

Reinventing Elderly Care and Welfare
in Japan: A Translation of studio-L's

Oi Oi Oiten

by Ryan Rios

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Table of Contents

Acknowledgements	1
Table of Contents	2
The Aging Japan	4
The Impact of COVID-19 on the Elderly in Japan	15
Internship in Japan	23
Works Cited	27
Oi Oi Oiten by Studio-L	30
Translation Notes	31
Preface	32
Table of Contents	33
Introduction	34
Chapter 1	45
What is the Design School?	46
The Points of Exhibition	48
Design School: Implemented Through the Multi-Occupational Links of Students, Farmers, Beauticians, Designers, Certified Care Workers, Doctors, and the Like	51
Bloc Summary	52
Design School 1 - Orientation	58
Thinking Through Backcasting	58
Design School Tool Design	59
To Relax Participants, Use Icebreakers	60
Looking and Listening to the Local Sites, Experiencing Them First-Hand, and Reaping the Benefits of Hard Work.	60
How to Reap the Benefits as an Intern	62
Design School 2 - Internship	64
The Kinds of Institutions that Accepted Our Students	64
The Gap Between Ideal and Reality	66
Attire	66
Food	67
Dwelling/Living	69
Comfort	70
Design School 3 - Looking Back on Our Internships and Dividing Up the Teams	72
67 Projects To Be Implemented In the Future	72
Thinking about Human Life	72
Celebrating Human Life	73

Enjoying Life Together	74
Supporting Life	75
Advancing Through Design Thinking	79
Design School 4 - Developing Plans	85
Thorough Advice on 67 Ideas After 8 Hours of Thinking	90
Various Pieces of Advice to Refresh Your Gloomy Feelings	91
Design School 5 - Brushing Up For Plans	91
Polishing Ideas Through Repeated Practice	93
What's a "Presentation"?	95
COLUMN Let's Diligently Study Even Outside of School	97
Sweets are Also an Important Tool	99
Design School 6 - Small Project Announcement	101
What the Presenter Is Careful Of	101
Making Your Audience Comfortable	103
Design School 7 - Presentations by Region	104
Regional Presentations	107

The Aging Japan

In the current age, Japan faces the aging population: that is, the birth rate is falling, while the death rate grows. As a result, a larger and larger percentage of the population in Japan is growing to be considered elderly (according to the Japanese government, someone who is elderly is 65 years or older).¹ Accompanying that change is a greater demand for elderly care and welfare services. Elderly care involves services such as stay-at-home care and care at a facility like an elderly home; in other words, it is care services that typically require the help of a nurse, at-home or otherwise. Welfare, on the other hand, refers to services that do not strictly require the help of a nurse. Welfare services can refer to services for helping the lives of anyone, anywhere, at any time. For example, it can mean helping people with visual impairments cross the street, taking care of children, or elderly care services themselves. One company in Japan known as studio-L saw the state of elderly care and welfare in Japan, and decided there needed to be change, both to make employment in such services seem more appealing and to make those services themselves better in order to adapt to Japan's shifting demographic makeup.

studio-L is a community design company founded in Osaka Prefecture. To understand what community design is, it is important to understand the Japanese concept of *machizukuri*. *Machizukuri* is a compound word made up of the words *machi* (town) and *tsukuri* (making), and at a basic level refers to the development of towns through infrastructure in order to better the lives of the residents. Community design takes *machizukuri* one step further by attempting to create meaningful connections between the residents of a community (and community can be defined loosely here; it can be just a group of people rather than some strict definition of a town

¹ "Introduction to the revised Child Care and Family Care Leave Law", Ministry of Health, Labour, and Welfare, last modified April 1, 2010, <https://www.mhlw.go.jp/english/policy/affairs/dl/05.pdf>

or a city and the like) through *machizukuri* and other projects that aim to better the lives of people. One such project by studio-L is *Oi Oi Oiten* which refers to not only a book, but a series of exhibitions held in 2018 and 2019 with the purpose of revitalizing the image of elderly care and welfare in Japan. This series of exhibitions split the country of Japan into eight blocs, each of which was made up by professionals in the industry and those with no such connections. The blocs underwent internships at elderly care facilities, hoping to find ways to make the lives of the patients and nurses working there better through surveys, interviews, and note-taking. They then brainstormed using games (such as one that involved turning negative words into positive words) in order to come up with projects that they thought could impact elderly care and welfare in a meaningful way. Not all of the 67 projects aimed to impact strictly elderly care institutions. Some projects did do so, such as the one that aimed to make the interior of such institutions seem cooler, or the project that wanted to introduce more video games to the institutions because of the growing number of Japanese elderly who hold such hobbies. Other projects aimed to improve the daily life of all elderly people, such as the project that made a kind of hammock that people could use to sit anywhere while out and about. However, to understand why such projects were created, it is important to understand the causes and impacts of Japan's aging population.

According to the Japanese Ministry of Health, Labour, and Welfare, the fertility rate has been facing a general downward trend since the 1970s. At the end of the 1971-1974 baby boom, the fertility rate was 2.4, while the fertility rate in 2008 was 1.37. There has been a slight increase since 2005, when the fertility rate was at its lowest: 1.26. This same year, there were 1.063 million births and 1.084 million deaths, with a total population of just under 128 million people. Furthermore, in 2005, there were 127.77 million people total; roughly 102 million people

were under the age of 65 and 25.76 million people were over the age of 65, with an aging rate at 20.2% (in other words, the percentage of the Japanese population aged 65 and over was 20.2%). Projections show that by 2030, the total population will fall to 115.22 million; 78.55 million people will be under the age of 65, 36.67 million people will be over the age of 65, and the aging rate will be 31.8%. If current trends continue, in the year 2105, projections show that the population will have fallen to 44.59 million. With 18.11 million people age 65 or over, the aging rate will be 40.6%,² meaning that almost half the population could benefit from improved elderly care and welfare services, however large the scale of those services and benefits are.

The Child Care and Family Care Leave Law is an effort by the Ministry of Health, Labour, and Welfare to promote more people to have more children. The Ministry notes a wide gap between what people want in terms of marriage, childbirth, and fertility rate, and what 2005 projections suggest the situation will be like in 2055. Over 90% of people want to marry and married couples want 2 or more children, equaling a fertility rate of 1.75 (in other words, if 90% of Japanese people marry, and they each have 2 or more children, then the average Japanese woman will have had 1.75 children in her lifetime). However, projections estimate that 23.6% of people will be unmarried throughout their lifetimes and couples will have an average of 1.69 children (equaling a fertility rate of 1.26). Research by the Ministry found that men with low-income and unstable jobs are more likely to be unmarried, while women are more likely to be unmarried when they do not have permanent work, or they can not take childcare leave. Similarly, when women work for employers that allow them to take child care leave, they are more likely to have children, but the more hours the members of a family work, the less likely

² Ibid.

they are to have children. Additionally, families are more likely to have more than one child (and women are more likely to keep working) when the husband contributes a high amount to housework and child care. In fact, the single largest reason cited by women for no longer working after childbirth is voluntary resignation to focus on housework and taking care of children. What the Child Care and Family Care Leave Law attempts to address are the groups of women that were forced or suggested to resign by their employers, and women who wished to continue working but experienced troubles balancing work and childcare (the main reason for this being cited by 65.4% of women as working hours making child care difficult). Until their child is one year old, 45.7% of mothers would like to take child care leave, and until their children reach school age, 41.0% of mothers would like to work short hours while 30.6% would like to work without overtime. Further studies in 2008 found that men in companies of any size experience a difficult time taking child care leave, while women in small companies have the most difficulty in trying to take child care leave. As a result the revised Child Care and Family Care Leave Law has four main points: changing the work styles of workers that are also parents, creating work styles that allow fathers to be more involved in child care, helping workers in balancing work and home lives, and ensuring the effectiveness of systems that are implemented to accomplish the above.³ The push to have more children does not necessarily translate to better elderly care and welfare services, but it can impact the urgency at which they are needed. Furthermore, the town of Kuriyama in Hokkaido Prefecture exemplifies why the quality of such services matter more than the quantity of available services.

³ Ibid.

Murakami, Gilroy, and Atterton conducted a case study on a rural community in Hokkaido to see what positive effects aging populations had on their communities. They note that in rural areas, 30% of households are single individuals aged 65 and older (reflecting the projection that by 2025, one-third of all Japanese households will be single individuals of all ages). 22.2% of Japan's GDP is social security expenditure. Japan's health care system has three main sources of funding. 50% of revenue comes from premiums paid by people aged 40 and older. A further 25% of funding comes from the central government, and the remaining 25% is funded by local governments (of this 25%, half is from prefectural governments, and half is from local municipalities). However, the stability of that system is being called into question, as more elderly people means a bigger strain on the budget. Furthermore, in rural communities, per capita public expenditure is over double that of urban communities, which is owed to a lack of human resources attributed to professionals moving to urban communities. According to Murakami, Gilroy, and Atterton, the town of Kuriyama (in Hokkaido Prefecture) is typical for a rural community in terms of landscape and socio-economic conditions, but it is atypical in that it has many diverse social care service facilities. Despite Kuriyama's variety of social care service facilities for the aged, elderly people came to be seen as a burden on society in the area (reflecting shifting attitudes in Japan towards the elderly), so in response, a local newspaper was started to voice the concerns of the elderly and foster connections between generations. This led to the creation of a care management system in 1993 (before the start of the national long-term care insurance system), and part of that system was the creation of housing meant for older people and people with disabilities. This, in turn, helped foster the creation of new jobs for people that might have otherwise left the community in search of work. This continues into the

modern age, with new jobs being created in wake of the demand for revamped physical infrastructure meant to be easier to use for elderly people.⁴

The aforementioned national health care system is built using the German social health insurance as a model, Murata et. al note in a 2009 study. What this means is that there is no difference in price between different physicians and hospitals, and patients (aside from children and the elderly) ultimately end up paying 30% of medical costs. A new system was introduced in April 2008 for those aged 75 years and older in an aim to separate older people who need more care and resources from the younger generation, but this new system can prevent low-income people in particular from seeking necessary medical care. In 2006 and 2007, three versions of a mailed questionnaire were sent out to 15,302 elderly people with a mean age of 74.2 years in six municipalities across three prefectures. The results showed that low-income elderly people were more likely than high-income elderly people to have illnesses that required medical treatment. While low-income elderly people were less likely to seek medical treatment for financial reasons (in addition to costs and transportation issues), high-income elderly people did so because they tended to think their medical issues were not serious enough. Overall, in the year preceding the original 2009 publication of the study, 40% more of low income people stopped seeking medical care compared to high income people. Additionally, an increase from 20% to 30% in coinsurance led to an overall decrease in outpatient visits among diabetic patients. Ultimately, Murata et. al conclude that Japan's universal health care system does not guarantee equal access

⁴ Kayo Murakami, Rose Gilroy, and Jane Atterton, "The Benefits of an Ageing Population: Case Studies from Rural Hokkaido, Japan," *Local Economy* 24, nos. 6-7 (September-November 2009): 555-567, <https://doi.org/10.1080/02690940903318994>.

to medical care among elderly people,⁵ further showing the need for improvements in elderly care needed in Japan.

With the access to health care Japanese elderly have called into question, how do they feel about aging? One Japanese saying is *tenjuu wo mattou suru*: to fulfill the entirety of one's natural life. According to anthropologist Danely, the attitude found among many elderly Kyoto residents interviewed was the desire to live out their natural lifespans. It is a traditional belief in Japan that ancestors are connected, and death means going to the part of the cycle of life that will make them part of this system of ancestors. Many of the elderly that Danely interviewed feel that their lives are given to them by the gods, meaning that their lives aren't their own. Many also don't want to live too long, because they fear becoming a burden on the people taking care of them.⁶ According to Horioka et. al, although there is influence from a sense of altruism and social norms as well, Japanese adults are more likely to live with or in proximity to their elderly parents if they expect to receive some sort of inheritance. Their study admits that a possible source of failure is not taking into account that services can be rendered mutually, such as child care being provided in exchange for elderly care. Despite that, their study found that the implication that poor people can not leave large inheritances to their children suggests that poorer people will be more reliant on public assistance,⁷ and the lack of money should not mean that poorer people deserve a lesser quality of life in their final years.

⁵ Murata et. al, "Barriers to Health Care among the Elderly in Japan," *Int. J. Environ. Res. Public Health* 7, no. 4 (2010): 1330-1341, <https://doi:10.3390/ijerph7041330>.

⁶ "TEMPORALITY, SPIRITUALITY, AND THE LIFE COURSE IN AN AGING JAPAN." In *Transitions and Transformations: Cultural Perspectives on Aging and the Life Course*, ed. Danely Jason and Lynch Caitrin (Berghahn Books, 2013), 107-20.

⁷ Horioka et. al, "WHY DO CHILDREN TAKE CARE OF THEIR ELDERLY PARENTS? ARE THE JAPANESE ANY DIFFERENT?," *International Economic Review* 59, no.1 (February 2018): 113-136, <https://doi.org/10.1111/iere.12264>

The Research Institute of Economy, Trade and Industry in Japan is a think tank established in 2001 that aims to influence policy-making, well-known both domestically and abroad. In a 2018 article, they found that the amount of people aged 65 and older that are receiving public assistance in Japan is about one million people, making up about half of the people receiving public assistance (up from 30% at the end of the 1980s). As of 2015, 2.9% of the elderly population had been on public assistance, leading to their claim that the poverty rate for people 65 years old and older is among the highest poverty rates for elderly people internationally. They consider two cases: one where the ratio of elderly people on public assistance remains constant (and more elderly people are on public assistance solely because there are more elderly people), and another case where the ratio rises in addition to the greater number of elderly people. In the first case, there is a 10% increase in the amount of elderly people receiving public assistance, while in the second case the amount doubles (leading to a public assistance ratio of about 5%). They do note that while both cases are extremes, current projections suggest that reality will end up being closer to the second case.⁸

With an ever-growing proportion of Japan's population being classified as elderly, and with the birth rate not seeming like it will be sustainable given current projections, it seems natural that more and more people will be requiring elderly care. Mizuochi notes that (nationally), on average, there are 20.09 doctors per 10,000 people. In contrast, depopulated areas have 13.75 doctors per 10,000 people. The number of small municipalities with less than 5,000 people has a projected increase from 13.4% to 22.0% from the period 2010 to 2040. In such small towns, people tend to have to travel in order to receive medical care, but elderly

⁸ Takashi Oshio, "Growing Poverty among the Elderly: Public pension system is the framework that should respond," *Research Institute of Economy, Trade, and History*, April 26, 2018, <https://www.rieti.go.jp/en/papers/contribution/oshio-takashi/01.html>

people have difficulty traveling, so they receive medical care less often than they need it. In the Hakusan area, 17.5% of elderly respondents of a survey regularly refrained from medical care. Of those 17.5%, most (26.4%) said that they were too busy to seek out care. 25.3% said that medical centers were too far away, 21.3% had difficulty in going out, 15.2% had poor financial situations, 11.2% didn't have a reliable doctor, and 16.9% listed some other reason. Mizuochi goes on to note that social capital may correlate to medical care access in that in areas where people trust each other more, people might be more willing to drive the elderly and help them financially. In addition, other countries also exhibit such a positive correlation between social capital and medical care access. Mizuochi concludes that local governments must establish high social capital or organize groups to help the elderly.⁹

Some elderly in Japan have their most valuable social capital in their families, which from one perspective, are already-formed groups with a predisposition to aid their elderly relatives. Niimi, a researcher at the Asian Growth Research Institute in Fukuoka, recalls that informal care by children may be the most common source of elderly care. However, caring for one's older relatives can be costly, usually in the form of unpaid labor. Adult children quitting their jobs to focus on elderly care can have serious financial consequences in a variety of ways, whether it be quitting work temporarily, retiring early, becoming part time, taking on less responsibilities, or going without a promotion. All these have the effect of missing out on income that would normally have been generated, and retiring early even means reducing pensions. Parental care tends to be taken care of by women more often than by men, which means not only that women have more things they are more committed to than working, but that such a reliance

⁹ Masaki Mizuochi, "Social capital and refraining from medical care among elderly people in Japan," *BMC Health Services Research* 16, no. 1 (August 2016): 331, <http://dx.doi.org/10.1186/s12913-016-1599-8>

on female family members harms government initiatives to promote women in the workplace.¹⁰ Raikhola and Kuroki note that traditionally, children in Japan had been taught the importance of filial piety, since the idea of filial piety was propagated by the Imperial Japanese Government. They go on to say, however, that because Japan is undergoing a decline in familial support for the elderly (particularly due to industrialization, urbanization, and rapid economic growth), public services should be taking on the role of caretakers. Additionally, family caregiving is seen as something burdensome by both those providing the care and those receiving it—and by enough people that the government has taken on the responsibility for the creation of a system that funds alternative forms of care.. The burden is becoming larger, because more families are becoming double-income families out of necessity, and time and energy can't be devoted to the care of elderly family members. In addition to old-age pensions and medical plans, Japan's long-term insurance plan requires that municipalities promote health and welfare for the elderly in the home. Municipalities then contract with many organizations for at-home care, including private sector organizations. The long-term insurance plan also establishes five categories of services for elderly care: in-home services, support for in-home long-term care, services at facilities, community-based services, and other services (such as allowances for home renovations). Services at facilities include long-term care welfare, health, and medical facilities, while community-based services include home-visit long-term nighttime care, day services and community houses for those with dementia, community-based for-profit private homes.¹¹

¹⁰ Yoko Niimi, "Does providing informal elderly care hasten retirement? Evidence from Japan," *Review of Development Economics* 22, no.3 (April 2018): 1039-1062, <https://doi.org/10.1111/rode.12395>

¹¹ Pushkar Singh Raikhola and Yasuhiro Kuroki, "Aging and Elderly Care Practice in Japan: Main Issues, Policy and Program Perspective; What Lessons can be Learned from Japanese Experiences?," *Dhaulagiri Journal of Sociology and Anthropology* 3 (February 2010): 41-82, <https://doi.org/10.3126/dsaj.v3i0.2781>

Without a doubt, Japan is demographically getting older. Not enough babies are being born to sustain the population, partly due to changing social norms about a woman's role in society, and partly due to established norms that ostracize those who challenge the norms. Overall, the population is decreasing. As the population is decreasing and the birth rate falls, more of the workforce is becoming older. As more of Japan gets older, it naturally follows that there is an increased demand in services for elderly care and welfare, and for the institutions that provide these services (as again, changing social norms means less children feeling an obligation to take care of their aging parents). Japan is commonly known for its new technological advancements, and it is becoming known for its elderly population. Unless Japan can effectively address the underlying issues that are causing its population decline, it soon might not be known for anything at all.

The Impact of COVID-19 on the Elderly in Japan

The beginning of 2020 saw worldwide outbreaks of COVID-19, a novel coronavirus disease. According to the United States Centers for Disease Control and Prevention, although information on the disease is limited at the time of writing, older adults are among the groups at higher risk for severe illness. In the United States, 8 out of 10 deaths reported have been deaths of people aged 65 and older.¹² Given that elderly adults make up a larger portion of the Japanese population than the American population, it begs the question of how Japan has responded to COVID-19, and what the response of the Japanese government means for its country's elderly population.

According to an article published on March 17 by Reuters, there were two clusters of coronavirus cases in Nagoya at the time of writing of the article. While one cluster was tied to a sports gym, the other was tied to an elderly care facility. Aichi Prefecture had experienced 14 deaths, and not only had all deaths happened in Nagoya, at least 12 were linked to the cluster originating at the elderly care facility. Furthermore, 50 cases total were linked to the facility and all the patients had been hospitalized (the ages of patients and victims were not disclosed, however). This prompted the temporary closure of similar facilities in Nagoya.¹³

An article published by Vox on March 28 noted that as of March 27, Japan had 1400 confirmed cases and 44 deaths. While the US had administered 313 tests per million people as of March 20, Japan had administered 118 tests per million people. In other words, Japan was using

¹² "Older Adults," Coronavirus Disease 2019 (COVID-19), Centers for Disease Control and Prevention, last modified April 7, 2020,

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/older-adults.html>

¹³ Linda Seig, "Coronavirus cluster in Japan's Nagoya tied to elderly day care center," *Reuters*, March 17, 2020,

<https://www.reuters.com/article/us-health-coronavirus-japan-nagoya/coronavirus-cluster-in-japans-nagoya-tied-to-elderly-day-care-center-idUSKBN2140MC>

just 15% of the 7500 tests it could administer per day, leading experts to believe that the figure of 1400 cases was a low estimate.¹⁴ Japan had been noted for having strict testing criteria; unless the patient in question was elderly, had underlying health conditions, or was connected to a previously confirmed case, the patient had to have had a fever of at least 99.5 Fahrenheit for at least four days. Even then, the choice to test or not is ultimately up to the discretion of the patient's doctor.¹⁵ The Japanese National Institute of Infectious Diseases has responded to claims that Japanese patients are being under-tested by saying that the resources are there for urgent cases.¹⁶ Because this goes against the World Health Organization's recommendation to test every suspected case¹⁷, the Japanese government's response to COVID-19 has led to suspicion that Japan has many more cases than it claims to have. Not only that, but it had led to suspicion that Japan was underreporting cases as to not affect the upcoming 2020 Tokyo Olympics¹⁸ (which had not officially been postponed until March 24th).¹⁹ This can be seen as a preventative measure to avoid the loss of money that comes with a postponement of the Olympics. Japan has now not

¹⁴ Eric Margolis, "This may be the tip of the iceberg': Why Japan's coronavirus crisis may be just beginning," *Vox*, March 28, 2020, <https://www.vox.com/covid-19-coronavirus-explainers/2020/3/28/21196382/japan-coronavirus-cases-covid-19-deaths-quarantine>

¹⁵ "Hospitals in Japan refusing to test many who suspect they have COVID-19," *The Japan Times*, February 26, 2020, <https://www.japantimes.co.jp/news/2020/02/26/national/hospitals-refuse-coronavirus-patients/#.XqC-OW57IQJ>

¹⁶ Hisahiko Yano, "Coronavirus: Why Japan tested so few people," *Nikkei Asian Review*, March 12, 2020, <https://asia.nikkei.com/Spotlight/Coronavirus/Coronavirus-Why-Japan-tested-so-few-people>

¹⁷ Bill Chappel, "Coronavirus: U.S. Urges Americans To Home-School; The WHO Says: 'Test, Test, Test!'," *NPR*, March 16, 2020, <https://www.npr.org/sections/health-shots/2020/03/16/816428320/coronavirus-u-s-enters-quarantine-life-as-many-schools-and-businesses-close>

¹⁸ Ben Dooley, Motoko Rich, and Makiko Inoue, "In Graying Japan, Many Are Vulnerable but Few Are Being Tested," *The New York Times*, March 2, 2020, <https://www.nytimes.com/2020/02/29/world/asia/japan-elderly-coronavirus.html>

¹⁹ "Joint Statement from the International Olympic Committee and the Tokyo 2020 Organising Committee," *International Olympic Committee*, March 24, 2020, <https://www.olympic.org/news/joint-statement-from-the-international-olympic-committee-and-the-tokyo-2020-organising-committee>

only lost the money anyway, but at the expense of its elderly citizens who could have potentially stayed in their elderly care facilities if cases of COVID-19 were handled differently.

On March 5th, elderly care-home operator Human Life Care released a YouTube video featuring its "Human Taisou(Human Exercise)" exercise routine meant for simultaneous training of the body and mind.²⁰ The video had already been in use at its care centers, but the company decided to release the video online due to the coronavirus outbreak.²¹ Beyond that, however, there does not seem to be much published (at the time of writing) about how the fields of elderly care and welfare will be impacted by COVID-19, aside from the temporary closure of elderly care facilities (and even then, the closure of such facilities can be the difference between life and death for some patients). Still, taking into account what is known about the transmission and effects of COVID-19, along with information about the typical day-to-day life of an elderly person in Japan, it may be possible to roughly guess the impact the virus will leave on Japan's elderly.

According to the Ministry of Health, Labour, and Welfare, in 2012, there were an estimated 5,000,000 elderly people living alone in Japan (excluding Fukushima prefecture). The number of older people who lived with their children dropped from around 70% in 1980 to 42.3% in 2012, leading to an overall drop in the number of three-generation households . At the same time, the number of older people living with their spouses has been rising, accounting for 21.3% of all households in 2012 (but people aged 75 and over are more likely to live with a child

²⁰ “「ヒューマン体操」フルバージョン動画☆特別公開中☆,” exercise video by HumanLifeCare, March 5, 2020, video, 4:12, <https://www.youtube.com/watch?v=b9oPbi9wnP4&feature=youtu.be> (in Japanese)

²¹ Chris Gallagher, “YouTube video keeps Japan's seniors in shape in coronavirus confinement,” *Reuters*, March 18, 2020, <https://www.reuters.com/article/us-health-coronavirus-japan-seniors/youtube-video-keeps-japans-seniors-in-shape-in-coronavirus-confinement-idUSKBN2150GC>

or alone than people aged 65-74).²² If more elderly care facilities close, where will the elderly go? They might be able to live alone or with a spouse in the meantime (as we've seen a growing number of elderly people who do so), but if they require enough care to be placed in a facility, is that really likely to be the case? If anything, the number of elderly people living with their children may go up: children that might have to go to work and risk getting exposed to COVID-19, which can then be brought back home.

