptance of trainees succeed. In addition, the purpose of this research is to identify the factors that need for the inclusion of trainees through case studies of the host companies that succeed to include trainees in society. It then identifies what is needed for TITP to fulfill its international development role and makes recommendations for safely accepting trainees. This research defines social inclusion as trainees playing an important role in workplaces and communities and participating in society.

1.1. Literature Review

Foreign workers in Japan

The Japanese population is 124.83 million in October 2022. The figure decreased to 830,000 from 125.31 million in 2015. At the same time, the working-age population is decreasing every year. The figure is expected to be 45 million in 2065. Compared to 2020, the figure will decrease by 29 million. In 2065, the population of the elderly population (aged 65 and over) is expected to be about 40%, while the proportion

of the working-age population is expected to be about 50%. The number of births in 2019 was the lowest on record at 870,000, with a fertility rate of 1.36. If the government does not take any initiatives, Japan's population is expected to fall below 100 million in 2053, and to 88.08 million in 2065. In the face of the crisis of a declining working-age population, one possible way out is to accept foreigners into Japan.
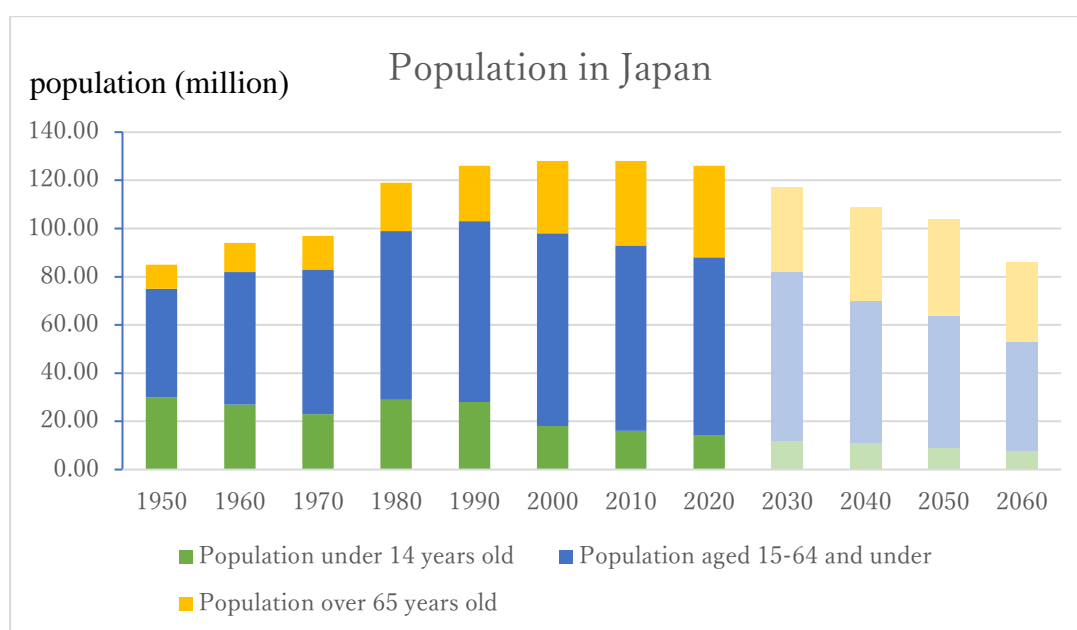
※Population by 2020, Ministry of Internal Affairs and Communications. "Population Estimates"

※Population after 2020: National Institute of Population and Social Security Research, "Population Estimates for Future". (2009)

Figure　1: Population estimates in Japan

(Source: Figure created by the author based on da*te "Population of Japan"*. Ministry of Health Labor and Welfare)

While the Japanese population is declining, the foreign population is increasing every year. According to the statistics in 2020, The number of foreign

residents in Japan was 2.88 million. Compared to 2015, the number of foreign residents

increased by 835,000 (+43.6%). While the Japanese population began to decline in

2010, and the rate of decline continues to increase, the number of foreign residents

continues to increase. The proportion of foreigners in the total population has increased

from 1.5% in 2015 to 2.2% in 2020.
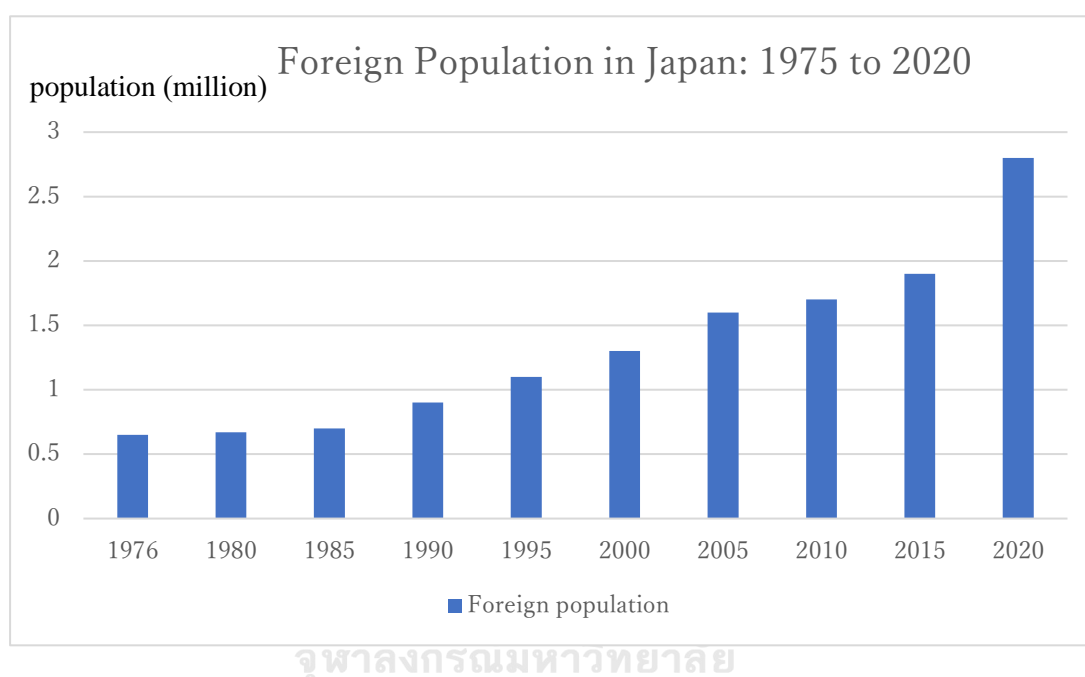
Figure   2: Number of Foreign Population in Japan, 1975-2020

(Source: Figure created by the author based on date *"National Census in 2020"*.

Statistics Bureau, Ministry of Internal Affairs and Communications.)

In 2021, the number of workplaces employing foreigners was 285,080, and the

number of foreign workers was 1.72 million. Compared to 2020, the number of

workplaces employing foreigners increased by 17,837, and the number of foreign

workers increased by 2,893 respectively.
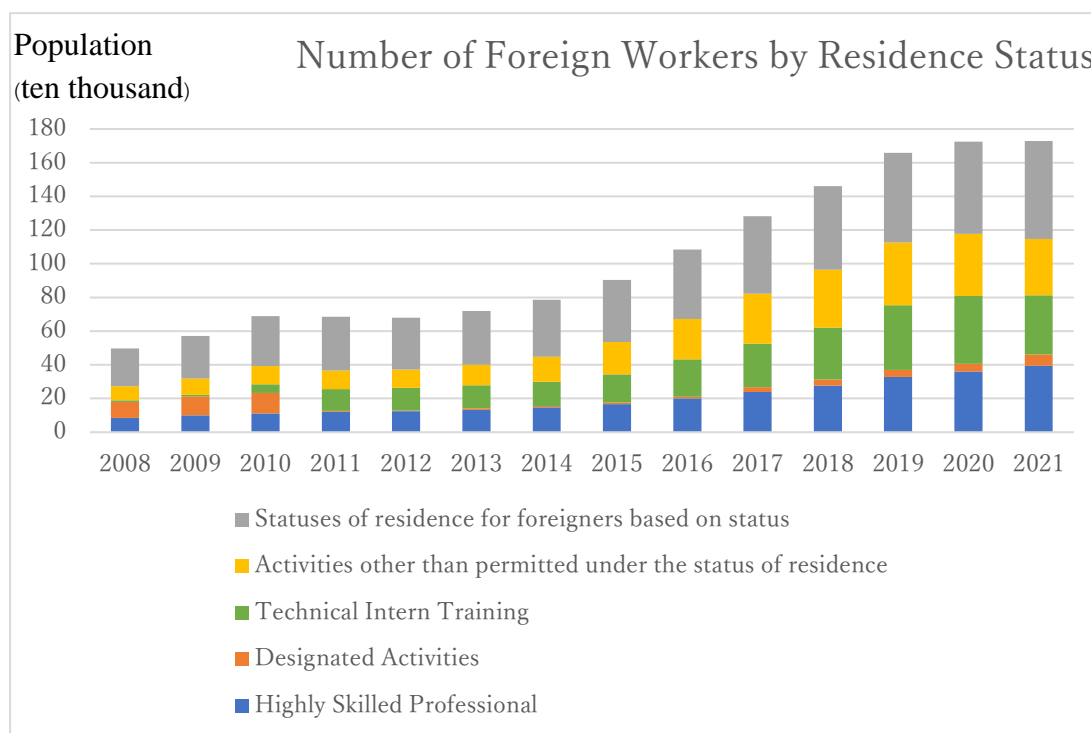
Figure 3: Number of Foreign Workers by Residence Status, 2008-2021

(Source: Figure created by the author based on date *"Summary of foreign employment status submissions"*. Ministry of Health Labor and Welfare.)

In Japan, there is a principle that Japan never accepts migrant workers, and the government has refused to start accepting migrant workers for a long time. However, in reality, many foreigners are supporting the Japanese economy as workers. In general, problems related to foreigners arise when the proportion of foreigners exceeds 1.5% of the total population. (Yamauchi (2019) Currently, the proportion has already exceeded 2%, and the Japanese government needs to make efforts for foreign residents immediately.

Foreign workers and Migrant workers

Residence status for foreign workers can be divided into five categories.

1. Highly Skilled Professional

2. Statuses of residence for foreigners based on status

- Permanent Resident

- Spouse or Child of Japanese National

- Spouse or Child of Permanent Resident

- Long-Term Resident (mainly South American of Japanese descent)

3. Technical Intern Training

- The purpose is the international contribution to developing countries through skill transfer.

4. Designated Activities

- Nursing care worker

-Working holiday

5. Activities other than permitted under the status of residence

-Part-time job for foreign students

In 2018, the Immigration Control and Refugee Recognition Act was revised, and "Specified Skilled Worker" was added to Residence status for foreign workers in April 2019. The Specified Skilled Worker was designed for simple labor fields which

are difficult to improve productivity, even though they introduced AI, such as nursing care, the food service industry, and the hotel or lodging house industry. This program accepts foreign workers who have certain skills and the Japanese language for 14 simple labor fields, where they are facing serious labor shortages. There are two types of Specified Skilled Workers. Specified Skilled Worker I for 14 labor fields, and the maximum period of stay is 5 years. Specified Skilled Worker II is for just the construction and shipbuilding industry, and there is no maximum period of stay. Moreover, Specified Skilled Worker II is allowed family members to accompany workers. There are two ways to be a Specified Skilled Worker. The first way is passing the exam for skills and knowledge for the job and the Japanese language. The second is finishing the Technical Intern Training for 3 years. Those who have finished 3 years of Technical Intern Training can be exempted from the exams. The biggest differences between the Specified Skilled Worker Program and Technical Intern Training Program are the no maximum periods of stay and the allowing of family members to accompany workers. Especially, Specified Skilled Worker II can be permanent residence migrants because they do not have a maximum period of stay, and they can bring their family members. However, the Japanese government has denied this program from accepting migrant workers.

