CORPORATE JAPAN GOES TO SCHOOL: CASE STUDIES EXAMINING
CORPORATE INVOLVEMENT IN PUBLIC SCHOOLS IN JAPAN

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Kaori Takano

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APPROVED BY:

________________________________________________________
Joseph Watras, Ph.D.          Committee Chair          Date

________________________________________________________
C. Daniel Raisch, Ph.D.       Committee Member          Date

________________________________________________________
Carolyn S. Ridenour, Ed.D.    Committee Member          Date

________________________________________________________
Dean B. McFarlin, Ph.D.       Committee Member          Date

________________________________________________________
Kevin R. Kelly, Ph.D.         Dean                      Date
ABSTRACT

CORPORATE JAPAN GOES TO SCHOOL: CASE STUDIES EXAMINING
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By

Kaori Takano, Ph.D.
The University of Dayton, 2011

Joseph Watras, Ph.D.

This multiple case study examined corporate involvement in Japanese public elementary schools through 3 corporate programs. In 2005 the Basic Law of Food Education, Shokuiku Kihon Ho was enacted. This law promotes food education as a national movement and encourages food makers to become actively involved with the public sector to provide food education programs. Major food makers approached public elementary schools as part of their corporate social responsibility (CSR) activities. Purposeful sampling was selected, and programs from 3 companies were identified as cases. This researcher conducted email interviews with 35 elementary school teachers and 3 company spokespersons to examine their motivations, implementations, advantages
and disadvantages of the programs, benefits to the company, and changes in teachers’ perceptions of the companies, if any.

The findings first include sources, including governmental, from which teachers initially learned about the programs. Second, the primary reason for program use was food education. Third, the 3 corporate programs studied appeared to be very successful in obtaining publicity in the schools. Two out of 3 companies had their products present in the classroom and also gave their products as gifts. Fourth, teachers were satisfied with corporate programs because they gained professional knowledge, rich materials, and experience-based activities for children. Fifth, the major disadvantage was scheduling. Few teachers recognized that corporate programs effectively influenced the knowledge of teachers and children. Sixth, teachers’ perceptions of the companies were positively changed after experiencing the programs.

Teachers were impressed with professional knowledge and they tolerated corporate promotions. This study included implications: School policies and professional development are needed to address commercial activity and insure that the children’s knowledge would be balanced.
To Bob and Christoph
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CHAPTER I
INTRODUCTION

In Japan, the Basic Law of Food Education or *Shokuiku Kihon Ho*, was enacted in 2005 to promote acquisition of knowledge about food and nutrition as a national movement. The law is regarded as very unique and unprecedented in the world in the sense that it was the product of collaborative work of multiple ministries of the Japanese government in order to improve the diet of Japanese nationals of all ages (The Mother and Child Health Foundation, 2006). The law encourages parents, educators, and the community to collaborate and promote food education. The law also stipulates the responsibilities and duties of food companies on food education promotion (Ministry of Internal Affairs and Communications, 2005) to “voluntarily and actively promote food education in their business operations, while making sincere efforts to cooperate with national government and local governments measures” (Ministry of Agriculture, Forestry, and Fishery, n.d., p. 5). Cabinet Office, Government of Japan (2008) defines food education in *Shokuiku White Paper 2008* as follows:

Shokuiku is the basic part for us to live and is treated as the base of three centerpieces of education, which are intellectual education, moral education and physical education. To have the knowledge about “Shokuiku” and have the ability to select proper food through a variety of
experiences, and thus to nurture people to realize healthy food habits is
the main aim of the Shokuiku Promotion Measures. (p. 2)

The word *Shokuiku* (food education) received significant attention when Prime Minister
Junichiro Koizumi used the term promoting awareness of the importance of food
education (Prime Minister of Japan and his cabinet, 2004). This law was created in
response to the growing public concern about the deterioration of the diets of the
Japanese people, the emerging problem of overweight children, and food safety issues.
Growing concern also emerged about the significant fading of the Japanese food culture,
due in part, to the prevalence of the Western food culture (Cabinet Office, Government of
Japan, 2006).

Some of the major foci of the law are cultivation of a healthy mind in a healthy
body, greater appreciation toward the natural environment and the people who engage in
food production, and preservation of traditional Japanese food culture (The Ministry of
Education, Culture, Sports, Science and Technology of Japan [MEXT]¹, 2006b). This
legislation opened the door to corporate sponsors from the food industry and many food
related companies began to approach public schools. They claim that this activity is
consistent with food education pursuant to the Basic Law of Food Education (Association
of Corporation and Education, 2009; Fujikawa, 2007; McDonald’s Holdings Japan, 2005).
As part of food education as a national movement supported by the national government,
many Japanese food makers and food distributors approached public schools for the
claimed purpose of educating school-aged children. Their stated assumption is that young

¹ The former Ministry of Education was merged with the Science and Technology Agency in 2001 to
become the present MEXT. This researcher terms it the Ministry of Education throughout this study.
children will then be equipped with the appropriate nutrition knowledge and make better
decisions about healthy diets.

**Background of Basic Law of Food Education**

The importance of food education can be traced back to the late 1980s when
school violence and children’s misbehaviors became social problems. When the media
started to pay attention to a potential relationship between bad diets and children’s
misbehaviors, Japanese society gradually realized that food education should be provided
one of the major national newspapers published only 28 articles regarding food education
during the 15- year period between 1984 and 1999. As shown, the number was low
before 2003, and then began climbing (See Figure 1). This indicates the degree of
concern about food education and that much of the society began engaging in discussion
beginning 2003.

**Figure 1. The Number of Newspaper Articles regarding Food Education**

*Figure 1. The graph was created by this researcher based on the data collected from Kikuzo II, the Asahi Shimbun News Database.*
The greatness of Japanese food culture has also been discussed over the past decades. For example, in an *Asahi Shimbun* newspaper article, February 23, 1999, Dr. Yukio Yamori who studied human development from Kyoto University, addressed the negative impact of salt intake on people’s health, and claimed that children need to acquire knowledge about food, and also about the greatness of traditional Japanese food. The article warned that fewer and fewer Japanese people cooked traditional Japanese food, and Dr. Yamori encouraged people to educate themselves about Japanese food to promote a healthy diet (Sugihara, 1999). Another newspaper article of *Asahi Shimbun*, November 2, 1999, reported that it is important to introduce food education at an early age. For example, a preschool principal noticed something was wrong with children’s physical health in the late 1980s and started original food education at her school. The article pointed to the dramatic change in Japanese diets over the past 2 decades and that regular meals became high in calories and lower in fiber. Due to the increasing workforce of women, there was less cooking at home; therefore, fewer children have the experience of cooking. The article also reported on an October 1998 study regarding the health conditions of children at preschools that provided food education and the ones without food education. The study found that 47.6% preschoolers rarely became sick at the preschools with food education versus 31.2% at the preschools without food education (Hoshii, 1999). Even though the article reported no scientific evidence of the relationships between food education and children’s health, the importance of food education began to emerge as a discussion topic.

In 2001, the Education Minister emphasized the importance of healthy diets to build up the strength in children’s bodies and indicated the need for food education at
schools (MEXT, 2001). In 2002, the Ministry of Education released a report showing strong concern about children’s diets, which led to considerable discussion and produced an independent school topic of food education (MEXT, 2002). Consequently, on September 10, 2003, the Ministry of Education released a report regarding establishment of school guidance about food and diets. The report pointed out first of all that children’s diets were becoming seriously worse, and put the nation at risk. For example, only 6.7% of sixth grade boys were overweight in the late 1970s, but that percentage almost doubled to 11.7% in 2002. The report urgently called for establishing healthy diets for young children, and in order to do that, the report suggested children needed to acquire self-controlling abilities about food and their diets (MEXT, 2003, p. 2). The report went on to say that the old system did not allow the school nutritionist to teach children in the classroom and indicated that a system change was necessary by creating a new position called ‘nutrition teacher.’ School nutritionists would be able to become nutrition teachers by obtaining a special teaching certificate. In the report, nutrition teachers were strongly encouraged to play an active role in directly influencing the knowledge of children about food and diets, and directly and indirectly that of parents (MEXT, 2003, p. 6). These reports from the Ministry of Education indicated an increasing discussion about food education which led to the passage of the Basic Law of Food Education in 2005. These waves of concern demonstrated by the national government also explain why schools and business in this study were encouraged and motivated to engage in food education.

In the following section, a description of the current Japanese education system and brief history of the system are provided in order to facilitate a better understanding of how the Japanese education system evolved over time influenced by the nationalistic
nature of the country, a series of policy changes with economic development in sight, and how these policy changes were supported by business leaders: all of which laid out the solid foundation for corporate involvement in public education.

**Japanese Education System**

Currently compulsory schooling, in Japan, is free for children between the ages of 6 and 15 years. The curriculum is nationally prescribed and the standardized textbooks are free. Educational financing and planning are centralized. A total of 16 years of formal schooling is the norm. The first 6 years are termed elementary school. There are 22,000 elementary schools in Japan and public schools account for 97.5% (The Ministry of Education, Culture, Sports, Science and Technology of Japan [MEXT], 2010a, 2011d, 2011e).