99.3% of companies in Japan have a mandatory retirement system. In other words, once a person reaches a certain age, their contract with their company is terminated. Companies choose the age at which their employees retire. Before an amendment on the Act on Stabilization of Employment of Elderly Persons that started to be enforced in 1998, companies tended to set their retirement age at 55, but the amendment prohibits the setting of the retirement age to an age below 60. Since April 2013, elderly people who want to work beyond their retirement age can not do so unless they forego their pension, and not unless their employer has some sort of continuous employment system in place. The implementation of the continuous employment system is one option companies can choose as a result of the amendment; they can also raise the mandatory retirement age, or choose not to have a retirement age at all. Although having one of these systems in place is a requirement, they are not obligated to employ an elderly person.²³ Kodama shows that for the fiscal year 2013 (fiscal years run from April 1st to March 31st in Japan), 29.5% of respondents to a survey responded that they would like to work as long as they

²² "Nursing for the Older People: Current Situation and Challenges," Nursing for the Older People in Japan, Japanese Nursing Association, accessed April 22, 2020, <https://www.nurse.or.jp/jna/english/pdf/info-02.pdf>

²³ "Overview of Employment Measures for Older Persons," Ministry of Health, Labour and Welfare, accessed April 22, 2020, <https://www.mhlw.go.jp/file/06-Seisakujouhou-10500000-Daijinkanboukokusaika/0000064248.pdf>

can; the other (roughly) 70% responded with definite age cutoffs, starting at 60 and incrementing by 5 until 75, and then a choice for 76 and over, along with an option for no answer (accounting for 0.9% of all responses). Kodama interprets this as Japan's elderly having a "strong desire to work." However, it is important to note a few things about the data. Either the survey was issued directly to people who somehow indicated in the past that they did want to work, or it was skewed in wording to get responses that indicate a desire to work (the title of the survey is "Up to what age do you want to work?", and there is no option to indicate no desire to work). While 29.5% of respondents in the fiscal year 2013 did say they wanted to work for (what was worded in the survey as) "Forever, as long as I can work", this figure is actually down from similar data collected in the fiscal year 2008, in which 36.8% of respondents said they wanted to work "forever." Conversely, the number of people who indicated they wanted to retire at some age only went up for every age presented as an option. Therefore, it could be the case that more elderly Japanese people actually want to retire. According to a 2012 survey by the Ministry of Internal Affairs and Communication, most people aged 65 and older indicated that they were not working because they think they are too old to work; on the other hand, the reason with the plurality of responses for people aged 60-64 was illness or injury.²⁴ If the elderly in Japan aren't working (and therefore have less risk of contracting COVID-19, because they have less reason to be in crowded places), then what are they doing?

A study conducted by Iwasa and Yoshida aimed to find correlations between the activities 843 elderly Japanese people partake in and their effects on health. The study found that activities classified as social-public leisure activities had notable correlations with subjective

²⁴ "Elderly Employment in Japan," Daiwa Institute of Research Group, last modified October 21, 2015, https://www.dir.co.jp/english/research/report/others/20151021_010243.html

well-being, functional capacity, and social network. Meanwhile, social-private activities had significant correlations with all of the above, in addition to health literacy. Travel-related activities also demonstrated significant correlations with all the above except subjective well-being. Examples of social-public activities included elderly club activities, volunteer work, and Japanese croquet. Examples of social-private activities included going with friends, hosting dinners for them, and visiting relatives. Travel was defined as domestic travel. More than half of all respondents responded “yes” to whether they engaged in social-private activities, and 62.9% said they engaged in domestic travel. On the other hand, the percentage of yes responses to social-public activities was a bit more varied; ranging from as few as 9% of people saying that they played Japanese croquet, to 53.3% saying that they participated in a neighborhood association. Additionally, there are activities that did not fall into these categories that also involve going into public spaces. For example, 75.8% said that they go out for walks, 85.2% went out shopping, and 52.3% visited public spas. On the other hand, many also participated in activities that avoided large areas or could be done in relative isolation. Going out for a walk could be an activity that is done in isolation, for example. Additionally, to name a few more examples, 60.7% said they engaged in gardening, 59.5% listen to the radio, 68.2% read for leisure, 90.4% read the newspaper, and 51.2% write letters.²⁵ It is worth noting that there is not a way to distinguish the overlap in responses; someone could enjoy both going out shopping and reading for leisure, or they could do only one or the other, and it can not be discerned how many people fall into either of those categories based on the data presented in the study. And although there are strong correlations between travel, social-public, and social-private activities and

²⁵ Hajime Iwasa and Yuko Yoshida, “Actual Conditions of Leisure Activity Among Older Community-Dwelling Japanese Adults,” *Gerontology & Geriatric Medicine* 4 (June 2018): 1-11, <https://doi.org/10.1177/2333721418781677>

different aspects of health, there are also strong correlations between those same aspects of health and technology use and developmental activities.

Taking into account what popular leisure activities for the Japanese elderly are, there seems to be less risk of a given elderly person going out and contracting COVID-19, as opposed to (for example) a young person (a demographic more likely to be working) who still has to be in public places for some reason related to work. In other words, if the average elderly person is not working, partakes in leisure activities that don't require going outside, and either lives alone or with a spouse, it should be less likely that they contract the disease—at least theoretically. However, even then, it is difficult to guess how COVID-19 will affect the elderly in Japan. Perhaps such observations will only become apparent in hindsight. Much of it will depend on the response of not only the Japanese government, but of different companies and of the people as well. By far, most companies have a mandatory retirement age (and there are an increase in the amount of people who want to retire at a certain age), but in 2018, people aged 65 and older accounted for 12.9% of the Japanese labor force.²⁶ On April 16th, 2019, Japan went into a nation-wide state of emergency that is to last until May 6th. Prime Minister Abe aims for residents to limit contact with others by up to 80%, and Japan is also introducing a stimulus package that will give each citizen 100,000 yen (or about \$930).²⁷ How many Japanese elderly people will still be required to commute and go to work is unknown as the situation evolves, but

²⁶ “Elderly citizens accounted for record 28.4% of Japan's population in 2018, data show,” *The Japan Times*, September 16, 2019, <https://www.japantimes.co.jp/news/2019/09/15/national/elderly-citizens-accounted-record-28-4-japans-population-2018-data-show/#.XqEGc257IQI>

²⁷ Braktkton Booker, “Japan Declares Nationwide State Of Emergency As Coronavirus Spreads,” *NPR*, April 16, 2020, <https://www.npr.org/sections/coronavirus-live-updates/2020/04/16/835925031/japans-declares-nationwide-state-of-emergency-as-coronavirus-spreads>

with a combination of the stimulus package, social distancing orders, and the mandatory retirement system, it may not be too many. While the elderly may not be able to partake in some of their favorite leisure activities, they are still likely to engage in other activities that have similar positive correlations with health.. What may cause the greatest danger for the elderly is not being forced to go-to work or social distancing orders, but rather potential temporary closure of elderly care facilities (such as the facility in Nagoya) and the strain that COVID-19 can present to the health care system in Japan.

Internship in Japan

In Spring of 2018, I studied abroad in Kyoto under the direction of Professor Daisaku Yamamoto of the geography department. In addition to taking Japanese classes at Kyoto Japanese Language School, my study group learned about cultural geographies of Kyoto and sustainable livelihoods in East Asia. What these classes boiled down to was: how has the history of Kyoto influenced the way it is mapped out today, and how do people in both urban and rural communities strengthen their communities in the face of any given challenge? Our studies not only took us on walking tours of Kyoto, but to places all over the country: from Tokyo to Osaka and from Nagano to Hiroshima. No matter where we went, the aforementioned concept of *machizukuri* came up. We saw *machizukuri* take many forms. On a small island known as Iwaishima (off the coast of Hiroshima), it meant protesting the development of a nuclear power plant because rising sea temperatures would threaten the local economy based off of the cultivation of seaweed. It also took the form of one man opening up his home to tourists so that they too could see the beauty of the island.

I came back to Colgate in the Fall of that same year, having become more informed about a topic I knew absolutely nothing about prior to my studies in Japan. Despite having just come back, I had already set my sights on doing an internship in Japan, having left my study abroad experience with widened horizons and many more friends all over the globe. Being a Computer Science and Japanese double major, I was hoping to do an internship with a Japanese computer science company, but I was open to anything that could help improve my Japanese skills. Professor Yamamoto put me in touch with a former student of his who had many connections in Japan, who then put me into contact with an employee at studio-L, a *machizukuri*

in Tokyo. Before I knew it, I found myself going abroad to learn about studio-L's urban redevelopment efforts.

I finally started at studio-L midway into June, and was sent to assist at the *Tachikawa Kodomo Mirai Center* (Tachikawa is located along the eastern end of the Chuo Train Line in Tokyo). The center is located in southern Tachikawa (about a 10 minute walk from Tachikawa station), and the building used to be a government building. The center is where I spent the bulk of my time during the internship. The programs studio-L helps coordinate don't seem to have much to do with the aging population problem—at least not directly. There were many programs aimed specifically at stay-at-home mothers: for example, on the first day I was there, there was an activity where mothers made calendars using the footprints and handprints of their children. There were no fathers there, and I asked one of my coworkers if there were any programs like that aimed towards stay-at-home fathers. The response I got was that stay-at-home fathers (and on top of that, stay-at-home fathers that would go to such an event) just aren't common in Japan. Other programs were aimed at elementary and middle school students; one group I became an informal member of was a group where college-aged and high-school aged students tutored younger students in English, Japanese, and math. Some programs didn't have anything to do with children at all. One program I went to towards the end of my internship was hosted by an individual in his 20s who was born seeing but became blind around the time he was attending university. He brought on a group of panelists composed of other individuals with visual impairments, and together they discussed how more and more products are becoming accessible to people with visual impairments (for example, the top of cartons of some drinks have specific divots that indicate what kind of drink is inside), and how to properly ask them if they need help

with any given task, and how to go about giving them that help in a way that is safe for both individuals.

Every August at the *Tachikawa Kodomo Mirai Center*, studio-L helps organize a summer festival called *San San Garden* that is marketed towards children. The staff at the *Tachikawa Kodomo Mirai Center* works with local groups to put on a variety of activities for the children. For example, the aforementioned tutoring group organizes a water gun fight. A group of fathers hosts the *nagashi somen*, where water runs down bamboo tubes that have been cut in half lengthwise and children can use chopsticks to pick up noodles from the flowing water. Another elderly man had a one-man operation, where he created toys for children that were based around the cat tail plant. All these groups (and more) met bi-weekly during the summer in preparation for the summer festival. During these meetings, they brainstormed ideas, and found ways they could reinvent their ideas.

As part of my internship, I helped with the brainstorming process. Admittedly, in many ways, my internship didn't have much to do with the themes of elderly care and welfare. Take the aforementioned *nagashi somen*, for example. In 2019, they went ahead with noodles, as planned. For future years, they were considering other things they could do down those bamboo tubes: perhaps fruit (to have a healthier option), or even different types of noodles from around the world (to mix something traditional with something exotic.) Another woman brought up the idea of having a booth where participants are given ingredients to make their own scents in a bottle, and these scents would supposedly help them in some aspect of their life. For example, one scent would supposedly help with warding off bugs. Of course, they needed labels for these scents, and so they initially just went ahead with the Japanese word for insect repellent: *mushiyoke*. After

giving it a bit of thought, they wanted to give the name a more exotic feel, to entice people to get the scent: they wanted an English name. Being the only non-Japanese, English-speaking person in the room, they turned to me for help, and we settled on the name *repel* (which they all thought sounded very cool). For another workshop, studio-L brought in an individual named Ishida Yuya. He is well-known in the *machizukuri* scene for his re-imagining of public spaces, such as when he had the idea of turning curbsides into small, park-like areas. With him, we split into groups and took photos of different parks of the Tachikawa Kodomo Mirai Center that interested us. Then, we regrouped and discussed possible events that we could have in the areas we took photos of, like a fashion show down the staircase and a stargazing event on the rooftop.

No matter which way I looked at it, it seemed that the main mission of studio-L was to take old things and think of ways to make them new and appealing. This theme was one that came up again while I was translating studio-L's *Oi Oi Oiten*, a book about a series of colloquiums and symposiums held in 2019 with the goal of reinventing the image of elderly care and welfare in Japan. Another part of my internship was beginning an English translation of this book. What follows is a translation of the first chapter of *Oi Oi Oiten*. Please enjoy, because despite the aging population, someday us and our loved ones will be old, and we all deserve the chance to enjoy our final years.

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***Oi Oi Oiten* by Studio-L**

Translated by Ryan Rios

Translation Notes

This is a translation of the first chapter of *Oi Oi Oiten* by studio-L in Tokyo.

The original book features many graphics and visuals that can't be properly represented in this format, and because some content ties heavily into these graphics and visuals, omissions of such content have been made. In some cases, I've slightly altered the text to convey the information without a visual if possible. The table of contents was omitted as it has been re-created earlier in the document with page numbers that correspond to this document, not the original text. In the cases of many photographs, their exclusion came down to ease of formatting, and to keep the translation flowing as smoothly as possible in this document; transcriptions have been provided for such images. Additionally, the impact of COVID-19 on the academic year did significantly impact the ability to make high-quality scans of such images. Graphs could not be properly recreated as I did not have access to the full data with specific numbers (just the data presented in the book), so I've included approximations of their data. Other graphics have been recreated in an easier-to-write-and-read format. Proper inclusion of them would have most likely required the use of some image creation and manipulation software.

Furthermore, names in Japanese are represented by a mix of Japan's three writing systems: kanji, hiragana, and katakana. In the case that names are written in kanji (as is the case for most native Japanese names), it could be that the exact reading of the name could not be determined with full confidence. I have provided what was believed to be the correct reading of such names, but there may be incorrect readings.

Please enjoy the first chapter of *Oi Oi Oiten*.

Pg. 003

はじめに

介護や福祉に携わる人が足りない。考えられる対策は、「増やすこと」と「減らすこと」の2種類でしょう。つまり、介護や福祉に携わる人を増やすことと、介護や福祉が必要になる局面を減らすことです。

介護や福祉に携わる人を増やす方法としては、介護や福祉のイメージを良い方向に変えること、専門職の働き方を改善すること、地域住民や企業が関わることなどが考えられます。一方、介護や福祉が必要になる局面を減らす方法としては、健康長寿のための生活習慣を広めること、そのための空間や環境を整えること、住民がお互いに支え合うことなどが考えられます。

以上を進めるためには、理性と感性が求められます。効果が証明されている方法を用いたり、人工知能やロボティクスなどによって業務を効率化したり、介護報酬を引き上げたりする理性的な方法と、介護や福祉の魅力を高めて発信したり、楽しく働くための環境を整えたり、地域住民が関わりたくなるプログラムを開発したりする感性的な方法。その両方が必要です。

介護や福祉の専門家や実践者の方々に聞くと、理性的な方法は得意だし実践もしているのだが、感性的な方法についてはどう進めればいいのかわからないそうです。この

Pg. 003**Preface**

There aren't enough people engaged in elderly care and welfare. There are two kinds of countermeasures I can think of: some involve an "increase", while others involve a "decrease." That is, increasing the number of people engaged in elderly care and welfare, and decreasing the situations in which those things are needed.

Some of the methods I can think of for increasing the number of people engaged in elderly care and welfare include improving the image of those activities, improving the ways in which specialists work, and involving local residents and companies. On the other hand, ways I can think of for decreasing the need for such things are popularizing healthy lifestyles for longer lives (including arranging spaces and environments as needed), and getting local residents to support each other.

In order to be able to carry out the above plans, we need reason and sensibility. We need reason for utilizing methods that have been proven to be effective, optimizing tasks done by artificial intelligence and robotics, and increasing remuneration for elderly care. We need sensibility for enhancing the appeal of elderly care and welfare, preparing environments for a fun workspace, and developing programs that get local residents involved. We can't do without one or the other.

When inquiring into the methods of elderly care and welfare specialists and practitioners, they're good at the rational side of things, but it seems they did not know how to improve in

分野において「楽しい、おしゃれ、かわいい、美しい、美味しい」という感性的な視点は不必要だという意見や、不謹慎だという意見もあると聞きます。

そこで、介護・福祉分野で働く人たちとデザイン・まちづくり分野で働く人たちとが協力して、「介護や福祉のこれから」を考えるデザインスクールを開催することにしました。ここには、地域で生活するさまざまな職種の方々にも参加してもらいました。全国8ブロック、約500名の参加者たちは、理性と感性のバランスをとりながら事例を調査し、現場を体験し、提案を検討し、プロジェクトを実施しました。

本展覧会は、全国のデザインスクール参加者による67の提案と、12組のクリエイターたちが超高齢社会に関連して制作した作品を展示するものです。その図録としての役割を担う本書には、最終的な提案や作品のみならず、そこに至るまでの過程も含めてとりまとめました。デザインスクールに参加してくれたみなさん、それぞれの地域で協力してくれた住民や企業やクリエイターの方々、プロジェクト全体に助言してくれた研究者や実践者のみなさん、取り組みを取材してくれたメディア関係者のみなさんに感謝します。

studio-L 代表 / 社会福祉士
山崎 亮

Table of Contents

[Pages 004 - 010 are the table of contents for the book and have been omitted]

the emotional side of things. I've heard it said that in this field, emotional point of views like "fun", "stylish", "cute", "beautiful", and "delicious" are not needed, and are even imprudent.

Therefore, we've decided to open a design school for the future of elderly care and welfare, in collaboration with people working in those areas and people involved in design and community development. Here, we had people with a variety of occupations living in the area also participate. About 500 participants—from 8 blocs across the country—investigated precedent cases, personally experienced actual scenes, reviewed proposals, and implemented projects, all while balancing reason and sensibility.

This exhibition is for exhibiting sixty-seven proposals by design school participants from all over the country and works by twelve groups of creators for connecting with a super-aged society. In this book which bears the responsibility of being a pictorial record, we've included not only final proposals and works, but also the mechanisms for the process of getting to the end. We'd like to thank everyone who participated in the design school, residents, companies, and creators who cooperated in their respective areas, all the researchers and practitioners who advised the projects, and all those in the media who covered the initiative.

studio-L Representative / Social Worker
Yamazaki Ryō

Table of Contents

[Pages 004 - 010 are the table of contents for the book and have been omitted]

Introduction

Pg. 010 + Pg. 011

介護・福祉をデザインすることは、自分と社会の未来を考え、描くこと。

山崎 亮
studio-L 代表 / 社会福祉士

Profile

地域の課題を地域に住む人たちが解決するためのコミュニティデザイン事務所「studio-L」を主催。市民参加型の地域包括ケアシステムの構築、まちづくりのワークショップ、住民参加型の総合計画づくりなど全国各地のプロジェクトに取り組んでいる。

堀田聡子
慶応義塾大学大学院
健康マネジメント研究科教授

Profile

中学生の頃から、主に障害者の自立生活の介助を継続しながら、国内外のケアの現場を歩き、実践と研究・教育・政策を結び、より人間的で持続可能なケアと地域づくりに向けた移行の支援および加速に取り組む。認知症未来ハブ代表。

「これからの介護・福祉の仕事を考えるデザインスクール」は、2018年8月から7か月間をかけて全国8ブロックで開催。デザイン思考やバックキャストिंगの手法を取

Introduction

Pg. 010 + Pg. 011

To design elder care and welfare is to think about and picture your own future and the future of society.

Yamazaki Ryō
studio-L Representative / Social Worker

Profile

So that residents of an area can come to solve its problems, Yamazaki Ryō sponsors and organizes studio-L, a community design office. He works on country-wide projects such as the creation of an area-comprehensive participatory care system, community development workshops, and making comprehensive plans that allow for citizen participation.

Hotta Satoko
Keiō University
Health Management Graduate Course
Professor

Profile

Starting from around the time she was a middle school student, Hotta Satoko has worked primarily on assisting efforts for disabled people to live independent lifestyles. Meanwhile, she also visits where care happens both domestically and abroad, connects praxis, research, education, and policy, and supports the acceleration of a transition towards more humane and sustainable care and community development. She is a representative of Designing for Dementia.

“A Design School for Thinking About the Future Jobs in Elderly Care and Welfare” was held for a period of seven months, starting in August 2018, by eight blocs from all over the

り入れることで、介護・福祉の世界にどんな作用を起こすことを目指したのか。またそこで学んだ人たちがこれからの人生や仕事にどう向き合うことを期待したのか。同スクールの企画者の山崎亮氏と、介護労働市場に詳しい堀田聡子氏が語り合った。

Pg. 012

介護現場と世間のイメージのかい離

山崎 かつて僕は健康や造園のデザインを仕事にしていましたが、1995年の阪神淡路大震災をきっかけに、専門家だけがまちをつくったり建物の設計を進めていくのではなく、地域住民の意見を聞きながらことを進めていくべきだろうと思い始めました。そこで、地域でワークショップを開催して住民の意見を聞き、それをまちづくりや設計に反映させていく仕事をすることになりました。その仕事のやり方は「コミュニティデザイン」と呼ばれています。

以後、コミュニティデザインを13年ほど続けてきましたが、最近は特に介護や福祉の分野の方々からお声がけをいただき、仕事を頼まれることが多くなってきました。国策としても地域包括ケアシステムを構築し、さらにその先の地域共生社会を目指すことを推進している。つまりこれは自分たちの地域でお互いに支えあいながら課題を解決する時代がやってきたということの象徴だろうと感じています。

country. “Which effects did you aim to have on the fields of elderly care and welfare by adopting the techniques of design thinking and backcasting?”—that’s what event planner Yamazaki Ryō and Hotta Satoko, an expert in the nursing care labor market, met to discuss.

Pg. 012

The Divergence Between The Field of Elderly Care and the Image of the World

Yamazaki I once used to work in jobs that had to do with health and landscape architecture design. However, in the wake of the Ōsaka-Kōbe Great Hanshin Earthquake of 1995, I began to think that we didn’t need just specialists rebuilding towns and planning buildings, but going forward, we also had to listen to the opinions of the residents living in the area. Therefore, we held workshops in the area and listened to the opinions of the residents, and it was from that that we came to do jobs that reflected community development and design. The methods of those jobs are what is known as “community design.”

Since then, I’ve been continuing with community design for about thirteen years, but recently, we’ve been hearing from people in the fields of elderly care and welfare in particular, and we’ve been asked to do many more jobs. We create comprehensive regional care systems as national policies, and moreover, beyond that, promote the idea of aiming for local coexistent societies. In other words, this is to say that I feel this is a symbol of the coming of the era of resolving challenges while supporting each other in our home regions.

その中で、世界に介護や福祉の現場は厳しいとか、あるいは4Kといったイメージがあるけれど、高齢の方々や障がいのある方々の幸せのため働くことへの満足感や楽しさに満ちた職場であるということがわかってきました。そこで僕は、このギャップについて世の中に伝えたい、介護・福祉の現場で働くことへの理解と住民参加を促したいという気持ちをもち始めました。それが今回の厚生労働省の事業に取り組むための大きな原動力になっています。

In the world, the sites of elderly care and welfare are tough, and there may be an image of what would be described in Japanese as a 4K image. However, I've come to understand that these are workplaces filled with satisfaction and enjoyment for the sake of the happiness of the elderly people and disabled people within. Therefore, I want to convey this campaign worldwide—I've started to have feelings that I want to encourage understanding and resident participation in the working sites of elderly care and welfare. We are becoming a big motive force in order to tackle the projects of this Ministry of Health, Labour, and Welfare.

地域包括ケアシステム

地域の実情に応じて、高齢者が、可能な限り、住み慣れた地域でその有する能力に応じ自立した日常生活を営むことができるよう、医療、介護、介護予防、住まい及び自立した日常生活の支援が包括的に確保される体制のこと（地介促2条）

【中央法規出版編集部編. 七訂 介護福祉用語典, 2015 ; 219】

Comprehensive Regional Care Systems

This refers to a system by which medical care, elderly care, preventive care, housing, and support of independent daily life so that elderly people can live independent lives (within their ability) on a day-to-day basis are comprehensively secured (according to the actual state of affairs in an area). (Article 2) (Chuohoki Publishing Co., Ltd. Editorial Division. 7th Revision *Kaigo fukushi yōgo ten*, 2015 ; 219)

地域共生社会

社会構造の変化や人々の暮らしの変化を踏まえ、制度・分野ごとの「縦割り」や「支え手」「受け手」という関係を超えて、地域住民や地域の多様な主体が参加し、人と人、人と資源が世代や分野を超えつながることで、住民一人ひとりの暮らしと生きがい、地域をともに創っていく社会を目指すこと。

【厚生労働省. 地域共生社会の実現に向けて】

Local Coexistent Societies

The idea that based on the changes in social structures and people's lives, local residents and various local actors take part in a relationship that surpasses the vertically divided relationship of “supporter” and “receiver”, and create a society that connects people to each other and people to local resources connecting beyond different generations and fields, and in the process, giving people purpose for living. (Ministry of Health, Labour and Welfare. *Chiiki kyōsei shakai no jitsugen ni mukete*)

4K

きつい、汚い、危険、給料が安い、の頭文字がいずれもKであることから生まれた、過酷な労働条件の職場を表す言葉。

Pg. 013

堀田 私は誰もがもつ「よりよく生きたい」「よりよい社会に貢献したい」という思いとナレッジがどうやったらもっと開かれるかを、特にケアを手がかりに考えています。介護福祉の仕事に携わる方々の意欲・能力がより発揮される職場や社会環境のあり方に関する調査研究や審議会等への参加もその一環です。

実は、介護・福祉の現場に対する理解の促進やイメージアップというのは、人材確保や育成に向けた施策の定番の一つになってきています。でもなかなか変化の兆しは十分には見えていませんでした。

そんな中、厚生労働省が今回の補助事業を始めて、山崎さんたちがそれに取り組みたいとお聞きした時、今までとは違うアプローチで変化の糸口が見つかるのではないと思いました。

最初にお話ししたのが、「出会い直し」ということでした。介護サービスの利用者、事業所の職員、家族、地域住民として...ではなく、この立場、この場所、この関係性はこういうもの、という思い込みを脱して、同じ地域で暮らす「人同士として出会う」機会の重要性です。

4K

4K refers to a group of words and phrases that describe what harsh working conditions are like. In Japanese, these words and phrases all begin with the letter k: kitsui (demandingly severe), kitanai (foul and disordered), kiken (dangerous), kyūryō ga yasui (low salary).

Pg. 013

Hotta I think that care in particular is the key to how to open up people's minds to the knowledge that everyone wants to "live better" and "contribute to a better world". Part of that is participation in councils and investigative research into relating the willingness and ability of people who engage in care and welfare jobs with the way social conditions ought to be.