The Definition of "Migrant"

The Japanese government does not use the word "migrant workers" for those who work in Japan with foreign nationality. Instead of using "migrant workers", the government uses the word "foreign human resources". Also, the government has claimed TITP is not for accepting migrant workers. IOM defines the migrants as below.

An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally-defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students.

From the international perspective, those who changed their living countries are migrants. It does not matter if they are refugees or unauthorized migrants, or if they have the purpose of permanent residence. However, in Japan, the word "Migrants" is distinguished between foreign workers who stay in Japan temporarily. The Liberal Democratic Party, Japan's largest governing party claims migrants are those who have permanent residence status at the entry time, so those who come to Japan for work are not migrants. The government divided foreign workers into highly skilled foreign human resources and unskilled workers, and the government has firmly maintained the policy that Japan never accepts unskilled foreign workers for a long time. However, the government's definition of migrants is very narrow and does not match the international definition. From the international definition, those who left their home countries and came to Japan such as technical intern trainees are migrant workers. The government does not see foreign workers as migrants, so they probably lack the idea of trying to include foreign workers in Japanese society. Also, the government has never

made efforts to promote foreign workers' settlements, and due to these issues, foreign

workers are probably facing many difficulties and are marginalized, when compared to

Japanese workers.

Difficulties of Foreigners living in Japan

In general, foreigners who move to Japan face the "language barrier",

"institutional barrier", and "psychological barrier", and they face many troubles in their

lives.

Language Barrier

In Japanese society, many foreigners face language barriers, because of

inadequate information dissemination, interpretation, and translation services in

languages other than English, even in public institutions. According to a survey by

NHK, a major Japanese media outlet, in Tochigi prefecture, foreigners' vaccination

rates for coronavirus vaccines were lower than the overall municipal vaccination rates

in all cities and towns. In Utsunomiya city, there is the largest number of foreigners in

Tochigi prefecture, the overall vaccination rate was 42.4%, but the foreigner

vaccination rate was just 23.5%. The reason for foreigners' low vaccination rate is

probably because they could not reserve a vaccination because they do not understand

Japanese well, or they do not understand vaccines well because of a lack of

information. In this case, some foreigners with low-level Japanese are left without

receiving public services.

Institutional Barrier

The institutional barrier is a restriction of foreigners' activities by institutions. For example, foreigners are not given the right to vote, and even if they get a job as public servants, they cannot be managers. In addition, foreign children are not eligible for compulsory education in Japan, many children are left without schooling. According to a survey conducted by the Ministry of Education, Culture, Sports, Science and Technology, the number of foreign children who do not go to elementary school, or junior high school is approximately 10,000 in Japan. In this way, many foreigners who are not seen as a member of Japanese society feel inconvenienced when they live in Japan. In TITP, there would be factors that make trainees' life in Japan inconvenient due to institutional issues. This institutional barrier probably makes trainees' life and economic contribution more difficult in Japan.

Psychological Barrier

The psychological barrier is misunderstandings or biases towards foreigners from local people in local communities, schools, workplaces, and hospitals. According to (Okada, 2020), 70% of Japanese showed a positive reaction to increasing the number of foreigners working in Japan. However, the number of people who showed a positive reaction to an increase in the number of foreigners living in their neighborhood is just 57%. Even those who agreed with increasing foreign workers in Japan, one in five people disagree with increasing the number of foreigners in their neighborhood. Many people believe that the increase in the number of foreigners will worsen public security, and problems caused by language or culture will happen such as rubbish disposal, communication problems, and misunderstanding of local rules. However, actually,

there is no evidence showing the increase in the number of foreigners will lead to more crime. (Ueda, 2005) Nevertheless, fear and dislike of foreigners exist among Japanese.

Technical Intern Training Program (TITP)

Background of TITP

The Technical Intern Training Program (TITP) was established in 1993 for contributing to human development in developing countries through skill and knowledge transfer. This program is for international contribution, not for securing the labor force, and the purpose of this program has not changed since this program was established. The technical intern trainees are expected to be leaders in their country's economic development and industrial promotion. According to the statistics by the Ministry of Justice, the number of foreigners residing in Japan was 2.93 million in 2019, of which 410,000, or 14%, were technical intern trainees. The trainees mainly come from Vietnam, China, the Philippines, Indonesia, Myanmar, and Thailand. There are two types of accepting technical intern trainees: individual-enterprise-type technical intern training and supervising-organization-type technical intern training. Individual-enterprise-type technical intern training is mainly for large companies that accept trainees from their overseas subsidiaries. Supervising-organization-type technical intern training is the chamber of commerce and industry plays a role of supervising organization, and under its guidance and supervision, smaller companies accept trainees. In 2019, individual-enterprise-type technical intern training accounts for 2.4%, and supervising-organization type accounts for 97.6%. The period of training period is divided into three phases, Technical Intern Training (i) for the first year, Technical Intern Training (ii) for the second and third years, and Technical Intern

Training (iii) for the fourth and fifth years.   Trainees need to take the National Trade
Skills Test Basic Grade 2 by the time they complete Technical Intern Training (i), and
must pass both the written test and practical skills test in order to move up to Technical
Intern Training (ii). Then trainees need to take the Grade 3 practical skills test by the
time they complete Technical Intern Training (ii) (third year) and must pass the test in
order to move up to Technical Intern Training (iii). Now, there are 86
occupation-accept trainees, and the industries with the highest number of trainees are
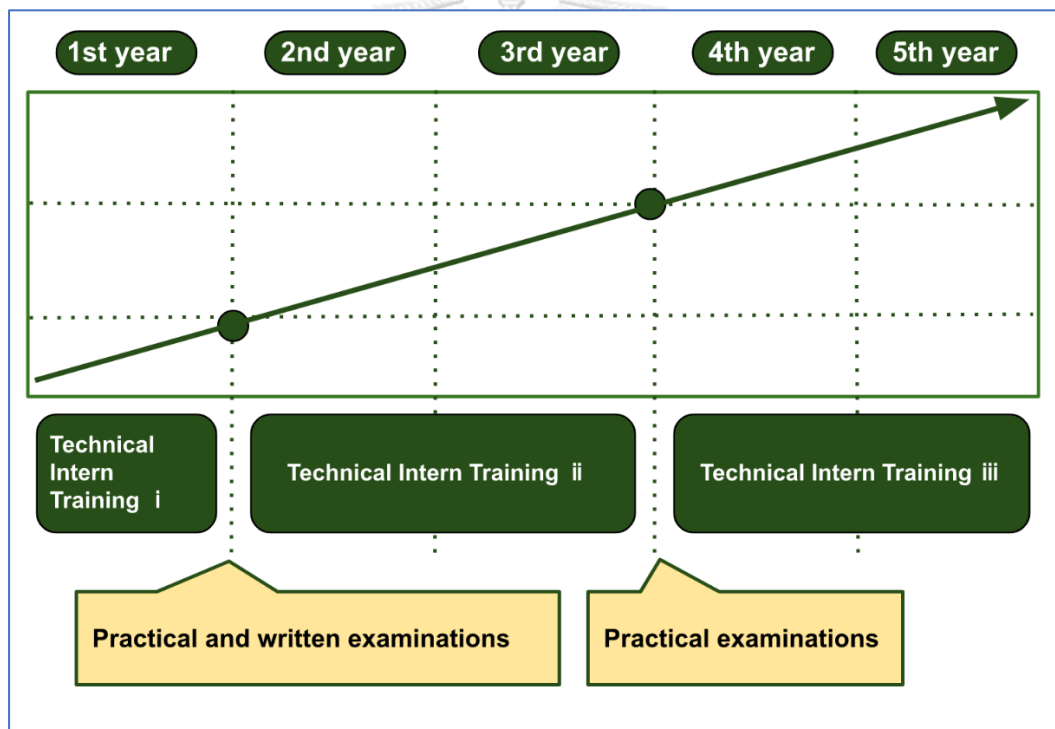construction, machinery and metal, agriculture, and food manufacturing.

Figure   4: Flow of Technical Intern Trainees from Entry into Japan to Return

(Source: Figure created by the author based on "*What is the technical intern training
program*". JITCO.)

Concludes of the TITP

(i) **The contradiction between the Purpose of the Program and the Reality**

TITP is for international contribution through skill transfer, not for securing the labor forces. However, in reality, many companies use this program to secure the labor force, and many trainees have been involved in simple labor tasks that Japanese workers are not willing to do. Some trainees are forced to do simple tasks that do not need Japanese language, and they are forced to do tasks totally different from the contract that they signed before coming to Japan. (Ding, 2021) However, if companies forced trainees to do simple tasks that do not need Japanese, trainees' skills and Japanese language skills will not improve. In reality, this program is used differently from the original purpose.

(ii) **Human Rights Violations towards trainees**

TITP is not for securing the labor force, so trainees' rights as workers were not protected by law. However, in reality, many trainees are forced to work the same as Japanese employees with low wages and long working hours. In 2009, Immigration Control and Refugee Recognition Act were revised, and trainees' labor rights were recognized by law. However, there are many cases in which host companies do not provide an appropriate working environment for trainees reported still now. In 2018, 5,160 cases of violations by the host companies were reported. The most common issue is working hours (1,156 cases). The second one is safety standards (1,176 cases), and the third one is wages (945 cases). Even though trainees' labor rights are protected by law, many trainees are still forced to work in a poor working environment, and there are no fundamental solutions.

(iii) **Disappearance of Technical Intern Trainees**

Recently, the number of trainees who escaped from the host company and lost their residence status is increasing. And it has become a big social problem in Japan. According to a survey by the Ministry of Justice on trainees who escaped from host companies, the reasons why they escaped from host companies are low wages, they want to work in Japan after the training period is over, the instruction is too strict, and violence. (Jixun & Yicheng, 2020) In general, Japanese people think trainees escape to find another workplace, because they want to earn more money, and Japanese people focus on trainees' desire for money. Japanese people do not mention the responsibility of the host community and TITP itself. However, it is possible to think trainees are excluded from Japanese society, and it leads to the trainees' disappearance. Many trainees are not recognized in the host community and they have become invisible. This is because supervision of trainees is left to the host company, even local governments do not recognize the existence of trainees in local areas. Also, trainees are subordinated to host companies because of many factors such as debt bound and prohibited from changing workplaces. Also, they have limited contact with others and are isolated in the community. That's why trainees cannot get the support they need, and it probably leads to the disappearance of trainees.

Chapter2

Research Methodology and Conceptual Framework

This research focuses on technical intern trainees and analyzes TITP from the perspective of Social Inclusion. It has not discussed the importance of social inclusion

of technical intern trainees, because they are limited to the maximum number of years of stay, and they must go back to their home countries after training is over. However, even if it is temporary, trainees contribute to the industries as a member of the community, and it is an important issue to include trainees in Japanese society. Firstly, this research analyzes TITP and the environment surrounding trainees using the concept of "Language barrier", "Institutional barrier", and "Psychological barrier", and attempts to identify institutional and extra-institutional factors that inhibit the social inclusion of trainees. Next, this research analyzes the initiatives of the local governments for including foreign workers in society using the case study, then, attempts to identify what kind of initiatives the local governments need for the social inclusion of foreign workers. Moreover, through case studies of the host companies that succeed to include technical intern trainees, attempts to identify what kind of factors host companies need for the social inclusion of trainees.