There were three major reforms in the history of Japanese education. The first reform focused on modernization during the Meiji era in the 19th century, the second on democracy and egalitarianism after World War II, and the third reform in the 1980s under the Nakasone Administration addressed decentralization and diversification.

During the Meiji era a modern educational system was established. The Department of Education in Japan was established in 1871 and the following year universal basic education laws were proclaimed. Early in the 20th century, between 1900 and 1908, a national curriculum was established (Amano, 1997). This new educational system was imposed from the top as a national policy under central control of the Department of Education (Keenleyside & Thomas, 1937, p. 85). Elementary school enrollment levels reached close to 100% of school age children in a relatively short period (Benjamin, 1997; Yoshida & Kaigo, 1937). Centralization was considered
necessary in order to unify the country (Cummings, 1997, p. 74; Keenleyside & Thomas, 1937, p. 71; Yoshida & Kaigo, 1937, p. 17). The Basic Law of Food Education enacted in 2005 establishing a national policy can be traced back to this reform which created a centralized authority for educational aims. This significantly differs from the American system that leaves most policy decisions to the individual states.

After World War II, in 1947, the Fundamental Law of Education and the School Education Law were enacted and the 6-3-3-4-year system of school education was established (MEXT, 2009b). Post-war reforms, at the national level, established an egalitarian, meritocratic, single-track system (Fujita, 2010, p. 20) with a goal of equalization. This second reform allowed Japan to produce “a highly trained and well-disciplined work force that contributes to its dominant economic role in the international marketplace” (Shimahara, 1992, p. 26). Cummings (1997) points out that Japan then placed great focus on basic education such as elementary schools. This contrasted with the United States where great concern with higher education began at an early stage (p. 80). Due to the second reform, and unlike the United States, the goal of equalization was achieved in Japanese education (Amano, 1997). The ability of this centralized system through national policies to produce highly trained and skilled workers did not go unnoticed by the business community.

In the 1960s, unprecedented expansion of the economy led industry to believe that education should be upgraded to produce better trained workers (Shimahara, 1992, p. 11). The need for diversification was uppermost in the minds of those who initiated the reform project and the issues of egalitarianism versus diversification became more important by the late 1960s (Schoppa, 1991, pp. 45-46). In the 1970s, the equalization
realized by the second reform brought about mass production education and increased academic-oriented enthusiasm for the upper schools, which led to emerging social problems (Amano, 1997, p. 366). School violence and anti-school behavior started to make headlines beginning in the 1970s and the number of incidents reached a peak in 1983 (Schoppa, 1991, p. 49). Some believed that these problems are caused by uniform curriculum, strict school regulation, and the pressure of examinations (Amano, 1997, p. 367; Schoppa, 1991, p. 49). Others, such as traditional conservatives, blamed these problems on the lack of moral education under the post-war systems (Schoppa, 1991, p. 49). This school violence had significant impact on educational change since the 1970s, and produced urgency for coping with these problems, which led the government to launch an education overhaul.

According to Sato (1992), many reformers, especially economists and journalists, blamed teachers for problems such as school violence, bullying, and the increasing number of dropouts. The media reported on incompetent and unenthusiastic teachers without appropriate inquiries into other factors. Consequently, teacher education became a top priority for the school reform (Sato, 1992, p. 158). Reformers agreed that the system became a barrier in the next stage. As Rohlen pointed out in 1987, Japanese mass production education failed to “foster individual expression or to support idiosyncratic or uncommon talents” (as cited in Shimahara, 1992, p. 26). Japan caught up with and passed the Western countries in the 1980s in levels of economy and technology, and it became an affluent country in which 90% of Japanese considered their standard of living as middle class (Amano, 1997, p. 368). It was a growing common belief, however, that Japanese education had not produced enough creative people; therefore, Japan could not compete
in the new globalized, information age (Cave, 2003, p. 87). Consequently, the call for
diversification and alleviation of exam-oriented standardized education was the foremost
center for the next reform to foster creativity to meet the demands of the 21st century.

The third educational reform was initiated in the mid 1980s by Prime Minister
Nakasone. He is known for privatization initiatives and having a strong nationalist
attitude (Fackler, 2010). Shimahara (2002) points out that Nakasone’s cabinet-level
advisory council’s proposals for educational reform included a new market-oriented
approach to recruiting talented people from other fields and hiring them as teachers to
improve teaching (Shimahara, 2002, p. 45). These proposals were supported by top
business leaders who strongly believed the uniform and examination-oriented education
system should be changed (Shimahara, 1995, p. 174). Focusing on deregulation of
education in order to promote liberalization, Nakasone believed that his initiatives
brought Japan into the 21st century (Schoppa, 1991, p. 51). Other scholars have different
views. Hori (1994) claimed that policy changes in education since the 1960s were
strongly influenced by new liberalism of economic theory of the 1960s as follows:

The power of business has become so strong that it dominates
politics…Public education is becoming a profitable market for economic
activity and education is changing into a consumer good and alienated
from the concept of ‘education’ as a fundamental human right. (Hori,
1994, p. 33)

Fujita (2010) claims that these reforms changed the organizing principle of the school
system from equal opportunity to individual choice, which leads to differentiation of the
learning process (Fujita, 2010, pp. 19-24). As can readily be seen, the new emphasis of
permitting people from other fields to teach, the deregulation of schools, liberalism of the new economic policies and the recognition that schools are also markets and sources of profit-making fostered alienation from the human rights perspective regarding education.

The third reform also focused on greater student individuality (koseijushi) and internationalization (kokusaika), which gradually developed into the debates of the 1990s. In order to foster individuality, this reform aimed to change education toward less uniform, less stressful, and more hospitable to exploratory, self-motivated and creative learning that cut across traditional subject boundaries (Cave, 2003, p. 87). Then Prime Minister Nakasone also recognized the nation’s changing role as one of the leaders in the international community. In order to promote internationalization, he claimed the need for healthy nationalism in Japanese education. He strongly believed that the foundation of internationalism is this healthy nationalism which is based on the nation’s long history, traditions, and culture (Hood, 2003, pp. 77-78). The reemergence of nationalistic attitudes fostered additional centralized policies to promote traditional Japanese culture and maintain a defined Japanese identity.

Two major accomplishments of the third reform are curriculum revision and the “five-day school week” (Cave, 2003, p. 89). On July 19, 1996, the Ministry of Education released a proposal including a new subject, “integrated study,” that should be established to address issues that cut across traditional subject areas, such as international understanding, information technology, and environmental education through experience-based activities. The proposal also recommended that leadership skills outside schools should be utilized, indicating professionals from various fields should be brought into schools as instructors to promote creativity and innovative ideas. The one major reform,
the new curriculum, was published in December 1998 and implemented in primary and junior high schools in April 2002 (The Ministry of Education, 1998). The curriculum was cut by about 30% and it introduced “Integrated Study (sogo teki na gakushu).” This subject is “topic-based exploratory learning, cutting across traditional subject areas” (Cave, p. 89), it covers topics such as information technology, international understanding, environment, and welfare, without detailed prescription and textbooks (Cave, 2003, pp. 96-97; Goodman, 2003). The introduction of “integrated study” is probably the most significant reform effort during this period. It not only permitted, but also encouraged the partnering of business with education.

Another major reform was called yutori kyoiku, or relaxed education, which introduced a five-day school week and the revised national curriculum by cutting lesson hours. Children previously attended 6 days a week including half-day on Saturdays. The “five-day school week” (Cave, p. 89) was gradually introduced and fully implemented in 2002 (Fujita, 2010, p. 30). Fujita points out that the “five-day-week school policy” (Cave, p. 90) was motivated more by the perceived needs to bring Japan’s work practices into line with other major industrialized countries than by the educational reasons from the Ministry of Education (cited in Cave, 2003, p. 90). The new curriculum and the “five-day week” (Cave, p. 89), however, have received criticism from those who are concerned about falling academic standards (Cave, 2003, pp. 90-91). The structure of the school week became aligned with that of business, which shows the informal business influence on education.

In April 2001, a new Prime Minister, Junichiro Koizumi took office and suggested another educational reform using the market paradigm (Cummings, 2003, p. 11).
The focus of his structural reform was decentralization of national government power, especially fiscal decentralization, because the centralized system deprived local schools of self-governance. In 2005, the government decided to shift tax-collections authority to local governments by reducing the national support rate for teachers’ salaries from half to one third (MEXT, 2005a). School financing issues became very controversial. This financial burden may have fostered budget-constrained schools and teachers to seek financial benefits from other resources. This created an avenue for business people to become more participatory in local schools.

In December 2007, the rankings from PISA 2006 were released and sent huge shock waves through the country of Japan. Many blamed the former reform of yutori kyoiku (relaxed education) for Japan’s sinking ranking in PISA (Gordon & LeTendre, 2010a, p. 1; Kariya, 2010, p. 13). The government immediately announced its decision to increase lesson hours for math and science by 16% and language by 6% in elementary education. In language class, compositions and reports are encouraged after observations, experimentations and field trips (MEXT, 2007). The Ministry of Education announced the revised national curriculum in 2008 and reduced the number of the integrated studies by 30% and increased lesson hours for major subjects such as math and science (MEXT, 2008b). MEXT also introduced a national test for sixth graders and ninth graders throughout the nation in 2007 despite strong opposition and criticism (Fujita, 2010, p. 26). The implications of these policy changes include that the Ministry of Education (MEXT) recognized that traditional subjects such as language and math are more important than integrated study, and that math and science are key to compete in the globalization market. This policy change indicates that the Japanese education system geared up for
market-driven global competition.