Truthfully, promoting and improving the image of the scene of elderly care and welfare has become a standard measure for securing and fostering human resources. However, this was not the kind of thing where change was very apparent in ten minutes.

Therein, the Ministry of Health, Labour, and Welfare began this support project, and when I heard that Yamazaki-san and co. would like to work on it, I thought that the key to change could not be found with a different approach.

The first thing we talked about was "mending meetings". It wasn't meeting as people who use elderly care services, office personnel, family, area residents, or the like, but escaping from prejudices like "this situation", "this place", and "relationships like this", and the importance of opportunities for meeting as fellow human beings that live in the same area.

今回の補助事業

「介護職のイメージ刷新等による人材確保対策強化事業」(平成30年度厚生労働省補助事業)

福祉・介護の仕事の魅力を伝え、理解を促進する機会(場)や体験型・参加型イベントを開催し、世代横断的な広報活動の展開を行うことで、福祉・介護分野への多様な人材の参入促進を図ることを目的とする。

Pg. 014

ですからデザインスクールで、介護・福祉職とそれ以外の多様なバックグラウンドの方々が一緒に現場を訪ね、対話を重ねること、そこから出てくるアイデアはとても楽しみです。

なぜなら、それは単に介護や福祉の仕事や現場をよく見せようということではなく、今までのあたりまえを問うという行為だからです。一時的なキャンペーンではなく、立場を超えて問いとアクションを育む「介護・福祉デザインスクール」の展開に期待しています。

デザインスクール誕生

堀田 そもそも「デザインスクール」を発想した背景は何ですか？

山崎 2019年3月に、介護や福祉のイメージを変えるような大きなエキシビジョンイベント「おいおい老い展」を東京で開催します。ただし、このイベントは人を集めてお祭りのような賑わいをつくれればいいというものではなく、意義と中身のあるものにしなくてはなりません。

This Support Project

“Project for strengthening the securement of human resources through the renewal of the image of nursing care.” (2018 Fiscal Year *Kōsei Rōdōshō hojo jigyo*)

Holding opportunities and experience-type and participatory-type events to convey the charm of elderly care and welfare and encourage understanding. The purpose of this is to promote entry into diverse human resources in elderly care and welfare-related fields.

Pg. 014

For that reason, in the design school, not only people involved with elderly care and welfare but people from various other backgrounds come together to visit the scenes and engage in repeated dialogue, and I look forward to the ideas that come out of that.

The reason being, it is not merely showing the sites of elderly care and welfare jobs, but rather the act of questioning the norm; not ordinary campaigns, but questioning beyond the point of view and hoping for developments from the Design School of Elderly Care and Welfare that cultivate action.

The Birth of the Design School

Hotta To begin, what is the background for your idea of the “Design School”?

Yamazaki In March of 2019, we’re holding a large exhibition event named “Oi Oi Oiten” in Tokyo for changing the image of elderly care and welfare. But this event must have meaning and substance—it can’t just be the kind of thing that would be good enough if it were like a festival.

おいおい老い展

すべての人が歳を重ねます。老い実感は生活に支障が出るまでなく、入院状態になりショックを受ける。これが「老いるショック」です。本展は、すべての人に「おい」と呼びかけ、老いや介護に関心がない人に「おいおい」と突っ込み、老いを楽しいイメージに変えていく展覧会です。

Pg. 015

コミュニティデザインの仕事は、当事者たちとの話し合いやワークショップを重ねながらものごとを考えたり決めたりします。僕たちstudio-Lとしては、この大きなエキシビションを勝手にこちらで作り上げてしまうのではなく、地域の人たちや介護に従事する人たちと一緒に、現場の意見や気持ちを取り入れたかたちで実現していくのが重要なんじゃないかと考えました。「デザインスクール」はその準備の場なのです。

デザインスクールは日本全国8ブロックで開催され、6～7回ずつプログラムを開催します。つまり、のべ55回のデザインスクールが開催され、ここで話し合いやアイデアを発想するワーク等を繰り返しています。そうしたプロセスを経て、参加者が、たとえば介護のイメージを刷新していくようなコミュニケーションツールや情報発信のあり方、自分たちの事務所でやりたいプログラム、あるいはチラシのデザインなどを開発していきます。僕たちコミュニティデザイナーはそれを見守り、アイデアを引き出し、実現化するお手合いをします。そのため、すべてのブロックで全6～7回のプロセス自体に我々が伴走して、スクールの考え方、働き方、生き方を変えるきっかけを随所につくる努力をします。またスクールではデザイナーやアーティストと

Oi Oi Oiten

All the participants are elderly people. Feeling old is not living with obstacles or impediments, but being hospitalized and suffering shock; this is the “shock of aging.”²⁸ This exhibition is a call (oi) to all people, especially those not interested in elderly people and elderly care—an exhibition to go and change the image of growing old for the better.

Pg. 015

Working in community design involves thinking through and deciding things while engaging in discussion and many workshops with the parties involved. As studio-L, we didn't think that this large exhibition is something being built up here by ourselves—shouldn't this be something that takes shape taking into account the opinions and feelings of the people of the area and those involved in jobs related to elderly care? The Design School is a place to prepare for that.

The Design School will be held in eight blocs throughout all of Japan, with each one hosting six to seven programs. This means a total of fifty-five Design Schools will be held, with repeated discussion and idea-conception workshops. Through such processes, participants can develop, for example, communication tools for reforming the image of elderly care and ideal ways of information, transmission, programs to hold in one's own office, and pamphlet designs. We do our best to attentively watch over community design, pull out ideas, and implement ways to realize those kinds of ideas. For that reason, we accompany all the blocs as they go through the process six to seven times, and endeavor to trigger change in students' way of thinking, working, and living at every turn. Additionally,

²⁸ The original Japanese is *oiru shokku*, a pun on the word for “to age” and the oil crisis of the 1970s in Japan.

いったクリエイターの参加も得て、介護・福祉業界に関わる人とチームになりながら世の中に向けて新しいものを生み出していくことも期待されている成果の一つです。

Pg. 016

つまり、介護・福祉の世界で起こっている課題を専門領域だけで解決しようとするのではなく、みんなで共有して解決していこうという試みなのです。

2019年3月の「おいおい老い展」で皆さんにお示しするのは、そうした8ブロックで開催されたスクールが生みだした集大成です。

堀田 デザインというと、どうしても建築やプロダクト等の形を造る行為と思いがちです。一人ひとりが普通に暮らす幸せを支えるという「ケアの哲学」に照らして解くべき問題を捉え、共感を生み、ムーブメントにつなげることが介護・福祉の世界におけるデザイン本質なのかもしれません。これを介護・福祉業界の外の人たちと一緒に進めることが、今回の「デザインスクール」の意義の一つでもあるわけですね。

山崎 そうです。そして、「デザインスクール」においては、徹底的にバックキャストイングの手法を使っています。バックキャストイングというのは、到達点を先に決めて、それに向かってしなくてはいけないこととタイムスケジュールを逆算的に見出していくという手法です。

at the school, we secure the participation of designers and artists, and hope that while forming teams, people concerned with the industry of elderly care and welfare invent new things for the world.

Pg. 016

In other words, this is not just trying to settle problems that occur in the world of elderly care and welfare through specialists alone, but an endeavor to have everyone cooperate and solve those problems.

What we will show to everyone through “Oi Oi Oiten” in March of 2019 is the culmination of what has been brought forth in the design schools hosted by those eight blocs.

Hotta People tend to (incorrectly) think of design as the act of creating shapes like architecture or products. The essence of design for the world of elderly care and welfare may be to grasp problems to be solved in light of “The Philosophy of Care” for supporting happiness from living normal lifestyles, bringing forth empathy, and connecting all that to a movement. After all, isn’t one of the significances of this “Design School” is to promote this cause with people that aren’t in the industry of elderly care and welfare?

Yamazaki That’s right. Additionally, at the “Design School”, we’ll be going forward with using methods for thorough backcasting. “Backcasting” is the method of deciding on the conclusion you want to reach first, and, going backwards from there, deciding on the things you need to do and the schedules you need to get to that point.

[図 1]

世間の評価と、回答者の評価の一致度合い

全く一致していない 7.4%
 あまり一致していない 32.6%
 部分的には一致している 46.1%
 一致している 9.7%
 無答 4.2%

Pg. 017

一方、今あるソフト&ハードの資源や情報を積算して、到達的を算出するのがフォアキャストの手法です。これまではフォアキャストでものごとを考えたり実施したりすることが圧倒的に多かったと思うのですが、今回は、まず「なりたい自分、なりたい事務所」を先に設定してそこに向かって、いろいろな人の助けや知恵を借りながら、アプローチ法を考え出すバックキャスト法を用います。

堀田 それはおもしろいですね。介護福祉士の調査によると、「世界一般でもたれている評価と介護福祉士の評価が一致している」と答えたのは1割に満たない(図1)のです。介護福祉士の大半が世の中の評価について「違う」と感じているわけですが、その理由として「世界の側が介護の仕事を誤解している」と答えた人が6割以上いる(図2)ものの、「介護の現場や従事者側にも、もっとよくなれる余地がある」という感触をもっている介護福祉士も少なくありません。

[Figure 1]

The degree to which the opinion of the world (in general) and the opinion of respondents agree.

Does Not Agree at All 7.4%
 Does Not Agree in General 32.6%
 Partially Agrees 46.1%
 Agrees 9.7%
 No Answer 4.2%

Pg. 017

On the other hand, the method known as forecasting is accumulating the resources and information of existing software and hardware, and then calculating how to reach the final arrival point. I think that up until now, it was overwhelmingly more common to think and implement things using forecasting. This time, however, first we'll decide on "the selves we want to become" and "the office we want to become" and heading from there, borrow the help and wisdom of various people while making use of the backcasting method for coming up with an approach.

Hotta That's interesting, isn't it? According to a survey by The Japan Association of Certified Care Workers, less than ten percent of respondents answered that the work of certified care workers is not as valued in the world in general (Figure 1). The majority of certified care workers feel that the valuation the world at large places on their work is wrong, but even though given that reason more than 60% of respondents answered that the world misunderstands elderly care jobs (Figure 2), there are a few certified care workers who feel that such jobs and the environment they take place in have room to improve.

[図 2] 世間の評価と、答え者の評価の違い理由	[Figure 2] The Reasons Why the Public Appraisal and Opinions of Respondents are Different (Ascending by Percent Answered)
無答	No Answer (< 10%)
その他の理由	Other Reasons (< 10%)
学校における学生や保護者に対する進路指導・助言の姿勢	Career guidance and advice to students and parents at school (Between 10% and 20%)
マスコミの報道姿勢	Attitude of the Media (Between 20% and 30%)
提供させる介護サービスの質の評価が行われていない	Quality of provided nursing care services is not evaluated (~30%)
介護事業の経営者の中に、介護を高い評価のある仕事だと思っていない人がいる	Among managers in the nursing industry, there are people who do not think it is a high-value job (~30%)
介護の仕事の機能や中身について、業界の情報発信や訴えかけが不足	Insufficient information transmission and appeal in the industry regarding the particulars of nursing care work (~40%)
社会にとって必要なサービス産業であるとの国の広報が不足	Insufficient public relations in countries with the service industry as a necessity (~40%)
提供される介護サービスの中に、質の悪いサービスが混在している	Among provided nursing care services, there are also bad services ((Between 40% and 50%)
介護の仕事に従事している人の中に、意識や姿勢に問題がある人がいる	Among people involved in nursing jobs, some people have problems with consciousness and attitude (50%)
世界が介護の仕事の機能や中身をよく分かっていない	The world does not understand the particulars of nursing jobs well (Between 60% and 70%)
[図 1] [図 2] 出典：『「介護の仕事の社会的な意識と魅力」の整理とイメージアップ戦略のあり方についての調査研究報告書』公益社団法人日本介護福祉士会（平	[Figure 1] [Figure 2] Source: “ <i>Kaigo no shigoto no shakai-tekina ishiki to miryoku</i> ” no seiri to imējiappu senryaku no arikata ni tsuite no chōsa kenkyū hōkoku-sho Japan Care

成27年3月)

Pg. 018

どんな風景を実現したいのか、それに向けたチャレンジはなにか、バックカastingで見出していくことは効果的だと思います。

小さな「やれるかも」が未来を変える

堀田 ところで、スクールというと、カリキュラムに基づいて先生が教えるというイメージをもつ人が多いと思いますが、今回は実行したいアイデアや解決したい課題、探求したいテーマを参加者が提案して、それに賛同する人が集まって実行していくスタイルと聞いています。これを介護・福祉業界の方々にお話しすると、いくつか喫緊の課題が明確なのに、そんな暢気なことをやっていて良いのかといわれることもあります。参加者の「ありたい姿」の話し合いをもとに、あえてその主体性に任せて表現・実現していく学びのプロセスが功を奏するのではと感じ、とても興味深いです。

スクールを開くことで、どんな結果や成果物が出てくると想定していますか？

Pg. 019

山崎 3つあります。まず1つ目はモノのデザインが変わること。たとえばサービス利用者が使う食器などが変わっていくかもしれない。

Workers Association (March 2015)

Pg. 018

As for what kinds of environments they want to see implemented in the workplace, I think that going forward with selecting ways to solve the challenges related to that issue through backcasting is an effective measure.

A Small “I Might Be Able to Do It” Can Change the Future

Hotta By the way, speaking of “school”, I think that there are many people that have the image that a “school” means instructors teach based on a curriculum. However, I hear that in this case, the style is one where participants propose an idea they want to realize, problems they want to solve, and themes they want to pursue, and like-minded people gather and go forward with executing a plan. When speaking to those in the elderly care and welfare industries, although there are several clear, urgent matters, some may also say it is good to do those kinds of optimistic things. It is very interesting that the learning process deliberately left to the initiative of expressing and realizing based on the participants’ discussion of the state they want things to be in is successful.

In opening the school, what kind of results and deliverables do you hypothesize will be produced?

Pg. 019

Yamazaki There are three main things. The first is changing the design of physical things—for example, perhaps changing the dishes and the like that the users of a service use.

2つ目はコトのデザインが変わること。現場でのキャリアパスを描けるとみんながやる気を出して働くんじゃないとか、現在の介護事業所でやっている高齢者向けの屋間のアクティビティをクリエイターと相談しながら変えていき、双方の満足度を高めるといったことですね。

そして3つ目はコミュニケーションのデザインが変わること。介護施設を地域に開き、地域住民の人たちが施設の中に入ってきたり、あるいは地域に介護施設の人や利用者が一緒に出ていったり。その結果、地域とともに介護・福祉を実現していくというようなアイデアが出てきて実行されるかもしれません。

いずれにしても、アイデアをつくるだけではなくて、実験的にそれを実行してみてもらい、フィードバックして、何度もやり取りをしていくというようなことをスクール期間中に行ない、その成果を最後の「おいおい老い展」にもってきてもらいたいと思っています。

堀田 思いや情熱をもって取り組みたい仲間に出会い、実行していくことそのものが、今と未来の風景に、確かに作用していきそうですね。

Pg. 020

山崎 その通りだと思います。それは自分の未来と社会の未来の両方を見つめ直すことにつながります。

堀田 介護・福祉デザインスクールは、良くも悪くも「おいおい老い展」で終わらない予感がします。

さまざまなアイデアをカタチにし、やってみることによって仲間が増えていくと、介

The second is changing the design of concepts. That means: being able to draw a career path so that people work with motivation, making changes in the activities in consultation with creators about daytime activities targeted towards the elderly than can be done in elderly care institutions, and raising both sides' degree of satisfaction.

Finally, the third is changing the design of communication. Things such as opening nursing homes to the community, local residents coming in to those facilities, or the associated people and users of nursing homes going out into the area together—as a result, ideas such as implementing elderly care and welfare with the area may come out and be realized.

In any case, I would like the results from the things we try during the school period—not just creating ideas, but also getting others to try the ideas experimentally, give feedback, and engage often in conversational exchange—to make their way to the final version of *Oi Oi Oiten*.

Hotta It seems likely that meeting people who want to work with thought and passion, and carry out their ideas, will affect the outlook of both the present and the future.

Pg. 020

Yamazaki I think that's correct. That leads to reexamining our own futures, and the future of society as a whole.

Hotta I have a feeling that the Elderly Care and Welfare Design School, will not end with *Oi Oi Oiten*, which can be good or bad.

By giving various ideas shape, the school becomes about increasing the number of

護・福祉の仕事に就いている人やそれを志す人たちが、改めてケアの考え方ややり方、働き方、職場のあり方やその伝え方を問うことになるでしょう。また、具体的なアクションを起こそうとするだけでなく、それを一緒に実現したいと願う人たちの輪も広がりそうです。介護・福祉の現場に触れることで、専門職が解をもっているわけではなく、身近な人とのつながりの中にこそ、より良く生きる実感があることに気付く人もいるかもしれません。

今回の事業がきっかけに、ゆっくりと、着実に変化が起きていくことを願っています。

山崎 専門職でも経営者でも主婦でも会社員でもいいから、いろいろな人が集まりチームをつくって、考えて、やってみる。すると「あっ、やれるかも」ということが起きてくる。小さなアクションでも、介護・福祉の現場に「やれるかも」ということが次々と起きてくるのが、介護・福祉自体の、そして介護・福祉の仕事のこれからを変えるのではないかと考えています。

2018年7月26日
厚生労働省記者会にて

Chapter 1

Pg. 021

新しいことはいつだって、無謀で笑えるところからうまれてくる。だから介護・福祉の現場は面白い。

これからの
介護・福祉の仕事を考える
デザイン

colleagues, asking those hired for elderly care and welfare jobs (and those intending to be) again about the way care should be thought about and acted out, the way of working, the way the workplace should be, and the way to communicate. Additionally, the school seems that it will widen the circle of people who desire not just to take concrete actions but realize those actions together. By experiencing the sites of elderly care and welfare, you may not find a “solution” to these professions, but rather a feeling of having better relationships with the people close to you.

This project slowly inspires the hope for trustworthy change to occur.

Yamazaki Because you can be a professional, manager, homemaker, or even a company employee, various people come together, form a team, and think about and try things. Then, they think “Ah, we might be able to do this”. I think that elderly care and welfare themselves and the jobs that relate to them can change from here on out, even through small actions and having a “can-do” attitude.

July 26, 2018
At the Ministry of Health, Labour and Welfare
Press Conference

Chapter 1

Pg. 021

New Things Are Always Born From That Places Can Make You Laugh—That’s Why The Sites of Elderly Care and Welfare Are Fascinating.

A Complete Record of the
Design
School

スクール
の全記録

Design School Archive

2018年8月から全国8ブロックで開催したデザインスクール。途中、洪水、地震、台風などに見舞われながらも、参加者の強い意思と行動力に支えられた7ヵ月間でした。スクールは、多様な参加者がいたため属性や地域性を考慮し、プログラムを有機的に変化させて運営しました。スクール開催日以外にもこれからの介護・福祉の仕事を考えアクションを起こし続けた全記録を公開します。

[Images on Pg. 022 of People
Brainstorming]

Pg. 023

デザインスクール
とは何か

未来を考え、実現することが前提となっているスクール。
対話と実践を繰り返し、机上の空論で終わらせない。

「これからの介護・福祉の仕事を考えるデザインスクール（以下デザインスクール）」は、介護・福祉の現場と未来に、より多くの人に参加することを目的としてスタートしました。参加者は、誰もが未来の高齢者です。これからの生き方を考えて行動を起こすことが、未来の高齢者像をつくり、未来にあってほしい介護・福祉のサービスや働きたくなる職場をつくると考えたのです。

For Thinking About Elderly Care and Welfare
Jobs
From Now On

Design School Archive

Starting in August of 2018, eight blocs across the country hosted the Design School. Along the way, it was supported by the strong will and energy of the participants for seven months, despite suffering floods, earthquakes, typhoons, and the like. Because of the wide variety of participants, the School worked in a coordinated fashion to make the programs change organically in consideration of different attributes and regionalities. Here we publish both the record of actions taken in consideration of the future of jobs in elderly care and welfare, and the School's days of exhibition.

[Images on Pg. 022 of People
Brainstorming]

Pg. 023

What is the Design School?

A school with the goal of thinking about the future and realizing ideas.
By alternating dialogue and praxis, we will not let it end with mere armchair theorizing.

“The Design School for thinking about the future of jobs in elderly care and welfare” started from the goal of having more people participate in the literal field of elderly care and welfare in the future. Everyone that participates is someone that will be an elder in the future. Having thought that taking action in consideration of future ways of life would create an image of elderly people of the future, elderly care and welfare services that are

デザインスクールは、①オリエンテーション、②インターンシップ、③プロジェクトチームの設立、④アイデア発想、⑤プロジェクト内容のブラッシュアップ、⑥プレゼンテーションの練習、⑦発表会の7つのステップを軸に進めました。全国8ブロックは異なる特性があったため、進め方もブロックによって異なります。また地域特性に対応したオリジナルのツールをつくり、デザインスクール開催日以外にも参加者同士がコミュニケーションを取れるような工夫を随所に取り入れました。

参加者についてももう少し詳しく説明しましょう。介護・福祉とデザインをテーマに参加者を募集した結果、羊飼、農家、ラーメン屋の店員、大学生、美容師、コメンテーター、建築家、エンジニア、介護福祉士、社会福祉士、保健師、医師など、実に多様な参加者が集まりました。一方で多様な人が一堂に会すると、同じ日本人でも思いや考えが伝わらず、コミュニケーションにもすれ違いが生じます。そこで、スクールでは対話する機会をたくさんつくりました。スクール開催日以外にも参加者が対話する機会も少しずつ増やしていきました。またアイデアを実現することを重視しているため、介護現場に多様な目線や意見を取り入れることができました。

対話とデザインによって、未来に必要なプロジェクトをつくりあげていく過程こそが最大の学びとなりました。学んだことは、周囲の人に話せば話すほど深まります。ス

wanted, and places people want to work in in the future.

The Design School's seven points of focus were: 1) orientation, 2) internship, 3) project team establishment, 4) idea conception, 5) brushing up on project details, 6) presentation practice, and 7) symposium. In preparation for the presence of differing, special characteristics in the eight blocs from across the country, formats also differ by bloc. Additionally, original tools based on local characteristics that allow participants to engage in communications on days aside from those that the school is hosted were created.

Let's go a bit further into detail about the participants. Indeed, a wide variety of participants—such as shepherds, farmers, ramen shop employees, college students, beauticians, commentators, architects, engineers, personal care assistants, social workers, public health nurses, physicians, etc.—gathered as a result of recruiting people based on the themes of care, welfare, and design. On the other hand, when various people assemble, even similar Japanese people cannot communicate their thoughts and points of view, and there is a difference in communication. Then, at the school many chances to engage in dialogue were created. Little by little, the participants had more chances to interact, even on the days when the school was not in session. Furthermore, because we emphasize the importance of idea implementation, we were able to incorporate diverse opinions and points of view in care sites.

The process of creating projects needed in the future through discussion and design became a great learning experience. The more you speak with the people of the environs, the deeper the

クールで経験したことを話題にすること、発信していくことの重要的も伝え続けました。

デザインスクールの参加者の感想で最も多かったのは、「年を重ねることが楽しみになった」「楽しいことと正しいことは同時に実現できるとわかった」という意見です。

この経験をした日本人が世の中に増えることは、このデザインの大きな収穫です。さらに、中には介護事務所を起業することになった参加者も出てきました。デザインスクールをきっかけに考え方、生き方そしてキャリアまで変わっていく。それほど嬉しいことはありません。

Pg. 024

開催のポイント

開催のポイント 1

SNSと口コミで、すばやく参加者を集める。

今回、スクール生の募集期間は3週間から1カ月という短さでした。この短時間でなるべく多くの関心者層にアクセスするために活用したのは、印刷と配付に時間と手間がかかるチラシではなく、スピーディーに情報を届けられるSNS（会員交流サイト）です。そしてデザインはインパクトのあるキーカラーと介護・福祉の関心者層の心に届く言葉を使ったメッセージ性の高いものにしました。拡散が容易なSNSでこのメッセージ性の強い募集告知を発信することで、人から人へ伝達波及することを狙ったのです。

things you learn become. We continued to convey the importance of discussing what was experienced at the school, and the importance of transmitting those ideas.

Among the thoughts that most Design School participants expressed, the most common opinions were “I grew to look forward to getting older” and “I came to understand that it is possible to do things that are both fun and righteous at the same time”.

The ultimate fruit that this design will bring forth is that the number of Japanese people in the world who experienced this will increase. Furthermore, among them, there are participants who have come to start elderly care offices. As a result of the design school, ways of thinking and living and careers will change. There is nothing that could make us as happy as that.

Pg. 024

The Points of Exhibition

Exhibition Point 1

SNS and Word of Mouth and Quickly Gathering Participants

This time, the recruitment period of students for the school was as between three weeks and one month long. In this short period, what we did to access as many interested people as possible was not to print and distribute time and labor intensive flyers, but use an SNS (social networking site) that can deliver information quickly. The design became a valuable one that used messages with impactful key colors and words in order to reach elderly care and welfare interest groups. We aimed to spread person-to-person transmission through strong recruitment notice

新しいことはいつだって、無謀で笑えるところからうまれてくる。だから介護・福祉の現場は面白い。

スマートフォンやPCの画面を開いた時に目立つよう、赤青黄の原色を同時に使いました。

Pg. 025

開催のポイント 2

臨機応変に会場を変えて、うきうきする環境をつくる。

デザインスクールは、うきうきする場所で開催するのが鉄則です。いつもの研修会とは違う雰囲気が必要です。また空間を彩るアイテムを選定し、思考を柔軟にし、アイデアを発想しやすくするツールを設置。さらに糖分補給や水分補給のためのおやつからも対話が生まれるように工夫を凝らしました。ブロックによってはゴミ箱までおしゃれなものを選定。プログラムに合わせて、会場全体を使って考えたり、手を動かしたりできるよう、臨機応変に開催場所を変更していきました。

ライフスタイルショップで販売されているおしゃれなゴミ箱。折り畳みもできます。

北海道ブロックでは、室内の明るさと座り心地の良い椅子があることから婚活スペースとして使われている会場を選定。

関東ブロックでは、テーブル間を行き来しやすいよう廃校を活用した施設を会場に選定。

messages on simple SNS sites that facilitate such distribution.