2.1 Research Questions

To identify factors that inhibit the social inclusion of trainees, and the factors of the local governments and host companies to succeed in social inclusion, this research set three research questions.

1. What issues exist with the Technical Intern Training Program (TITP) in terms of social inclusion, and what factors inhibit the social inclusion of trainees?

2. What initiatives are local governments taking to ensure the inclusion of foreign workers in Japanese society?

3. What initiatives did host companies that succeeded to include trainees into society take, and what factors exist with host companies that succeeded in the social inclusion of trainees?

2.2 Objectives

1) To identify factors that inhibit social inclusion of trainees

2) To examine international development role of TITP

3) To analyze social inclusion and local governments' responsibility

4) To analyze economic contribution and possible recommendation for safe migration

2.3 Conceptual Framework

Key concepts in this study covers social inclusion, decent work, unauthorized labor migrants, economic contribution of migrant trainees, global value chain, xenophobia.

Social Inclusion

Social Inclusion is the concept opposite of Social Exclusion. These two concepts arose in France in the 1970s, and afterward, these concepts spread to the world as a basic idea of social policy. According to the European Union, social inclusion is the process of an individual's self-realization within a society, acceptance, and recognition of one's potential by social institutions, integration (through study, employment, volunteer work, or other forms of participation) in the web of social relations in a community. (Yuasa, 2012) defined that social inclusion is a guarantee of

participation in society, and eliminates or reduces barriers that inhibit participation in society. One of the ways of participation in society is by being hired and ensuring participation in the labor market. This is because being hired is important from the perspective of communication with society and improving the quality of life. People gain satisfaction and a sense of being useful to others through being hired or interacting with workmates, and this feeling improves their quality of life. Another way is securing the social participation of isolated people such as tea parties or recreational events. To secure the places where people can interact with others or people can feel that their existence is worthwhile. This is an important keyword for social inclusion. According to (Asano, 2021), regarding the relationship between foreign residents and host communities, it is not enough even if the community recognizes the existence of foreign residents. The host communities must provide the foundation for the social inclusion of foreign residents. Moreover, interactions that foreign residents need to learn the language, customs, and social values, and host communities recognize foreign residents' membership is necessary. This research focuses on foreigners living in Japan, especially foreign workers and technical intern trainees, and defines social inclusion as they play an important role in their workplace or community, and participating in society.

Decent Work

Decent work is one of the SDGs, and it is defined as work that everyone can work equally, safely, and humanely, and it is guaranteed social security as workers without forcing them to work as slaves. Decent work can realize workers' human development and the social integration of workers. (Tokunaga, 2009) researched what

kind of difficulties foreign workers feel toward Japanese workers, and she found out that foreign workers who have low-level Japanese language skills more feel difficulties with Japanese workers. Specifically, the main factor that produced difficulties is related to language problems, such as miscommunication, Japanese workers not being willing to talk with foreign workers, and cultural differences. Many foreign workers think Japanese workers not being willing to communicate with foreign workers, and (Tokunaga, 2009) claims it seems that less contact between foreign workers and Japanese workers made barriers, and these barriers are mainly created by Japanese workers. (Tokunaga, 2009) claims that host companies must make efforts to share the ideas of Japanese companies with foreign workers and reduce the language barrier. It is important to understand each other and to reducing barriers between foreign workers and Japanese workers through communication. (Nakao, 2019) claims that local governments play an important role in creating comfortable living places and workplaces for foreign residents. It is necessary to create a network that can solve problems foreign residents face in the local areas. Also, (Nakao, 2019) claims participatory activities are effective in improving the working and living environment. (Liang & Takano, 2016) claims that an important thing for the host companies is to find out the problems foreign workers face in the workplace and solve the problems immediately. According to his research, the issues Chinese workers face are their relationships with Japanese workers, working conditions, and their future career. To solve these issues, the host companies need to create more opportunities that foreign workers can contact Japanese workers, and explain future paths such as promotion or building careers. Then, it makes foreign workers' motivation higher and they can perform at maximum capacity. This research defines Decent work as a situation in

which foreign workers communicate with Japanese workers sufficiently and build a good relationship, also it is a work that makes foreign workers' motivation higher by showing an ideal future career. Moreover, it is a situation where foreign workers have a network with local areas, not only workplaces, and it is possible to solve the issues foreign workers face.

Unauthorized Labor Migrants

Unauthorized labor migrants mean migrants who do not have residence status. (Mori, 1995) claims that the issue of unauthorized labor migrants is produced in a social structure that people from developing countries where economically poor go to work in developing countries. Unauthorized labor migrants are equal to victims who are forced to move to developed countries due to the international economic imbalance. To solve the issue of unauthorized labor migrants, it is important to reduce the economic gap between developing countries and developed countries by promoting developing countries' self-reliance. Also, technical cooperation is more effective than financial support, and it is necessary to promote developed countries' self-reliance through education and skill transfer. (Sunai, 2019) claims behind the issue of the disappearance of technical intern trainees, exists the issue of human rights violations such as low wages, violence, and verbal abuse. Although escaping from the host company has the risk that trainees could lose their residence status, for trainees, it can be a means to improve their working environment and solve problems they face. Also, the fact that there are industrial sectors that hire trainees who escaped from host companies promotes the disappearance of trainees. The existence of Japan's labor market that accepts unauthorized labor migrants promotes trainees from becoming unauthorized

labor migrants, and it makes it possible to stay in Japan after escaping from host companies. Another factor is many trainees are isolated in local areas without someone to consult with. Building a relationship between trainees and the Japanese can prevent trainees to be unauthorized labor migrants. This research defines unauthorized labor migrants as those who struggle with human rights violations and the gap with Japanese workers and try to break the situation by escaping from host companies, also those who escaped from the host companies because they do not have communities to consult with.

Economic Contribution of Migrant Trainees

In Japan, where birthrate is low and population aging, foreign workers are a significant role in revising Japanese economics. (Liang & Takano, 2016) claims that the issue of Japanese companies that employ foreigners is the low retention rate of foreign workers, and a low retention rate affects the companies' performance. In any industry, the cost of training for new employees is big, and it is a burden on companies. The low retention rate makes it more difficult to build relationships and cooperative systems in companies, and it reduces productivity. It is necessary to make efforts to allow foreign workers for a long time to improve the labor shortages in Japan and revitalize Japan's economy. (Yamauchi, 2019) claims that previously, it was easy for Japan to secure foreign human resources, however, in the future, it is unclear whether foreign workers will come to work in Japan, even if Japan needs their manpower. If foreign workers do not choose Japan, supply limitations will happen in Japan due to labor shortages, and it affects Japan's economy. Therefore, Japan needs to improve its working conditions and working environment to encourage foreign workers to choose

Japan. This research defines the economic contribution of migrant trainees as increasing productivity by foreign workers working in the company for a long period and revitalizing Japan and the local economy.

Global Value Chain

According to (Ito et al., 2018), the global value chain is a series of processes from development. research, production, manufacture of components, assembly, distribution, and sales on a global scale, while adding value. The global value chain is commonly in the form of wage differentials between developed and developing countries, with the advantage of significant cost savings on the part of developed countries. On the part of developing countries, with the advantage of improving productivity through skill transfer from the companies of developed countries. In this way, the global value chain has benefited both developed and developing countries. However, some workers are forced to work in poor working environments, because some companies prioritized cost savings the most. Some workers are forced to work for long hours below the minimum wage. In other words, big companies in developed countries are making a profit by relying on low wages and poor working environments of workers in developing countries. (Ito et al., 2018) claims that to solve this issue, an audit from a third party is effective. Also, it is also necessary to visualize the entire value chain, build good value chain management, and improve the working environment. (Koike, 2010) claims the benefit of the global value chain is promoting industry development and creating a large number of jobs in developing countries. However, for developed countries, each developing country is just one of the choices. The purpose of global companies is to maximize their profits on a global level, not for

developing countries' profit. Also, the unequal distribution of value added is a problem

for the global value chain. The developing countries are responsible for the production

and processing of primary commodities in the global value chain, on the other hand, the

design and sales make big profits the developed countries are responsible for. In order

for developing countries to gain a profit in the global value chain, they need to improve

their skills and productivity. The global value chain is not only between developed and

developing countries but also between foreign workers and host companies. Foreign

workers go to work for developed countries to acquire skills and higher salaries, and

companies in developed countries hire them for low-cost labor forces. Then, the

knowledge and skills of developed countries transfer to foreign workers, which brings

the benefit of improving productivity in developing countries. This paper defines the

global value chain as host companies transferring skills and knowledge sufficiently to

foreign workers, which leads to the benefit of improving productivity in developing

countries.

Xenophobia

Xenophobia is a psychological state of dislike, exclusion, or hatred of

individuals or groups that are seen as foreign or of different ethnic groups. The contact

hypothesis has been proposed as a factor that suppresses this exclusionary attitude.

However, (Laurence, Schmid, Rae, & Hewstone, 2019) distinguishes between contact

and exposure. Living in a neighborhood with foreigners is "exposure", it does not mean

they have the opportunity to contact each other. (Laurence et al., 2019) claims

neighboring lacking contact increases xenophobia attitudes, but if there is contact with

each other, it is effective to suppress xenophobia attitudes. However, (Otsuki, 2006)

claims in Japanese society where there are not many opportunities to contact foreigners, even daily contacts such as seeing foreigners or greetings is effective to suppress prejudice or xenophobia attitude toward foreigners. Also, (Nagayoshi, 2016) claims that in working places, contact such as collaborative action toward common goals effectively suppresses xenophobic attitude. Xenophobia in this paper is defined as prejudice or exclusivism toward foreigners produced by fewer opportunities to contact foreigners.

2.4 Methodology

This research conducted interviews and documentary research. This chapter explains the basic information about the subjects and the purposes of the study.

1) Interviews with the local authority

In order to examine the initiatives by the local government for foreign residents, it interviewed Nagasaki city's international affairs division. Due to the pandemic situation, questions were sent via e-mail, and received a response from the contact persons. The email interviews were conducted in August 2022.