Gordon and LeTendre (2010a) warn that there was a significant shift in the early 1990s, when politicians began to use education as a way to attract votes as well as how educational reforms had become part of a larger package of neoliberal market reforms (Gordon & LeTendre, 2010a, p. 197). Gordon and LeTendre believe that national policymakers, closely working with business interests, have emphasized the fact that Japanese schools have been successful preparing students for productive lives (p. 196). They further claim that the shift will expand inequality in educational finance among different regions, and deprive people of a sense of fairness in educational competition (2010a, p. 203). The school choice plan, which has been promoted by Nakasone since the 1980s, is gradually increasing in big cities; however, some local governments suspended it because it damages community cohesion, collaborative culture, and the vigor among residents in local communities and schools (Fujita, 2010, p. 36). This indicates that Japanese society is not ready for school choice and people prefer cohesion over individual choice.

As evidenced in Japanese history, strong nationalistic attitudes have created a centralized education system, which has evolved with national policies, influenced by industry and economic development.

**Recent Major Educational Policy Changes**

Three major policy changes affected corporate involvement in public education. First, the Basic Law of Food Education was enacted in July 2005, strongly supported by the Prime Minister Junichiro Koizumi. Koizumi himself chaired the Food Education Promotion Council, held on March 31, 2006, to determine the basic policies to promote
food education at a national level based on the Basic Law of Food Education. This law encourages local governments and the private sector to collaborate to provide food education activities. Because food companies have direct interactions with customers, shokuiku promotion policy summary said, “[food companies] are required to provide opportunities for various hands-on activities” (Cabinet Office, Government of Japan, 2008, p. 16).

Second, the national government reduced national grants for public education. In the past, substantial funds have been provided to public education by the national government in Japan. Under the leadership of the Prime Minister Koizumi, however, on November 26, 2004, the national government announced its intention to reduce national grants for public education and put more responsibility on local governments in order to expand the autonomy of local governments (MEXT, 2005b, 2005d, 2005e). This issue raised great concern nationwide about inequality of public education due to unequal ability of local governments to finance compulsory public education (MEXT, 2005a). After heated discussion, the National Grant for Compulsory Education or Gimukyoikuhi Kokkofutankin, which is the central government’s share of elementary and lower secondary school costs, was reduced in 2006 from one half to one-third (MEXT, 2011b).

Third, in the report “Redesigning Compulsory Education for a New Era” issued in October 2005, the Central Council for Education, an advisory council to the Ministry of Education, promoted active involvement in schools such as partnerships and burden-sharing among schools, families, and local communities (MEXT, 2005e). Unlike American education, corporate involvement was not part of public education in Japan and public schools have been protected from business activities. In this report, however, the
Central Council for Education proposed a strategy for teacher quality to “actively tap into a variety of human resources, such as retirees and business people” (MEXT, 2005e, p. 4), and the following year, the Ministry of Education announced as one of the four national strategies in a white paper that it intends to “proactively recruit various talents [from] such as retirees and corporate workers” (MEXT, 2006a, p. 19). This deregulation movement also invited many corporations into the public sphere, as business leaders claimed, as part of their corporate social responsibility.

Corporate Social Responsibility

Kotler and Lee (2005) define corporate social responsibility (CSR) as “a commitment to improve community well-being through discretionary business practices and contributions of corporate resources” (p. 3). Corporate social responsibility (CSR) has the nature of evolving on a regular basis because it is constantly influenced by global economics and ever changing social issues surrounding the business world (Kotler & Lee, 2005; Mizuo & Tanaka, 2004; Okamoto, 2008; Tanimoto, 2006). Business critics believe that ignoring social issues can damage business (Bonini, Mendonca, & Oppenheim, 2006; Cochran, 2007, Makower, 2006). The current business community believes that conscience-focused corporations should take further steps beyond legal obligations to improve the quality of life for all stakeholders in the society by finding “social needs that align with their particular expertise” (Cochran, 2007, p. 450). Consequently, many corporations have stepped into the public sphere, using their strengths and their expertise for the betterment of the broader range of stakeholders in the society.

Tanimoto (2006), a Japanese scholar and expert on CSR, claims that the birth year of the CSR concept in Japan is 2003. According to Tanimoto, an influential business
group, Keizai Doyukai, conducted a survey of 877 member companies in 2002. The result showed only 26% of those were able to respond regarding CSR. They made inquiries to the companies who did not respond and found that 40% claimed that either they were not ready for CSR, or they had no valid data to present. A similar survey of another major recognized economic organization, Keidanren, demonstrated a different picture in 2005. Of their 1,324 member companies 43% responded as having CSR activities, and 46% of those answered that their CSR started in or after 2003. Some scholars believe that the Japanese version of CSR emerged due to corporate scandals in the 1990s (Japanese Standards Association, 2004; Mizuo & Tanaka, 2004). Tanimoto (2006) disagrees. He points out that in 1995 a natural disaster in the Kansai area changed people’s attitudes toward the importance of public service and social order. A volunteer spirit emerged nationwide due to this disaster and the following social change. Companies started to provide paid vacations to the employees who engaged in volunteering in the public sphere. Tanimoto claims that the global trend of CSR, combined with these social changes in Japan laid out a solid foundation for the current CSR of corporate Japan (Tanimoto, 2006, pp. 35-45). In this study, food makers provided their food education as part of CSR activities.

**Statement of the Problem**

Currently Japanese public education is in the early stages of facing both financial instability and involvement from the business world. Corporate involvement has begun and its impact on public education is not yet known. How to deal with the financial instability and the potential impact of corporate involvement are new, challenging issues for school leaders in Japan because public schools have, in the past, been protected from
business activities. Who benefits the most from corporate involvement in public schools, children or corporations? Few studies have examined this corporate involvement in education in Japan.

**Purpose of the Study**

This study investigated corporate involvement of food makers in Japanese public schools. The overarching question is “Why do educators take corporate support in public schools, and why do business leaders provide support to public schools in Japan? How do they collaborate in order to provide food education to children?” In order to understand the new phenomenon of corporate involvement in public schools in Japan, qualitative research methodology was selected to answer these “why” and “how” questions. By examining the voices of teachers who experienced corporate efforts as well as the voices of business leaders who provided food education in public schools, the researcher intended to help reveal the motivations, implementations, advantages and disadvantages of corporate involvement in public schools in Japan in order to understand this new phenomenon. The researcher also attempted to capture social change, if any, by examining the attitudes of Japanese educators in public schools toward the business world as a result of their experiences with corporate efforts, as well as the attitudes of food makers toward Japanese educators.

**Research Questions**

1. Why do Japanese teachers use corporate programs in public schools?
2. How are the corporate programs implemented in Japan?
3. How do teachers perceive the advantages and disadvantages of corporate involvement in public education in Japan?
4. How have the perceptions of Japanese teachers toward business changed, if at all?

The first research question addressed the motivation of participants. The answers revealed reasons why Japanese teachers want to use corporate programs from both teachers’ perspectives and business perspectives. The second research question addressed the decision-making process of the stakeholders and implementation process of corporate programs. From teachers’ perspectives, this question revealed how schools decided to accept corporate programs. From business leaders’ perspectives, this question revealed corporate efforts to get into the public sphere. The third research question addressed the benefits and concerns of corporate involvement. From teachers’ perspectives, benefits and concerns to schools, teachers, and children were examined. From business leaders’ perspectives, benefits and costs to the company were revealed. These answers were considered for future decision making of both school administrators and business leaders for effective corporate programming that benefit both. School administrators may maximize the benefits and minimize the negative impact by understanding both positive and negative sides of corporate involvement. Business leaders can provide better programs by minimizing the concerns and maximize the value of the programs by enhancing the benefits to educators. The last research question examined potential attitude changes that occurred among the participants who experienced corporate support in public education. From teachers’ perspectives, these questions revealed sources of their attitude toward the business world, and the consequences of any changes. From business leaders’ perspectives, these questions revealed how business leaders perceive the changes in the attitudes of educators, if there are any. This may have revealed a gap in
perception between educators and business leaders. The answers to these research questions may reveal the influence of public policy, social change, educational policy, and the governmental implications.

**Significance of the Study**

Corporate involvement in public education is a new issue and the impact on public education in Japan is unknown. Few studies, if any, have examined corporate involvement in Japanese education and how it affects public schools, in contrast with American counterparts. The research findings should contribute to the knowledge base for five reasons.

First, with an overview of existing programs, school administrators and business leaders will be able to plan more effective corporate programs that benefit schools and society without damaging the quality of education.