New things always are born from places where you can laugh and laugh. That's why the sites of elderly care and welfare are interesting.

The primary colors red, blue, and yellow were used concurrently in order for the site to stand out when opened on a smartphone or PC screen.

Pg. 025

Exhibition Point 2

An ad-hoc approach to transforming venues and creating cheerful environments

An ironclad rule of the Design School is to have events hosted in cheerful places. It is necessary to have a different atmosphere than usual workshops. Additionally, tools are established to select items to adorn empty spaces, make thought flexible, and conceive ideas easily. Furthermore, we've devised a system that gives birth to conversation even during the between-meal snacks. For the blocs, we've decided on stylish trash bins. As for the venues, we've changed them on an ad-hoc basis according to the program, so as to facilitate thinking and doing things with hands.

A stylish trash bag being sold at a lifestyle shop. It's also collapsible!

At the Hokkaido bloc, the venue used as a space for courtship was selected for its indoor brightness and comfortable chairs.

In the Kanto bloc, a facility which was a former school was selected as a venue for its easy access between tables.

Pg. 026

開催のポイント3
オーダーメイドの
デザインスクールを全国へ。

デザインスクールには、カリキュラムがありません。先生もいません。答えはみんなで導き出します。言い換えれば、先生はどこにでもいて、誰もがなり得るということです。正しさを問うのではなくみんなが「それはいい!」と思う答えを、みんなで生み出すのです。

そのためには現場に赴いて実際に人に会って、体験して、忌憚なく質問や対話ができる環境をつくり、手を動かす。地域によって、人柄や気候や特性がまったく違うので、やり方も地域に合わせてデザインしました。

定年後の男性の外出機会を増やすための
「スマホで写真講座」を開催。

「服薬」という言葉から、藍染を連想。まずは実際にやってみました。

Pg. 027

開催のポイント4
肯定的なコミュニケーションを
ルールにして、仲間を増やす。

新しいことは、いつだって無謀で笑えるところに生まれるはず。楽しくなくちゃ、新しいものは生まれない。今まで会ったことがない人、普段なら会わないタイプの人とタッグを組んで、ともに同じ未来を目指す仲間となり、脳みそに汗をかきながら何度も実践する。この一連のプロセスを通じて

Pg. 026

Exhibition Point 3
Custom-Made
Design School, To the Whole Country

In the Design School, there is no curriculum. There also aren't any teachers. The group draws conclusions together. In other words, teachers can be anywhere, and they could be anyone. Instead of asking for correctness, together, everyone creates something that elicits a response of "that's good!".

For that purpose, we create environments where we can go to sites, actually meet people, personally experience things, question and converse without restraint, and do things with our hands. Because the character, climate, and traits of each individual area are truly different, methods were designed according to area.

In order to increase the chances for retired men to go out, courses titled "Taking Pictures with Your Smartphone" were held.

From the word fukuyaku (meaning "taking medicine"), we are reminded of indigo dyeing. Here, we've tried actually doing it.

Pg. 027

Exhibition Point 4
Making Positive Communication a Rule,
And Increasing Allies

New things should always be born from that which can make you laugh and laugh. New things aren't born from that which has to be fun. Unite with people you haven't met yet, and form a team with the type of people that don't usually meet; becomes allies that head towards the same future, and use your head to

意識と行動の変容が起こっていきます。
「今わたしたちがやっていることが未来をつくる」と胸を張って言えるものにするために、仲間とコミュニケーションをとる努力は惜しみませんでした。

休憩時間のために、雑談に花が咲くようなおやつや飲み物を準備。

名礼の色で職種がわかれば、相手に対して適切な言葉や語彙で対話できるようになります。

Pg. 028

デザインスクールは学生、農家、美容師、デザイナー、介護福祉士、医師などの多職種連携で実施しました。

参加者の内訳

n = 424

介護・福祉・医療関係事業者 277人

介護・福祉・医療以外の企業・団体の方
17人

デザイナー・エンジニア 29人

自治体職員 21人

大学生・専門学校生 27人

その他 49人

※教育関係者・主婦・無職など

put things into practice. Throughout this series of processes, a change in consciousness and behavior occurs. So that we could confidently say “what we’re doing now is creating our future“, we couldn’t be unwilling to endeavor with our allies.

In preparation for breaks, snacks and drinks were prepared that would facilitate the blooming of chatting like a flower.

If you understand the different occupational categories by the label colors, you can come to be able to engage in conversation with your partners using relevant phrases and vocabulary.

Pg. 028

Design School: Implemented Through the Multi-Occupational Links of Students, Farmers, Beauticians, Designers, Certified Care Workers, Doctors, and the Like

Participant Breakdown

n = 424

Involved in the Elderly Care・Welfare・
Medical Care Fields 277 People

Involved in Businesses and Organizations
other than Elderly Care・Welfare・Medicine
17 People

Designers・Engineers 29 People

Municipal Officials 21 People

College Students・Technical School Students
27 People

Other Occupations 49 People

*Education-Related Field・

Housewives/Househusbands・No Occupation
・ Etc

無回答 4人

Did Not Answer 4 People

約 6 : 4
介護福祉関係者 : その他

Ratio of those involved in elderly care and welfare to those who aren't
Approximately 6:4

北海道ブロック : 60名
東北ブロック : 40名
関東ブロック : 74名
中部ブロック : 52名
関西ブロック : 84名
九州ブロック : 65名
中国四国ブロック : 35名
北陸ブロック : 60名

Hokkaidō Bloc: 60 People
Tōhoku Bloc: 40 People
Kantō Bloc: 74 People
Chūbu Bloc: 52 People
Kansai Bloc: 84 People
Kyūshū Bloc: 65 People
Chūgoku Shikoku Bloc: 35 People
Hokuriku Bloc: 60 People

470名
参加人数合計

470 People
Number of Participants Tallied

39歳
平均年齢

39
Average Age

アンケート実施時期 : 2018年8月4日~10月10日
実施方法 : デザインスクール参加者に対し初回に実施
※補講時や2回目のインターン時に実施の場合もあり

Survey Administered from 8/4/2018 to 10/10/2018
Administration Method: Administered to First-Time Design School Participants
* Some participants attended Supplementary Classes, or were 2nd-time Interns

Pg. 029

Pg. 029

北海道ブロック

Bloc Summary

Hokkaidō Bloc

ブロックの特徴
参加者に介護・福祉関係者の割合が多く、「介護現場の理想」や「介護の仕事のおもしろさ」を語る熱い思いをもったメンバーばかりなのが北海道ブロックの特徴。一般人やクリエイターの割合が少なかったため、業界外の視点を取り入れながらアイデアを発想するための工夫が必要でした。そこでグループとの対話に重点を置き、スタッフ

Bloc Characteristics
Characteristics of the Hokkaidō Bloc are: a large proportion of participants involved in elderly care and welfare, and members who hold nothing but passionate feelings for talking about “ideal scenes for elderly care and welfare” and “the interesting aspects of elderly care jobs.” Because the ratio between ordinary people and creators was small, it was necessary

を交えた個別相談を重ねながら、先進事例の共有や企画づくりに取り組みました。

非専門職 25.5%
専門職 74.5%

60名
参加人数

42歳
平均年齢

Pg. 030

東北ブロック

ブロックの特徴

参加者に、学生などの若い層が比較的多いのが特徴。メンバーは参考書籍を紹介すると懸命に読み込んでくるなど勉強熱心。スクールの後半戦からは、東北芸術工科大学（山形）を会場にしてクリエイティブな環境で取り込んでもらうようにし、プレゼンテーションのプロでもある同大学の教員に講習してもらうなどの工夫もしました。studio-L山形事務所を「地域と福祉のデザイン室 分室」とし、学びと創作の拠点にしてチームごとの自主的な活動を進めました。

非専門職 44.4%
専門職 55.6%

40名
参加人数

34歳

to think up ideas while taking in points of view from outside of the industry. Therefore, we focused on group dialogue and worked on sharing advanced cases and plan-making while engaging in individual consultations with staff.

Non-Professional 25.5%
Professional 74.5%

Number of Participants: 60

Average Age of Participants: 42 Years Old

Pg. 030

Tōhoku Bloc

Bloc Characteristics

A characteristic of this bloc is a relatively large younger layer made up of students and the like. The hardworking members bring up reference books and eagerly come to read them thoroughly. From the second half of the school, they started meeting at Tōhoku University of Art and Design (Yamagata) in order to get into creative environments and have professors from the university who are also professionals give lectures. The studio-L Yamagata Office was designated as an “regional and welfare design room,” and for learning and creation, they have promoted independent activities for each team.

Non-Professionals: 44.4%
Professionals: 55.6%

Number of Participants: 40

Average Age of Participants: 34 Years Old

平均年齢

Pg. 031

関東ブロック

ブロックの特徴

参加者は、専門職とそれ以外の人の数がほぼ半数ずつ。身近に先進事例や先進的な事務所がたくさんあり、本などもすぐに手に入る恵まれた環境でした。

関東ブロックにおけるスクールの内容や取り組みが他のブロックを先導することも多く、プログラム、ツール、啓発用の仕掛けなどについて話し合いを重ね、臨機応変な体制をつくってスクールに臨み、参加者がプログラムを工夫しました。

非専門職	53.4%
専門職	46.6%

74名
参加人数

39歳
平均年齢

Pg. 032

北陸ブロック

ブロックの特徴

参加者の82%が専門職、意識的にクリエイターの参加を促しました。

さまざまな活動を実践している地域であったため、勉強会やネットワークの構築がされており、学習意欲も高いことから、他ブロックの情報や先進性を伝えると意欲がどんどん高まっていきました。スクール後半には、地域リサーチなどを積極的に実践し、アイデアが激変したチームがいくつもありました。

Pg. 031

Kantō Bloc

Bloc Characteristics

Participants were roughly equally divided between professionals and non-professionals. There were many leadership examples and offices at hand, and it was an environment favored with the ability to get one's hands on materials like books.

The contents and initiative of the school for the Kantō Bloc often became the basis for other blocs. Participants engaged in repeated conversation about programs, tools, and mechanisms for education and the like, and created flexible structures and projects.

Non-Professionals:	53.4%
Professionals:	46.6%

Number of Participants: 74

Average Age of Participants: 39 Years Old

Pg. 032

Hokuriku Bloc

Bloc Characteristics

82% of participants were professionals who stimulated the participation of creators. Because it was an area with various activities being put into place, study sessions and networks were being created. Because the willingness to learn was high, the motivation to impart advice received from other blocs also grew steadily. During the second half of the program, there were even many teams whose ideas completely changed because they proactively put to use the fruits of their

非専門職 17.5%
 専門職 82.5%

60名
 参加人数

41歳
 平均年齢

Pg. 033

中部ブロック

ブロックの特徴

若い世代が多く、柔軟な発想の中部ブロック。スクールを午前中から開催し、昼食時を交流を深めるために活用しました。

若い世代でも自分の将来の理想の暮らしをイメージできるように、6人の人生の先輩ゲストを選んで話を聞く「未来エレベーター」を実施しました。

参加者から集めたこれからの理想の暮らしのイメージ写真などをマトリクス化して毎回会場に貼り出し、常に振り返りができる状態しました。

非専門職 27.5%
 専門職 72.5%

52名
 参加人数

39歳
 平均年齢

research into their particular regions.

Non-Professionals: 17.5%
 Professionals: 82.5%

Number of Participants: 60

Average Age of Participants: 41 Years Old

Pg. 033

Chūbu Bloc

Bloc Characteristics

In the Chūbu Bloc, there are many younger people, and thinking is flexible. So that participants can network with each other during lunch time, the program starts in the morning.

The younger generation, to be able to create images for how to live ideally in their own futures, chose six people who are more experienced in life, and put into practice what they learned from the series of talks known as Mirai Elevator (lit. Future Elevator).

Images created from that “ideal living image” were placed in meeting areas, making it possible to keep looking back on what they learned.

Non-Professionals: 27.5%
 Professionals: 72.5%

Number of Participants: 52

Average Age of Participants: 39 Years Old

Pg. 034

関西ブロック

ブロックの特徴

関西ブロックは参加人数が最も多く、男性の比率が高く、その内7割は専門職。他のブロックと最も違うのは、介護事業所単位でグループ分けをしたことです。

9つの介護事業所が理想像を打ち出し、それに賛同する人たちが加わりグループができました。

そのため、事業所が「理想像」の実現に向けて実現主体となるプロジェクトとなっています。また今後の継続性も高いことが予想されます。

非専門職	32.9%
専門職	67.1%

84名
参加人数

39歳
平均年齢

Pg. 035

中国四国ブロック

ブロックの特徴

中国四国ブロックの重要なテーマは「介護業界を開くこと」。

スクールの手法としては、見える化を重視し、自分のグループだけでなく他のグループが今なにを議論しているかがよくわかるように、グラフィックレコーディングを多用して可視化しました。

またツールにも工夫を凝らし、アイデアを発想するためのカードゲームを制作し、枠にとらわれないプロジェクトづくりに取り組みました。

Pg. 034

Kansai Bloc

Bloc Characteristic

The Kansai Bloc had the most participants, and many of those participants were male (of which 70% were professionals. What set it apart the most from the other blocs is that the groups were divided by elderly care offices. Nine of these officer created their own ideal image, and groups with similar ideals joined together.

As a result, the projects that come out of this group became projects meant to realize their idealized image. We hope this goes on smoothly.

Non-Professional:	32.9%
Professional:	67.1%

Number of Participants: 84

Average Age of Participants: 39 Years Old

Pg. 035

Chūgoku Shikoku Bloc

Bloc Characteristics

The principal theme of the Chūgoku Shikoku Bloc was “Opening Up the Industry of Elderly Care”

As for the school’s methods, an emphasis was placed on being able to visualize problems. So that all the groups (not just the group an individual happened to belong to) could understand well what needed to be discussed, the bloc made use of visuals.

Additionally, the bloc worked hard on crafting tools, creating a card game for thinking up ideas, and creating projects that don’t confine people in rigid frameworks.

非専門職 44.4%
 専門職 55.6%

35名
 参加人数

37歳
 平均年齢

Pg. 036

九州ブロック

ブロックの特徴

参加者65名のうちクリエイターが3人という割合になったのが九州ブロックです。福祉に力を入れている福岡県大牟田市から15人が参加するなど、地域ぐるみで参加しているケースもありました。参加者は福岡県、大分県、長崎県、宮崎県、鹿児島県から集まっており、オンライン会議とチャットを駆使することで、スクール開催日以外にも話し合いをすることができました。

非専門職 32.7%
 専門職 67.3%

65名
 参加人数

36歳
 平均年齢

Pg. 037

(Page 37 is a schedule for the blocs that includes when their orientations, internships, team divisions, plan-making, presentation preparation, and presentations

Non-Professional: 44.4%
 Professional: 55.6%

Number of Participants: 35

Average Age of Participants: 37 Years Old

Pg. 036

Kyūshū Bloc

Bloc Characteristics

In the Kyūshū Bloc, there are three creators among sixty-five participants. There were fifteen participants focused on welfare from Ōmuta City in Fukuoka Prefecture, and there were cases where they participated together with the area. Participants gathered from Fukuoka Prefecture, Oita Prefecture, Nagasaki Prefecture, Miyazaki Prefecture, and Kagoshima Prefecture, and making use of online meetings and chats, they were able to discuss on days even when the program wasn't in session.

Non-Professional: 32.7%
 Professional: 67.3%

Number of Participants: 65

Average Age of Participants: 36 Years Old

Pg.037

(Page 37 is a schedule for the blocs that includes when their orientations, internships, team divisions, plan-making, presentation preparation, and presentations

were.)

Pg. 038

Design School 1 オリエンテーション

先生不在のスクール

新しいことを始める時のドキドキとワクワクが押し寄せた第1回目。全国の会場で「先生はいない」「カリキュラムはない」「ゴールは自らがつくる」ことを伝えると、会場がとても静かになりました。参加者の「聞く力」に感動。一方で静か過ぎると緊張感が増やすかもしれないと心配になってきます。ならば隣に座る人との自己紹介を試みよう。臨機応変なデザインスクールの始まりです。

Pg. 039

バックキャストで考える

大きな変化
時間

バックキャスト
ビジョン（夢）を描く
アクションプランを考える
アクションを始める

フォアキャスト
問題を見つける
原因を分析する
解決方法を検討する
アクションプランへ

今、目の前にある課題を解決しようとするのが、「フォアキャスト」。現状は改善できますが、新しい課題がまた次々

were.)

Pg. 038

Design School 1 - Orientation

A School Without Professors

A first time, throbbing with excitement at the start of something new. Venues and meeting places all across the country became very quiet when told that there would be no professors and no curriculum, and that goals would have to be self-determined. The participants' ability to listen was impressive. On the other hand, it might have been too quiet, and as the feeling of tension may have increased, we started to worry. We tried having people introduce themselves to those sitting next to them. This was the start of the ad-hoc design school.

Pg. 039

Thinking Through Backcasting

Large Change Over Time

Backcasting
Make Note of Dreams and Visions
Thinking of an Action Plan
Starting Action

Forecasting
Find a Problem
Find the Source of the Problem
Consider a Solution
Work Towards the Action Plan

Forecasting is thinking about solving the issues you can see right now. The status quo can improve, but things (like difficulties and

に生まれてきます。つまり変化が著しい現代社会において、フォアキャストिंगで対応しきれないことが増えているのです。

環境学者のジョン・B・ロビンソンは、①未来を想像し、②それを現実のものとするために逆算し、③考え行動することを「バックキャストिंग」と呼びました。

Pg. 040

キーカラーを決めた
デザインスクールのツールデザイン

キーカラー&ツール
クリエイター
その他一般
studio-L
専門職
介護事業所

デザインスクールのキーカラーは、ピンク、鮮やかな青、黄色、白、黒です。そのキーカラーを使って、参加者の属性が一目でわかるように色分けした名札を準備しました。ピンクは専門職、白は介護事業所、青はクリエイター、黄はその他。ちなみに、介護の現場で働く職員をしながらクリエイターでもある、という人はピンクと青の2色を入れました。また、スクール会場はカラフルに、スタッフのユニフォームは真っ白にしました。

これからの配布者や資料をまとめていくためのクリアホルダーを参加者全員に配布。

problems) still come up. In other words, in today's remarkably changing society, there are more issues than can be addressed by just forecasting

Ecologist John B. Robinson described backcasting as the process of: 1) imagining a future, 2) reckoning backward what is needed to make that reality happen, and 3) turning thought into action.

Pg. 040

Decided on the Color-Coordination
Design School Tool Design

Color-coordination & Tools
Creators
Others (In General)
studio-L
Professionals
Elderly Care Offices

The design school participants were color-coordinated. The possible colors a participant could be assigned were pink, vivid blue, yellow, white, and black. These colors were used to prepare color-coded name tags that facilitate the understanding of any given participants' key characteristics at just a glance. Pink is for professionals, white is for elderly care offices, blue is for creators, and yellow is for others. Incidentally, those who worked in the fields of elderly care and were also creators were sorted into both the pink and blue colors. Then, as the school venue became colorful, the staff dressed in pure white uniforms.

Clear folders were distributed to all participants in order so that they could hold all the distribution materials and documents they would collect from then on.

Pg. 041

アイスブレイク

参加者の心をほぐす、アイスブレイクのススメ

緊張を和らげ、参加同士の心をほぐすワークやゲームのことをアイスブレイクと呼びます。

初対面の時のアイスブレイクには、互いに自己紹介するのが一番。隣り合わせた人とペアになって、名前、職業、スクールに参加した動機など、簡単な質問から始めます。ちなみにお互いの属性は4色の名札を見れば一目瞭然です。

中国四国ブロックは、人型の付箋と地図を準備し、どこから来たのかがわかるようにしました。お互いの住んでいるまちのこと、仕事のこと、スクールに参加した理由などを聞いていると、会場の熱気は高まっていきました。

隣に座っている人と話すペア自己紹介

どこから来たのかプロットしよう

Pg. 042

現地を見て、聞いて、体験して、収穫をたくさん得る

インターンシップ作戦会議

Pg. 041

Icebreaking

To Relax Participants, Use Icebreakers

Icebreakers are workshops and games to relieve tension and ease the hearts of participants.

The most important thing during the icebreakers of first-time meetings is introducing each other. Participants paired with their neighbors and started from simple questions like name, profession, and motivations for participating in the school. Furthermore, they were able to know each other's key characteristics at a glance by the color-coded name tags.

The Chugoku-Shikoku block prepared maps and sticky notes in the shape of people to understand where participants came from. Participants asked each other about things like their lives, their jobs, and their reason for participating in the school. The enthusiasm in the meeting place rose, and time flew by.

Self-introductions for pairs sitting and speaking next to each other

Making a plot of where people came from

Pg. 042

Looking and Listening to the Local Sites, Experiencing Them First-Hand, and Reaping the Benefits of Hard Work.

Internship Strategy Meeting

現地で見聞きするための作戦会議

デザイナーは、いつも必ず現場で状況をつぶさに観察し、記録し記憶します。デザインスクールでも同様に参加者が現場で見聞きしたことや利用者および職員へのインタビューの中から気付いた点や疑問を収集しスクールにもち帰る「インターンシップ」を行うことになりました。専門職であっても自分の職場以外の施設を見に行くことは、ほとんどないそうです。

インターンシップにおける役割分担としては、職員の立場で見る、利用者の立場で見る管理者の立場で見るなどいろいろあります。自分がどの目線で見たいのか、自分の見たことをどのように記録したり、他の参加者と共有しようとしているのか。参加者にはそうした作戦をしっかりと立ててからインターンシップに臨んでもらいました。

非専門職のデザインスクール生から見た施設イメージ

アットホーム系施設

老舗・ホテル系施設

服装は？

- ・ 服装は自由
- ・ 施設内で上履き不要

ジーンズのみ不可

- ・ チノパンは可
- ・ 服装には指定の色がある
- ・ 名札を着ける位置が決まっている

名前の呼び方は？

スタッフ同士、スタッフと利用者の呼び方は特に決まっていない

施設内では「○○さん」とさん付けで呼ぶあだ名（ニックネーム）で呼のはセクハラにあたるので禁断

昼食？

Strategy Meeting for Observing Actual Sites

Designers always—without fail—observe, record, and memorize the state of affairs of places. Similarly, at the Design School, we carried out an “internship” to collect key points and questions noticed from interviews with users and staff making observations at the local scenes.

It seems that even professionals rarely go to facilities that aren't their own workplaces.

There are various internship roles, such as viewing things from the points of view of staff, users, and managers. From what point of view do you look at things? How do you record what you've seen? Are you trying to share with other participants? Participants wholeheartedly attended the internship, using such well-developed tactics.

Image of Institutions from the Point of View of Non-Professional Design School Students

At-Home Systems

Hotel and Well-Established Systems

Attire?

- Choose your own attire
- Slippers not needed inside facilities

Only jeans are not allowed

- Chinos are acceptable
- Clothes have designated colors
- Name tag positions are decided

How should names be called?

There aren't any rules in particular that have to be followed.

In facilities, call people “Mr/Mrs~” (“~san”)

Because calling someone by a nickname is akin to sexual harassment, it is prohibited

Lunch?

何を食べるかみんなで考え、みんなでつくる

施設内で調理担当の職員がつくる

プロのシェフがつくり、デザートが選べる

Pg. 043

インターンで収穫を得るには

収穫は、先入観を捨ててこそ多くなる

現場からより多くの収穫を得るコツは「先入観を捨てること」。

またデザインスクールの先生はどこにでもありますから、事業所の利用者や入居者の方やその家族、また職員など現場で出会う人はもちろん、一緒にインターンへ行くメンバーの意見や言葉も大変参考になります。

さらに何かを教えてくれるのは、人間だけではありません。空間やインテリア、アクティビティや食事、香りや服装、五感を働かせて感じ取ることもすべて学びになります。デザインスクールの参加者の約6割は、介護・福祉の現場で働く専門職ですが、自分の職場との比較やアラ探しは禁止。現場のあらゆる要素から「教えてもらおう気持ち」をもつことこそが、相手の教えたくなる気持ちを誘発し、相乗効果を生み出します。

現場で収穫を得るためにデザイナーが大事にしていることがもう一つあります。それは自分の予想と違った場合の違和感や驚き、浮かんでくる疑問、面白い！という肯定的な感覚などすべてのこと必ずメモすること。文字、絵、ダイアグラムなどでとにかく記録し続けること。このことを徹底し

Everyone thinks about what to eat and makes it together

In facilities, specific people are in charge of cooking

Professional chefs make the food, and dessert can be selected

Pg. 043

How to Reap the Benefits as an Intern

By abandoning preconceived notions, results will be better.

The trick to more results than just those from the field is abandoning preconceived notions.

In addition, the Design School professors could be anyone. So, it is important to consider words and opinions of members who go to the internship together as well as those of the users and tenants of the offices, their families, and the people met on-site.

Moreover, it wasn't just human beings that brought participants to new realizations. Participants used all five senses to learn from spaces, interior design, activities, meals, aromas, and the attire being worn. About 60% of Design School participants are professionals in the fields of elderly care and welfare. That being said, it was forbidden to compare or find faults with one's own workplace. Having a "mindset of wanting to be taught" from all aspects of the field induces synergy and a feeling of wanting to teach others.