Survey area: Nagasaki city, Nagasaki prefecture
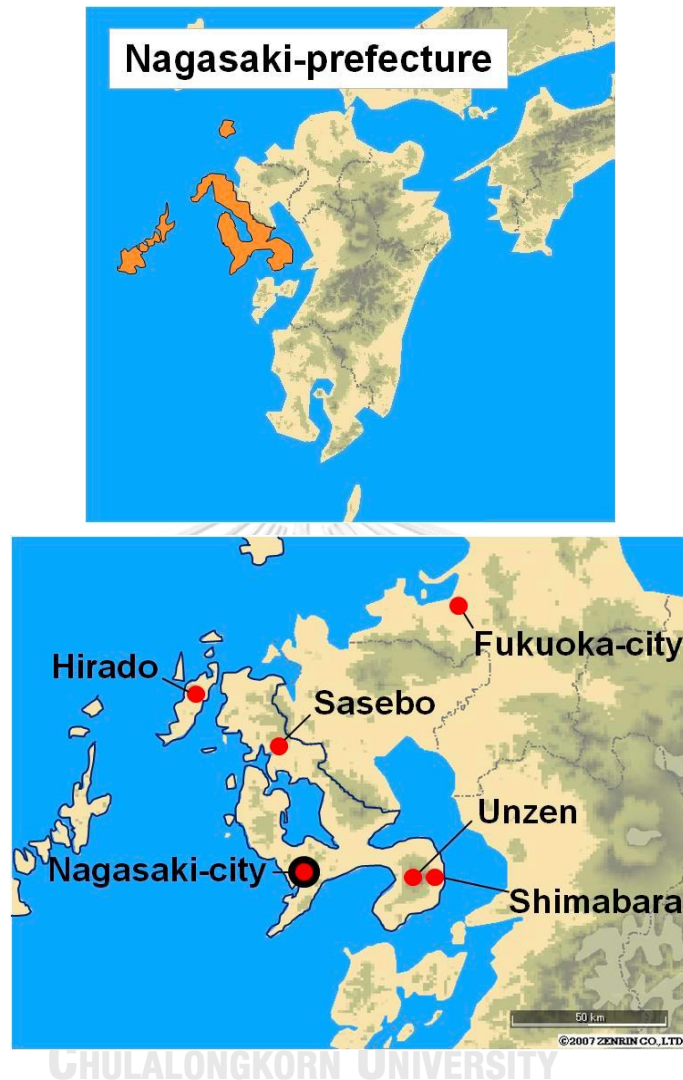
Figure　5：Location of Nagasaki City, Nagasaki Prefecture

(Source: Japan Kyushu Tourist)

The decrease in the working-age population is a serious problem facing

Nagasaki City.   The total population of Nagasaki Prefecture, which was 1.37 million in

2015, is estimated to decrease to 1.05 million by 2040. In addition, the working-age

population, which was 1.01 million in 1990, is estimated to be 519,000 in 2040. While

the number of Japanese residents in Nagasaki is decreasing, the number of technical

intern trainees accepted by Nagasaki prefecture is increasing every year. The number of technical intern trainees in Nagasaki prefecture has increased from 2,628 in 2017 to 2,912 in 2020.

2) Documentary analysis on initiatives of the host companies

This research conducted documentary research on the two host companies that were listed in "Collection of examples of companies that have made efforts on making it easier for foreigners to work", and what kind of initiatives were implemented. In addition, questions were emailed to the persons in charge of accepting the trainees regarding their approach to the trainees. However, in this research interviews with trainees could not be implemented.

Construction company "A"

Construction company "A" is located in Nogata city, Fukuoka prefecture. There are 32 employees, 12 of whom are technical intern trainees from Vietnam. Construction company "A" started to accept technical intern trainees in 2015, in order to make international contributions by developing human resources who have expertise in this field.

Electronics company "B"

Electronics company "B" is located in Ebino city Miyazaki prefecture and manufactures electronic and automotive components. There are 684 employees, 43 of

whom are foreign workers. Trainees are all from Vietnam. Company "B" started to accept trainees due to the shortages of labor forces in the local area.

Chapter3
Research findings

This chapter finds answers to research questions through findings from interviews and documentary research. (1) What issues exist with the TITP in terms of social inclusion, and what factors inhibit the social inclusion of trainees? (2) What initiatives are local governments taking to ensure the inclusion of foreign workers in Japanese society? (3) What initiatives did host companies that succeeded to include trainees into society take, and what factors exist with host companies that succeeded in the social inclusion of trainees? In this paper, social inclusion is defined as foreign workers playing a significant role as a resident in workplaces or local areas. Regarding research question (1), this paper analyzes TITP and stakeholders from the perspective of the "Language barrier", "Institutional barrier", and "Psychological barrier" and identifies the factors that inhibit the inclusion of technical intern trainees into Japanese society. Then, this chapter finds answers to the research question (2) by analyzing initiatives by the local governments through a case study using the concept of social inclusion, decent work, unauthorized labor migrants, the economic contribution of migrant trainees, the global value chain, and xenophobia. Also, this chapter finds the answer to the research question (3), by analyzing the cases that succeeded in social

inclusion of trainees regardless of the factors that inhibit social inclusion using the five concepts.

Two Case Studies

From the case studies, the research identifies the following findings of TITP. This research introduces the initiatives of two host companies as case studies that succeed to include foreign workers. Construction company "A" and Electronics company "B" were published in the "Collection of examples of companies that have made efforts on making it easier for foreigners to work", and this section analyzes what kind of efforts "A" and "B" did. Through the case studies, this research identifies why these companies have been so successful and gain such a high reputation for the safe acceptance of trainees.

3.1 Factors that inhibit social inclusion of trainees

After establishing TITP, many issues such as the disappearance of trainees occurred. However, many Japanese media focus on trainees' poverty, and this makes Japanese people think trainees escaped from the host companies because they want to earn more money. There needs to be more research that analyzes TITP from the perspective of social inclusion. This research hypothesized there are some factors that inhibit the social inclusion of trainees, and these factors lead to many issues. This research analyzes TITP from the perspective of the "Language barrier", "Institutional barrier", and "Psychological barrier" that foreigners face after coming to Japan, then attempts to identify the institutional and extra-institutional factors that inhibit the social inclusion of trainees.

Language Barrier

One of the factors of the language barrier is trainees' poor Japanese language skills. This section divides two time flows: before coming to Japan, and after coming to Japan, and organizes the factors of trainees' poor Japanese language skills. (Linh, Sugimoto, & Toyama, 2021) claims that many technical intern trainees do not acquire sufficient Japanese language skills before coming to Japan. According to (Linh et al., 2021), many trainees' Japanese language level is N5 on the Japanese Language Proficiency Test (JLPT). N5 is the lowest elementary level of the JLPT and those who have N5 can understand some basic Japanese. N5 holders can understand conversations about topics in daily life and classroom situations, and pick up necessary information from short conversations spoken slowly, but it is not enough to work in Japan. As (Linh et al., 2021) claims, many trainees are coming to Japan without acquiring sufficient Japanese language skills. Also, (Shirasaki, 2022) claims many trainees cannot communicate with Japanese workers without an interpreter even though they spent many hours in Japanese language classes before coming to Japan. In this way, many previous papers claim technical intern trainees have communication difficulties with Japanese people due to their poor Japanese language skills. The next section divides two-time lines before trainees come to Japan and after trainees come to Japan, and analyzes four actors: TITP itself, sending organization, supervising organization, and host companies involved in the trainees' Japanese language education. Then, identifies the factors producing the language barrier that inhibit trainees to include in Japanese society.

A. Barriers before coming to Japan

Firstly, to find the factors of trainees' poor Japanese language skills, this section analyzes the sending organizations that provide Japanese language training before trainees come to Japan. Also, this section analyzes the requirement of trainees' Japanese language skills determined in TITP before coming to Japan.

(i) The Issues of the Sending Organizations

In general, the sending organizations do not set Japanese proficiency requirements when recruiting, they provide Japanese training after recruitment. According to (Linh et al., 2021), many sending organizations employ ex-trainees as Japanese language teachers due to shortages of Japanese specialist teachers. There are benefits that ex-trainees can teach from their experience in Japan, but they lack expertise in Japanese language teaching, so the quality of Japanese language classes is worse than expertized teachers. The average length of Japanese language training at a sending organization is 4 months to 6 months, and (Iimure, 2019) claims that short Japanese language training periods and low-quality Japanese language education leads to trainees' poor Japanese language issue. These facts suggest that there are problems with sending organizations, such as the fact that people with no knowledge of the Japanese language can apply to technical intern trainees, and that Japanese language education at sending organizations is low quality.

(ii) The issues of TITP

There are no requirements regarding trainees' Japanese language level before coming to Japan, so trainees do not need to prove their Japanese language skills nor

pass Japanese proficiency tests. The Korean employment permit system for foreign workers requires foreign workers to pass the Korean proficiency test before coming to Korea. (Kamibayashi, 2018) However, in TITP, anyone can come to Japan if they study Japanese in the sending organizations. As a result, many trainees come to Japan with poor Japanese language skills due to no requirements towards Japanese language skills.

The sending organizations	Intern training program
· Low quality Japanese language education	· No requirement regarding trainees' Japanese language proficiency

Table　1: Factors that create language barriers before coming to Japan

(Created by the author)

B. Barriers after coming to Japan

This section conducts a survey of TITP, supervising organizations, and host companies related to Japanese language education after trainees come to Japan and analyzes what kind of Japanese language training is provided to trainees after they come to Japan.

(i) Institutional Issues

After coming to Japan, trainees get training courses at supervising organizations for 2 months, and then, start technical intern training at host companies.

In training courses at supervising organizations, trainees learn 4 subjects; the Japanese language, knowledge related to lives in Japan, information on legal protection, and knowledge for acquiring skills in Japan. However, there is no specific guideline on training courses, and the number of hours and proportion of the contents are not determined. Also, the contents of Japanese language classes are left to supervising organizations, and there are no specific assessment criteria for trainees' Japanese language skills. In guidelines for the operation of TITP, supervising organizations are expected to provide Japanese language training to enable trainees to reach a level where they are enabled to carry out their training and live their daily lives without difficulty. However, "a level where they are enabled to carry out their training and to live their daily lives without difficulty" is not clear, and there is no specific curriculum for Japanese language courses.

(ii) The Issues of Supervising Organization

Because there is no specific Japanese language education system for trainees, supervising organizations can decide the contents of Japanese language education courses freely. However, there are many cases in which the staff of supervising organizations take care of Japanese language education courses, instead of specialists in Japanese language education. (Linh et al., 2021) Also, (Arashima & Yoshikawa, 2019) claims the contents and quality of Japanese language education courses are not sufficient because there is no specific curriculum.

(iii) The issues of the Host Companies

Although supervising organizations have to provide Japanese language education, the host companies do not need to provide it, and the host companies can decide whether they provide Japanese language education classes by themselves. Some companies do not provide any Japanese language education and force trainees to do simple tasks because of the trainees' poor Japanese. According to (Ding, 2021), some trainees do not need to use Japanese other than for greetings, and their Japanese got worse after coming to Japan. (Ochiai, 2010) claims that many trainees do not have time to study Japanese after technical intern training started, because of their busy schedules. Also, (Duong, 2020) claims that many trainees have trouble with communication due to their poor Japanese language skills. Moreover, the low Japanese language skills make trainees' motivation for training and confidence down. According to (Linh et al., 2021), 74.1% of trainees answered they do not have confidence in their job because they feel anxiety about Japanese communication.