Second, findings from this study should assist school administrators with initiating guidelines for school policy regarding corporate involvement in public schools. Initiating policies and guidelines, schools can maximize the benefits and minimize the negative influences of corporate involvement and resist possible exploitation of schools by business practices. Furthermore, the findings of this study may contribute to the dialogue regarding development of a national policy on corporate involvement.

Third, due to the nature of this study, this qualitative inquiry presents an international comparative example in social foundations studies as well as cultural studies. This study should also illuminate the social change evidenced in education due to these newly formed school-business partnerships. Therefore, this research should not only contribute to the knowledge base in education but also in cultural studies and sociology.
Fourth, this research illuminates the contemporary, and relatively new, social business practices of corporations in Japanese public schools. Identifying these practices should contribute to the knowledge base in international business and business ethics studies.

Fifth, this study lays the foundation for future researchers conducting comparative analysis between Japan and the United States to address existing commonalities and differences. Therefore, this research also contributes to the knowledge base in comparative education.

**Definitions of Terms**

For the purposes of this study, selected terms are defined in this section. Definitions without references are determined by the researcher.

**Business (Minkan Kigyo)**

A collective noun for a legal entity called either a corporation or a company that was formed to conduct business. This legal entity is termed a “corporation” in the United States and “company” in England and Japan. In this study, business refers to formal organizations that engage in commercial activities in order to pursue profits. Any civic group, governmental agency, religious group, and non-profit organization is excluded in this study. Japanese people call this concept “Minkan (private sector),” “Minkan Kigyo (private company),” or “Kigyo (company).” The key concept cutting across the three terms is that they are profit-making businesses.

**Commercialism**

“Excessive emphasis on profit” (Mish, 2009a) or “Ubiquitous product marketing that leads to a preoccupation with individual consumption to the detriment of oneself and
society” provided by the Center for the Study of Commercialism (as cited in Molnar, 2005, p. 3).

**Consumerism**

“The theory that an increasing consumption of goods is economically desirable; also: a preoccupation with and an inclination toward the buying of consumer goods” (Mish, 2009b), or “a broader ideological message promoting consumption as the primary source of well-being and happiness” (Molnar, 2005, p. 44).

**Corporate program**

Corporate activity designed by the company directed toward school education, including arrangements, implementation of the lesson, and follow-up activities.

**Corporate lesson**

Corporate curriculum designed by the company intended to be delivered in the classroom at schools.

**Teachers**

In Japanese culture, teacher (sensei in Japanese) refers to teaching professionals. In this study, this researcher calls participants from schools, “teachers.” Certified teachers and school administrators are included in the group termed “teachers.” Certified teachers in this study are either classroom teachers or teachers in supporting services such as school nurses and nutritionists hired by government. School administrators in this study refer to principals and assistant principals who played an active role in corporate programming.
**Food Education (Shokuiku)**

Food education, *Shokuiku* in Japanese, defines “acquisition of knowledge about food as well as the ability to make appropriate food choices” (Ministry of Agriculture, Forestry and Fishery [MAFF], n.d., p. 1).

**Assumptions**

The assumptions made prior to this investigation were as follows:

1. The respondents experienced corporate programs in public schools in Japan.
2. Elementary school teachers are the best informants for revealing the dynamics of corporate involvement in public schools in Japan for this study because corporate efforts tend to focus heavily on elementary schools, especially in terms of food education.
3. The priority of the elementary school teachers was to make decisions in the best interest of children over that of business. To determine the best interest the teachers judge whether children or corporations receive the greatest benefit.
4. The respondents had sufficient experiences to provide information-rich responses because it has been more than 4 years since public schools opened to corporate sponsors.
5. The respondents provided answers to the questions on the interview protocol based on authentic experiences.
6. Attitudes of the respondents toward the business world may have changed over the past several years due to their experiences.
7. The researcher made every attempt to include participants from schools of all sizes and locations across the country of Japan.

**Limitations**

There are several limitations in this study. First, this study was limited to the food industry in the business world because the involvement of the food industry has been supported by the Basic Law of Food Education. However, a major benefit from this study is information obtained from teachers who have experienced corporate efforts. These data should reveal the dynamics of corporate involvement in public schools in Japan through the lens of food education. It should also reveal the governmental implications of corporate involvement in education.

Second, this researcher did not collect data from children. This study was limited to responses from selected elementary school teachers and the companies that conducted corporate lessons in these elementary schools in Japan. The findings of the study do not transfer outside the area being studied. For example, teachers in middle and high schools might have different experiences of corporate involvement because the business world, especially the food industry, tends to put more focus on elementary schools. Therefore, the educators in middle schools and high schools in Japan would not necessarily agree with the findings of this study. Also, the findings of the study do not transfer outside the country of Japan because the findings are culturally situated.

Third, the interview data were collected for this research through email. Some interviewees might have felt intimidated answering questions in writing because, unlike face-to-face interviews, they recognize that their writings are strong evidence of how they feel, and once written, cannot easily be revoked. It is possible that respondents may have
hesitated to express themselves freely, compared to face-to-face interviews, because they answer the questions in writing. Even though this can be one of the weaknesses, it may be one of the strengths because another potential assumption is that interviewees organized their thoughts before writing their answers.

Fourth, any translation imposes an additional research concern. There are limitations to the translation skills of the researcher. All interviews were conducted in Japanese and some documents used for analysis were written in Japanese. This researcher is neither a professional translator nor a certified interpreter. Therefore, it is possible that the text in this study could contain nuances between Japanese and English, even though this researcher has extensive work experiences of translating, she has made every attempt to faithfully translate Japanese and English.

Fifth, this researcher grew up in Japan and attended public schools from first grade to 12th grade in the 1970s and 1980s. Although her experiences may have influenced her interpretation of findings of this study, she had opportunities to oversee her child attending both Japanese and American public elementary schools in the year 2009-2010, which may update her knowledge of the current public education system and provide a balanced view for her interpretations.

Finally, instead of conducting a single case study of a particular corporate program, three case studies bounded by three corporate programs were chosen because of the uniqueness of each case. This allowed the researcher to triangulate the findings among teachers who experienced a particular corporate program, as well as contrast the findings among different programs. These case studies are preliminary in nature; however, an extensive study of many corporate programs using random sampling, in the future,
may produce a more comprehensive picture of corporate involvement in public schools in Japan.

**Organization of the Study**

This dissertation is organized into eight chapters. Chapter 1 includes introduction, statement of the problem, purpose of the study, research questions, significance of the study, definitions of terms, assumptions, limitations, and organization of the remainder of the study. Chapter 2 contains a review of literature and research concerning corporate involvement in public schools in Japan, in contrast with the American counterpart. Chapter 3 addresses methodology. It contains the research design, sampling strategy, data collection strategy, analysis strategy, validity of findings, reflexivity, extension of qualitative findings, and ethical issues. Chapters 4, 5, and 6 are case study reports. Each case study report has research findings, discussion of the analysis and summary of major findings. Chapter 4 presents the first case study: Snack lesson of a potato chip maker. Chapter 5 presents the second case study: Flavor lesson of a seasoning maker. Chapter 6 presents the third case study: Soy sauce lesson provided by a soy sauce maker. Chapter 7 is a cross-case analysis report that provides commonalities and differences among three cases including implications for further research. Chapter 8 presents the epilogue of this researcher including reflections on this research journey with the hope future researchers will find it helpful to conduct similar studies.
CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

In this chapter, this researcher examines the historical aspects of corporate involvement in the United States and Japan, for the purpose of providing readers a better understanding of the social context and the dynamics of corporate involvement in education.

Corporate Involvement in the United States

Prior to 1980s

The presence of American corporations in public schools became stronger in the late 19th century (Anderson & Pini, 2005). According to Anderson and Pini, corporations successfully shifted a financial burden onto the taxpayers by constantly complaining that “schools are doing a poor job of producing human capital” (2005, p. 219). Meanwhile, various businesses made inroads to schools over the century. According to Molnar (2005), a paint company in 1890 distributed art class handouts about primary and secondary colors that plugged the company’s products. A 1929 survey of the National Education Association’s Committee on Propaganda in the schools examined the advertisements for sponsored materials and the school policies, indicating that there was a relatively strong presence of corporate materials (Molnar, 2005, p. 17).

In the mid 1950s, professional organizations such as the American Association of School Administrators, published guides to help teachers use sponsored materials. In the late 1970s, a survey of the National Education Association found that approximately half of American teachers used sponsored materials representing various commercial interests such as banks, utilities, manufacturers, and food processors (Molnar, 2005, pp. 17-18).
This indicates that educational materials designed by businesses were prevalent in schools even before the 1980s.

1980s - 1990s

In 1983, the U.S. Department of Education released a report, *A Nation at Risk*, which helped to establish the view that American public schools were failing and the nation was losing competitiveness in the global economy (Molnar, 2005, p. 10). Public concern regarding the crisis in public education was fueled by the mass media as well as critics who blamed public education for every social problem. This undermining of public confidence helped the corporate sector take the lead in school reform, school-business partnerships, and the privatization movement (Saltman, 2000, pp. xviii-xix).