There is one more thing designers have to treat as important in order to "reap the benefits." Be sure to make a memo of all things—the sense of incongruity and surprise when things are different from expected, questions that come to mind, and interesting, positive feelings. At any rate, we create an archive through letters,

て、スクール生たちは現場へ出かけていきました。	pictures, diagrams, and the like. The school students do these things thoroughly and go out into the field.
インターンシップでたくさん収穫を得るコツ	Tips to Make the Most out of the Internship
先入観を捨てる	Throw away preconceptions
現場の人（職員・利用者）から常に学ぶ気持ちでいる	Always be in the mood to learn from people in the field
観察と記録を忘れずに	Don't forget observations and records
自分の予想と違ったことは発見として記録する	Record that which was different from expectations
浮かんでくる疑問を大事にする	Treat any questions that come to mind as important
面白い！という感覚を大事にする	Value going in with an open mind.
自分の感情や感覚を大事にする	Treasure your own feelings and sensations
メモのコツ	Memo Tips and Tricks
五感（視覚、聴覚、嗅覚、触覚、味覚）で感じたことをメモしましょう	Make memos of what you experience through the 5 senses (sight, sound, smell, touch, and taste)
印象に残った言葉や会話をメモしましょう	Take note of words and conversations that left an impression
言葉にできないことは図や絵にしましょう	Make diagrams and pictures for the things you can't put into words
インターンシップ中の注意	Things to be Careful of During the Internship
利用者やご家族との関わり方について	About connecting with members and their families
1. 利用者の人格を尊重し、誠意ある態度で接すること	1. Respect members' personalities and treat them sincerely
2. 言葉づかいに注意すること	2. Be careful with wording/language
3. 金品及び物品の貸借及び授受は行わないこと	3. Don't take or receive money, goods, or loans
4. 体調管理には十分に留意すること	4. Thoroughly pay attention to your health
5. 事業所担当者の指示に従うこと	5. Following the instructions of office managers
守秘義務	Duty of Confidentiality
1. インターンシップ中に知り得た個人情報	1. Don't leak personal information you learn
報は、絶対に外部に漏らさないこと（プロ	

グ・SNS・ツイッターなどもふくみます)

Pg. 044

Design School 2 インターンシップ

五感を使って、すべてから学ぶ気持ちで

介護現場を訪問し、自分の五感を使って、学ぶインターンシップを全国で開催しました。受け入れ先に向けて、時には県境をいくつも超えて向かうスクール生たち。公共交通機関がなく車を相乗りしたり、前日から施設に泊まらせてもらうなど、現地に集合するのもひと苦労だったケースも。でも着いた現場では見学だけでなく、利用者や職員のみなさんとの厚い交流が待っていました。こうして多くの発見や学びを得たインターン後の振り返りは、何時間にも渡りました。

Pg. 045

スクール生を受け入れてくれたのは、こんな施設です。

スクール生を受け入れてくれたのは、デザインスクールに経営者と介護職員がペアになり事業所枠で申し込んだ施設などです。

業態としては、デイサービスが18%でいちばん多く、ついで特別養護老人ホームが16%となっています。中には訪問介護に同行できたスクール生もいます。

during the internship (this includes blogs, SNS, Twitter, etc.)

Pg. 044

Design School 2 - Internship

Use all Five Senses, and Learn from Everything

Internships were held throughout the country to visit nursing care sites and use one's five senses to learn. The interns were students that occasionally went beyond prefectural borders to learn. There were also cases where it was difficult to gather at the host institutions. For example, there were cases with carpooling (as some places lacked public transportation), or others had to stay at institutions visited the previous day. However, what they experienced wasn't just a field trip or a tour, but deep interactions with people in the field. The debriefing held by interns after the fact about the many things they discovered and learned spanned countless hours.

Pg. 045

The Kinds of Institutions that Accepted Our Students

Those who accepted the design school students were managers and nursing professionals who paired up and applied at the Design School office.

Within the institutions that accepted our students, the line of work most were involved in (at 18%) was in-home nursing care while the second-largest group (at 16%) worked in the industry of intensive-care old people's homes. There were also students that accompanied professionals on home nursing visits.

また受け入れた先には、最近介護業界に参入した事業所から老舗の事業所から小規模でアットホームな施設から大規模でホテルのような施設までが揃っています。

受け入れの動機としては、「世代交代のため次世代の職員にこれからの介護・福祉を考え、実践させたい」「職員の離職を止めたい」「クリエイティブな介護現場を目指したい」などの意見がありました。

「これからの介護・福祉にはデザイン思考が必要！」それが参加を決めた理由であることがうかがえます。

インターン受け入れ事業所の内訳

その他 21%
 デイサービス 18%
 特別養護老人ホーム 16%
 ショートステイ 7%
 グループホーム 4%
 就労継続支援B型 4%
 訪問介護 3%
 居宅介護支援 3%
 ケアハウス 2%
 サービス付き高齢者向け住宅 2%
 住宅型有料老人ホーム 2%
 認知症対応型通所介護 2%
 通所介護 2%

そのほかの内訳

Destinations ranged from newly-established to long-standing institutions; from small-scale homey places to large-scale hotel-like facilities.

The reasons for accepting the interns were viewpoints such as: “Wanting to think about and putting into practice the future of elderly care and welfare for the passing of the torch to the next generation”, “Wanting to stop professionals from losing their jobs”, and “Wanting to aim for creative scenes in elderly care and welfare”.

“We need to think about the design of elderly care and welfare from here on out!”: You can see there are the reasons why participants decided to participate.

Breakdown of Intern-Accepting Offices

Other 21%
 In-home nursing care 18%
 Intensive-care Old People’s Home 16%
 Temporary Care 7%
 Small-scale multipurpose elderly care dwellings 6%
 Group home 4%
 Continuing employment (Type B) 4%
 Home-visit care 3%
 Support for elderly care residences 3%
 Elderly Care Communal Life Services for Coping With Dementia 3%
 Care House 2%
 Service-Included Residences for Elderly People 2%
 Fee-Charging Residence-Type Elderly Homes 2%
 Dementia-based outpatient care 2%
 Day Care 2%

Breakdown of “Other”

看護小規模多機能型居宅事業
障がい者共同生活介護
介護付有料老人ホーム
強化型在宅支援診療
訪問看護ステーション
ホームヘルプステーション
居宅介護支援センター
みんなの保健室

Pg. 046

理想の暮らしと現実のギャップ

「あなたの理想の衣・食・住・楽しみは？」これは第1回スクールの宿題です。第2回スクールの宿題は「現場を見てどうでしたか？」。これらの答えを比べると理想と現実のギャップが見えてきました。スクール生のメモには、なるほどと共感してしまう理想と現実が並んでいました。

衣

ファッションに求めるのは、快適さとおしゃれさの両立。服だけではなく、忘れ物をしないカバン、ヒールがあるけど歩きやすい靴が欲しいといった意見が多く見られました。ファッションアイテムは思い出とセットになっていることがうかがえる意見もちらほら。

理想

裸足で過ごしたい

現実

ずっと靴をはいて

椅子に座るのは窮屈そう

40歳代／女性／介護保険事業者

理想

お出かけの日は

Nursing at small-scale multi-functional residences and home businesses
Shared care for people with Impediments
Paid nursing home with care
Enhanced home care
Home-visit nursing stations
Home helper stations
Home care support center
School infirmary for anyone

Pg. 046

The Gap Between Ideal and Reality

“What are your ideal attire, food, and dwellings? What are you looking forward to?”—that was the question the first Design School set out to find an answer for. The job of the second school was to answer the question “What did you think of the local sites once you saw them?” In comparing the answers to these questions, the gap between ideal and actual conditions came to be seen. The notes of the school interns were full of ideals and realities we can all sympathize with.

Attire

What we want from fashion is the coexistence between comfort and stylishness. An opinion found time and time again was the want for bags that won't lose things and shoes that have heels but are easy to walk in. There are also a few opinions that might imply that naturally, fashion items and memories are inseparable.

Ideal

I'd like to always be barefoot.

Reality

It seems uncomfortable always wearing shoes and sitting down in chairs.

Woman／40's／Nursing Insurance Office

Ideal

Skirts on the days of outings

スカート
現実
ジャージ系
30歳代／女性／実務者研修講師

理想
お気に入りの腕時計、
思い出のある
アクセサリ
現実
アクセサリを
つけている人は
いない
40歳代／男性／介護福祉士

理想
好きな色・柄・形を、
その時の気分で
選びたい
現実
家族が用意したんだろうな
という服を着ている
20歳代／女性／デザイナー

Pg. 047

食

理想の食事は誰かと一緒に楽しく食べること。施設派は食事のメニュー、食べ方、食べる時間などを選びたい、お酒が飲みたいという意見が多数。自宅派は、地産地消のものを簡単な調理法でおいしく食べたい、行きつけのお店をつくるなどの意見も。

理想
みんなと
楽しく
食べたい
現実
会話のない食事

Reality
Sweatshirts, sweatpants, etc.
Woman／30's／Lecturer for Instructor
Training

Ideal
Interesting Wristwatches, Memorable
Accessories
Reality
People Don't Wear Accessories
Man／40's／Personal Care Assistant

Ideal
Pick colors, designs, and shapes based on the
mood at the time
Reality
Wearing clothes my family chose
Woman／20's／Designer

Pg. 047

Food

The ideal meal is having fun eating with someone. For those who always eat in the facilities, there were many opinions stating that they want to choose menus, ways of eating, and eating times, and they want to drink alcohol. Those who eat mainly at home also thought that they want to use simple recipes to eat locally-produced food and have a go-to shop.

Ideal
I want to have fun meals with everyone
Reality
Meals without conversation
Woman／40's／Nursing Insurance Office

40歳代／女性／介護保険事業者

理想

おいしいお茶、おいしい野菜、
その日食べたいものを
自分でつくる

現実

ごはんは炊きたてだが、
お味噌汁はレトルト、
おかずは冷凍食品
30歳代／女性／編集者

理想

季節のものを選び、
ときどき
プチ贅沢がしたい

現実

お昼ごはんは
おいしかったです！！
ただ、選べない
40歳代／男性／介護福祉士

理想

ワイン・日本酒に合う
メニューが食べたい

現実

お酒は出ない
30歳代／女性／介護福祉士

食×スクール生のStory

理想の暮らしは「罪悪感なくおやつが食べられること！」と理学療法士の杉浦さん。食をテーマとしたチームに参加し、障がい者福祉施設の運営者とアート活動をしている仲間を得て、「おやつとは？」を調べることからスタートしました。その結果、おやつとは本来は補食であること、施設でのおよつ時間は簡素化されていることを把握。ならばハビリにもなるおやつにすれば、効果を感じながらおやつが食べられるし、おやつ療法について考えたら、施設職員も楽しみながらできて、職場のチーム

Ideal

I want to prepare the delicious teas, vegetables, and food I want to eat that day on my own

Reality

The rice is freshly-cooked, but the miso soup comes from a pouch, and the side dishes are frozen food.

Woman／30's／Editor

Ideal

I want to choose seasonal things, and have small indulgences.

Reality

The food was delicious!!
...but, there weren't any options.

Man／40's／Personal Care Assistant

Ideal

I want wine or sake sake with my meals

Reality

No drinks are offered
Woman／30's／Personal Care Assistant

The Story of Food and an Intern

Sugiura-san is a physical therapist who believes ideal living means “being able to snack between meals without feeling guilty!” We started from participating in teams focused on food. They investigated mid-day meals by gathering people who managed care facilities for disabled people and those involved in art. The result was an understanding that snacks just supplementary to food, and there is less time for snacking at institutions. That being the case, if you consider snacks that also become rehabilitation, you can eat snacks while feeling

ワークを生み出す研修にもなるかもしれないとアイデアが膨らみました。

the effect of the rehabilitations. Additionally, if you think about snack therapy, facility staff can also have fun, and it becomes training for creating teamwork in the workplace.

Pg. 048

住

理想は、自然素材に囲まれた空間で自分好みにカスタマイズできる住まい。インテリアは愛着があって使い慣れたものが良いようです。地域差がありますが、都市部では窓から見える景色を重視する意見が多いのが興味深い点です。

Pg. 048

Dwelling/Living

The ideal is a dwelling in a space surrounded by natural materials, and that can be customized to one's liking. The interior design should feel familiar—something the person is already accustomed to using. There are regional differences, but the point with great interest was that there were many opinions placing importance on the scenery that could be seen from windows in urban areas.

理想

北欧風やホテル風が落ち着く

現実

高齢者好みに寄り過ぎ

40歳代／女性／アートコミュニケーター

Ideal

Relax with Nordic and Hotel Influences

Reality

Swayed too much by the tastes of elderly people

Woman/40s/Art Communicator

理想

できれば木造とたたみ

現実

個性が感じられない

30歳代／女性／会社員

Ideal

Wood and tatami, if possible

Reality

I can't feel any individuality

Woman/30s/Office Worker

理想

家の中に緑を置くこと

現実

本物のグリーンや花はなかった

30歳代／女性／編集者

Ideal

Having greenery in the house

Reality

No real flowers or greenery

Woman/30s/Editor

理想

理想の暮らしに近づきたい、自分の手で良い環境にしたい

現実

理想に近づける意欲がもてず、利用者もス

Ideal

I want to get closer to my ideal life and create a better environment with my own two hands.

Reality

A feeling of hopelessness from both customers

タッフも仕方ない、こんなもんだというあきらめムード

40歳代／女性／介護保険事業者

住 x スクール性のStory

デザインスクールに来てみたものの、何をすればいいのかずっと悩んでいた千葉さんは新人介護職員です。そんな千葉さんが、自分の施設でもインターン先でも見かけるのは一人でぽつんと座っている利用者。もし長年一緒だったペットと施設でも暮らし続けられたら、寂しい姿は減るのでは？さらに、もし飼い主が先に亡くなっても大丈夫な受け皿があればもっと嬉しい。そう考えて、ペットと暮らすことを考えるチームに参加しました。

Pg. 049

楽

暮らしの中で楽しみにしていることは、電車に乗ること、ペットと過ごすこと、コレクションを眺めることなど千差万別。未来の高齢者はオタクでアクティブな人が増えそう。一方で一人になれる時間をもちたいという意見も多くあります。

理想

一人暮らしより誰かと一緒に住みたい（でも大人数は嫌）

現実

何もせずぽつんとしている人も多い

20歳代／女性／介護士

and staff. They feel like it's always this way and nothing can change because no one even has the will to try to attain their ideals.

Woman/40s/Nursing Care Insurance Company Employee

The Story of Dwellings and an Intern

Chiba-san—someone who came to the design school—was a rookie nursing care worker who was always worried about what would be good to do. Chiba-san sees a consumer sitting alone, whether it be from their own institution or another institution they're interning at. If someone has lived with a pet for a long time, feelings of loneliness may be reduced if they bring that same pet with them. Furthermore, even if the pet owners die before their pets, if there were good people at the institutions to adopt the pet, that would be delightful. With that in mind, they participated in a team for thinking about living with pets.

Pg. 049

Comfort

There are an infinite variety of things to look forward to in life, such as: boarding the train, spending time with pets, and looking back at what one has collected. It seems that more and more of the future's elderly people will be enthusiasts (of *something*) and active. On the other hand, wanting to have more alone time was an opinion that was also widely held.

Ideal

Instead of living alone, I want to try living with someone else (but not with a large number of people).

Reality

There are a lot of people isolated and not doing anything

Woman/20s/Nurse

理想

たまに一人になる空間

現実

基本的におしゃべりする空間しかない

30歳代／女性／会社員

Ideal

Spaces where I can be alone once in a while

Reality

Spaces where I have no choice but to basically engage in idle talk

Woman/30's/Office Worker

理想

頼んだり頼まれたりする関係が好き

現実

ない

つくる工夫もない

30歳代／女性／実務者研修講師

Ideal

I like interdependent relationships.

Reality

Non-existent

No plans either

Woman/30's/Training Lecturer for Non-Management

理想

一人で本を読んだり、外来ドラマを見ること

現実

すべてが開放空間で一人になれるところがない

30歳代／女性／編集者

Ideal

Reading books and watching foreign dramas by myself

Reality

Everywhere has become a public area, and there aren't any spaces where I can be by myself

Woman/30s/Contributing Editor

楽 x スクール生のStory

荒井さんは施設の経営者。介護業界に新規参入して数年、職員の離職が止まらないことに悩んでいました。そんな荒井さん自身の理想は「一人で過ごす場所や時間が欲しい」。一人になれる場所がトイレしかないからです。その気持ちは職員も同じではないかと荒井さんは考えました。時間に追われ、気配りを求められ、用事を頼みたい利用者に囲まれて働く職員だから、せめて休憩時にはしっかり休める空間が必要だと思ったのです。そこでその空間づくりをスクールで出会った仲間と検討することにしました。

The Story of Comfort and Interns

Arai-san is a manager at a facility. A new entrant into the professions of elderly care, Arai-san was worried about the number of professionals quitting. Arai-san's ideal was "Wanting a Time and Place to be Alone" (because the only place you can be alone is the restroom). Arai-san thought about whether other staff members shared that same sentiment. Because employees are pressed for time, needed to be attentive, and surrounded by consumers that need help, the bare minimum that was needed was a time and place to rest. So, Arai-san tried to investigate with colleagues from the Design School about how to make such spaces.

Pg. 050

Design School 3 インターンシップの振り返りとチーム分け

理想と現実のギャップから、未来を大胆に描く

介護現場で得た収穫から、自分の理想の暮らしや人生について心ゆくまで語り合いました。自分のことだけでなく、大切な人、地域や社会の未来も描きました。さらにその先の子孫の未来まで描いた人たちもいました。その後で、将来実現したいテーマを決めてチームに分かれました。どのブロックでも貼り出されたテーマを食い入るように見つめ「どのチームに入ろう」と思案するスクール生の姿がありました。

Pg. 051

未来に実現したい67のプロジェクト

年齢を重ねること、介護すること、遺族になること、介護されること、死ぬこと。この一連のプロセスにデザインは何ができるのでしょうか。実現したい未来から逆算して、今できることを4つのカテゴリーに分け、各カテゴリーにおけるもののデザイン、つながりのデザイン、制度・サービスのデザインを考えました。

人生について考える

もの

思い出の品をリメイクしてつなぐデザイン

Pg. 050

Design School 3 - Looking Back on Our Internships and Dividing Up the Teams

Boldly Imagining the Future From the Difference in the Ideal and the Real

From the fruit of labors gained in the fields of elderly care, the interns talked about to their hearts' content about one's own ideal living and human life. They pictured not only things about themselves, but about beloved people and the future of regions and society. Furthermore, beyond that, there were also people envisioning the future of their descendants. After that, they divided into teams based on the themes they chose relating to what they want to implement in the near-future. Every bloc intently set their sights on the themes displayed with sticky notes and the interns put careful thought into which teams they wanted to join.

Pg. 051

67 Projects To Be Implemented In the Future

Aging, taking care of others, surviving loved ones, being taken care of, and dying. What can design do for this series of events? Calculating backwards from the future we want to implement, we separated the things we can do now into 4 categories. We thought about the names of the designs of things, the design of connections, and the design of systems and services.

Thinking about Human Life

Things

Remake Memorable Items and Strengthen the Connections with the Present

夢をかなえる仕事ゲーム	Find Your Dream Job Game
どこにでも座れるハンモック	Hammock for Sitting Anywhere
まったく役に立たない介護マニュアル	Completely Useless Elderly Care Manual
自分らしい最期を考える場SOTOBA CAFE の開催！	Opening of SOTOBA CAFE for thinking of Final Moments True to Oneself
つながり	Connection/Relationship
フランクな屋台	Frank Street Vendors
LOVE&SEX のある人生マガジンCyun Cyun	Magazine Cyun Cyun for Love and Sex in Human Life
雑な暮らし展	Rough Life Exhibition
#これってふくし？	#ThisIsElderlyCare?
制度・サービス	Institution・Service
5かんの授業	5 Classes
MODAN BOY&GIRL プロジェクト	MODAN BOY&GIRL Project
ふくみらいランキング	Ranking the Future of Elderly Care
ジェントルマン養成講座	Gentleman Training Course
人生を謳歌する もの	Celebrating Human Life Things
人生100年時代の理想の靴研究所	Life Spans are 100 Years Long So What Kind of Shoes Should We Use?
日常身に着けるものが薬に?!	Everyday Objects as Medicine?!
芋けんぴ・健肥・健美	Using Sweet Potato Fries for Health and Beauty
カスタマイズ可能な床頭台「ココバコ」	Customizable Pillow “Kokobako”
最後の晚餐練習帖	Notebook for Practicing One’s Last Dinner
つながり	Connection/Relationship
井戸端スターターキット	Kit for Starting Conversations
フルーツ・ジョブズ	Fruit Job

オレと親父の認知症ライフゲーム	The Life Game of Me and My Father with Dementia
TSUMUGI エール	TSUMUGI Ale
食べられる介護事業所	A Farm as an Elderly Care Office
ささやかな自由カフェ	Modest Liberty Cafe
ウワサ郵便局	Post Office for Gossiping
ファッションコーディネート大作戦	Great Fashion Coordination Strategy
みんなでつくる 感じるガーデン	A Garden Everyone Creates and Feels
暗闇コミュニケーション”MICHl”	Dark Communication “MICHl” (Road for Communication that Happens in the Dark)
マイホームチャレンジ	My Home Challenge
ちょいかじ介護ツアー	A Tour for a Taste of Elderly Care
制度・サービス	Institution・Service
ARTco	ARTco
Misstter	Misstter
今宵もスナック活動 (スナカツ)	Snack Activities Again This Evening
人生会議 サポートデバイス	Human Life and Elderly Care Support Device
うつわ一つなぐPROJECT	Utsuwa Connection PROJECT
在宅介護者を応援する3コママンガづくり	Making a Three-Panel Manga for Supporting Those Receiving Elderly Care At Home
人生をともに楽しむ	Enjoying Life Together
もの	Things
編む手帳	Knitted Notebook Scrapbooking
わたしの部屋引っ越しプロジェクト	The “I’m Moving Rooms” Project
暮らしにアロマの香りを「Aroma Dear Life」	“Aroma Dear Life”—An Aroma for Life
つながり	Connection/Relationship
電車で老GO!	Elders Get on Board
オタク x 介護	Otaku x Elderly Care

最後までペットと暮らすことは難しくない	It's Not Hard Living With Your Pet Until the End
里帰りプロジェクト「まつがうらビレッジ」	“Matsugaura Village” Returning Home Project
ゆるーくつながる仲間づくり	Making Casual Relationships
のぞみえーるツリー	Tree for Glimpse of Hope
五感で楽しむおやつのにじかんサーカス団	Circus Group for Enjoying Snacks With Your Five Senses
VISION MAKER	VISION MAKER
もろもろ相談所	A Consultation Office for All Kinds of Things
男の社交部	Social Life Club for Men
ドリームキャリア	Dream Career
制度・サービス	Institution・Service
生涯現役名刺	Lifetime Active Duty Business Card
要介護状態になった人だけが働ける会社「おんぶにだっこ」	A Company Where Only People Needing Care Can Work
BARデイサービス	BAR Day Service
介護ウルルン滞在記	Touching Elderly Care Experiences
人生の先輩が案内！行先をまちがえる観光ガイドスアー	Our Seniors in Life Lead the Way! A Sightseeing Guided Tour Where You Can Lose the Way To Your Destination
人生を支えるもの	Supporting Life Things
—	—
つながり	Connection/Relationship
介護サーカル「DIVE」	DIVE Elderly Care Club
未来の介護は出会い系が！「俺の求人票」	The Future of Elderly Care is an online dating website! “My job offer”
ななめがねプロジェクト	7 Glasses Project
わたしの人生すごろく	<i>Sugoroku</i> for My Life

ぼっち空間「HITORIHITO」

オシャレ福祉

書籍「半介 x 半X」

制度・サービス

1日施設長

これから人事部

介護現場で働く人を食で応援！「夜勤明け食堂」

SNSによる介護職員の情報発信研修

一芸介護「ぷぷぷパーク」

Pg. 052

チー ム が で き た！

北海道ブロック

-> 未来に欲しいテーマを一覧に展示
介護職の割合が多いため、まずは2人1組のインタビューで理想の暮らしを深掘り。その上で理想の介護現場の姿をカードに記入しテーマごとに分類しました。カードは展示して一覧にすることで、参加者同士で意見の近い人と相談しながらチームに分かれました。

関東ブロック

-> 「これなら利用したい！働きたい！」の理想別に

インターンシップの収穫をふまえて、「～だったら利用したい・働きたい」という利用者と働き手の2つの視点から理想を描きました。

集まった理想の姿は300以上。それを大きく8つのテーマに分類し、チーム分けをしました。そこからさらに対話を重ねて全部で11のチームに分かれました。

Lonely, Empty Space HIROHITO

Cool Welfare

Book “Half Care and Half X”

Institution・Service

1-Day Institution Leader

Personnel Department from Here on Out

Supporting People Working In Nursing Care With Food! “Night Shift Cafeteria”

Information Transmission training for Nursing Professionals depends on SNS

An Art for Elderly Care PuPuPuPark

Pg. 052

We formed teams!

Hokkaido Bloc

-> Displaying themes wanted for the future in a list

Since there are many caregivers, to begin, pairs of people used interviews to dig deep into what an ideal life is like. Furthermore, they filled out cards about the appearance of ideal care sites and categorized those cards into themes. The cards were displayed and made into a list, and participants divided into teams while consulting the opinions of the people nearby.

Kanto Bloc

-> “If it’s this I want to use it! I want to work!”
Type of Ideals

Taking into account the results of the internship, the group pictured ideals based on the two points of view “If that’s the case, I want to use/work” from consumers and workers. There were over 300 assembled ideals. Those were categorized into 8 themes, and the bloc divided into teams. Furthermore, they engaged in discussion over and over and separated into 11 teams.

東北ブロック

->「幸せな生き方」から9チームに
東北ブロックでは、介護の現場における幸せな生き方について「自分」「家族」「スタッフ」の3つの立場から考え、それらの意見を「気付きによる創造的なグルーピング」を意識して模造紙に整理しました。これらの結果をもとにキーワードを抽出して9つのチームが誕生しました。

北陸ブロック

->何よりも「自分がどう生きたいか」
北陸ブロックでは、インターンシップでの気付きの共有する中で、7つの実現させたい未来像が見えてきました。インターンシップでは、同じ専門職でも新たな発見が多かったようです。メンバーは、悩みながらも「自分がこれからどう生きたいか」を真剣に考え、チームに分かれました。

Pg. 053

チームの作り方は、ブロックによってさまざま。介護現場の理想の姿からテーマを抽出し、チームを決めたブロックもあれば、インターンでの気付きを元にチームを決めたブロックもありました。どのブロックにおいてもチーム結成の鍵となったのは「未来に欲しいプロジェクト」でした。

中部ブロック

->さまざまなインプットでアイデアを具体化
宿題で提出された「自分の理想の暮らし」を衣、食、住ごとにテキストと写真でまとめました。さらに団塊世代の先輩たちにインタビューする「未来エレベーター」を開催。さまざまなインプットから企画アイデアを考え、興味が近いメンバーでチームを

Tohoku Bloc

-> 9 Teams Based on Happy Ways to Live
The Tohoku Bloc thought about the happy ways to live in the scenes of elderly care from 3 different points of view: the self, family, and staff. Those opinions were organized using construction paper, having in mind “creative grouping by awareness” by valuing conscious observations and grouping them creatively. Keywords based on these results were abstracted and 9 teams were formed.

Hokuriku Bloc

->Above All Else, “How do I want to live?”
While sharing things they noticed during the internship, the Hokuriku Bloc arrived at a vision of the future in which they implemented 7 things. During the internship, interns made new discoveries about their own professions. While worried, the members earnestly thought about how they wanted to live from there on out, and separated into teams.

Pg. 053

The way teams were formed differed by bloc. Themes were abstracted from the ideal forms of elderly care scenes. There were blocs that decided teams, and blocs that decided teams based on things noticed during the internship. In any bloc, the key to forming teams was programs wanted for the future.

Chubu Bloc

-> Materialization of Ideas from Various Inputs
“My ideal life”—submitted as homework—was summarized in text and photos related to clothes, food, and living. Furthermore, they interviewed their baby-boomer elders and held the event “Future Elevator.” They thought about planning ideas

結成しました。

中国四国ブロック

->施設の暮らしを理想に近づけるためにインターンシップした時に見たり感じたりしたものと、個人が思い描く理想の暮らしとのギャップから5つのテーマを設定しました。施設を利用する目線からとらえた課題もあれば、そこで働く職員目線の課題もありました。

関西ブロック

->事業所が描く理想像に共感
参加者がペアになってインタビューし合い、一人ひとりが描く理想の未来をじっくりと語り合いました。そして、9つの参加事業所がそれぞれ理想の未来を描き、その理想像に共感するメンバーでチームを結成していきました。

九州ブロック

->未来の生き方を想像し、テーマを抽出
「施設の利用者」「施設のスタッフ」「介護・福祉が必要な人の家族・地域」という3つの立場に分かれて未来の生き方を話し合った後、一人ひとりが書き出した「働いてみたい・利用してみたい介護・福祉の現場」から6つのテーマを抽出し、チームに分かれました。

Pg. 054

[Pictures of people planning projects]

from various input and formed teams with members who had interests close to their own.

Chugoku / Shikoku Bloc

-> In Order to Bring Life in Facilities Closer to the Ideal

5 themes were established based on the gap seen between what was seen and felt during the internship and the ideal imagined by individuals. There were challenges from the points of view of both those using the facilities and those working in the facilities.

Kansai Bloc

-> Sympathizing with the Idealized Image Drawn by the Office

Participants formed pairs, interviewed each other, and one by one thoroughly talked together about their envisioned ideal future. Then, 9 participant offices envisioned their own ideal futures, and teams were formed by members that shared the same ideas for an ideal future.

Kyushu Bloc

-> Imagining Future Ways of Life and Selecting a Theme

“Users of Institutions”, “Institutional Staff”, “The Family and Areas of People Needing Elderly Care and Welfare”—after speaking with each other about future ways of living according to these 3 points of view, six themes were selected from the “elderly care and welfare institutions where workers want to work and where patients want to be taken care of” that was beginning to be written by each person.

Pg. 054

[Pictures of people planning projects]

Pg. 055

デザイン思考で進めます

生き方

働き方

対話

STEP 01

現地調査

STEP 02

課題定義

STEP 03

アイデア創出

STEP 04

プロトタイプ

STEP 05

検証

デザインスクールでは、「誰もがデザイナーになることを目指す」と何度も伝えます。デザイナーのような思考方法をすることで、思いもよらない、それでいて多くの人にとって魅力あるアイデアが生まれるからです。これを「デザイン思考」と呼びます。

「デザイン思考」は、アメリカのデザインコンサルタントのIDEOとスタンフォード大学のdスクールの創始者であるディヴィッド・ケリーが、デザイナーがする発想法をビジネスの世界に応用したことで有名になりました。

「デザイン思考」は、現地調査→課題定義→アイデア創出→プロトタイピング（試作）→検証というステップを踏みます。このステップは真っ直ぐに進むというよりは

Pg. 055

Advancing Through *Design Thinking*

Ways of Living

Ways of Working

Discussion

STEP 01

On-Site Survey

STEP 02

Defining Themes

STEP 03

Idea Creation

STEP 04

Prototype

STEP 05

Inspection

(back to Step 01)

In the Design School, we tell people over and over again that every one of them should aim at becoming a designer. This is design thinking: unexpected ideas that are yet attractive to many people are born through thinking like a designer.

“Design Thinking” is the idea of David Kelley, founder of design firm IDEO at the d.school of Stanford University in the United States of America, and it became famous as it was created with the needs of the business world in mind.

“Design Thinking” follows the steps of: On-Site Survey->Designing Themes->Idea Creation->Prototyping (Experiment)->Inspection. Rather than saying

行ったり来たりを繰り返して前へ進んでいくものです。前に進むために、参加者は対話を繰り返すことになりました。

介護の現場で働く人や将来介護のサービスを受ける市民が、この「デザイン思考」を習得し、それによってアイデアや企画を生みだせば、理想に早く近づけます。そういう意味を込めて、「誰もがデザイナーになろう＝デザイン思考を身につけよう」と訴求したのです。

Pg. 056

レクチャー

ひらめくまで、集めよう

発明家やクリエイターのひらめきは、何も無いところにポン！と生まれるわけではありません。多くの経験、知識、情報の蓄積があるからこそひらめくのです。

スクール生たちもアイデアをひらめかせるために、経験と好事例をたくさん集めました。集めるのは国内だけでなく海外の事例や、そして介護・福祉業界以外の事例を収集することも重要なポイントです。思いもよらないところにヒントや共通点があるからです。たとえば、ホテルの仕事と介護の仕事は違いますが、居心地が良い空間や時間を提供するという点においては共通しています。これまでにないアイデアを出すためには、未知の世界へ飛び出す覚悟も必要なのです。

情報はインターネットや書籍から探すことはもちろん、展覧会からも得ることができます。五感で事例収集することも大事です。

this process moves forward linearly, it advances through stages that go back and forth. In order to move forward, participants repeatedly engaged in discussion.

If people working in the field of elderly care and citizens receiving care services in the future learn this “Design Thinking” and create ideas and plans based on that, the ideal is quickly approached. With that in mind, they advocated for the idea that “Anyone can become a designer = Let’s Learn Design Thinking.”

Pg. 056

Lecture

Gather Ideas Until We’re Inspired!

Inspiration for inventors and creators is not something that just manifests into existence on its own. It is precisely because of an abundance of experiences, knowledge, and information that inspiration exists.

In order for school students to let their ideas shine, many experiences and good examples were collected. An important point was to collect examples from overseas, and on top of that, collect examples from outside the industry of elderly care and welfare. Hints and points in common come from unexpected places. For example, hotel and elderly care jobs are different, but are alike in that they both provide comfort, and a good space and time. In order to come up with unprecedented ideas, it is important to be prepared to jump out into an unknown world.

Information can certainly be collected from the internet, publications, and exhibitions. It is also important to collect examples with the five senses.

デザイナーになるために、スクール生たちは情報収集のアンテナを張り、知識や情報を蓄積するキャパシティを大きくすることを学び、実践しました。

[Figure at Lower Left]

インプット
アイデア
企画

感性

-楽しさ
-かわいさ
-美しさ
-おいしさ

理性

-地域性
-実現性
-公益性

事例をそのまま真似することは禁止です。好事例が生まれた背景は複雑で、風土、人材、資源などが揃い、時間を経て事例となっているからです。事例から得たひらめきを取り込んで新しく最適なアイデアを生む。それが私たちのプロジェクトのミッションです。

宿題：事例収集

テーマに沿った事例をたくさん集めることを宿題にしました。事例は多いほど良く、その中から良質の事例を選ぶことが重要です。収集する数の目標を立てて取り組むチームもありました。

Pg. 057

In order to become designers, the school students put out feelers for information, and learned and practiced how to enlarge their capacity for the accumulation of knowledge and information.

[Figure at Lower Left]

Input
Idea
Planning

Sensibility

-Fun
-Cuteness
-Beauty
-Deliciousness

Reason

-Local Adaptability
-Feasibility
-Public Good

It is prohibited to copy the examples exactly. This is because the situation that gave rise to those precedents is complex. In this situation, the environment, the people, and resources are combined in a particular way, and it becomes a precedent to follow only through the passage of time. Bring inspiration from case studies and create new and optimal ideas—that is the mission of our project.

Homework: Case Collection

Collecting many case studies that aligned with our themes was done as homework. The more cases the better, and from those it is important to choose the highest quality cases. There were also teams that dealt with the problem of setting goals for the number of cases to collect.

Pg. 057

<p>アイスブレイカ 見方を変えて、ものごとを見る</p>	<p>Icebreaker Changing Points of View, Looking at Everything</p>
<p>ネガポジ変換ゲーム&○○を失ったとしてもゲーム ポジティブ変換！</p>	<p>Negative-Positive Transformation Game & “Even if you lose ____ game” Positive Change!</p>
<p>専門性が求められる仕事をしている参加者ほど、現場で起こっている「今の課題」に注目して問題解決を図ろうとしてしまう、という傾向がありました。アラ探しやダメ出しにも似たこの視点からは、クリエイティブなもの生まれません。</p>	<p>Participants with jobs that require expertise, tended to try to solve problems by paying attention to “current issues” in the field. Creative things can not be born from points of view that are picky and point out faults.</p>
<p>しかし「専門性を捨ててください」と言ってもすぐにできるものでもありません。そこでゲームの登場です。</p>	<p>However, if you ask people to cast away their expertise, soon, nothing will be able to be accomplished. This is where the game comes in.</p>
<p>ここに紹介する2つのゲームでは、物事が起きている背景に視点を合わせる方法、見方を変える方法などが体験できます。</p>	<p>In the two games introduced here, you can personally experience these two methods for matching your perspective to the settings in which things happen, and methods for changing your point of view.</p>
<p>ゲーム性を高めてよりおもしろくするためにチーム対抗で実施したブロックもありました。</p>	<p>There were also blocs that implemented opposing teams for the purposes of enhancing game characteristics and making them more interesting.</p>
<p>ネガポジ変換ゲーム ①ネガティブワードを出題する ②一人で、できるだけ多くポジティブワードに置き換える</p>	<p>Negative-Positive Transformation Game 1. List negative words 2. Replace with as many positive words as possible by oneself</p>
<p>ネガティブ 言い訳する</p>	<p>Negative Giving Excuses</p>
<p>ポジティブ 頭の回転が早い</p>	<p>Positive Quick-witted</p>

状況判断が早い
探偵になる素質がある

Be Able to Judge Situations Quickly
Having the Qualities of a Detective

ネガティブ
優柔不断

Negative
Indecisiveness

ポジティブ
長所を見つけるのが上手
想像力が豊か
迷うのも楽しみの一つ

Positive
Good at Finding Strong Points
Imaginative
Being Puzzled is Just Part of the Fun

ネガティブ
モテない

Negative
Unpopular

ポジティブ
純粹、誠実
ひとつの恋に集中できる

Pure
Genuine, Sincere
Able to Concentrate on One Love

ネガティブ
徘徊

Negative
Wandering

ポジティブ
無心に楽しむ小旅行
体づくりにはぴったり

Positive
Leisurely Excursion
Perfectly Suited for Building Up Fitness

③変換できた数を合計し、もっとも多いポジティブワードを生み出せたところが勝ち。

Add up how many words you changed into something positive, and whoever has the most points wins.

『ネガポ辞典』（主婦の友社）より引用

Citation from “Negative-Positive Lexicon”
(Housewife Friendship Company)

〇〇を失ったとしてもゲーム | 東北ブロック

Even If You Lose ____ Game | Touhoku Bloc

① 6つの失うもの（記憶、言葉、聴力、食べる力、歩く力、視力）が書かれた6枚のカードをテーブルの中央に裏返しにして重ね置く。

1. On 6 index cards, write 6 things that are lost with age (memory, words, hearing ability, eating ability, walking ability, visual acuity). Place the index cards upside-down on the center of a table.

② 1枚ずつ引いて、自分がそれを失ったとしてもどんなふうでいたいかを書き出す。

2. Draw cards one by one, and write about how you want to be even if you lose that particular

③書き出したことを共有する。

Pg. 058

忘れていませんか？を投げかける
「リマインドツール」

チーム内のコミュニケーションが活発化し、緊張感もほぐれ、デザインスクールにも慣れてきた頃。初めのほうに学んだことを忘れがちになります。大切なキーワードを思い出せるように、いろいろなタイプのツールを作成しました。

身に着ける

キーワードをプリントしたTシャツや蝶ネクタイを身に着けたstudio-Lのスタッフが会場のそこここに。

ポジティブ変換

Pg. 059

バックキャストイング

デザイン思考

掲示する

風船の紐やテーブルの上に思い出すべき言葉が掲示されていて、常に目に入ってきます。

使う

ペンやコップ、ダメ出し棒にも大事な言葉が書かれていて、使うと「ああ、そうだった

thing.

3. Share what you wrote!

Pg. 058

Are You Forgetting Anything?: A Reminder Tool

By this time, team members were actively communicating, tensions had eased, and everyone was completely comfortable with the Design School. There's a tendency to forget what was learned at first. To remember important key words, various types of tools were prepared.

Wearing Clothes

Here and there, studio-L staff members could be seen throughout the meeting grounds with T-shirts and bowties that had keywords printed on them.

Negative Change

Pg. 059

Backcasting

Design Thought

Posting

On balloon strings and on top of tables, words that should be remembered were posted, constantly in sight.

Using

Important words were written on pens, cups, and positive reminder sticks, and in using

た」と思い出します。

お金払ってでも
欲しい？観たい？
行きたい？

もう後戻り
しない

Pg. 060

Design School 4 企画を立てる

見たことも聞いたこともない
企画を生み出す

アイデアと企画は違います。アイデアは夢のようなもの、企画は実行するもの。たくさんアイデアに水をやり日に当てて育て上げたものが企画です。今まで見たことも聞いたこともない企画を生み出すためには、大量のアイデアを発想し、手間ひまをかけて育てます。このプロセスで、スクール生は産みの苦しみと育てることの難しさを経験します。

Pg. 061

アイデアを発想し飛躍させる
2つの効果的な方法

アメリカの実業家ジェームス・W・ヤングは「アイデアは既存の要素の新しい組み合わせである」と言い、アイデアを生み出す方法について、①情報を収集する→②集めた情報を咀嚼する→③組み合わせる→④アイデアが生まれる→⑤適用させるという5つのステップを踏むと定義しました。

them, they began to remember “ah, that’s what that was.”

Even if you pay
Do you want it? Do you want to see it?
Do you want to go?

Not Backtracking

Pg. 060

Design School 4 - Developing Plans

Creating Never-Before-Seen and
Never-Before-Heard Plans

Ideas and plans are different. Ideas are like dreams, but plans are things that are realized. Plans emerge as a result of irrigating them and giving them sunlight. In order to create plans that haven’t been seen or heard before, you need to come up with a tremendous amount of ideas and spend time and effort caring for them. Through this process, the school students experienced the hardships of production and the difficulty of development.

Pg. 061

Conceiving and Making Strides in Ideas
Two Effective Methods

American businessman James W Young said “Ideas are a new combination of existing components.” ① Gathering Information→② Digesting the Collected Information→③ Combination→④ Birth of Ideas→⑤ Application: these are defined as the 5 steps to follow.

この5ステップのうちの②から④へと運ぶために、デザインスクールで取り入れたのは「強制発想法」という方法です。さまざまなキーワードが書かれたカードをめくり、自分たちが取り組むテーマと掛け合わせてアイデアを出します。それでも物足りないチームには、「オズボーンのチェックリスト」(A.F. オズボーンによるアイデアを飛躍させる9つのチェック項目)を掛け合わせ、さらなるユニークなアイデアの誕生を促しました。

① 強制発想法

無作為にカードをめくり、出てきた言葉と自分が取り組もうとしていることを掛け合わせて新しいアイデアをひねり出します。全く関係のない言葉を取りこんで企画を成立させるという一見無茶な行為から、普通に考えていたのでは到底思い付かなかった面白いアイデアを生み出すやり方です。

②オズボーンのチェックリスト

ブレインストーミングの考案者として知られるA.F.オズボーンによる発散発想技法のことで、その著書から次の9点がチェックリスト化されています。

逆転する

考え方を逆にできないか？表と裏（上下・左右など）を逆にできないか？

転用する

新しい使い方、他の分野での使いみちはないか？

In order to progress from steps ② to ④, the Design School adopted the method known as “Vigorous Brainstorming.” “Vigorous Brainstorming” helps teams come up with new ideas through the following process: turn over cards (that have been set in front of you) with key words written on them, and combine them with the ideas you’re working on. For teams that felt unsatisfied with that process, we synthesized the “Osborn Checklist” (9 categories for speeding up their progress as according to A.F. Osborn), to help with the creation of new ideas.

① Vigorous Brainstorming

Cards are randomly turned over. Combine the words that come from those cards with the things you’ve been working on in order to come up with new ideas. These ideas are things that wouldn’t have been thought up of through normal brainstorming, despite the apparent absurdity in incorporating unrelated words into an already existing plan.

② Osborn Checklist

It is a technique invented by A.F. Osborn—known as the inventor of brainstorming—for divergently thinking about a topic. From those writings, the next 9 points become a checklist.

Reversal

Can ways of thinking be reversed? Can the front and back (top and bottom, left and right, etc) be reversed?

Diversion

Are there new ways of using this, or ways of using this in other fields?

代用する
他のものや人で代用できないか？

Substitution
Can other things or people be substituted?

結合する
他のアイデアや古い（新しい）ものと組み
合わせられないか？

Combination
Can it be combined with other things, new or
old?

拡大する
大きくできないか？地域や関わる人の幅を
広げられないか？

Magnification
Can it be made larger? Can you widen the area
and range of people involved?

縮小する
小さくできないか？機能を減らせられないか？

Reduction
Can it be made smaller? Can features be
reduced?

置き換える
順序や「原因と結果」を入れ替えられない
か？

Swapping
Can the order of things—or the causes and
effects of things—be swapped?

応用する
他のアイデアを応用できないか？似た商品
のアイデアを使えないか？

Practical Application
Can other ideas be applied? Can similar
product ideas be used?

変更する
見た目や意味を変えられないか？

Change
Can its appearance and/or purpose be changed?

Pg. 062

各ブロックのアイデア発想法

「強制発想法」や「オズボーンのチェック
リスト」以外にも、アイデアを発想する方
法はたくさんあります。各ブロックでも、
地域やスクール生の特徴を考慮して、い
ろんな工夫を凝らした発想方法を実施し
ました。

Pg. 062

Brainstorming Methods in Each Bloc

In addition to “Forced Way of Thinking” and
“Osborn Checklist”, there are many methods
for thinking up ideas. Each bloc considered the
characteristics of the area and the students, and
implemented methods with various ideas.

北海道ブロック

自分の好きなこと・得意なこと×介護＝企
画

Hokkaido Bloc

What I Like・Special Skill X Elderly Care =
Plan

They used the method of drawing cards that

自分の好きなこと、得意なことを書いたカードを引き、そこにチームのテーマを掛け合わせて企画のアイデアを発想する方法を使いました。

東北ブロック

「昨日見た夢」ゲームで頭を柔らかく

カードを2枚引き組み合わせ、10秒以内に「昨日見た夢」をお題に架空の話を書きます。想像力、即興性、ユーモアなどが鍛えられます。

関東ブロック

生活 × 老い × 介護 × 自分 = 企画

自分たちが取り組むテーマに、生活に欠かせないキーワードや暮らしを彩るキーワードを掛け合わせる強制発想法を用いました。

北陸ブロック

実現したい未来の具体化 × 対象者 = 企画

描く未来が違えばアイデアも異なります。まずは徹底的に未来像を言葉で具体化し、その後、対象者は誰なのかをとことん話し合った上でアイデアを発想しました。

Pg. 063

中部ブロック

「欲」 × テーマ = 企画

「欲」や理想の暮らしの大切にしていることをツールに書き、自分の体に貼り付けて、テーマと掛け合わせてアイデアを発想しました。

had things they liked and that they were good at, and then they brainstormed on their team's own predetermined themes by using those cards.

Tohoku Bloc

Through the “Dreams Seen Yesterday” Game, Make the Mind Flexible

Two cards were drawn and combined, and within ten seconds, fanciful discussion was made with “Dreams Seen Yesterday” as the topic. This polishes the imagination, improvisation, humor, and the like.

Kanto Bloc

Livelihood x Old Age x Elderly Care x The Self = A Plan

We used a coercive way of thinking, in which the keywords we were working on were cross-bred with keywords indispensable to our daily lives and keywords that give color to our livelihoods.

Hokuriku Bloc

Realization of a Future We Want to Implement x Target Group = A Plan

If the described future is different, so are the ideas. First, images of the future were embodied through words, and then the subject was discussed thoroughly in order to come up with an idea.

Pg. 063

Chuubu Bloc

“Desire” x Theme = A Plan

They wrote on tools what they “desired” and that which is important for an ideal life, pasted those to their own bodies, and came up with ideas by combining themes.

関西ブロック

先進事例カードで構成要素を分析

さまざまな先進事例をカード化。概要やイメージとともに特徴や着目点なども表記し、それらを分析することでアイデア発想のヒントにしました。

中国四国ブロック

日常生活の「困った」を発想で乗り越える

普段生活していると、困った場面に遭遇します。そんな「困った」を、カードの組み合わせで乗り越えるゲームで発想を高めます。

九州ブロック

ターゲットの人物像を具体的に設定

たとえば「福祉に興味をもたない33歳の主婦」「どうせ無理が口癖の89歳の男性」など、ターゲットの人物像を具体的に設定するよう促しました。

飛躍したアイデアをご紹介します！

大量に生み出されたアイデアの中には、オズボーンのチェックリストなどさまざまなブレインストーミングを経て、飛躍したアイデアがあります。

理想のデイサービスからときめきマガジンへ

関東ブロック

チームのテーマ 理想のデイサービス

カード

Kansai Bloc

Analyze Constitutional Elements With Cards of Preceding Cases

Various previous cases were made into cards. Features and points of interest were expressed in writing, along with overviews and impressions, and by analyzing them, they became clues towards the formation of ideas.

Chuugoku Shikoku Bloc

Overcoming Troubles in Everyday Life through Ideas

In everyday life, you are confronted with troublesome scenarios. Those “troubles” are used to improve your ideals through a game that involves the mixing of cards.

Kyuushuu Bloc

Set Specific Target Character

For example: a 33-year-old housewife that has no interest in welfare, an 89-year-old man who welfare pointless at any rate—the bloc was prompted to set a specific target person.

Ideas That Have Taken Off!

Within the large number of ideas that were conceived, there are ideas that have taken off through undergoing various forms of brainstorming, such as Osborn Checklists.

From Ideal Home Health Care to *Tokimeki* Magazine

Kanto Bloc

Team Theme Ideal Home Health Care

Card

雑誌

Magazine

企画

Plan

高齢者がときめくマガジン

A magazine that excites the elderly

アウトプット

Output

当初のテーマは「デイサービスを変える居場所づくり」。疑問を抱えながら、強制発想カードを引くと出てきたキーワードは「雑誌」。そうだ、デイサービスではなく、60歳からの毎日がときめくような雑誌づくりについて考えよう。しかし高齢者のときめきづくりは慢性疾患、服薬、パートナーの死亡など不安も多い。そこでそんな不安を解消しつつ60歳からの恋愛を応援する雑誌をつくる企画が誕生しました。

The theme at the outset was “making a home to change home health care.” They continued to think about ideal home health care, but for some reason it was not thrilling. While having doubts, in drawing “forced idea” cards, the keyword that came was “magazine.” That’s right, let’s think not about home health care, but about creating a magazine to excite the everyday of people aged 60 and up. However, there are many sources of unease about the excitement of the elderly, because of challenges such as chronic disease, taking medicine, and the death of a partner. Therefore, a plan was created to make a magazine that supports the romances of people aged 60 and over while reducing such anxieties.

Pg. 064

Pg. 064

8時間かけて67アイデアに徹底アドバイス

Thorough Advice on 67 Ideas After 8 Hours of Thinking

各ブロックから出た67のアイデアに対して、介護業界に詳しい堀田聡子氏、注文をまちがえる料理店をはじめ多彩アイデアをもつプロデューサー小国士朗氏、コミュニティデザイナーで社会福祉士の山崎亮士からアドバイスをもらいました。

With regards to the 67 ideas from each bloc, we received advice from: Hotta Satoko, who knows a lot about the industry of elderly care; Oguni Shiro, who has a variety of ideas (such as restaurants that get people's orders wrong); and Ryo Yamazaki, who is a community designer and social worker.

アドバイス会議は18時にスタート。プロジェクトの魅力と悩みに対してが徹底アドバイス。「誰のためのプロジェクトなのか再考したほうがいい」「当たり前のことを

The advice conference started at 6 PM. Thorough advice is given on the charm and troubles of projects. There were relentless criticisms such as “You should reconsider who

真面目に言ってもダメだ」「既存のものとの違いがわからない」など厳しい指摘が続出する一方で「タイトルだけでも心に引っ掛けるインパクトがある」「そういうサービスはありそうでない」「すぐに実践すべき」など心強いアドバイスもたくさんもらいました。深夜2時、8時間に及ぶ会議は終了しました。

Pg. 065

もやもやしていた気持ちが晴れていくアドバイスの数々

決めたら後戻り禁止！！

誰が親密なコミュニケーションを求めている？利用者じゃなくて職員じゃないのかな？

おしゃれなおムツのデザインではなく、おムツを外すために介護とデザインは何ができるのかを考えてほしい。

企画の成否を決めるのは、対象者が「これ、やりてえ！」と思うかどうか。

「ここに介護施設があって良かったなあ」と地域に思われる良さとは何かを深掘りしたほうがいい。

家族を再構築するのではなく、血縁に関係なく、価値観が一致する人同士で「家族」をつくり直すことを考えることも必要だ。

Pg. 066

Design School 5 企画のブラッシュアップ

this project is for”, “It’s not useful to say the obvious naively”, and “I don’t understand how it’s different from what’s already being used”. On the other hand, there was also plenty of reassuring advice, such as “Even from just the title I’m captivated”, “It doesn’t seem like there’s a service like that”, and “This should be implemented soon.” The conference ended at 2 AM, having gone on for eight hours.

Pg. 065

Various Pieces of Advice to Refresh Your Gloomy Feelings

You can’t go back once you make a decision!!

Who is it that is looking for intimate conversation? Isn’t it the staff members and not the consumers?

Instead of fashionable diaper designs, I want you to think about what elderly care and design can do for the act of unfastening a diaper.

What decides the success or failure of your plan is whether or not your target audience thinks “I want to do this!”

It’s better to dig deeper into what makes the community think “I’m glad there’s an elderly care facility here.”

It’s not about reconstructing families. It’s not about connection through blood ties. It’s also important to think about how to rebuild “family” through a shared sense of values with your fellow person.

Pg. 066

Design School 5 - Brushing Up For Plans

心をゆさぶる企画を生み出す

多くのアイデアの中から何をするかを決めたチームが次にしなくてはならないのは、実際に実行するための「企画」に変換することです。そのためには、種となるアイデアに磨きをかけています。磨きをかけるためのシンプルで効果的な方法は、アイデアの千本ノックです。そして企画へと変換できた暁には、それを多くの人に伝えて共感や応援を獲得するためのプレゼンテーションをします。

Pg. 067

企画のプランニング

アイデアを企画に磨きあげるヒント

①対象者を明確にしよう

ペルソナシート

企画をブラッシュアップするためには、誰に届けたい企画なのかを考えることが重要です。その方法をマーケティングの分野におけるペルソナ設定（人物像の設定）の考え方を応用して学びました。

これは、仮想の人物プロフィールを想定し、サービスの内容を具体化していく方法で、その練習に使ったのがペルソナシートです。ある人物を取り上げ、その人についてあれこれ想像しながら、ペルソナ（人物像）を設定していきます。想像力を駆使してシートを埋めていく参加者。意外な正解もあり、答え合わせも大盛り上がりでした。

Creating Plans that Stir the Soul

After deciding what to do from among many ideas, the next thing a team must do is to convert it into a “plan” for actual execution. To that end, we apply polish to ideas that lay the foundation for other ideas. A simple, effective way for achieving this refinement is through practicing over and over again, because practice makes perfect. And then, on the dawn of the idea being converted into a plan, we will give a presentation to acquire sympathy and support from many people.

Pg. 067

Plan Presentation

Tips for Refining Ideas Into Plans

①Let's Make Our Audience Clear

Persona Sheet

In preparation for brushing up on plans, it is important to think about to whom you want to deliver the plan. We learned how to do this by applying the concept of settings that make up a person's character, as seen in the field of marketing.

This is a method for hypothesizing an imagined character profile and materializing the details of service. A persona sheet uses that kind of practice. It involves featuring a certain person, and while imagining this and that about that person, going and creating their persona. Participants that go and fill out sheets through the free use of the power of imagination. There are also unexpected correct answers, and feelings of excitement in verifying one's

②アイデアを整理しよう

ビンゴシート

企画内容を明確にして発表するためには、企画の背景や独自の視点、実現したい未来など、さまざまな項目について多角的に考える必要があります。どの項目から考えてもいよいよ、また埋めていく過程をゲームのように楽しめるよう、9マスのビンゴシートを使って考えてもらうことにしました。

1列揃ったらstudio-Lのスタッフに相談できるルールにして、相談のタイミングを分散しました。さらに1マスずつ切り取れるようにして、発表内容の順番について考えるためのツールとしても使えるよう工夫しました。

Pg. 068

千本ノックでアイデアに磨きをかける

アイデアをどんどん磨くために、野球の千本ノックと同じことをします。自分が考えたアイデアという球をアドバイスしてくれるバッターに向かって投げると、ガンガン打ち返されます（厳しい感想や意見を言われる）。それを受け止めて、球種や投げ方を工夫してまた投げる。これを何度も何度も、バッター役のご意見番が「もう言うことはない」と言うまで繰り返します。

answers.

②Let's Organize Our Ideas

Bingo Sheet

In order to clarify and announce the contents of the plan, it is important to consider various things, such as the background of the plan, unique viewpoints, and the future to realize. We decided to have bingo sheets with 9 squares so that we could think from any category and so that the process can be enjoyed like a game.

By making it a rule that a consultation with studio-L staff could be held only upon getting a bingo, the timing of the consultations was staggered. In addition, we made the sheet separable for each square so that they could use them in any order. This was for thinking about the order of the presentation contents.

Pg. 068

Polishing Ideas Through Repeated Practice

To steadily refine our ideas, we do the same thing as baseball's 1000 fungo hitting—teaming up as catcher and batter to practice catching the ball. The ball is what you have thought on your own, and it is thrown in the direction of the batter, who is the one giving advice. This process is vigorously repeated (difficult thoughts and opinions can be said). In receiving the ball, the ball type and throwing method is revised, and the ball is thrown again. This repeats over and over until the advisor to the person in the role of the batter says there's nothing more to say.

大事なのがご意見番の選び方。スクールでは、これまでの経緯をよく知る人と、そうでなく先入観のない人が2人1組になって、事情をわかりながら客観性も大事にした千本ノックをしました。

What is important is the selection method for the advisor. At the school, we made pairs: one who knew the the processes taken up to that point in time and another without such preconceived notions. This one thousand fungo method was used so that they nurtured experienced people while also encouraging the objective viewpoints of inexperienced people.

① 20歳が気付いた「わたしも参加できる介護の未来」

田井さんは現代社会学を学ぶ大学1年生。教授の紹介でスクールに参加して、ゲームチームに入りました。メンバーは医師、生活相談員、社会福祉士で施設経営者、中学校教師。ベテラン揃いのメンバーに気後れしてしまい、当初は発言することも質問することもできず悩みました。介護から看取りまでを体験するゲームの試作品を体験し、わからない言葉だらけで手が止まってしまいました。しかしやがて「わからない」と一般の目線で言うことが、専門性のない自分の役割だと気が付いた田井さん。それからは発言回数も増え、チームの重要な一員として活躍中です。

① “A Future of Elderly Care I Can Also Participate In” as noticed by a 20-year-old

Tai-san is a 1st-year college student studying modern sociology. They entered the school with the introduction of their professor, and joined a game team. The members were a doctor, lifestyle consultant, social worker and facility manager, and a middle school teacher. Tai-san was feeling completely timid around the veteran members, and was worried at first because they could not speak or ask questions. Experiencing a a trial game that goes from nursing care to deathwatch, and Tai-san’s hands stopped because of all the unknown words. However, before long, Tai-san realized it was his role to say the point of view of “I don’t know” as someone without expertise. Since then, Tai-san’s number of observations has increased, and he has been an active and important member of the team.

② ああ言えば、こう返されるいいねの道はまだ遠い

参加者：介護のやりがいを可視化するために、養成校の学生が見つけた介護の仕事のやりがいをSNSで発信していくのはどうでしょう？

studio-L：働いたことがない学生がやりがいを見出せますか？

参加者：インスタなどで写真とコメントを出したら、関心をもつ子もいるのでは？

studio-L：それよりも、正しいかどうかはわ

② Every Good Idea is Shut Down / Far Away from a Good Job

Participant: To visualize the reasons why elderly care is worthwhile, how about using SNS to send out the rewards of elderly care work found by vocational school students?

studio-L: Can students who have never worked find a reward?

Participant: If you upload photos and make comments on platforms like Instagram, will there be children who hold interest?

studio-L: Instead, wouldn’t it be effective to

からないけど自分が「これも福祉？」と思うものを写真に撮って、「#これも福祉？」と発信するほうが効果的じゃないですか？

参加者：一生懸命話して考えても、なかなかいいねと言ってもらえないんですね。ま、そこがいいんですけどね（笑）。

Pg. 069

レクチャー

「プレゼンテーション」ってなに？

発表会が次回に迫ったデザインスクール。東北ブロックでは東北芸術工科大学をスクール会場にした利点を活かし、当大学の教員であり「プレゼンテーション」のプロフェッショナルである樋栄ひかるさんをゲストに招いて、プレゼンの極意を伝授してもらいました。

プレゼン4つのポイント

①スピーチとプレゼンの違い

スピーチとプレゼンの違いを知っていますか？この2つは目的が違います。スピーチ（speech）は話す（speak）の名詞型で、自分が主体です。一方、プレゼンテーション（presentation）の語源はプレゼント（present）で、自分の話を相手に「贈る」という意識をもたなくてはなりません。

②プレゼンは聞き手とつながること

プレゼンは、今、目の前にいる人たちへの「贈り物」です。言葉だけでなく、視線を届けること、表情を届けること、姿勢を届けることも大事です。準備した文字やビ

take pictures of things that make you think “is this welfare?” and use the hashtag “#isthisalsowelfare?”, even without knowing what the correct answer to that question is?

Participant: I spoke and thought with great effort, but I wasn't ever told something was good. But, I guess that in itself is good, isn't it? (laughs)

Pg. 069

Lecture

What's a “Presentation”?

A final session before a presentation at the Design School. The Tohoku Bloc takes advantage of the Tohoku University of Art and Design as the Design School meeting venue, and asks Ms. Hie Hikaru (a faculty member at this university and a professional on “presentations”) to be a guest speaker and give instruction on the secrets of presentation.

The 4 Points On Presentation

① The Difference between Speeches and Presentations

Do you know the difference between speeches and presentations? These two differ in their goal. “Speech” is the noun form of “to speak”, and the subject is the self. On the other hand, the origin of the word “presentation” is “present”, and you must be conscious of “giving” your story to your company.

② A Presentation Is About Connecting With Your Audience

A presentation is a “gift” to the audience. It's important to deliver not just words, but also eye contact, emotion, and posture. Without

ジュアルに集中し過ぎず、聞き手の反応や様子にも気遣って「聞き手とつながる」ことを意識しましょう。

③プレゼンは聞き手を変容させること

プレゼンの定義は「伝えることによって、聞き手の気持ちや態度、行動を変容させること」です。どんな風に変容させたいかを明確にして、聞き手の喜ぶ顔を想像し、その気持や姿勢をこちらの提案に添わせてくれることを目指し、プランニングやストーリーづくりを進めていきましょう。

④質問が出てきたら大成功

プレゼンですべてを出し尽くす必要はありません。全部出し過ぎるとスピーチになる危険性があります。質疑応答の時間も大切で、そこで質問が出たら聞き手が興味を示してくれた証です。プレゼンでは少し余白を残しておいて、質問が来たら「待ってました！」と喜んで応じましょう。

Profile

樋栄ひかる

ファシリテーター、インプロバイザー、コミュニケーションコンサルタント
Ena-Communication Inc. 取締役社長

東北芸術工科大学 基盤教育センター 特任准教授、慶應義塾大学 講師
2019年4月より、京都造形芸術大学付属高校 校長に就任予定

concentrating too much on the prepared words and visuals, and worrying about your audience's reactions and other signs—that's "connecting with your audience."

③A Presentation is About Transforming Your Audience

The definition of a presentation is "by means of the thing being conveyed, changing the feelings, attitude, and behavior of your audience." Clarify in what way you want to transform the audience, imagine delighted faces of the listeners, aim to bring those feelings and attitudes to this proposal, and go ahead with planning and story-making.

④It's a Big Success if Questions Come Out

There's no need to cover everything in the presentation. If you overdo it, the presentation becomes a *speech*. Don't forget there's also time for question and answer section, and if questions come out then, that is a sign of your audience's interest. If you leave a bit of room in your presentation in advance and a question comes, you can gleefully respond "I was hoping someone would ask that!".

Profile

Hikaru Hie

Facilitator, Improviser, Communication Consultant
Managing Director of Ena-Communication Inc.

Specially Appointed Associate Professor at the Tohoku University of Art and Design Center for Fundamental Education
Lecturer at Keio University

Plans to become principal at Kyoto University of the Arts Senior High School

Pg. 070

COLUMN スクール外でも研鑽しよう

月に一度のスクール中だけで、アイデアをよりおもしろくするひらめきを得たり、企画を磨いたりすることはできません。そこでチームごとにさまざまな方法でコンタクトしあうようにしました。忙しかったり、離れていたりするメンバーがスクール以外の時にも情報交換したり、研鑽したりするために使った方法とそのポイントをいくつかご紹介します。

① SNSで日常的にコミュニケーションする

LINE

登録した友だちとリアルタイムでスピーディーにメッセージのやりとりができ、「アルバム」、「ノート」、「イベント」などさまざまな機能が付いていて便利です。

各機能の紹介

アルバム

写真や画像の共有が可能。タイムラインと違って有効期間の期限がありません。

ノート

議事録をまとめておくのに便利。追加メンバーも読むことができます。

イベント（スケジュール調整）

グループに参加しているメンバーの日程調整に便利です。

チャット

Pg. 070

COLUMN Let's Diligently Study Even Outside of School

You can't get insight into making an idea more fun or refine a plan only during a school that meets only once a month. So, each team tried various methods to contact each other. We will introduce several of the methods and their points that the busy and separated members used to communicate outside of the school to exchange information and diligently study.

① Everyday Communication Through SNS

LINE

With registered friends, you can exchange messages in real time. It has many convenient features, such as "Album", "Note", "Event", and the like.

Introducing Every Feature

Album

You can share photos and images. Unlike timelines, this kind of sharing does not have an expiration date.

Note

Convenient for summarizing the records of proceedings. Additional members can also read notes.

Events (Schedule Coordination)

Useful for coordinating the schedules of members participating in the group.

Chat

時系列でチャットできます。ただし、途中参加の場合過去のやりとりは見えません。

You can chat in chronological order. But, those who join midway cannot see previous exchanges.

スタンプ

Stamp

チャットはスタンプを使って感情を伝えることもできます。

You can use stamps in chat and convey your feelings.

こんな点に注意しよう！

Beware of These Points!

・トークは時系列で流れていき、画像などは保存有効期限があるため、機能で保存しておく必要あり。

Talk flows in chronological order, and because images and the like have a storage expiration date, they must be stored using the appropriate function.

・途中参加のメンバーは過去のトークは見えない。

Members who join the conversation mid-session can't see conversations that happened in the past.

・深夜の利用については通知を切ったり、ルールを決めることが大事。

In terms of late-night use, it is important to set rules such as turning off notifications.

Facebook

Facebook

実名登録制の世界最大SNS。「グループ」では、議題ごとに投稿することで、誰がどの議題について話したか整理することができ、公開、非公開、秘密などグループの設定を変えることで新たな仲間を増やしたり、逆に内密にやり取りすることもできます。

The largest SNS in the world requiring real-name registration. In “groups”, you can post by topic and sort by who talked about what. You can also change the group settings to public, private, or secret, and conversely exchange messages in private.

こんな点に注意しよう！

Beware of These Points!

・実名を使いたくないメンバーがいる場合がある。

・ There are cases where members do not want to use their real name.

・グループは人によっては通知に気付かず、共有が遅れることもある。

・ Notifications differ by person in groups, and sharing may be delayed.

Pinterest

Pinterest

視覚的なイメージの共有に役立ちます。

It is useful for the sharing of visual images.

Pg. 071**②ウェブミーティングで話し合う**

PCやスマホで参加できるウェブミーティングは、一堂に会さなくても会議が開けて便利です。Zoom, appearin, Skype, Hangoutなどいくつかあるウェブミーティングツールから参加人数や、参加者のサービス登録状況によって、最適なものを選んで活用しましょう。また、ミーティングの日程調整には、調整さん、伝助、ラインイベントといったツールを使うと便利です。

③試作品や模型をつくる

ものづくりを計画しているチームは、手に入りやすい材料で試作をすることが重要です。図面やスケッチからは見えない発見や、新たな検討事項が見えてきます。

④視察に行く、他のブロックを知る

気になる取り組みや事例は、ぜひ視察に行きましょう。現場で五感を使って感じ取ることによって、理解が進んだり、検討すべき点が見えてきたりします。また、他のブロック（の発表会など）を見学することでも刺激や比較が得られます。

Pg. 072**お菓子も大事なツール**

さあ、おやつタイムにしましょう！どれでも好きなケーキをどうぞ。って、実は全部同じケーキなんですけどねw

組み立て簡単ケーキスタンドの作り方

北海道ブロックのお菓子コーナーをデザインスクールのキーカラーで彩る、オリジナルのケーキスタンド。ダンボールをベース

Pg. 071**②Talking to Each Other Through Web Meetings**

With participation possible through PCs and smartphones, web meetings are a convenient way to have meetings without having to meet physically in a room. There are a number of web meeting tools such as Zoom, appearin, Skype, and Hangout. Choose the best one according to the number of participants and their registration status. Furthermore, for coordinating schedules, some convenient tools are Chouseisan, Densuke, and Line Event.

③Make a Test Product and Model

For the team planning the making of things, it is vital to make test products using materials that are easy to grasp in the hand. From drawings and sketches, unseen discoveries and new things to consider will come to be seen.

Going to Observe and Getting to Know Other Blocs

Please, go observe the efforts and examples that interest you. By using the five senses in the field, you gain understanding and see points to consider. Additionally, you can also get motivation and comparison by visiting other blocs (and their presentations, etc).

Pg. 072**Sweets are Also an Important Tool**

Let's see, it's snack time! Choose whichever cake you'd like. ...of course, they're actually all the same cake lol

How to Make an Easy-to-Assemble Cake Stand

An original cake stand that decorates the Hokkaido Bloc's sweets corner with the color coordination of the design school. The base

につくりました。6つのパーツで簡単に組み立てられて、バラせば持ち運びもラクラク！ケーキスタンド以外にも多様なシチュエーションで使える便利ツールです。

was made of cardboard. In an unused space, you can line up many sweets. It can easily be assembled in 6 parts and comfortably held if taken to pieces! Other than as a cake stand, it is a convenient tool that can be used in a variety of situations.

いつもとは違う思考をしたり、個人的な付き合いのない人との対話は、頭と気を使います。

You pay special attention and effort when discussing with people who think differently than usual or who don't have personal relationships with you.

疲れた脳に必要なのは栄養、中でも糖分です。そこでスクールでは、おいしくて気分がうきうきするおやつを提供することを重視しました。時にはオリジナルのスイーツを調達したり、飾り方を工夫したり、わざとランチタイムを挟んでスクールの開催時間を設定したりもしました。

What's important for a tired brain is nourishment, especially the amount of sugar. Therefore, at the school, we attached importance to providing snacks that were delicious and raised spirits. At times, we ordered unique original sweets, devised methods for decorations, and purposefully set a lunch time during school hours.

ちなみに特に好評だったのはトッピングやチョイスで自分好みにカスタマイズできるおやつでした。

Incidentally, what had especially favorable reception was being able to customize one's own snacks with toppings and other choices.

Pg. 073

九州ブロック：インターン先の事業所に、地元の名物や事業所で作っているお菓子を持参してもらいました。

Pg. 073

Kyuushuu Bloc: They asked the relevant offices to bring local specialties and sweets made at the office.

中国四国ブロック：柑橘があったり、練り物があったりと、持ち寄る食べ物の種類が豊富です。

Chuugoku-Shikoku Bloc: There were citrus fruits and *nerimono* (paste products such as sweets and fish paste), and there was a rich variety of food gathered.

中部ブロック：地元のお店がつくるランチボックス。地元食材を使い彩りや噛み応えなどが工夫されています。

Chuubu Bloc: Lunch Boxes from stores in hometowns. Garnish and chewy textures are devised by using local ingredients.

中部ブロック：中野県から参加しているメンバーがリンゴを差し入れ。各地のおやつが集結しました。

Members from Nagano Prefecture brought apples. Local snacks gathered.

北陸ブロック：対象地域の福祉作業所で作られたお菓子やドリンクを選びました。

関東ブロック：足元を見直す意味も込めて、おやつは東京土産のお菓子を用意しました。

中国四国ブロック：スクールの日は、早めに集まって昼食会。普通集まれないからこそ、この時間が貴重です。

Pg. 074

Design School 6 企画を小さく発表する

伝える努力を惜しまない

デザインスクールがより多くの人や社会に伝えたいことは2つ。①介護・福祉は限られた人のものではないこと。②介護・福祉をより多くの人に自分のことだと認識してもらうことです。懸命に磨き上げてきたプロジェクトだからこそ、共感の輪を広げて、人を幸せにし、社会を良くしたい。そのためには、まずは自分の周辺からじわじわと、最終的には広く、未来型の介護・福祉について世の中に知ってもらう。それを可能にするのは、聞いた人の心を動かし、その人の行動を変えるようなプレゼンテーションです。

Pg. 075

プレゼンターが気を付けること

プレゼンテーションとは、聞き手の関心を

Hokuriku Bloc: Selected sweets and drinks made at welfare workshops in target areas.

Kanto Bloc: In their effort to see their own steps in a better light, Tokyo specialty sweets were prepared for snacks.

Chuugoku-Shikoku Bloc: On the day of the school, we gathered earlier than usual for lunch. This time is precious because we do not usually gather.

Pg. 074

Design School 6 - Small Project Announcement

Sparing No Effort to Communicate

There are two things the Design School wants to convey to even more people and society at large. ① Elderly care and welfare are not limited to some people. ② Encourage more people to be cognizant of elderly care and welfare. Precisely because the projects were eagerly refined, the circle of empathy widens, people become happy, and society improves. For that purpose, start from your neighbors, little by little. Ultimately, reach out more broadly, and let the world know about the future form of elderly care and welfare. Making that possible is a presentation that moves the hearts of people who listen and changes their behavior.

Pg. 075

What the Presenter Is Careful Of

A presentation is something that gets the

引き、心を動かして行動に変化を起こすことです。短い時間で的確に伝えたい情報を伝えるためにはコツが必要です。

人間は、言葉から約30%程度の情報を得て、言葉以外の身振りやジェスチャー、ファッションなどから残り約70%の情報を得るといわれています。つまり話す内容はもちろんのこと、当日の立ち居振る舞い、表情、服装から笑いのタイミングにいたるまで、すべてに気が抜けません。

広く未知の人にプレゼンテーションする際に気を付けたい4つのポイントを紹介しします。

①ファッションに気を付ける

特別な場合を除いて、清潔感があること、質素でもいいがブアにならないこと、肌の露出は控えめにする、意味なく奇妙な格好をしないことなどに気を付けて好感をもたられるようにするのが無難です。

②動画に撮って練習する

スマホなどで自分のプレゼン練習を動画撮影して、声の大きさ、間合い、表情、滑舌などをチェックしましょう。またフリップやスライドに過不足がないかも確認しましょう。

③チームメンバーは客席に座り応援する

聴衆の中に見知った顔があると安心します。チームメンバーはなるべく前方座席で聴講して、空席をなくしながら、プレゼンターにエールを送りましょう。

listener's attention and makes them think and act differently. It is important to have the know-how for accurately conveying the information you want to convey in a short amount of time.

It is said that humans gain 30% of information from words and the remaining 70% from things other than words, such as motions, gestures, and fashion. It goes without saying that the content of a presentation is important. But we also need to recognize that everything about our appearance is crucial--from how we behave during the presentation, to our facial expressions, to what we're wearing, to the timing of our smiles.

We'll introduce 4 points to pay attention to when presenting to an audience made up mainly of people we don't know.

①Take Notice of Fashion

Save for unusual situations, it's best if you create a good impression by heaving a neat, clean appearance; dressing simply but not shabbily; sparingly exposing skin; and not wearing a distracting outfit.

②Practice by Taking Video

Through things like smartphones, take a video of your own presentation, and check the volume of your voice, pauses, emotion, articulation, and the like. Additionally, confirm you aren't flipping sheets on your flip chart or changing between slides on your presentation too much.

③Team Members Sit in the Audience and Cheer On

It is comforting to have familiar faces from within the audience. Team members should, as much as possible, attend the presentations, sit in a front row, and while filling up seats, cheer

④ 笑いをとる時は、先に自分が笑わない。

プレゼンの冒頭に笑いをとると場がほぐれますが、先に自分が笑ってしまうと台無しです。自分はニコリともしないで笑いをとる。それが理想形です。

Pg. 076

来場者の居心地を良くする

わざわざ聞きに来てくれた人も、通りすがりの人も、なんだか居心地が良くてつい長居してしまいました。そんなプレゼンができれば最高です。そのためのいくつかの方法をご紹介します。

① 開催は14時以降に

ランチ前は空腹でイライラ。ランチ後は眠い。そこでランチの前後を外した14時以降の開催がおすすめです。

② 「いいね！」を表現できる工夫を

おもちゃの投げ銭や旗を渡しておくなど聴衆が「いいね！」の思いを表現できるような工夫を用意します。展示物にシールや造花で投票してもらうのもいい方法。お礼に飲み物やお菓子などを用意するとさらにいいですね。

投げ銭

共感したら投げるチョコレート型の投げ銭。リボンをつけて、コンサートテープ風に。

ピーナツ型の投げ銭。お花紙を使ってカラフルに。投げ銭の中身を食べ物にすると残さず拾ってもらえて、後片付けも簡単になります。

the presenter.

④ When It's Time to Laugh, Don't Laugh Before Your Audience

It lightens the mood if you can get your audience to laugh early in your presentation, but if you laugh before them it dulls the effect. The ideal situation is the presenter keeping a straight face and getting the audience to laugh.

Pg. 076

Making Your Audience Comfortable

The best kind of presentation is one where is one where people get comfortable and stay for the whole thing—not just those who came for the presentation, but also people who happened to wander in for a listen. We will introduce several methods for that purpose.

① Start at 2 PM or later

Before lunch, people are irritated by their empty stomachs. After lunch, people are sleepy. Therefore, if you miss lunchtime, it's recommended to hold after 2 PM.

② Devices for Audiences to Express "Like!"

Prepare a way for the audience to express their feelings of "Like!", such as toy throwing coins and flags to hand over. Voting through stickers on display items and artificial flowers is also a good method. Furthermore, it's also good to provide snacks and drinks as thanks.

Throwing Coins

Chocolate throwing coins in case someone empathizes. Attach a ribbon, like ticker tape.

Peanut-shaped throwing coins: Wrap up food in colorful tissue paper to make the "coin." People can pick it up without leaving it behind, and cleaning up is easy!

Pg. 077

言葉でコメント

アドバイスカード

発表会の来場者が、共感したこと、コラボしたいことを書き留めてチームに渡せるカード。このカードから名刺交換したり、取材されたり、企業の出会いがあったチームも。

カードの形態はブロックによっていろいろ。もらったカードの意見を取り入れながら、プロジェクトに磨きをかけていきます。

珈琲スタンドと投票

来場者用に無料の珈琲スタンドを設置し、珈琲と投票用の毛糸の玉を用意。

毛糸の玉を気に入った内容のプロジェクトのポスターに貼り付けて投票。

投票してくれた人には珈琲を無料サービス。

③交流できる時間を設ける

その話をもっと詳しく聞きたい、自分の感想を伝えたい、質問したい。そんなことを思った聴衆がプレゼンターと話せる時間があると、満足度は倍増します。

ポスターの前に立って来場者と交流しました。

各地から参加するデザインスクール生同士が交流する時間も設けました。

Pg. 078

Design School 7 地域別発表会

Pg. 077

Comment Through Words

Advice Card

Cards that audience members of the presentation can use to make note of things that they have empathized with or things they want to collaborate on Some teams also exchanged business cards, were interviewed, and met companies through this card.

There were various card forms according to the project. While taking in the opinion of received cards, projects went to be refined.

Coffee Stand and Voting

Establish a free coffee stand for the use of audience members, and prepare coffee and woolen yarn balls for voting.

Voting by affixing woolen yarn balls to project posters for the things they took interest in.

Free coffee for people who voted.

③Establishing Time for Cultural Exchange

“I want to hear more about this. I want to say what’s on my mind. I want to ask a question.” If audience members who thought any of these things have the chance to speak with the presenter, they’re much more satisfied.

Exchange with audience members standing in front of the posters.

Set up time for interaction with participating Design School personnel that come from each place.

Pg. 078

Design School 7 - Presentations by Region

人が集まるところで発表する

自分たちの企画をさらに多くの人に知ってもらうために、多くのブロックで地域発表会を開きました。その時に重要視したのは会場選びです。公園、駅前、大型商業施設など、オープンで人通りが多い場所へ出向いていき、自分たちの企画や思いをたくさんのお聴衆の前でプレゼンテーションしました。こうすることで介護・福祉に関心の人にも、この取り組みの意義や重要性を知ってもらえる議会をつくることを目指しました。こうした会場は、会議室を借りるのと同じ方法で借りられ、公共性が高いと認められた事業は、無料もしくは安価に借りることができます。

Pg. 079

上野公園
関東ブロック

あらゆる人が多く通る場所「上野公園」を会場にしました。わかりやすく短いプレゼンと共感を示すおひねりのおかげで、立ち止まり、そのまま居続ける人が続出。外国人も足を止めてくれました。

移動式
北陸ブロック

北陸ブロックは1週間ごとに4県を巡るキャラバンを実施。各県の開催場所はスクール生と相談して決め、まちなかのショッピングセンターから若者が集まる公共施設まで、さまざまな場所で開催しました。

イオンモール天童

Presenting in Places Where People Gather

In order so that more people know our plans, many blocs held regional presentations. At that time, what was regarded as highly important was the selection of a meeting place. We went to open and busy places such as parks, train stations, and large commercial facilities, and presented our plans and thoughts in front of many audience members. In doing this, we aimed for a council made up even of people who weren't interested in elderly care and welfare but were made to realize to realize how important those things actually are. These venues can be rented in the same way as conference rooms, and businesses with high publicity can be rented either free or cheaply.

Pg. 079

Ueno Park
Kanto Bloc

We decided that our venue would be Ueno Park—a place where many different kinds of people pass through. Thanks to easy-to-understand, short presentations, and an ingenuity that showed empathy, there were many people who stopped and stayed. There were also many foreigners that stopped by.

A Tour Style
Hokuriku Bloc

The Hokuriku Bloc went around in a caravan, visiting 4 prefectures in intervals of 1 week. In each prefecture, the exhibition place was chosen by consulting Design School students, and from downtown shopping centers to public places where many young people gather, a variety of places where chosen.

Aeon Mall Tendou

東北ブロック

介護や福祉に馴染みのない人たちにもアプローチするために、イオンモール天童の最も大きい催事エリアで開催。プレゼン大会の地、パネルや試作品の展示をし、活発な意見交換も行われました。

エディオン蔦屋家電 中国四国ブロック

広島駅前の蔦屋家電のフロアにあるイベントスペースを借りた発表会。ふと立ち寄った人も多く、スクールメンバーは人の多さや家電の騒音に圧倒されながらも、堂々と発表しました。

Pg. 080

グローバルゲート 中部ブロック

企画を展示して発表するだけでなく、手に取り、体験してもらうために、チームごとにブースを準備。それぞれに趣向を凝らしたブースと、会場主催のマルシェも開かれ、終日多くの人でにぎわいました。

博多駅前広場 九州ブロック

福岡で最も多く人が行き交う場所の一つ、JR博多駅前広場にあるイベントスペースを会場にしました。親子連れや外国人など、道行く多様な人たちにインタビューを実施するチームもありました。

あべのハルカス

Touhoku Bloc

In order to also approach people that don't have familiarity with elderly care and welfare, an exhibition was hosted in Aeon Mall Tendou's largest special exhibition area. At the grounds of the presentation convention, there were panels and displays of trial products, and lively brainstorming sessions also occurred.

EDION Tsutaya Electronics Chuugoku-Shikoku Bloc

A presentation on the borrowed event space on the floor of Tsutaya Electronics in front of Hiroshima Station. There were many people casually dropping by, and school members made a great presentation despite being overwhelmed by the amount of people and the sounds of the electronics.

Pg. 080

Global Get Chuubu Bloc

Each team prepared booths not just for exhibiting and presenting the plan, but for having people pick things up and gain hands-on experience with them. Each booth was devoted to a creative idea. The Marche (a chain market) sponsored by the venue was also opened, and it was bustling with people all day.

Open Space in Front of Hakata Station Kyuushuu Bloc

An event space in front of JR Hataka Station, one of Fukuoka's places with the most people coming and going, was turned into a venue. There were also teams that interviewed a wide variety of people walking down the street, such as parents and children and foreigners.

Abeno Harukas

関西ブロック

関西ブロックの地域発表会の会場は「あべのハルカス近鉄本店」でした。百貨店内の4会場で9企画の体験やお披露目が行われ、17階ホールでは衣食住3人のゲストを迎えてトークセッションを開催しました。

北海道大学 北海道ブロック

12月に北海道大学のキャンパスで関係者向け発表会を開催しました。各チームとも、演劇、動画、試作品の披露、など工夫をこらした発表をし、会場は大盛り上がり。一般向け発表会も3月に開催。

Pg. 081

地域別発表会

ゲストのコメント

山崎亮

studio-L 代表／社会福祉士

関東ブロック | 2018年12月1日（土） | 上野恩賜公園ポケットパーク

年を取ることへのイメージが暗いと、介護に従事する人も暗いと思われる。その状況をどう変えていくかがミソ！

醍醐孝典

studio-L／東北芸術工科大学コミュニティデザイン学科准教授

北海道ブロック | 関係者発表会 | 2018年12月9日（日）北海道大学

Kansai Bloc

The Kansai Bloc exhibition place was the Abeno Harukas Kintetsu Flagship Store. They held nine events including experiential events and exhibitions at 4 meeting places in the department store, and they held a talk session with 3 guests on the essentials of life on the 17th floor.

Hokkaido University Hokkaido Bloc

In December, there was an exhibition on the Hokkaido University campus aimed at interested parties. Each team had great demonstrations (such as plays, videos, and prototype demonstrations), and the venue was very exciting. There was also a general exhibition held in March.

Pg. 081

Regional Presentations

Comments from Guests

Yamazaki Ryo

studio-L Founder / Social Worker

Kanto Bloc | Saturday, December 1st, 2018 | Ueno Park Pocket Park

It's generally thought if one takes an unfavorable image of aging, the same happens with the image of those involved in elderly care. The main point is how to change that state of affairs.

Daigo Takanori

studio-L / Tohoku University of Art and Design Community Design Department Associate Professor

Hokkaido Bloc | Presentation to People Involved | Sunday, December 9th, 2018,

北海道ブロックの発表はどのチームも工夫があつてとてもおもしろい。この勢いのまま、3月の北海道ブロックのイベントやチームの活動につなげて行ってほしい。

貞松徹

社会福祉法人ながよ光彩会業務執行理事／
統括施設長NPO法人Ubdobe理事(?)
理学療法士として20年のキャリアをもつ。
「いきがいとやりがい」をテーマとして、
「福祉のブランディングとプロデュース」、
「彩ある福祉の共創」にチャレンジしている。

九州ブロック | プレ発表会 | 2018年12月23日 (日) | UNION SODA

自分の限界を、もう一歩越えてみるのが大切だと思っています。デザインスクールの参加者たちが、そんなチャレンジに取り組むことができると良いなと思っています。提案を聞いて、まだまだ追い込みが足りないと思いました。これからさらに自分たちを追い込んでいき、その追い込まれた先の最後の一滴としてどんな企画が出てくるのか、今後も楽しみにしています。

先崎哲進

株式会社ふくしごと 取締役
クリエイティブディレクター

2015年、5社の代表が共同で(株)ふくしごとを設立。障害のある人たちと社会、企業の方々との出会いにより、新しい価値を生み出すさまざまな事業を行っている。

いろんなジャンルの人たちが混ざりあつて、それぞれの視点から意見を出し合うことで、おもしろいアイデアが提案されました。これからの福祉には、事業という

Hokkaido University

The presentations from the Hokkaido Bloc were very interesting because of the creativity of teams. I hope that this momentum feeds into Hokkaido Bloc's events and team activities in March.

Sadamatsu Toru

Executive Director of Social Welfare Corporation Nagayo Kosaiki / Director of General

Managers of Facility NPO Ubdobe
Sadamatsu-san has been a physical therapist for 20 years. He works on "branding and producing welfare" and "co-creation of colorful welfare" under the theme of "worthwhile and rewarding"

Kyushu Bloc | Pre-Presentation | Sunday, December 23rd, 2018 | UNION SODA

I think that it is important to try and keep surpassing one's own limits. It would be nice if the Design School participants tackle that challenge. After hearing proposals, I thought that we were still lacking drive. We'll continue to push ourselves and look forward to seeing what kind of projects come out of the final push.

Senzaki Takayuki

Kabushiki-gaisha Fukushi Goto (Company Director)

Creative Director

In 2015, representatives of five companies jointly founded Fukushi Goto. They engage in various businesses that create new value by meeting people with impediments in society and in the workplace.

Various kinds of people mixed together, and

視点が大切になっていくと思っています。デザインスクールに参加されている事業者の皆さんも、その視点をさらに深めていきながら、より良い事業をつくってほしいと思います。

Pg. 082

加藤忠相
株式会社あおいけあ 代表取締役
東北福祉大学卒業。介護現場の現実にショックを受け、25歳で（株）あおいけあを設立。2012年「かながわ福祉サービス大賞～福祉の未来を拓く先進事例発表会～」大賞受賞。

東北ブロック | プレ発表会 | 2018年12月16日（日） | 東北芸術工科大学
介護・福祉の現場では専門職であるほど視野が狭くなりがちです。「私たちは専門的知識をすべてもっている、だからこうであるべき」という感覚が高齢者の「生活」の支援の幅を狭めてしまうこともあります。東北ブロックでは、専門職の皆さんが、素直な視点をもった若い学生さんや、業界の常識を壊せるクリエイターさんたちとともに取り組むことで、思い切った提案につながっているようで今後に期待がもてました。

岡崎エミ
東北芸術工科大学コミュニティデザイン学科長
早稲田大学卒業後、出版社勤務を経て、

interesting ideas were proposed from the process of exchanging opinions from differing viewpoints. I think that viewing welfare as a business will become important in the future. While every one of the Design School participants deepen that viewpoint, I want them to create a better industry.

Pg. 082

Kato Tadasuke
Kabushiki-gaisha Aoi Kea Representative Director
Kati-san is a graduate from Tohoku Fukushi University. After being shocked by the state of the sites where elderly care takes place, at 25 years old he founded Aoi Kea. He received the grand prize in 2015's "Kangawa Welfare Service Awards ~Advanced Case Presentations that Open the Future of Welfare~".

Tohoku Bloc | Pre-Presentation | Sunday, December 16th, 2018 | Tohoku University of Art and Design

The field of view for the fields of elderly care and welfare tends to become more narrow the more professional you are. The sense that "We have all the professional knowledge, so things should be this way" can narrow the scope of support for the lives of the elderly. In the Touhoku Bloc, all the professionals tackled problems together with young students holding frank points of view and creators that could defy the conventional wisdom of the industry. This led to completely thought out proposal for the future.

Okazaki Emi
Tohoku University of Art and Design Community Design Department Head
After graduating from Waseda University and

studio-Lに参画。日本各地の住民参加型のまちづくりに関わる。2014年より東北芸術工科大学コミュニティデザイン学科にて人材育成に取り組む。

介護や福祉の業界の人だけでは、アイデアを出す方法や膨らませるのは難しいように思います。「デザイン思考」をもった東北芸術工科大学の学生が参加者しサポートできたのは大きかったと思います。世代や性別、いろんな分野の方が混じりあうことで、ものごとが豊かに解決されるのではないかと感じました。介護・福祉には、まだまだデザイナーが役に立てる局面があるように思います。

柳史生

山形市福祉推進部 長寿支援課長
2009年厚生労働省入省、障害者雇用対策、横浜市（介護保険課）への出向、老健局や年金局を経て、2017年4月より現職。

その人に合う介護を考えるは大切ですね。利用者やスタッフが何を求めている、そこに対してどうアプローチしていくのが地域の特性を考えること。山形らしい果樹園や芋煮のような食文化へのアプローチは良い提案だったと思います。これからの介護・福祉には地域の協力も必要になってくるでしょうね。

working for a publisher, Okazaki-san joined studio-L. She is involved in community-based community development throughout all regions in Japan. Since 2014, she has worked on human resource development at the Tohoku University of Art and Design Community Design Department.

I think it is difficult for solely people in the elderly care and welfare industries to create ideas and expand on them. It was huge for students from the Tohoku University of Art and Design (which holds Design Thinking) to be able to support the Design School. I got the sense that many [more] things could be solved if we had people of different ages, genders, and specialties mingling. There are still aspects of elderly care and welfare that designers can play a part in.

Yanagi Fumio

Yamagata City Welfare Development
Department Longevity Support Section
Manager

After joining the division of Employment Measurers for Persons with Disabilities in 2009 at the Ministry of Health, Labour, and Welfare, he was relocated to Yokohama City (Nursing Care Insurance Division), and worked at the Health and Welfare Bureau and the Pension Bureau. He has been in his current position since April 2017.

Isn't it important to think about care that suits the person? Thinking about regional characteristics is what users and staff want, and the approach used to get there. I think that an approach to food culture similar to orchards and *imoni* (potatoes and beef in a broth) in Yamagata is a good proposal (Yamagata has a particularly strong food culture connected to its

山崎亮

studio-L代表／社会福祉士

東北ブロックの提案は夢がありますね。夢は夢でいいのですが、まずは実行してほしい。実行すると見えてくることがあります。夢に近づけるために、何度も実行を繰り返し返して3月には良いものを見せてほしいと思います。

Pg. 083

兼松佳宏

勉強家

京都精華大学人文学部 特任講師

2010年から15年まで「greenz.jp」編集長。

2016年、フリーランスの勉強家として独立し、「beの肩書き」「スタディホール」などソーシャルデザイン教育のプログラム開発を手がける。

中部ブロック | 2019年2月12日 (日) | グローバルゲート

介護や福祉の事業所から参加しているメンバーもいたことで、おもしろいだけでなく、実現性の高いアイデアばかりだった。あまり介護や福祉に関わりがない人たちを巻き込むために大切なことは、純粹に「楽しそう」と思って参加してみたら”結果的に”関わってしまったというような状況をつくること。それをまさにデザインの実現できていて素晴らしいと思った。

原田祐馬

アートディレクター／デザイナー

orchards and mountain vegetables). It's becoming important for regions to cooperate for the future of elderly care and welfare.

Yamazaki Ryo

studio-L Founder / Social Worker

The Touhoku Bloc's proposal has a dream, doesn't it? Dreaming is good, but first, I want you to implement it. You come to see it when you implement it. To get closer to the dream, I think I want you to repeat the implementation many times and show us something good in March.

Pg. 083

Kanematsu Yoshihiro

Scholar

Kyoto Seika University Faculty of Humanities

Editor-in-chief of greenz.jp from 2010 to 2015.

An independent scholar since 2016, and has had a hand in the development of social design education programs such as "be no katagaki" and "Study Hall".

Chubu Bloc | Sunday, February 12th, 2019 | Global Get

There were participating members who came from elderly care and welfare offices. Not only were the ideas interesting, but they were also all highly feasible. What was important in order to involve people without much of a connection to elderly care and welfare was creating situations that at first glance seemed to be pure fun but when they actually participated they ended up getting really involved. I thought it wonderful that it was able to be implemented through the power of design.

Harada Yuma

Art Director / Designer

1979年大阪生まれ。UMA／design farm代表。大阪を拠点に文化や福祉、地域に関わるプロジェクトを中心に、グラフィック、書籍、空間、展覧会や企画開発などを通して、理念を可視化し新しい体験をつくりだすことを目指している。「共に考え、共につくる」を大切に、対話と実験を繰り返すデザインを実践。DESIGNEASTなどのディレクターを務める。グッドデザイン賞審査委員、京都造形芸術大学空間演出デザイン学科客員教授。

中国四国ブロック | 2019年2月16日 (土)
| エディオン蔦屋家電

僕自身は障がいがある人と取り組みをすることが多いのですが、高齢に関する福祉と悩みがとても近いことを感じました。逆に僕が勉強させてもらったなと思います。

譜久山剛

医師／フクヤマ病院 理事長

(デザインスクール関西ブロック参加者)
1970年神戸市生まれ。『また来てねといえる病院』『お家が一番といえる在宅』をテーマに、兵庫県明石市のふくやま病院とすこやかクリニック、通所リハビリテーション(デイケア)で地域と医療の接点をつくっている。

僕たちも通所リハビリテーション(デイケア)として、関西ブロックのスクールに参加させていただいているのですが、中四国、すごい。盗んで帰りたい!真似したい!そんな企画がいっぱいです。関西ブロックは発表が来週に近づいていて、自分たちのチームも仕上げを頑張らなきゃいけないところです。これからも中四国と情報

Born in Osaka in 1979. Representative of UMA/design farm. Based in Osaka, he aims to visualize ideas and create new experiences through graphics, books, spaces, exhibitions, and planning and development, focusing on projects related to culture, welfare, and local communities. He practices designs that repeat conversations and experiences, valuing the thought of “thinking together and creating together.” He serves as director of DESIGNEAST, among others. He is a judge of the Good Design Award and visiting professor at Kyoto University of Art and Design.

Chugoku Shikoku Bloc | Saturday, February 2nd, 2019 | Edion Tsutaya Electrics

I myself have a lot of experience in working with people that have disabilities, but I felt that I was very removed from welfare that concerned the elderly. On the other hand, I think I learned a lot.

Fukuyama Tsuyoshi

Physician / Director of Fukuyama Hospital (Design School Kansai Bloc Participant)

Born in 1970 in Kobe City. He helps to create contacts among local communities and health care systems at Fukuyama Hospital (Akashi City, Hyogo Prefecture), Sukoyaka Clinic, and rehabilitation through regular visits to social welfare facilities (day cares), under the themes of “A Hospital Where You Can Say ‘Come Again!’”, and “At Your Best Home.”

We also made repeated visits to rehabilitation centers (day cares). I am participating in the Kansai School, but Chuu-Shikoku was amazing. I want to kidnap them and take them back to my own branch! To copy them! There are many plans like that. The Kansai Bloc’s presentations next week are drawing closer, and our team is at the point where we have to

交換、切磋琢磨したいと思います。

Pg. 084

西尾美也

東京藝術大学大学院博士後期課程修了。文化庁芸術家在外修員（ケニア・ナイロビ）などを経て、現在、奈良県立大学地域創造学部准教授。装いの行為とコミュニケーションに目指し、市民や学生との協働プロジェクトを国内外で展開。

関西ブロック | 2019年2月24日（日） | あべのハルカス近鉄本店

想像力を働かせる時、まず、言葉で考えることが多いと思います。言葉で捉えると、さまざまな可能性を考えやすいからです。言葉にはそのような力があります。何かアイデアを発想した時も、どんなイメージをもたせるのか、ネーミングが重要となります。そして、そのネーミングがどのように捉えられるか、人それぞれの想像力のずれを感じ取りながら、おもしろく発展させていくといいでしょう。

三浦雅之

奈良市近郊の中山間地で在来作物の調査研究、栽培保存に取り組み、大和伝統野菜を使う農家レストランを開設。さらに近鉄奈良駅前に創作料理「coto coto」や6次産業によるソーシャルビジネス「Project 栗」も展開している。

try our hardest on our final touches. From here on out I want to exchange information with Chuu-Shikoku, and encourage each other.

Pg. 084

Nishio Yoshinari

Ph.D., Tokyo University of the Arts. Having worked as an overseas researcher for the Agency for Cultural Affairs (Nairobi, Kenya), he is currently an associate professor at Nara Prefectural University's Regional Creation department. He has developed collaborative projects with citizens and students inside and outside of Japan, with a focus on the act of renovation and communication.

Kansai Bloc | Sunday, February 2nd, 2019 | Abeno Harukasu Kintetsu Flagship Store

When putting your imagination to work, I think that first, you often use words. This is because if you express something in words, it becomes easy to think of various possibilities. Words have that kind of power. When thinking of some idea, naming becomes important for what kind of image you want the idea to have. Keeping in mind that different people imagine different things and that therefore the name you give your idea can be interpreted differently, it would be good to develop those ideas in an interesting way.

Miura Masayuki

Conducts investigative research into the native vegetation in the mountainous area near Nara City, working on cultivation and preservation, and opened a farm restaurant using traditional Yamato vegetables. Furthermore, he offers creative cuisine at "coto coto" in front of Kintetsu Nara Station, as well as developing an agricultural diversification project, the social

介護・福祉の取り組みには、ますますボランティアが必要となってきます。ボランティア活動は恋愛と同じといわれるように、してもしなくても自由だけれど、独りよがりでも、相手に合わせてばかりでも上手くいかず、率直に意見を言い合える関係性が大切となります。そんな健全な人間関係とどう築き上げていくのか、介護・福祉の概念を変えていくような取り組みに広がることを期待しています。

山崎亮

studio-L代表／社会福祉士

人も施設も「肩書き」が付いたとたんに、それ以外の仕事や個性を排除しなければいけないのは残念なことです。

松場登美

夫の郷里である人口約400人の島根県大田市大森町で株式会社石見銀山生活文化研究所を設立。「群言堂」ブランドの衣服や雑貨の商品を全国の売り場で販売。大森町内の10軒の古民家を店舗や宿にリノベーションし、「足元の宝と見つめる」暮らしの楽しさを発信し続けている。

人は好きなこと、楽しいことをしている時にすごくいい働きをするものです。この節理を介護・福祉の現場にも取り入れられたらいいですね。

business “Project Kuri” (Project Chestnut. A social business is a business without dividends that is created to address a certain social problem).

Volunteers are more and more important in dealing with elderly care and welfare. Volunteer activities are the same as romance in the sense that you are free to do it or not do it, but it is important to have a relationship that allows you to express opinions honestly, whether you are alone or not. I look forward to building such healthy relationships and expanding efforts to change the general ideas of elderly care and welfare.

Yamazaki Ryo

studio-L Founder / Social Worker

It is unfortunate that both people and institutions feel the need to reject other job titles and identities the moment they have the word “professional” attached to them.

Matsuba Tomi

She established Iwami Ginzan Lifestyle Research Institute Co., Ltd, in her husband’s hometown of Omorimachi, Ota City (Shimane Prefecture), which has a population of about 400. She sells clothing and other goods at stores nationwide under the brand Gungendo. She has been renovating ten old stores in Omorimachi as stores and inns, and continues to communicate the pleasure of living by “looking intently at the treasures at one’s feet.”

People can work very well when doing what they like and what is fun. I hope this logic can be applied to the fields of elderly care and welfare.