The supervising organizations	The Intern Training Program	The host companies
・Low quality Japanese language education	・No specific guidelines for Japanese language education	・No obligation to provide Japanese language education

Table　2：Factors that create language barriers after coming to Japan

(Created by the author)

Institutional Barrier

This section finds the factor that inhibits trainees' inclusion into society from the perspective of institutional barriers. First of all, TITP has a maximum limit of stay in Japan, and trainees must go back to their home countries after training is over, and this restriction affects trainees' building community and network. (Shirasaki, 2022) The community between trainees and Japanese is temporary and does not last long because trainees cannot build a community and network well. Trainees stay in Japan temporarily and return to their home countries in a short period, and this can make it difficult for trainees to build relationships with Japanese society. Also, trainees do not allow bringing their family members, so it is difficult for them to build relationships with local areas. If foreign residents' children stay in Japan, they go to school, and foreign residents can build a relationship with local people through interaction with other families, and they can participate in the local community. However, it is difficult for trainees to build relationships with the local community through interaction with other families. South Americans of Japanese descent also come to Japan to work, but they are allowed to bring their family members. If their children go to local schools, they need to take support such as Japanese language education, and this issue might be made public as an issue that foreign residents face. However, in the case of trainees, the education issues related to children do not arise, and their presence is not easily recognized in society. Also, many trainees pay a deposit to the sending organizations before coming to Japan. The sending organizations believe this deposit can prevent trainees from escaping from the host companies, and this deposit will be returned after trainees finish their training. However, many trainees borrow money from banks, family, and friends to pay the deposit, so many trainees are debt bound before coming

to Japan. Then many trainees have to prioritize earning money to return the debt, and it makes it more difficult for trainees to study Japanese and interact with others in local areas. Also, trainees are not allowed to change their workplaces, because the purpose of TITP is skill transfer. And generally, trainees live in accommodation near the host company, and they cannot move to another accommodation freely. The issue of deposit and prohibition on changing workplaces make trainees subservient to the host companies. Moreover, some host companies make their own rules and try to control trainees' lives strictly. Some host companies confiscate trainees' passports and phones and do not allow trainees to contact or share information with other trainees who work in other workplaces to prevent their escape. (Shirasaki, 2022) (Yoshida, 2012) Additionally, some companies do not allow trainees to sleep over somewhere, go on trips, and meet with the opposite sex trainees in order to prevent romance between trainees. (Ding, 2021) (Nikaido, 2019) In this way, trainees are severely restricted in their freedom in life by the host companies' own rules and institutional issues such as short periods of stay, debt bound by the deposit, they are not allowed to bring family members, and make trainees difficult to contact with Japanese society.

Psychological Barrier

This section finds factors that inhibit trainees' inclusion into society from the perspective of psychological barriers. First, there is the issue that Japanese people are indifferent to technical intern trainees. The acceptance of trainees is left to the host companies, so in many cases, even local governments do not recognize the actual situation. As a result, this makes trainees invisible in the community. Some host companies are actively engaged in exchange activity between local residents and

trainees, while others are not engaged in these activities at all, so generally, there is little contact between Japanese and trainees. (Shirasaki, 2022) (Jixun & Yicheng, 2020) Also, trainees' living area is extremely limited, and it is difficult for them to have opportunities to contact Japanese people. The world of trainees' everyday life is a workplace and accommodation near the host company, so they do not have opportunities to contact local residents. (Ding, 2021) Besides, many trainees live in mountainous regions far from town areas, because of the high demand for technical intern trainees in mountainous regions due to the difficulty to secure the Japanese people's labor forces. However, this has caused the Japanese to be unaware of the trainees' presence and has led to weak relationships between trainees and local residents. (Shirasaki, 2022) Poor transportation and lack of freedom of movement mean that opportunities for interaction with others are scarce and the network is not developed, so trainees' human relationship is limited to fellow countrymen and Japanese colleagues in the same workplace. In addition, when trainees go shopping, they usually go with other trainees or Japanese staff of the host companies take them by car, so when they have trouble while shopping, they do not need help from other Japanese people. (Shirasaki, 2022) (Nikaido, 2019) According to a survey conducted by Toyama prefecture, trainees answered that they do not socialize with Japanese people living in their neighborhood is 65.8%, which is higher than foreign residents who have another resident status. Also, Japanese people answered that they do not socialize with foreigners living in their neighborhood is 89.3%, and reasons are "there is no chance to talk with them" (32,2%), "foreign residents cannot speak Japanese" (29.1%). The number of Japanese that thinks Japan should not promote accepting foreign human resources is 27.3%, but there are still some Japanese who have negative

awareness toward foreigners. The reason why they think Japan should not promote

accepting foreign human resources is "foreigners are causing to deterioration of public

safety" (57,8%). The xenophobia attitude rooted in Japanese people's minds makes it

more difficult to have opportunities to contact trainees. Also, not only in local

communities but also in workplaces, trainees do not have many opportunities to contact

Japanese workers. Some Japanese workers only greet trainees, and they are not willing

to engage with trainees. (Iimure, 2019) (Ochiai, 2010) Moreover, Some trainees are

afraid of forced return to their countries, so they do not claim even if they are victims of

human rights violations. Many trainees are debt bound, so if they go back to their

countries in the middle of training, only debt is left to them. Also, they are not allowed

to change workplaces, so it is difficult for them to claim human rights violations or ask

for help from external parties. As a result, trainees try not to deteriorate the relationship

with host companies, and they follow the host companies' orders. In this way, the action

that claims human rights violations and asks for help from others makes trainees in an

unfavorable situation, so trainees might be reluctant to contact Japanese people.

3.2 International Development role of the TITP

The original purpose of the TITP is international contribution through skill

transfer. This research analyzes to what extent TITP contributes to international

contribution such as human development, and analyzes how this program should

change for its original purpose.

Status of employment of trainees after their returned to their home countries

The Organization for Technical Intern Training (OTIT) conducted a follow-up survey in 2021 on trainees after they go back to their home countries. This survey was conducted for trainees who finished technical intern training 2 and went back to their home countries (Vietnam, China, Indonesia, The Philippines, and Thailand) between September 1, 2021, and December 31, 2021. OTIT sent out the survey to 27,046 trainees, and they received 7,930 answers. Regarding the trainees' employment status upon their return to their home countries, 16.3% of former trainees are employed and working. 9.3% of former trainees have decided to be employed and work. 14.4% of former trainees have started their own businesses. In total, 40% of former trainees have found a job after they return to their home countries. Out of the 40%, those who engage in the same job as a training program is 42.4%. This survey revealed the fact that despite trainees completing their training in Japan, only 40% of them could find a job after they returned to their home countries. 25.9 of former trainees are looking for a job and 9% of them do not do anything. Approximately, 30% of former trainees could not find a job after they returned to their home countries. In spite of them finishing three years of training in Japan, almost half of them are doing jobs different from training or cannot find jobs. From this situation, trainees do not seem to be acquiring sufficient skills during training periods. Many trainees are involved in simple tasks due to their poor Japanese language skills. These simple tasks are low wages in trainees' home countries, so many trainees are not willing to do these jobs. Even if they try to find a job with high wages that uses Japanese language, it is hard to find due to their poor Japanese language skills.
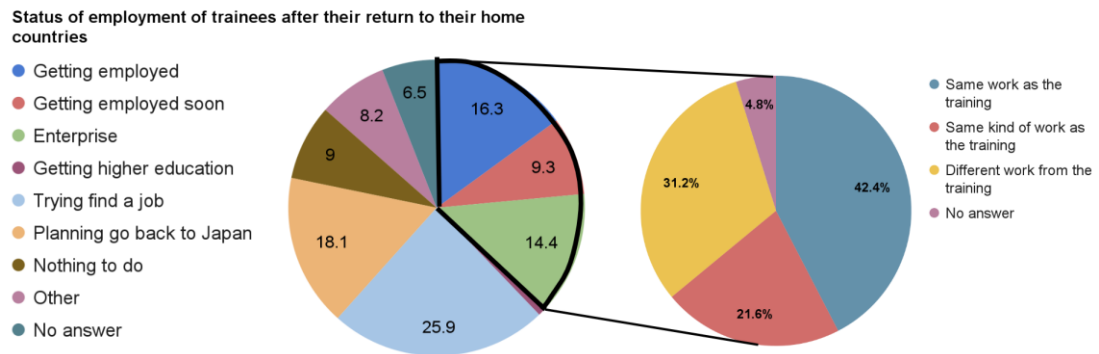
Figure   6: **Status of employment of trainees after their return to their home**

countries

(Source: Figure created by the author based on "*Follow-up Survey of Returned*

Technical Intern Trainees in 2021". OTIT.)

3.3 Social Inclusion and Local Governments' Responsibility

There is not much research on the initiatives for social inclusion by the local governments, however, local governments play an important role to include foreign workers in Japanese society.   This research analyzes the initiatives by the local government and identifies what kind of initiatives local governments need for the social inclusion of foreign workers.

The Connections between foreign residents and local community

This section introduces the multicultural coexistence project by Nagasaki city as a case of connections between foreign residents and the local community. Questions were sent to the Nagasaki city international affairs division by email and received a written response. The findings of the survey are summarized below.

The Nagasaki city government has formulated its 5th comprehensive plan to take advantage of the major trends of the times toward achieving the SDGs, contribute to the realization of a sustainable world, and achieve self-reliant city management. With the increase in the number of foreign residents, this plan aims to deepen international understanding among citizens, and to create a comfortable living environment for foreign residents. In order to realize the plan, the Nagasaki city international affairs division launched the multicultural coexistence project with the aim of a comfortable living environment for foreign residents by 2025. The Nagasaki city international affairs division is working on mainly five initiatives.

(i) Citizen Volunteers

Nagasaki city recruits volunteers to promote interaction between foreign residents and local people. The volunteers are involved in three fields: Japanese language class, planning and management of a cultural event, and interpretation. Japanese class volunteers teach basic Japanese conversation to foreign residents to develop a minimum level of Japanese language skills so that they will not be in trouble in their daily life. Event planning volunteers plan and manage a cultural event for foreign residents to understand Japanese culture. Before the COVID-19 pandemic, cultural events such as wearing Japanese traditional clothes (YUKATA), and cooking Japanese traditional sweets. Interpretation volunteers provide interpretation of international events in Nagasaki city and explain administrative information to foreign residents.

Using citizen volunteers is expected to create connections between foreign residents

and local people and provide opportunities to understand multicultural coexistence with

each other.

(ii) **Managing the Interaction space: Chikyu-Shimin Hiroba**

Chikyu-Shimin Hiroba is a multipurpose space intended to serve as a place for

information gathering, learning, consultation, and interaction for citizens including

foreign residents. Users can read the library's books, use the Internet, and use the

message board to communicate with others. In the reading book corner, there are books

regarding the Japanese language and Japanese society, Japanese dictionaries, and

overseas newspapers for foreign residents. Moreover, Japanese language classes and

cultural events take place here. This place is expected to build a good relationship

between foreign residents and local people through interaction.

(iii) **Japanese Language Classes**

A free Japanese language class is provided in Chikyu-Shimin Hiroba for

foreign residents in Nagasaki city. Foreign residents learn Japanese for 370 hours, and

this Japanese language class is aiming foreign residents to be able to speak the

minimum level of Japanese that they need for their daily life. Instructors are volunteers

and classes are taught by the direct method using only Japanese. In 2020, there are 44

participants, and participants came from 23 countries such as China, the Philippines,

and Myanmar.

(iv) **Legal Consultation**

Nagasaki city provides free legal consultation support services for foreign residents living in Nagasaki city, including residence status, permanent residence and naturalization procedures, employment, and labor consultation by experts. Not only foreign residents but also Japanese who are involved in supporting foreign residents are able to consult. Interpreters are available for consultations in English and Korean.

(v) **International Understanding Lecture for Citizens**

Nagasaki city holds an international understanding lecture for citizens to understand different cultures every month. This is a good opportunity for Japanese residents to know different cultures in Nagasaki city where there is less opportunity to encounter foreigners. Currently, under the influence of the coronavirus, two staff from the U.S. and Korea hold lectures on many themes about each culture.

3.4 Economic contribution and possible recommendation for safe migration

This section analyzes to what extent technical intern trainees contribute to the economic growth of the host community or the host companies. It then identifies the factors that need for safe migration by analyzing the host companies that succeed social inclusion of trainees

Foreign workers contribute to the shortage of labor force in rural areas

The technical intern trainees support small or medium-sized companies that are struggling with the shortages of the labor force and industries in rural areas. In the

countryside, decreasing the population is more severe and trainees supplement the labor force in rural areas where there are shortages of the working-age population. In 2021, The top five in the ratio of technical intern trainees to accepted by the prefecture are all in rural areas rather than metropolitan areas, indicating that trainees play an important role as a labor force in rural areas.