During the 1980s, various reports described a variety of successful cooperative programs between business and schools such as the Junior Achievement and Adopt-a-School approaches (*Business-School Partnerships*, 1980; Levine, 1985; Levine & Trachtman, 1988; O’Connell, 1985). The private sector offers financial support, provides training, internships, and summer jobs for teachers and students, and gives administrative and financial management assistance (Levine, 1985, p. 3). Levine (1985) points out that the isolation of schools is detrimental both to schools and economic growth because public education needs to be a strategic component in economic planning. She also points out that partnerships or collaboration facilitates improved communication between schools and the private sector and it serves two purposes. First, identification of the skills and knowledge required by employers narrows the gap between education’s outcomes and industry’s needs. Second, students can see the critical connection between what students learn in schools and the reality of the workplace (Levine, 1985, pp. 16-17).
Anderson and Pini (2005) suggest that the emerging business influence was due to the transfer of the business ideology from the private sector to the public sector during the 20th century (p. 222). The principles of Total Quality Management (TQM) became popular in the 1980s and 1990s and school administrators were taught about the principles of TQM. Terms like *continuous improvement*, *teaming*, *customer*, and *quality* became part of the vocabulary of school administrators (Anderson & Pini, 2005, p. 221).

Since 1980, public policy has favored an unregulated environment and weakened restrictions on business activities in schools (Molnar, Koski, & Boninger, 2010). Molnar et al. claim that, coupled with insufficient public funding for education, corporations intensified their marketing efforts in schools, and that for the purpose of reaching out to students, corporations offer schools a share of sales commissions, free sponsored educational materials, and prizes for participating in corporate-sponsored contests. The Campbell Soup Company started incentive programs by providing educational equipment in return for proof of purchases more than 3 decades ago. Pizza Hut has provided a reading incentive program called “Book It!” since 1985 (Molnar et al., 2010, p. 73). Channel One launched its electronic marketing in the classroom in 1990. The company provided free video equipment to schools in exchange for requiring students to see their 10 minutes of programs with 2 minutes of commercials every day (Government Accountability Office [GAO], 2000, p. 26). ZapMe! began similar marketing in 1998 by providing computer equipment and Internet access to schools. In return, students are required to use computers an average of 4 hours each school day (GAO, 2000, p. 27). After it reached out to 2,300 schools nationwide, ZapMe! folded in late 2000 due to intense controversy over this program (Molnar et al., 2010, p. 72).
Some corporations hire celebrities who tactfully organize a rally or give talks to children at schools so that the children feel that they are special. However, they do not address the underlying inequality in education embedded in race and poverty issues (Kozol, 1991). Chrysler uses a reading program to introduce the company to school-aged children and their families (Molnar, 1996). A 1998 incident during a Coca-Cola contest made nationwide headlines when a student who did not cooperate with corporate sponsors was punished by being suspended for wearing a Pepsi T-shirt on “Coke Day” for the photo shoot (Saltman, 2000, p. 57). McDonald’s has taken over some school lunch programs (Boyles, 1998, p. 98; VanderSchee, 2005, p. 15). Some sponsors even started to write curriculum, which includes textbooks that use Oreo cookies, Nike shoes, and McDonald’s meals as sample lessons and indirectly encouraged the consumption of their products (Boyles, 2005, p. 218).

Some studies in the 1980s addressed the various benefits from the business involvement in schools. O’Connell (1985) suggests that schools can benefit from new resources to enrich the curriculum and keep it up-to-date, that partnerships provide opportunities for career exploration for students, and that partnerships can increase public confidence and teacher morale by sending a message of “education is a joint responsibility” (p. 15). From the business perspective, corporations can take tax deductions for their financial support through partnerships, and their employees have opportunities to acquire the intrinsic reward of sharing their time and talent to help students to see the connections between what they learned in school and the real world (O’Connell, 1985, pp. 14-15). Other studies showed different views. Mann (1987) studied business involvement with public schools in 23 large cities and 85 nonurban school
districts in the nation. He found that only one fourth of superintendents believed in business involvement as long-term commitments despite the growing number of partnership projects. Mann also found that the business community seemed to be disinterested in job-specific training, its social responsibility was amorphous, and its involvement was built on fuzzy altruism such as good feelings. He further claims that private sector partners wanted to be cooperative but they wanted to stay on noncontroversial ground: conflict and controversy were someone else’s responsibility. In fact, Mann found no evidence that businesses had an intention to control the schools or to interfere with their operation, nor attempt to displace job training from the private to the public sector, nor engage in broad school reform. He suggested that business leaders would approach school administrators to examine available resources in the private sector such as food service, as Mann identified one of “the areas business knows best” (p. 128). He further identified lectures by volunteers and field trips as assistance that can be provided by businesses because of their expertise. Other researchers such as Levine and Trachtman (1988) recognized that business involvement varies widely and most of the collaborations have goals for educational improvement, but they do not all have the same objectives.

Literature during the 1980s and 1990s suggests several benefits from collaborations. First, schools can benefit from school business partnerships. For example, Gallin (1988) reported that some partnerships contributed to the improvement of public relations in the community. Temple (1996) found that corporate partners facilitate system change in schools by influencing organizational change and building a shared vision, promoting participation and ownership, and monitoring results. Second, some studies
identified empowerment of the teachers through partnerships as a benefit (Bowman & Dawson-Jackson, 1994; Clark, 1996; Marsden, 1993; Warmuth, 1998). For example, Bowman and Dawson-Jackson (1994) explain that teachers used to feel powerless and frequently leave problems for administrators to solve. The technique of total quality management that the private sector brought in allowed teachers to learn how to improve the school environment (p. 469). Third, some studies showed a positive impact on children. Sosa (1986) reported on the dropout prevention program, funded by the Coca-Cola Valued Youth Partnership Program. She studied 100 high-risk students and found that their grades improved and behavior referrals decreased. In the end, only six dropped out. Friedman and Scaduto (1995) studied the impact of a school-business partnership in which employees of a local business were paired with students at high risk and ate lunch together once a week for 14 weeks. Their evaluation indicates that students who participated in the program improved their self-esteem. Other studies pointed out that one of the major benefits to children is the opportunities for real-world experience (Bowman & Dawson-Jackson, 1994; Warmuth, 1998). Tiene (1993) studied the impact of Channel One on children’s knowledge gain and found that Channel One viewers scored higher than non viewers. Furthermore, Tiene reported that teachers in his study were extremely positive about Channel One’s approach. While some critics saw that students who watched Channel One were more likely to express materialist values and to believe that money is everything (Molnar, 2005, p. 18), Channel One was well received by most students, teachers, and administrators (Angulo, 2008, p. 114).

In the 1990s, product sales of soft drinks in schools became contentious in terms of school commercialism. Exclusive agreements are defined as agreements between
schools and corporations that give corporations the exclusive right to sell and promote their goods or services in schools and grant the school a percentage of profits in return (Molnar, 2005, p. 21). Proponents claim that such agreements represent win-win situations for schools, businesses, and the taxpayers in the community (as cited in VanderSchee, 2005, p. 3). The generated cash from these agreements can be used to pay for new facilities or for the improvement of school facilities such as a track, scoreboards, and auditorium (Molnar, 2005, p. 50). The drawback is schools are participating in programs that encourage more consumption of unhealthy products and undermine student health (Molnar, 2005, pp. 57-62) and more specifically, the increase in soft-drink consumption can cause serious health implications (VanderSchee, 2005, p. 12). Some critics warned that soft drink companies turned schools into sales agents for their products and that these exclusive contracts were to change the priorities from education to soda consumption (as cited in Saltman, 2000, p. 59).

Molnar (2005) reported that such agreements have risen 858% between 1990 and June 2004 (p. 21). A board member in a school district in Florida defended her decision regarding contracts with Pepsi, claiming that schools do not have the responsibility of being the food police, and that schools should not be expected to turn up their noses at $4 million annually (as cited in Molnar, 2005, p. 50). This comment indicates that it is very difficult for schools, especially budget-constrained schools, to give up this financial advantage that schools can obtain from exclusive agreements with soft drink bottlers.

21st Century

An increasing number of educational professionals developed voluntary guidelines regarding corporate involvement in schools. According to Molnar (2005), at
the same time medical organizations were making statements against soft drinks in school facilities. School districts and state legislators began to act in order to issue guidelines and regulations against school commercialism. Molnar reported that some states were successful regulating the sale of soda in schools; however, more than half of the attempts failed between 1999 and 2003 (Molnar, 2005, pp. 64-66).

Corporations intensified marketing in schools toward the 21st century, as indicated by the number of media stories covering successful marketing activities in schools, which jumped by 656% from 991 stories in 1990 to 6,505 stories in 2006 (Molnar, Koski, & Boninger, 2010, p. 2).

As described, corporate involvement in public schools is long standing in the United States. School boards, parents, and students have actively pursued corporate sponsors and school-business partnerships in the United States and corporate involvement in public schools is prevalent. Scholars and researchers in the United States continued to examine corporate involvement in schools. Literature after entering the 21st century suggests that schools appear to appreciate the various corporate supports to which they may not otherwise have had access. Some studies continued to find that business partnerships contributed to the improvement of public relations in the community (Browder, 2007; Moylan, 2003). Others found that students demonstrated an increased sense of responsibility, improved school attendance, and academic motivation (Moylan, 2003; Scales et al., 2005). Few studies, however, have addressed the relationship between corporate involvement and student achievement.

Anderson and Pini (2005) believe that corporations are not generously helping subsidize public education as school administrators and educators believe. They point out
that corporations constantly seek tax breaks that take public money away from education (p. 218). Corporations have consistently lobbied the government for fewer taxes since the 1930s (Saltman, 2000, p. 61). Corporations paid 33% of the federal tax burden in the 1940s. This was down to 27% by the 1960s, 15% by the 1980s, and down to less than 10% in 2000 (Saltman, 2004, p. 158). Anderson and Pini (2005) explain that this, coupled with tax breaks from local communities, contributes to the inability of local government to support social spending such as for public education. Corporate tax breaks created a dilemma for local governments. Cities want the jobs that corporations bring, but the tax breaks given to attract corporations deprive them needed funds for public schools (Anderson & Pini, 2005, p. 232). Some scholars see that corporations are increasingly taking over many public functions, and the growing corporate power is regarded as a threat to American democracy (Anderson & Pini, 2005, p. 218).

Critics such as Boyles (1998, 2005, 2008), Molnar (1996, 2005), Saltman (2000, 2007), and VanderSchee (2005) have questioned corporate involvement in education. They claim that American corporations have been successful at forming school-business partnerships with underfunded schools and have turned them into markets (Boyles, 1998, 2005; Molnar, 2005; Saltman, 2000, 2007; VanderSchee, 2005). They claim that due to the heavy reliance on local funding, and the lack of support from the state and federal governments, many American K-12 schools have been budget constrained and have been vulnerable to corporate involvement. More importantly, scholars such as Boyles (1998, 2005) indicate that American corporations provide support to schools so students embrace attitudes favoring consumerism, materialism, and privatization in order to favor corporations and their profit making. Molnar (2005) warns that corporate programs
should be carefully examined because they are uniquely self-interested in design seeking for return on investment. In 2001, a group of educators and business leaders formed “The Council for Corporate-School Partnerships” to provide guidance about school-business partnerships (The Council for Corporate-School Partnerships, n.d.; EducationNews, 2006). The Center for Science in the Public Interest (2002) blasted a Coca-Cola funded report issued by this group saying, “Given the Coca-Cola company’s horrible track record in schools, it’s the last company one should look to for ‘guiding principles’…we certainly don’t need Coca-Cola teaching kids nutrition” (Center for Science in the Public Interest, 2002). The growing public concern is parallel to the national trend. According to a 2004 report from the Government Accountability Office, 28 states had passed laws or regulations regarding commercial activities, product sales and advertising before the 21st century. After 2000, however, 13 states established new laws regulating commercial activities in public schools and 25 states proposed laws that address commercial activities (Government Accountability Office, 2004). Obviously the nation was moving toward more regulation of commercial activities in public schools due to the diversified marketing tactics targeted at children.

During this heated discussion, the American food industry was confronted with growing public concern. For example, in the early 21st century the media began focusing on an artificial sweetener, high fructose corn syrup (HFCS) used in processed foods. A British biophysi- cist Walter Gratzer (2005) calls, “the incursion of HFCS into the modern diet must be seen…as an unmitigated catastrophe” (p. 231). Many researchers and food critics claimed HFCS is likely to be a key player for causing obesity and diabetes in the United States (Critser, 2003; Price, 2004; Warner, 2006; Watson, 2006).
In January 2006, a nutrition advocacy group along with two parents announced their intent in filing a lawsuit against Kellogg, the world’s largest cereal maker. One of the plaintiffs said, “We can no longer stand by as our children’s health is sacrificed for corporate profits” (Center for Science in the Public Interest, 2006). A year and a half later, June 13, 2007, Kellogg finally agreed to reformulate its products to meet new standards and also agreed to stop marketing its products to children under age 12 (Sniffen, 2007). The soft drink industry successfully installed vending machines in school facilities by the mid 1990s by paying commissions to the many budget constrained school districts, and the consumption of soft drinks by children soared (Critser, 2003). Giving in to public pressure, in May 2006, the beverage industry finally recognized that childhood obesity is a national concern and agreed to reduce calories and increase nutrition available to children during the school day based on the new guidelines (William J. Clinton Foundation, 2006). The food industry started to demonstrate its intent to implement its discretionary business practices to accommodate the needs of schools, parents, children, and the public.

**American Critics of Corporate Involvement**

Boyles (1998) has argued that public schools should not be used for commercial purposes. He argues that American school leaders have allowed corporate values to take over the meaning of public schools, and that this priority change of school leaders who favor business-oriented schooling over education-oriented schooling is disturbing. He illuminated a point that American food makers directly influenced the curriculum and infused consumer materialism for young children. Boyles (2005) also argues that corporations use their financial power to cause students, teachers, and leaders to support
business interests and to accept the real world as the corporations impose. As a consequence, Boyles claims, students depend on the opinions of business leaders, and do not learn to think critically (2005, pp. 219-221).

Molnar (2005) has studied the prevalence of school commercialism in the United States. He claims that corporate programs are uniquely self-interested and driven by the need for a return on investment. He warns, “Marketing to children in schools is especially problematic because, as students, they are a captive audience and are asked to believe that what they are being taught is in their best interest” (p. 9). Therefore, he argues that marketing unhealthful foods in schools undermines student health and corporate arrangements inhibit student rights. As a result, corporate programs undermine educational priorities (pp. 61-62).

Saltman (2000) argues that corporate curriculum trains students to be consumers and turns schools into marketing sites with captive audiences. Recognizing that some companies promote consumerism by sending free curriculum plans to elementary schools, he warns that corporate curriculum influences knowledge content by depriving children of meaningful education, often promoting unhealthy products and presenting misinformation, and pushing crass consumerism.

VanderSchee (2005) points out that soft drink and fast food makers have taken advantage of the lack of a regulatory system and turned schools into lucrative markets. She warns that corporate involvement, especially from the soft drink and fast food industries, has contributed to children’s excessive access to unhealthy food in school facilities and has led to childhood obesity. Also other critics have argued for years that the aggressive marketing from the food industry, targeting school-aged children, significantly
contributes to the prevalence of child obesity and unhealthy diets (Critser, 2003; Gratzer, 2005; Schlosser, 2001). Therefore, this has been a significant problem for the country.

In the next section, a brief summary of the history of corporate involvement in Japan is provided in order to contrast it with the American counterpart.

**History of Corporate Involvement in Japan**

Few studies examined corporate involvement in public schools in Japan. However, there are the footsteps of Japanese companies that have supported public education as their social responsibility.

One of the most recognized corporate involvements in public education is the factory visit. Factory visits are very common for Japanese manufacturers, especially food makers, to offer to schools. Generally speaking, factory visits require a reservation, but they are free of charge and open to the public. However, this is not a new way of corporate involvement in public schools in Japan. Keenleyside and Thomas (1937) studied the history of Japanese education and highlighted school excursions as an objective Japanese teaching method. Schools make arrangements to take children to points of scenic beauty and historical sites in order to satisfy children’s curiosity. Keenleyside and Thomas pointed out that the government plays an active role as facilitator in making these possible. They also explained that these school excursions include businesses as follows:

In order that the children may learn how business and industry are carried on, school visits are arranged to business-houses, commercial establishments, industrial plants, railway stations, docks and other essential units in the life of a modern state. (p. 186)
Currently it is very common in Japan that manufacturers offer factory visits to school-aged children. For example, Coca-Cola West Japan has a 60-minute factory tour program for children. It starts with a 20-minute factory tour, then a 10-minute video followed by 30 minutes of explanations and taking of questions. Honda’s factory visit program is about 90 minutes total, starting with orientation, a video, and factory tour. Factory visits are very popular, especially for elementary schools. Manufacturers support education as part of their business activities, community involvement, or corporate social responsibilities (Asahi Shimbun, 2009; Coca-Cola West Japan, 2009; Ezaki Glico, 2009; Honda Motor, 2009; Kagome, 2009; Otsuka Pharmaceutical, 2009; Panasonic, 2009; Toyota Motor, 2009).

Another form of involvement in education is through non-profit organizations housed within companies. One of the examples is Ezaki Glico, a well-established and very popular candy maker in Japan. The founder, Riichi Ezaki, believed that he should contribute to the society once he made enough money. Ezaki also believed that commercial activities must be the ones that benefit the society. Believing in his corporate philosophy “Oishisa to kenko (Delicious and healthy),” he talked to different experts from various areas including government officials, medical doctors, and educators to promote health for mothers and children. In 1934, he successfully established a foundation called The Mother and Child Health Foundation. Since then, the foundation has promoted science-based food education, good diets, and good health with the focus on children through free movies in elementary schools, a series of lectures, seminars, and publications (The Mother and Child Health Foundation, 2009).
Another example of corporate involvement is the Bell Mark Movement or *Bell ma-ku undo*. Many schools participate in this program which is very similar to the “Box Tops for Education” program in the United States. In Japan, schools were still suffering damage from World War II. In 1957, Japanese teachers in remote areas made an official request to Asahi Shimbun (a major newspaper company) asking for help to improve school facilities. Therefore, a foundation was established for the purpose of school facility improvement and the Ministry of Education authorized its activities in 1960 (Bellmark Foundation, 2009a; Bellmark no rekishi, n.d.). This foundation is currently called the Bellmark Foundation.

According to the Bellmark Foundation, the following is how its system works. Participating companies use the designated bell shaped mark on their products. Parents cut out this mark and collect as many as possible, and send them to the PTA. The PTA sends the bell marks to the Bellmark Foundation and the foundation deposits, in an account, the accumulated points. From a designated catalog, the PTA decides what items it wants to purchase based on the accumulated points. The PTA then places orders with the Bellmark Foundation. The foundation takes the order and forwards the order to the participating companies. The product is delivered by the company to the school, and 10% of the purchase price goes to the foundation as sponsorship. As of April 2009, 62 companies participate as sponsors and place the bell mark on their products. About half of them, 30 companies, are food related (Bellmark Foundation, 2009c). In addition to participating companies, 19 companies register as cooperating companies (Kyoryoku kaisha) and take orders and provide equipment without the use of the bell mark. The number of participating schools exploded between 1960 and the mid 1970s from 2,263 to
21,785. After a few ups and downs, the number started to increase steadily after 1982. As of March 2009, a total of 28,450 schools participated in the Bellmark movement (Bellmark Foundation, 2009b).

Corporate involvement can also take the form of donated educational materials to schools based on corporate philosophy and core values. A good example is Kagome, a leading ketchup maker in Japan. According to Kagome (2009), the company started food education for children in 1964. By donating educational materials to preschools, approximately 50,000 preschoolers had access to Kagome materials in 2008. Since 1972 the company has invited parents and children to attend musicals about food education. Approximately 60,000 people were invited to musicals in 2008. Kagome also started in 1999 to donate tomato plants nationwide to elementary schools. Approximately 3,700 schools every year receive donations. Kagome also offers free factory visits to school-aged children (Kagome, 2009).

In response to the Basic Law of Food Education which was enacted in 2005, McDonald’s Japan created free lesson plans and started to donate, upon request, its corporate curriculum to public schools (McDonald’s Holdings Japan, 2005). A Japanese scholar, Daisuke Fujikawa, assisted McDonald’s Japan in developing its food education program (McDonald’s Holdings Japan, 2008). Fujikawa (2007) supports corporate involvement in education. He believes that companies should be involved in education on a regular basis because children should know that companies are also responsible members of the overall society. This growing involvement of McDonald’s Japan and other food makers in public schools, using the justification of the national policy, also raised concern. Makuuchi (2007) criticizes the scholars and dietitians who helped fast
food makers, snack makers, and soft drink makers with food education programs, claiming, “The law allowed junk food makers and undisciplined scholars to take on this business opportunity” (Makuuchi, 2007). He claims that it is unethical for junk food makers to use compulsory schooling sites and attempt to influence the knowledge of children by justifying that their products are not problematic if reasonably consumed.

Even though these factory visits, the bellmark activities, and material donations have existed for many decades, companies in the past rarely visited public schools as instructors. The recent movement of “business people come to schools” is a relatively new phenomenon. The total impact of business on education in Japan is not yet known. This recent business involvement in public schools in Japan is controversial and potentially problematic, as is in evidence in the United States. Similarly, this issue should be examined.

**Is Corporate Involvement in Schools a Problem?**

Proponents of corporate involvement and school business partnerships claim that such partnerships provide competition in the education market, innovative ways of financing education, greater flexibility than the public sector, and increased efficiency. Therefore, such partnerships will increase access to a good quality of education for all, especially poor children (Patrinos, Barrera-Osorio, & Guaqueta, 2009, p. 4). Appropriate public-private partnerships also provide optimization of resources, accountability, cost reduction, added value, and results-oriented incentive schemes (Bistany, 2007, pp. 31-36). Opponents of corporate involvement in education argue that “quality suffers if it is driven by profit” (Bistany, 2007, p. 33) and that the privatization of education may force the government to lose control over public service, which may destroy public schools, and
that increasing education choice may lead to socioeconomic segregation (Patrinos, Barrera-Osorio, & Guaqueta, 2009, pp. 4-5)

Critics claim that corporate involvement, especially of food makers, in American public schools tends to change educational priorities, promote school commercialism, turn schools into marketing sites with captive audiences, and infuse consumerism by influencing children’s knowledge through corporate curriculum. In the face of this new corporate involvement of food makers in Japanese public schools, how and why do food makers and public schools collaborate with one another to provide food education programs in the classrooms in Japan? Why do Japanese teachers use corporate curriculum? Are schools facing the same problems as cited by American critics? If so, how do Japanese food makers use public schools to shape consumers? These overarching questions led to this study and directed attention to issues that should be examined as case study propositions.
CHAPTER III

METHODOLOGY

Research Design

Case study is a choice of what is to be studied, not a choice of methodology (Stake, 2000). Case study promotes better understanding of the practice or issue and facilitates informed decision making (McMillan & Schumacher, 2006, p. 333). According to Stake (2000), the case is a bounded system. Behavior patterns, coherence, and sequence are important within the system, within the boundaries of the case, and other features outside. Therefore, boundedness and behavior patterns are useful concepts for specifying the case (Stake, 2000). The case study is an intensive description and analysis of a phenomenon or social unit (Merriam, 2002). A case study is an in-depth exploration of a bounded system such as an activity, event, process, or individuals (Creswell, 2005, p. 439).

According to Yin (2009), case study is desirable when the research topic is contemporary, the investigator has no control over actual behavioral events, and the primary research questions focus on “why” and “how” the incident occurred. He also explains that the distinctive need for case studies arises out of the desire to understand complex social phenomena (p. 4). Yin further explains that a case study tries to illuminate a decision or set of decisions such as why they were taken, how they were implemented, and with what results (p. 17).

Miles and Huberman (1994) claim that studying multiple cases increases generalizability. It allows us to see processes and outcomes at a deeper level across many cases, and to develop more sophisticated descriptions and more powerful explanations...
Yin (2009) suggests that multiple-case design may be preferred over single-case design because analytic conclusions independently arising from two or more cases will be “more powerful than those coming from a single case alone” (p. 61). Stake (2006) calls it a multicase study, in which the individual cases share a common characteristic or condition and the cases in the collection are somehow categorically bound together, such as members of a group or examples of a phenomenon. Stake (2006) calls this group, category, or phenomenon “quintain” (p. 6). He claims that the quintain is a target collection which is an object or phenomenon to be studied in a multicase study. Yin (2009) suggests that the multiple case researchers follow replication design (p. 53), in which researchers predict similar results (a literal replication) or predict contrasting results but for anticipatable reasons (a theoretical replication). Yin suggests that a multiple-case study involving a few cases would be literal replications (2009, p. 54). Yin suggests that the multiple case investigator must choose each case carefully because selecting two or more cases that are believed to be literal replications requires prior knowledge of the outcomes (2009, pp. 59-60).

McMillan and Schumacher (2006) claim that qualitative researchers employ an emergent design, in which each incremental research decision depends on prior information. In this design, processes of purposeful sampling, data collection, and partial data analysis are simultaneous and interactive rather than discrete sequential steps (McMillan & Schumacher, 2006, pp. 316-317). Yin (2009) makes a similar point. He warns that few case studies end up exactly as planned, and he also suggests that the case study researcher should be adaptive and flexible and must be willing to adapt procedures or plans if unanticipated events occur, claiming “newly encountered situations can be
seen as opportunities, not threats” (p. 69).

The purpose of this study is to understand the contemporary phenomenon of corporate involvement in public schools in Japan. Corporate involvement in Japanese public schools is a contemporary issue and there are no studies available to examine this phenomenon. Little is known as to why teachers want to invite corporate programs and how the corporate lessons are perceived by teachers and business leaders. For this reason, case study was selected because the topic is a contemporary phenomenon; this researcher has no control over actual behavioral events, and the primary research questions focus on “why” and “how” the incident occurred. Furthermore, a multiple case design was selected because studying multiple cases increases generalizability, deepens understanding and develops more powerful explanations of the quintain, which is corporate involvement in Japanese public education. This researcher selected three cases based on the result of a pilot study that was conducted between 2007 and 2009. The company names associated with these three cases frequently stood out as successful examples of corporate involvement in public schools in the pilot studies for this research. Detailed explanation will be provided in the sampling strategy.

**Sampling Strategy**

Purposeful sampling is selected when a researcher seeks information-rich key informants who can offer considerable insight into the issues of central importance to the purpose of the research (Merriam, 2002; Patton, 2002). Creswell (2005) suggests that the researcher needs to identify the sampling strategy when using purposeful sampling because the qualitative researcher purposefully or intentionally selects individuals and sites in order to best understand the central phenomenon (p. 204).
Setting

Purposeful sampling was selected in this multiple case study and the issue of central importance was corporate involvement in public schools in Japan. Based on previous research findings regarding the emergence of corporate programs in Japan, the food industry began providing food education programs in public elementary schools after the Basic Law of Food Education Law was enacted (Takano, 2008, 2009). Therefore, public elementary schools were selected as the best information-rich sites to provide insightful experiences of corporate food education programs.

Informant Selection

There are five steps in informant selection: select cases, identify schools, contact school administrators, receive the first contact from participants, and obtain informed consent before interviews. The following are the details of each process. First, three corporate food education programs were selected as cases. As of December 2009, there were 275 food companies. One hundred thirty-nine listed and 136 unlisted companies were included in the category of food industry in a widely recognized business publication in Japan, *Kaisha Shiki Ho* (Toyo Keizai Shimpo Sha, 2009a, 2009b). Based on the examinations of company websites, 19 companies claimed on their CSR website that they offer food education lessons at schools, especially elementary schools, not middle schools or high schools (Takano, 2010b). Most companies did not list the school names or listed only a few. Some companies such as a leading milk producer listed approximately 20-30 schools. In this study, selection bias might have occurred because the researcher had to depend on the company websites to identify participating schools. This indicates that this study is limited to the participating schools that were listed on the
companies websites. The schools that were not listed on the company websites were not identifiable and excluded from this study. Out of 19 companies, only three listed more than 50 participating schools, most of which were public elementary schools. Based on a pilot study experience of this researcher in 2008, the estimated rate of obtaining participants was 5-10% of recruitment efforts. In order to secure at least five participants from each case, these three programs were selected as cases.

Second, this researcher used the criterion of participants having direct experience of corporate involvement in public education. The names of participating schools were obtained from these three food makers’ websites. Only public elementary schools were included in this study. This researcher used an Internet search to identify the location of the schools and the name of school administrators, and email addresses. When this researcher was not able to locate a school, the school was excluded from this study.

Third, the school administrators of these schools were contacted by email or letter to determine if the teachers who experienced corporate programs would be willing to participate in this study. This researcher did not see a difference in response rate between emails and letters.

Fourth, potential participants emailed this researcher to express their intent to participate. According to Japanese scholars, there are no rules or regulations regarding informed consent in Japan except in medical research (MY, personal communication, March 23, 2009). After participants were identified, the researcher briefly explained the five basic questions to be asked in the interview and timeframe along with the basic element of informed consent approved by the Institutional Review Board (IRB). One participant had difficulty communicating by email. Therefore, this researcher provided
paper-based informed consents by regular mail. Based on the research experience in 2008, this researcher had prior knowledge about Japanese participants, who tend to hesitate to provide written informed consent due to cultural differences in communication style. Details regarding cultural differences are discussed in Chapter 7. In order to increase the rate of obtaining participants, this researcher requested the Institutional Review Board at this researcher’s university for a waiver of written informed consent, and the request was honored. This researcher provided the basic information of informed consent by email before the initiation of interviews.

Fifth, all participants were informed that they could answer the first question only if they agreed to participate by providing informed consent. Some simply stopped communicating after the content of informed consent was sent. Others simply provided consent and started answering questions. All the interviews included in this study were initiated after informed consent was obtained.

In total, 259 schools were contacted, 51 teachers signed up for email interviews, and of those 35 teachers completed the interviews (See Table 1). The teachers who completed the interviews were from 35 separate elementary schools in different regions in the country. Detailed information about participants is included in each case report.
Table 1

*Participant Response Rate*

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Crispy</th>
<th>MG</th>
<th>Kenkoman</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of schools contacted</td>
<td>89</td>
<td>73</td>
<td>97</td>
<td>259</td>
</tr>
<tr>
<td>The number of teachers who signed up (a)</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>51</td>
</tr>
<tr>
<td>Response rate</td>
<td>19%</td>
<td>22%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>The number of teachers who completed interviews (b)</td>
<td>13</td>
<td>11</td>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>Completion rate (b) x 100 (a)</td>
<td>76%</td>
<td>69%</td>
<td>61%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Assuming that companies may have different views from teachers regarding corporate involvement in public schools, this researcher also contacted these three companies by an official letter to see if any representatives would participate in this study. All three companies agreed to participate in email interviews and completed the interviews. Detailed information about spokespersons and the duration of interviews are included in each case report. Therefore, in total there are 38 participants in this study: 35 teachers and three business representatives.

**Research Role**

The preferred research role in qualitative research is that the researcher is unknown at the site or to the participants, in other words, an “outsider” (McMillan & Schumacher, 2006, p. 330). The participants did not know this researcher until they first
contacted this researcher by email. This researcher had never worked for any of the participants’ organizations and never knew anyone who worked for these organizations. This researcher conducted interviews by email without meeting participants in person. This researcher, by definition, is completely an “outsider.”

**Data Collection Strategy**

Yin (2009) claims that the opportunity to use many different sources of evidence is a major strength of case study data collections (pp. 114-115). There are four qualitative forms of data: observations, interviews, documents, and audiovisual materials (Creswell, 2005, p. 209). Observation is the process of gathering firsthand information by observing people and places at a research site (Creswell, 2005, p. 211). The primary advantages of the observational method are the opportunity to study actual behaviors (Creswell, 2005, p. 211) and that the researcher does not have to worry about the limitations of self-report bias (McMillan & Schumacher, 2006, p. 208). However, as disadvantages, observational research is time-consuming (Yin, 2009, p. 102), expensive and difficult to conduct for complex behavior (McMillan & Schumacher, 2006, p. 208).

A qualitative interview occurs when researchers ask participants questions and record their answers (Creswell, 2005, p. 214). Yin (2009) explains that interviews are one of the most important sources of case study information because case studies are about behavioral events and well-informed interviewees can provide important insights into such events (p. 108). Creswell (2005) suggests that one-on-one interviews are ideal for interviewing participants although it is the most time-consuming and costly approach. The interviews should be completed with an open-ended question to ensure that participants fully explain their experiences (Merriam, 2002; Patton, 2002). Researchers
can use a standardized open-ended interview by asking participants the same questions in the same order, to reduce interviewer effects and bias (McMillan & Schumacher, 2006, p. 351). Becker points out that posing “how” questions in interviews are the preferred way of addressing any “why” question because posing a “why” question to an informant creates defensiveness on the informant’s part (as cited in Yin, 2009, p. 107). Yin further suggests that it is important for researchers to put forth “friendly” and “nonthreatening” questions in the open-ended interview (2009, p. 107).

Documents consist of public and private records that researchers obtain about site or participants in a study (Creswell, 2005, p. 219). Yin (2009) explains that, although documents reflect biased selectivity and unknown bias of the author, the most important use of documents is to corroborate and augment evidence from other sources (pp. 102-103).

Audiovisual materials include visual images or sounds such as digital images, videotapes, photographs, and pictures that researchers collect to help them understand the central phenomenon under study (Creswell, 2005, p. 220). Creswell (2005) points out that these images provide an opportunity for the participant to share directly their perceptions of reality, although they may be difficult to analyze because of the rich information.

Understanding each data source has advantages and disadvantages; the use of multiple data sources, instead of a single data source of evidence, is recommended for conducting case studies in order to corroborate the same fact or phenomenon (Yin, 2009, pp. 114-116). With this data triangulation, multiple methods enhance the validity of the findings (Merriam, 2002, p. 12).
In this study, this researcher utilized three of the four listed data sources; interviews, documents, and audiovisual materials. One-on-one interviews were conducted by email with an interview guide, prepared in advance, and completed with an open-ended question to ensure that participants fully explained their experiences. As much as possible participants were asked the same questions in the same order with a degree of flexibility. When participants offered unexpected stories related to the research questions, this researcher further inquired to fully understand participants’ experiences while retaining the same order in questioning. Email interview messages between the participants and the researcher were copied and pasted onto a Word document in chronological order and saved as one participant’s document. This permitted an overview of the entire interview content in one document. The accuracy of interview content between the original email messages and the transcript in Word documents was checked twice by the researcher. All data materials were kept in a locked environment to guarantee the privacy of individual participants.

Documents used for analysis include companies’ websites, school homepages, school newsletters, internal documents, and personal documents obtained from interviewees. Some interviewees provided documents by regular mail, and others provided photos and digital images of documents by email.

**Analysis Strategy**

The data analysis strategy was inductive analysis, in which data are inductively analyzed to identify the recurring patterns, categories, or common themes that cut across the data (Merriam, 2002). As this inductive process of narrowing data into a few themes, Creswell (2005) explains the object of the coding process is to “make sense out of text
data, divide it into text or segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes” (p. 237). Creswell describes the coding procedures as follows. First, get a sense of the whole. Second, pick one of the most interesting documents and consider the underlying meaning. Third, begin the coding process and address many different topics. Fourth, make a list of all code words and reduce the codes to a small number of themes. Fifth, go back to the data and organize the preliminary schemes. Circle specific quotes from participants that support the codes. Finally, reduce the list of codes to get five to seven themes (Creswell, 2005, pp. 238-239).

As for how to report findings, Creswell (2005) explains that the primary form for reporting findings is a narrative discussion including metaphors and analogies, quotes from interview data, multiple perspectives and contrary evidence (p. 249). Furthermore, he claims that qualitative researchers often display their findings visually in tables and figures (Creswell, 2005, p. 247). