University of California, Berkeley, International Symposium on Healthy Aging

Title: Healthy aging for older immigrants in Japan

Session 2/Presenter 3: Kazumi Hoshino, Ph.D. Visiting Scholar, UC, Berkeley / Professor, Shizuoka University
Acknowledgement: UCB Sponsors, Mentor, Co-sponsors, Supporters, & Research Assistants

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Part0: Socio-cultural Contexts and Language Use for Emigrants in Japan

Part1: Demography and Policies for Emigrants in Japan

Part2: Issues of Health Care and Social Supports among Emigrants in Japan

Part3: Policy Model and Recommendations for Health Care for Emigrants in Japan

http://www.fantom-xp.org/i/Kyoto%2C_Japan.htm
Part 0: Socio-cultural context and language use for Emigrants in Japan.

1. Foreigners: Temporary students and/or workers

2. Emigrants, not Immigrants

3. No use of the terms of Chinese Japanese, etc.
   Instead: “People who come from China”
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1. Demography
   1) The Japanese population.
   2) The Working population and older adults

3) Emigrants in Japan (Ministry of Justice, 2008)
   Total of Registered Foreign Nationals = 2,217,426
   Permanent Resident = 492,056,
   Special Permanent Resident = 420,305,
   Long-term Resident = 258,498, etc.
Figure 1. Emigrants in Japan (1955-2008)

2009 Shutsunyukoku Kanri Hakusho Report, Part 1: Immigration Control in Recent Years p.22 (http://www.moj.go.jp/content/000007330.pdf)
Figure 2. Emigrants who come from China, The Koreas, Brazil, and the Philippines (1966-2008)

2009 Shutsunyukoku Kanri Hakusho Report, Part 1: Immigration Control in Recent Years p.23 (http://www.moj.go.jp/content/000007330.pdf)
2. Recent History of the Immigration Laws and Policies in Japan

1) Key points of the Immigration Laws (Tsuda, 2006)

(1) **Unskilled emigrants** who come from China, the Koreas, etc.

(2) **South Americans with Japanese ancestors**

(3) **International students as labor population** in Japan

(4) **Unskilled foreign workers on entertainment visas** who come from the Philippines
2) Changes of the Immigration Control Act (the Ministry of Justice, 2009)

(1) Introduction of a new system of residence management including issuance of a Residence Card

(2) Issuance of Special Permanent Resident Certificates to those who qualify

(3) Revision of the training & technical internship programs

(4) Integration of the statuses of residence of “College students” and “Pre-College students”
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http://www.fantom-xp.org/1/Kyoto%2C_Japan.htm
Part 2: Issues of Health Care and Social Supports among Emigrants in Japan

1. People Who Come From South Asia (Onishi, 2001)

1) Purposes:

To compare stressors between foreign workers who lived for less than 5 years and foreign workers who lived for more than 5 years.

2) Methods: Participants (N=62, Mean Age= 33.0 years old), Interview Survey.

Table 1-1 Stressors among people who come from Bangladesh, Pakistan, and Iran

<table>
<thead>
<tr>
<th>Stressors (%)</th>
<th>Period / Purposes</th>
<th>Short term (less than 5 years)</th>
<th>Long term (Over 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Migrant workers N=7</td>
<td>Opportunity Exploration N=10</td>
</tr>
<tr>
<td>1. Lack of Language Proficiency</td>
<td></td>
<td>57</td>
<td>70</td>
</tr>
<tr>
<td>2. Work environment</td>
<td></td>
<td>57</td>
<td>40</td>
</tr>
<tr>
<td>3. Financial Problems</td>
<td></td>
<td>71</td>
<td>20</td>
</tr>
<tr>
<td>4. Separation from their families</td>
<td></td>
<td>71</td>
<td>30</td>
</tr>
<tr>
<td>5. Culture, Religion, and Customs</td>
<td></td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>6. Relationships with the Japanese</td>
<td></td>
<td>14</td>
<td>40</td>
</tr>
</tbody>
</table>
Table 1-2 Stressors among people who come from Bangladesh, Pakistan, and Iran

Table 1-2 Stressors in Their Daily Lives (Onishi, 2001, p.110)

<table>
<thead>
<tr>
<th>Period / Purposes</th>
<th>Short term (less than 5 years) N=7</th>
<th>Long term (Over 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Migrant workers N=7</td>
<td>Opportunity Exploration N=10</td>
</tr>
<tr>
<td>7. Prejudice/discrimination</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>8. Lack of Opportunities of Showing Job Abilities</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>9. Future Life Perspectives</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>10. Selection of Marriage Partners</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>11. Belonging Sense to Japan / Home Country</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12. Problems with Visa</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
2. People Who Come from Brazil (Sugioka & Kodama, 2005)

1) Purposes:
   To clarify relationships among depressive tendencies, cultural belonging sense, and social support among Japanese Brazilian workers and their family in Japan.

2) Methods: Participants (N=198, Age Groups: Less than 30 years old=61, More than 30 years old =134), Mail Questionnaire Survey

3) Results: Integration was lower depression tendencies than Dissociation and Marginalization.
Table 2 SRQ Score by Types of Cultural Belonging Sense

<table>
<thead>
<tr>
<th>Types of Cultural Belonging Sense</th>
<th>SRQ Score Mean (SD)</th>
<th>Analysis of variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration</td>
<td>2.98 (3.14)</td>
<td>F(3,179) = 3.44*</td>
</tr>
<tr>
<td>Dissociation</td>
<td>4.73 (3.21)</td>
<td>Integration &lt; Dissociation, Margi-nalization</td>
</tr>
<tr>
<td>Assimilation</td>
<td>4.00 (3.77)</td>
<td></td>
</tr>
<tr>
<td>Margi-nalization</td>
<td>5.18 (4.38)</td>
<td></td>
</tr>
</tbody>
</table>

** p < .01    * p < .05
# Table 3: Social Support Score by Types of Cultural Belonging Sense

<table>
<thead>
<tr>
<th>Cultural belonging sense</th>
<th>Social support score from Japanese</th>
<th>Analysis of variance</th>
<th>Instrumental support score mean (SD)</th>
<th>Analysis of variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emotional support score mean (SD)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td>1.13 (1.23)</td>
<td>F(3,148)=5.02**</td>
<td>0.91 (1.06)</td>
<td>F(3,149)=3.01*</td>
</tr>
<tr>
<td>Dissociation</td>
<td>0.42 (0.87)</td>
<td>Integration&gt;Dissociation</td>
<td>0.34 (0.80)</td>
<td>Marginalization&gt;Dissociation</td>
</tr>
<tr>
<td>Assimilation</td>
<td>0.80 (1.07)</td>
<td>Marginalization</td>
<td>0.59 (0.92)</td>
<td></td>
</tr>
<tr>
<td>Marginalization</td>
<td>0.33 (0.83)</td>
<td></td>
<td>0.41 (0.89)</td>
<td></td>
</tr>
</tbody>
</table>

**p<.01  *p<.05
3. Nagoya, Japan Survey for a Multicultural Community (Nagoya-City, 2008)

1) Purposes:
   To clarify factors for a multicultural community among citizens in Nagoya

2) Methods: Participants (N=10,037, The range of age: 18 y.o.–more than 70 y.o.), Questionnaire Survey

3) Results: People whose ages were more than 60 y.o. more emphasized to participate in community activities.
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3) Results: People whose ages were more than 60 y.o. more emphasized to participate in community activities.
Figure 3 To create a multicultural community (Nagoya-City, 2008)

What do you think is important in developing a multicultural community? (Pick up to 3)

- To follow rules of the community: 66.5%
- To create occasions of communication: 53.8%
- To exchange information: 41.6%
- Participation in community activities: 33.9%
- Language Communication: 33.3%
- Others: 2.6%
- No need for a culturally diverse community: 1.6%
- I don't know: 3.4%
- No answer: 1.5%

Table 4 To create a multicultural community by age (Nagoya-City, 2008)

<table>
<thead>
<tr>
<th>Age</th>
<th>Participation in community activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29 y.o. (N=1024)</td>
<td>30.5</td>
</tr>
<tr>
<td>30’s (N=1574)</td>
<td>28.0</td>
</tr>
<tr>
<td>40’s (N=1612)</td>
<td>28.4</td>
</tr>
<tr>
<td>50’s (N=1763)</td>
<td>32.7</td>
</tr>
<tr>
<td>60’s (N=2137)</td>
<td>39.3</td>
</tr>
<tr>
<td>70 y.o. and older (N=1764)</td>
<td>40.1</td>
</tr>
<tr>
<td>Age Unknown (N=163)</td>
<td>39.9</td>
</tr>
</tbody>
</table>

*percentage
3. Results-2) Proposals for creating a multicultural community from citizens in Nagoya

1. **Stable employment** for foreigners

2. **Guidance in different languages** on public transportations

3. **Education program on Japanese culture, laws, and norms**

4. **Reduction in prejudice** against foreigners

5. **Understanding and learning about each culture**
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Part 3: The Policy Model and Recommendations for Health Care Policies for Emigrants in Japan

1. The Policy Model of Healthy Aging for Older Emigrants

Figure 4. The Policy Model of Healthy Aging for Older Emigrants
2. Comprehensive and Cultural Sensitive Immigration Policies for Adult and Older Emigrants

![Diagram of Comprehensive and Cultural Sensitive Immigration Policies]

**Figure 5.** Comprehensive and Cultural Sensitive Immigration Policies
3. Psychosocial education programs for administrators, health care providers, and communities

Figure 6. Psychosocial Education Programs for Administrators, Health Care Providers, and Communities
# Paradigm Change: Cultural Identity Development

## Table 5 Stages of Cultural Identity (Banks, 2006)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 6</td>
<td>Globalism and Global Competency</td>
</tr>
<tr>
<td>Stage 5</td>
<td>Multiculturalism and Reflective Nationalism</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Biculturalism</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Cultural Identity Clarification</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Cultural Encapsulation</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Cultural Psychological Captivity</td>
</tr>
</tbody>
</table>
References-1


References-2


Thank you for your excellence.

See you at the international Symposium on Healthy Aging and Bilingual Book in 2011.

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