Prefecture	Number of Technical Intern Trainees	Percentage of total foreign workers
Total (average)	351,788	20.4%
Miyazaki	3,491	65.3%
Kagoshima	5,494	61.9%
Ehime	5,912	61.8%
Kochi	2,053	60.5%
Kumamoto	7,734	59.4%

Table 3: Ratio of Technical Intern Trainees among accepted foreign workers by prefecture

(Source: Figure created by the author based on date *"Summary of foreign employment status submissions 2021"*. Ministry of Health Labor and Welfare.)

Connections between technical intern trainees and the host companies

Two Case Studies

Construction company "A"

Construction company "A" is located in Nogata city, Fukuoka prefecture. There are 32 employees, 12 of whom are technical intern trainees from Vietnam. Construction company "A" is in the business of building steeplejacks and scaffolding for renovations to bridges and railways improvements built more than 50 years ago. "A" thinks this field will be significant in developing countries in the future, so "A" started to accept technical intern trainees in 2015, in order to make international contributions by developing human resources who have expertise in this field. "A" shares the basic idea that foreign workers are important members are the same as Japanese workers and pushes initiatives to make a comfortable working environment for foreigners. "A" started exchanging diaries with trainees in order to understand trainees' feelings and build a good relationship. "A" makes efforts on understanding trainees' anxiety and requests through the diary. Also, "A" holds a regular meeting every month with interpretation for trainees in order for trainees to understand the contents of meetings. Besides, in order to build a firm relationship between Japanese and trainees, "A" holds events regularly and promotes interaction between trainees and Japanese workers. Moreover, "A" participates in local events and stalls at local festivals in order to promote interaction between trainees and local people. The CEO of "A" felt the anxiety to accept trainees before, because of cultural differences, language barriers, and food culture. However, he says it is not a big deal if the Japanese understand the trainees' feelings and build a firm relationship. In terms of trainees' career building, "A" has a 10-year curriculum program in which trainees can decide their future careers by themselves. "A" supports trainees depending on their future goals and current situation, and the company encourages trainees who wish to stay longer in Japan to acquire the residence status of a specified skilled worker and give

support. For example, "A" promotes the acquisition of professional qualifications to get the residence status of a specified skilled worker, and driving licenses at company expense, and supports expanding the possibilities of trainees after 10 years. As a result, more trainees wish to acquire the residence status of a specified skilled worker and try to stay longer in Japan after the technical intern training program is over. From the trainees' voices, there are many positive comments on initiatives by "A". Many trainees come to Japan with the expectation of new experience and acquiring new skills in Japan, and they feel their own development through the acquisition of a driving license and professional qualifications in a 10-year career program. One trainee says his future goal is to be a leader in construction sites and work with fellow countrymen, and if he can acquire the residence status of a specified skilled worker, he wants to bring his wife and children from Vietnam, and live together with them in Japan.

Electronics company "B"

Electronics company "B" is located in Ebino city Miyazaki prefecture and manufactures electronic and automotive components. There are 684 employees, 43 of whom are foreign workers. All trainees are Vietnamese women. "B" struggled to secure the labor force due to the shortages of the working population in the local area, so the company decided to accept technical intern trainees. "B" provides fully-equipped accommodation with electrical appliances in order to make life easier for foreign workers, and the accommodation is a completely private room to protect trainees' privacy. Also, the "B" encourages trainees to learn Japanese and stay longer in Japan by discounting accommodation fees if trainees pass the JLPT and those who wish to work in the company for more than 3 years. In addition, the "B" provides

Japanese language classes for trainees once a week, and helps improve their language skills. When trainees want to go to a hospital, the company takes them to the hospital by car and provides an interpreter. Moreover, interpreters play a role as counselor, and try to relieve trainees' fears and concerns. In addition, the "B" promotes reducing overtime hours, and treats Japanese and foreign workers equally, the trainees also can use annual paid leave, leave for childcare, nursing care, etc. Also, the "B" provides opportunities for trainees to communicate with Japanese workers through lunch meetings, and makes efforts to build a good relationship between trainees and Japanese workers. Besides, the "B" provides training for Japanese workers to understand trainees' culture and customs and harassment to prevent human rights violation towards trainees. Furthermore, the "B" is in regular contact with the local government so that trainees can actively participate in interactions with the local community, and try to help them make memories in Japan. As a result, more trainees continue to work for the company changing their residence status to Specified Skilled Worker after technical intern training is over. According to the supervising organization, the reemployment rate of "B" trainees is more than 30% higher than other companies in the area. Thereby, in the "B", skilled foreign employees who are reemployed can take on the responsibility of training newly-arrived technical intern trainees, and it makes it more efficient than the Japanese do. One trainee says every Japanese employee is kind and they always take care of trainees like parents.

Chapter4

Conclusion, Discussion and Recommendations

This chapter analyzes the findings of the survey regarding three research questions. 1. What issues exist with TITP in terms of social inclusion, and what factors inhibit the social inclusion of trainees? 2. What initiatives are local governments taking to ensure the inclusion of foreign workers in Japanese society? 3. What initiatives did host companies that succeeded to include trainees into society take, and what factors exist with host companies that succeeded in the social inclusion of trainees? It then indicates the factors that need for TITP to play an international development role and to ensure the safe migration. In addition, this chapter summarizes the claims of this research and answers the research questions. Then, presents a contribution of this research, and concludes with a discussion of future issues.

4.1. Conclusion

This research analyzed the TITP from the perspective of the "language barrier", "institutional barrier", and "psychological barrier" that many foreigners face after coming to Japan, and finds the factors that inhibit trainees to include in Japanese society. Also, this research analyzed the initiatives of Nagasaki city and identified to what extent the initiatives are effective to include in society, and what factors are needed for the inclusion of foreign workers. In addition, this research analyzed the cases of the host companies that succeeded to include trainees and found the factors that need to include trainees in society. This paper defined social inclusion as foreign trainees playing an important role in workplaces and in the community and

participating in society. The contributions of this study are threefold. The first one is this paper that identified the institutional and extra-institutional factors that inhibit trainees to be included in Japanese society by analyzing TITP from the perspective of the language barrier, institutional barrier, and psychological barrier. The second one found out the effective initiatives and improvements of the host community by analyzing the case of initiatives by Nagasaki city. The last one identified the factors that are necessary for the inclusion of trainees in the host companies by analyzing the cases of two host companies that succeeded to include trainees. The factors that inhibit the inclusion of trainees in society are the following.

	Language barrier	Institutional barrier	Psychological barrier
Before coming to Japan	・No requirements regarding trainees' Japanese language proficiency ・Low quality Japanese language education	・Debt due to security deposit ・No family members allowed ・Short-term stay	
After coming to Japan	・Low quality Japanese language education ・No guidelines for Japanese language education ・Trainees have difficulty communicating with Japanese	・Prohibited from changing workplaces ・The host companies' own rules	・Less contact with Japanese people ・Xenophobia attitude toward foreign residents ・Trainees are invisible in the community

Table 4: Three Barriers that Trainees face in Japan

(Created by the author)

These three barriers affect each other, and each barrier strengthens the situation that trainees are not included in Japanese society.
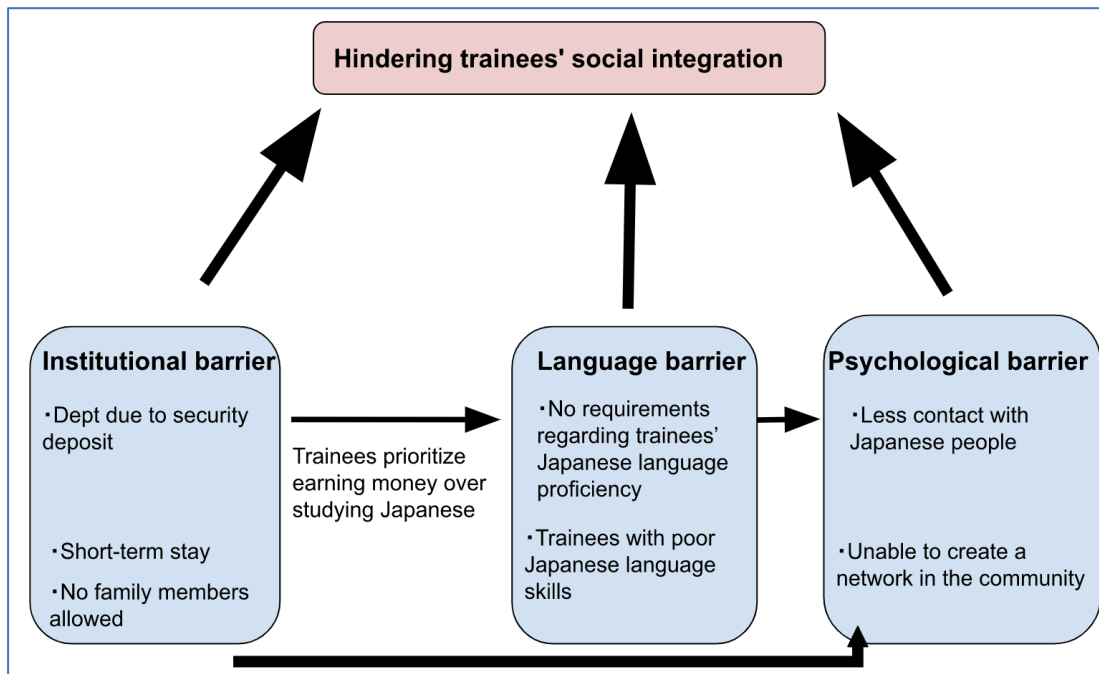
Figure   7: Factors inhibiting Social Inclusion of Trainees

(Created by the author)

Then, this research identified the following factors that are necessary for trainees included in society through initiatives by Nagasaki city and the cases of the host companies that succeeded in the social inclusion of trainees.

1. Increasing the opportunities to contact foreign workers and Japanese

2. Understanding the issues that foreign workers face in Japan

Moreover, this research analyzed the international development role of TITP and concludes TIPT does not contribute to international development in developing countries even though its original purpose is international contribution through skill

transfer. In a real situation, TITP is used as a means of securing the labor force for small companies, or Japanese economic growth. Many trainees cannot acquire skills and knowledge through the training and more than half of trainees cannot find a job after they go back to their home countries. One reason for this issue is there is no requirement for trainees' Japanese language skills, so many trainees come to Japan with poor language skills. Due to the poor Japanese, trainees cannot acquire sufficient skills and knowledge during training periods, and they cannot find a job after they go back to their country. In order to solve this problem, it is necessary to set the requirements and criteria for trainees' Japanese language skills and Japanese education. In addition, currently, the Japanese government, the supervising organizations, the host companies, and the sending organizations pursue their own benefit, so supporting trainees' life is left behind. It is necessary for all stakeholders relating to TITP to work together and support trainees.

4.2. Discussion

Factors that make it difficult for trainees to be included in Japanese society

The following were found as a result of the survey based on the "language barrier", "institutional barrier", and "psychological barrier" that foreign residents face in terms of factors that hinder the inclusion of technical intern trainees into Japanese society. In terms of the language barrier, many trainees come to Japan with poor Japanese language skills and it makes it difficult to live and work in Japan. The reasons for this are the low quality of Japanese language education in the sending organizations, and there is no Japanese language requirement for trainees, so anybody who studied for a certain amount of time can come to Japan as a trainee. Also, after trainees come to

Japan, there is no Japanese language education policy and specific criteria, and Japanese language education is low quality, so trainees' Japanese language is not improved. As a result, trainees' poor Japanese language skills make it difficult to build relationships with Japanese workers and local residents, and it leads to a lack of motivation for work. In terms of the institutional barrier, trainees are not allowed to bring their family members, so they do not have the opportunities to interact with the local community through family activity. In addition, debt due to deposit, and the prohibitions on changing workplaces and moving, restrict the trainees' freedom to live and deprive them of contact with the community. In terms of the psychological barrier, many trainees live in mountainous religions far from the town area, and this geographical issue restricts contact opportunities between trainees and local residents. Also, Japanese residents are not willing to engage with foreign residents who are not fluent in Japanese, thus trainees are invisible in the local area. And these three factors interact with each other, reinforcing factors that inhibit the social inclusion of trainees. Firstly, many trainees come to Japan without sufficient Japanese language skills due to low-quality Japanese education in sending organizations, or there are no Japanese requirements. However, many trainees prioritize earning money due to debt, so they tend to ignore studying Japanese despite the fact that their Japanese language skills are poor. Therefore, many trainees are forced to work simple tasks that do not need Japanese, and it leads to decreased motivation toward work and decreased interaction with Japanese workers. Moreover, the host companies want trainees to focus on work during the training period without any unnecessary troubles, so the host companies restrict trainees' life strictly such as inhibiting them from changing their accommodations. Also, trainees are not allowed to change workplaces, so they have to

follow the host companies' orders. Thus, the restriction of the training program and the host companies deprive trainees of opportunities to interact with people outside the workplace. Then, due to the less contact between trainees and Japanese residents, xenophobia attitudes and prejudice towards foreign workers produced in the local areas and workplaces. These factors deprive trainees of opportunities to contact Japanese residents, making trainees invisible in the local areas.
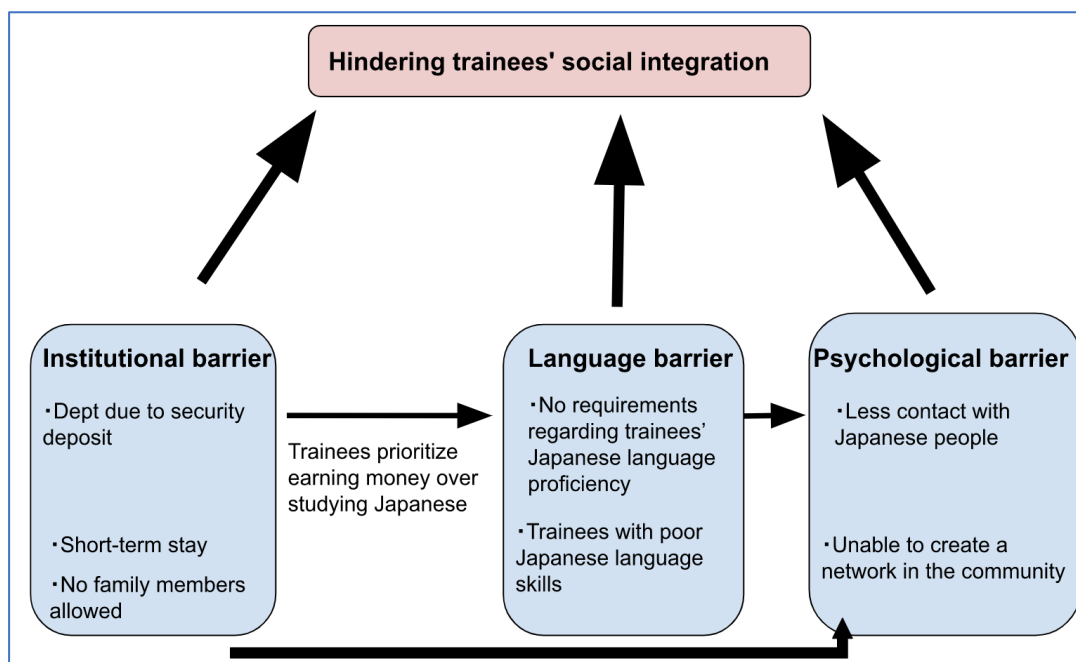
Figure   8: Factors inhibiting social inclusion of trainees

(Created by the author)

Next, this section analyzes TITP by using the six concepts of social inclusion, decent work, unauthorized labor migrants, the economic contribution of migrant trainees, global value chain, xenophobia, and attempts to identify the factors that inhibit the social inclusion of trainees. (Yuasa, 2012) defined social inclusion as lowering or eliminating barriers to social participation, and just residents recognizing

foreign residents' existence is not enough. He claims that foreign residents need to acquire Japanese values, tradition, and language, and at the same time the local community needs to acknowledge their membership. However, TITP is just focusing on accepting trainees and controlling their residence status, it does not make an effort in helping trainees' social participation by playing important roles in the community or workplace as residents. Currently, TITP's rotation system makes trainees return to their home countries after training, bringing in new trainees, and this system inhibits the social inclusion of trainees. It is necessary to make efforts to include trainees in society as human resources contribute to the Japanese economy, not as temporary labor forces. Also, this temporary rotation system inhibits the economic contribution of trainees. This paper defined the economic contribution of trainees as trainees contributing to increasing corporate productivity and revitalizing the Japanese economy by working in the host company for a long time. However, in the rotation system, the host companies need to train trainees from scratch every time new trainees come to Japan, as a result, it has reduced corporate productivity and hindered the revitalization of the Japanese economy. This rotation system is for trainees who are expected to go back to their home countries and contribute to development in their home countries, however, much previous research pointed out many host companies are using TITP to compensate for shortages of labor forces. As Figure 8 shows, almost half of the trainees are involved in different work as a training program or unable to find a job after they go back to their home countries in spite of having finished their training program in Japan several years. Trainees have not acquired sufficient skills during training periods. Many trainees are forced to work on simple tasks that Japanese language skills do not need, and after they go back to their

countries, they are not willing to work simple tasks the same as they did in Japan because these workers are low wages in their countries. However, even if they try to find a high wage jobs that uses Japanese, it is difficult for them because of their poor Japanese language skills. It is clear that TITP does not realize the global value chain that skill transfer from company to trainees and skill accumulation. In addition, this paper defined decent work as foreign workers can build good relationships in the workplace by communicating with Japanese workers well and motivating trainees by showing future careers or promotions. However, TITP is focusing on just accepting trainees, and initiatives for supporting trainees' daily life are left to the host companies and the local governments. Besides, even if trainees are forced to work in poor working environments, they are not allowed to change by the restriction of TITP, therefore TITP does not contribute to realizing trainees' decent work. Regarding unauthorized labor migrants, this paper defined them as those who struggled with the gap between Japanese workers such as low wages or human rights violations, and decided to be unauthorized labor migrants to break out the situation. TITP tries to solve the issues such as low wages and human rights violations that factor into producing unauthorized labor migrants. For example, If the host companies or the supervising organizations do not follow the restriction or many trainees have gone missing, the host companies or the supervising organization are imposed penalties such as a fine or suspension of trainees' acceptance for up to 5 years. (Jixun & Yicheng, 2020). However, these initiatives are not a fundamental solution to prevent trainees from becoming unauthorized labor migrants. Regarding xenophobia, (Otsuki, 2006) claims in Japanese society, even simple contact that just seeing or greeting to foreigners is effective to reduce prejudice or xenophobia toward foreigners. However,

trainees are invisible in the host communities to various factors. Many trainees are working in mountainous regions far from cities that have shortages of the labor force, and living in the accommodation near the workplace, therefore they do not have many opportunities to contact residents. Moreover, trainees have been isolated in the workplace or the community due to their poor Japanese language skills. Many restrictions of TITP and the host companies deprive trainees of their opportunities to contact local residents. TITP contributes to increasing, rather than reducing xenophobia in the host community or the host company.

The Inclusion of technical intern trainees

This section analyzes to what extent initiatives by Nagasaki city contribute to the social inclusion of trainees, and identifies what factors need to include trainees in Japanese society through the cases of the host companies which succeeded to include trainees. Other than social inclusion, using decent work, unauthorized labor migrants, the economic contribution of migrants, global value chain, and xenophobia are important concepts to include foreign workers in Japanese society, then identify the factors needed to include trainees in Japanese society.

The Connections between foreign workers and the local community: Nagasaki city

This paper introduced the initiatives of Nagasaki city international affairs division in terms of the connection between foreign workers and the local area. Nagasaki city international affairs work on providing Japanese language education and

legal consultant, managing interaction spaces, recruiting citizen volunteers, and holding international understanding seminars for Japanese residents.

1) Social Inclusion

Nagasaki city contributes to making opportunities for interaction between foreign workers and the local community. Nagasaki city prevents a lack of opportunities for interaction, which is one of the factors of the psychological barrier that makes trainees invisible after they come to Japan by managing interaction spaces and recruiting citizen volunteers. Trainees can build a firm relationship with the local community by interacting with citizen volunteers. Although Nagasaki city contributes to making opportunities for interaction between foreign workers and Japanese, these initiatives are not enough in terms of foreign workers playing an important role in the community and participating in society. Nagasaki city's current initiatives such as Japanese language education and legal consultant are temporary support for foreign residents, there are no efforts to let foreign workers participate in society as members of the community. Foreign workers are not only those who can be helped but also those who can support the declining population regions. Nagasaki city also needs to make foreign workers feel that they play an important role not only in the workplaces but also in the community and participate in society.

2) Decent Work

Nagasaki city prevents foreign workers from being forced to work in poor working environments by providing legal consultation. Also, Nagasaki city contributes to solving the multifaceted issues that foreign workers have before it is worse by building

a network with the community through an interaction space. These efforts are effective in guaranteeing foreign workers' decent work.

3) Unauthorized Labor Migrants

Nagasaki city's legal consultation contributes to preventing trainees to be unauthorized labor migrants by changing the situation that trainees are struggling with from low wages and human rights violations. Also, Nagasaki city provides opportunities to contact foreign workers and Japanese residents by managing an interaction space and recruiting citizen volunteers, contributing to building a community where trainees can ask for help before they become unauthorized labor migrants.

4) Xenophobia

Nagasaki city provides opportunities to contact foreign workers and Japanese residents by managing the interaction space, and it is effective in reducing the xenophobia feelings of Japanese people through interaction. Also, Nagasaki city holds an international understanding seminar for Japanese residents, and Nagasaki city gives opportunities for Japanese residents to learn about different cultures, regions, and customs. These efforts make more opportunities to contact foreign workers and Japanese residents and contribute to reducing xenophobia attitude toward foreigners.

5) The Economic Contribution of Migrants and the Global Value Chain

Although Nagasaki city contributes to making opportunities to contact foreign workers and Japanese residents through many initiatives, efforts for trainees to work in the area for a long time or acquire skills are left to the host company. There are no initiatives by

the local authorities to contribute to achieving the economic growth of migrants or the global value chain. Both the local authorities and the host companies need to cooperate and support trainees, in order for trainees to work in the local area for a long time and contribute to the revitalization of the local area. The number of accepting trainees will increase in the future, and the length of their stay in Japan will be longer, so it is impossible to leave all responsibility for living environments and working environments to the host companies. It is necessary to accept trainees as members of the community and support them under cooperation between the local authorities and the host companies.

Discussion on the two case studies

The connection between trainees and the host companies

This paper introduced two cases of the host companies regarding the connection between trainees and the host companies in terms of social inclusion, decent work, unauthorized labor migrants, economic contribution of migrants, global value chain, xenophobia.

Construction company "A"

"A" considers foreign workers to be important members of the workplace and makes efforts to include interpreters in meetings to allow every trainee to actively participate in meetings. Through the initiative, the trainees can recognize they are members of the company and play an important role in the workplace. Also, "A" makes efforts on understanding trainees' feelings through diaries and building firm relationships between foreign workers and Japanese workers by holding regular events.

These initiatives are effective to make trainees consider they play an important role,

and include trainees in the working environment as a member of workers. "A" helps

trainees and Japanese workers communicate well and contributes to building good

relationships in the workplace through exchanging diaries and events. Also, "A" gives

trainees opportunities to choose their own career-building through a 10 years

curriculum. "A" makes efforts to trainees' decent work by financially supporting

trainees who wish to stay longer in Japan to acquire residence status and motivating

trainees. Moreover, "A" encourages trainees to participate in the local event and build a

network in the local community to realize their decent work. "A" makes efforts on

understanding trainees' anxiety and requests through exchanging diaries. This initiative

contributes to finding and solving trainees' problems before they will be unauthorized

labor migrants. Also, "A" makes efforts for trainees to build good relationships with

Japanese workers and make a community in which trainees can consult their problems.

These efforts contribute to preventing trainees will be unauthorized labor migrants due

to they do not have a community in which they can consult their poor working

environment. "A" implements 10 years curriculum and supports trainees to continue to

work in Japan as specified skilled workers after the TITP is over. Also, "A" promotes

trainees to acquire professional qualifications and driving licenses at the company's

expense and contributes to helping trainees' skills and allows trainees to work in the

host company for a long time. These initiatives reduce the cost to educate new trainees

through the rotation system and increase productivity and contribute to realizing the

economic contribution of trainees not only in the host companies but also in the local

area. The original purpose of the technical intern training program is international

contribution through skill transfer. "A" contributes trainees to acquiring new skills

during training periods by encouraging professional qualifications at the company's expense. Through these efforts, trainees are able to contribute to development in their home countries after they return to their countries, and "A" contributes to realizing the global value chain. "A" contributes to reducing Japanese workers' xenophobia attitude toward foreign workers by making opportunities to contact them through exchange diaries and events. It is possible to prevent the production of xenophobia by understanding cultural differences and building good relationships. Also, "A" encourages trainees to participate in local events and helps them to be recognized in the community. Then, "A" contributes to reducing anxiety and fear of local residents toward foreign workers by making opportunities to contact trainees.

Electronic company "B"

"B" makes efforts to make comfortable environments for trainees by cooperating with local authorities. As a result, trainees can participate in local events, then their presence is recognized in the local community. Also, trainees with years of experience take care of education for new trainees, and they can recognize they play an important role that only they can play in the company. In this way, "B" contributes to realizing social inclusion where trainees play an important role in the workplace and participate in society. "B" provides the same treatment to Japanese workers and foreign workers, so trainees can get paid leave the same as Japanese workers, and motivate trainees. In addition, "B" makes efforts to prevent human rights violations towards trainees by providing training for Japanese workers. Also, "B" provides comfortable environments by taking trainees with interpreters to hospitals. In this way, "B"'s efforts are effective to realize trainees' decent work. "B" provides the treatment

to trainees the same as Japanese workers and tries to reduce unnecessary overtime work. This initiative contributes to preventing trainees to be unauthorized labor migrants, which trainees suffer from the gap of Japanese workers such as low wages and human rights violations, and try to break out of it. Also, "B" provides the environment for trainees to consult within the company and helps trainees to be recognized in the community and build a network in the community through cooperation with the local authority. These efforts contribute to preventing trainees from being unauthorized labor migrants. "B" discounts the accommodation fee to trainees who wish to work in the company for more than 3 years. This initiative encourages trainees to work in the workplace for a long time and supports trainees' life. Through this initiative, "B" can increase productivity by trainees working in the company for a long time. Also, "B" can improve operational efficiency through trainees with years of experience taking care of education for new trainees. Then, "B" improves its efficiency, revitalizes the local area, and realizes the economic contribution of trainees. "B" discounts accommodation fees to trainees who passed JLPT or wish to work in the company for a long time. This initiative motivates trainees to study Japanese, and it contributes to improving trainees' Japanese language skills. Also, this initiative contributes trainees to acquiring new skills and knowledge by promoting trainees to work in the company for a long time. After they return to their home countries, they can contribute to developing their countries by using the skills and knowledge acquired in Japan. In this way, this initiative is effective to realize a global value chain in which skills owned by the companies are transferred to foreign workers and skills are accumulated. "B" encourages trainees to participate in local events and promotes interaction with local residents. This effort contributes to reducing anxiety

and fear of local residents toward foreign workers by making trainees recognized and increasing opportunities to contact local residents. Also, in "B", trainees can build good relationships with Japanese workers through lunch meetings. Besides, "B" provides training for Japanese workers to understand trainees' culture and custom, and contributes to reducing the xenophobia towards foreign workers.

To summarize factors for including foreign trainees in Japanese society

This paper analyzed the cases that succeeded to include foreign trainees well. Then this section summarizes what kinds of factors need in the inclusion of include foreign trainees in society from case studies. There are two factors for the success to include foreign trainees in Japanese society. 1. increasing the opportunities to contact foreign workers and Japanese. 2. Understand well the issues that foreign workers face.

1) Increasing the opportunities to contact foreign workers and Japanese

Nagasaki city promotes foreign workers' contact with Japanese residents through an interaction space. Also, Nagasaki city helps foreign workers to build a network in the community by recruiting citizen volunteers and making opportunities to contact foreign workers and Japanese residents. "A" makes efforts to build good relationships between trainees and Japanese workers by promoting interactions through exchanging diaries and events. Also, "A" helps trainees contact Japanese residents by encouraging them to participate in local events. "B" makes efforts for trainees to be recognized in the community through cooperation with the local authority. In Japan, which lacks opportunities to contact foreigners, even small contact such as greetings is effective to reduce prejudice and fear toward foreigners. (Otsuki, 2006) Therefore,

increasing opportunities to contact foreign workers and Japanese people reduce

negative images toward foreigners, and it makes it possible to accept foreign trainees as

residents in society. Then, foreign trainees play an important role in the workplace or in

the local community by being recognized as residents, and they can participate in

society.

2) Understand well the issues that foreign workers face in Japan

The second factor necessary for the inclusion of foreign trainees in society is

understanding well the issues that foreign workers face. Nagasaki city provides

Japanese language classes for foreign residents to acquire Japanese language skills

necessary for daily life. Japanese language education is the most significant element

for foreigners living in Japan, and improving foreigners' Japanese language skills

contributes to reducing the language barrier that many foreigners face in Japan.

Providing Japanese language education to foreigners to reduce the language barrier is

necessary to include foreigners in Japanese society. Also, Nagasaki city makes efforts

to prevent foreign workers are forced to work in poor working environments by

providing legal consultation for foreigners. The poor working environments of the

trainees have long been discussed as one of the problems of the TITP, and this poor

working environment has also created new problems such as unauthorized labor

migrants. Nagasaki city tries to find problems through legal consultation before

trainees are unauthorized labor migrants, then make efforts to improve the

environments for the inclusion of foreign workers in society. "A" makes efforts for

trainees to gain experience and build careers through a 10 years curriculum. Previous

research claims that the original purpose of the TITP and the reality are in

contradiction, and many trainees are forced to work on simple tasks, so they cannot acquire sufficient knowledge and skills. However, " A" considers trainees' future career and supports them by encouraging them to get professional qualifications at the company's expense. Moreover, "A" tries to understand trainees' anxiety and requests through diaries and provides comfortable working environments for them. " B" encourages trainees to study Japanese and work for a long time by discounting accommodation fees to those who passed JLPT or those who wish to work for more than three years. These initiatives are effective to improve trainees' poor Japanese language skills, and trainees can acquire more professional knowledge and skills by acquiring higher Japanese language skills. Also, in "B", trainees who have experience to take care of education for new trainees, trainees can recognize they play an important role in workplaces, and it makes trainees motivated, and helps trainees to participate in society.

As for the International development role of the TITP and possible reintegration upon return

The original purpose of the TITP is human development for developing countries through skill transfer. However, in the current situation, many trainees cannot find a job after returning to their home countries or are involved in different work from training in Japan. The main reason is many trainees seem not to be acquiring skills and improving Japanese language skills because they are involved in simple tasks due to their poor Japanese language skills. Also, after returning to their home countries they are not willing to do simple tasks like training, because these workers are paid low wages, however many trainees are not able to find a job that pays high wages using Japanese

since their Japanese skills are not enough. In the current situation, the purpose of the

TITP is that trainees contribute to the developing of their home countries using

knowledge and skills through TITP is not realized. In order to realize the international

development role of the training program and safe acceptance for trainees, it is

necessary to (1) establish clear criteria for Japanese language education and (2) create

an environment where all stakeholders work together to support trainees.

1) Create clear criteria for Japanese language education

One factor that inhibits the international development role of the training program and

safe acceptance for trainees is the lack of clear criteria for Japanese language education.

There is no regulation on Japanese language skills, so anyone can be a trainee without

having to take a Japanese language proficiency test. In addition, there is no policy

regarding Japanese language education, so trainees are not given sufficient Japanese

language education. As a result, many trainees with poor Japanese language skills came

to Japan, and they are in training without improving their Japanese during training

periods. Then, many trainees are forced to do simple tasks that do not need Japanese

language skills, and it makes trainees demotivated. This will not allow trainees to

acquire sufficient knowledge and skills, and will not realize the original purpose of the

training program, which is international contribution through skill transfer. In order to

realize the international development role of the training program, it is necessary to

accept trainees with sufficient Japanese language skills who passed the Japanese

language test, rather than accepting anyone. Moreover, it is necessary to set clear

criteria for Japanese language education, and the sending organizations and supervising

organizations need to make efforts on bring trainees' language skills up to a certain

level

2) Create an environment where all stakeholders work together to support

trainees.

In order to succeed in the acceptance of trainees, the sending organizations, the host

companies, the local governments, and the Japanese government have to cooperate

with each other. Currently, each organization prioritizes its own benefit rather than

trainees. The sending organization prioritized gaining benefits from trainees, the host

companies want to secure the labor force, and the Japanese government uses trainees to

solve the shortage of labor force due to the low birth rate and aging population. Each

role is fragmented, and the stakeholders involved do not cooperate with each other and

consistently care for the trainees from the beginning to the end of the training. If this

situation does not change, the number of trainees who choose to come to Japan will

decrease in the future. The Japanese government must cooperate with other

stakeholders and make efforts on creating a comfortable environment for trainees from

the beginning of the training until they return to their home countries. This would

enable the safe migration of trainees.

4.3 Recommendation

This research focused on TITP and analyzed the social inclusion of the trainees who

come to Japan through the TITP. In 2020, the new Specified Skilled Worker Program

started. In this program, trainees are allowed to bring their family members to Japan

and change their workplaces, and this program seems to have improved the issues of

TITP. However, specified skilled workers might face the language barrier or

psychological barrier the same as the technical intern trainees. It is necessary to

conduct further research on foreign workers aside from technical intern trainees to be

included in Japanese society. In the end, TITP needs to be further reviewed and

changed, and we need to monitor the further changes of TITP.

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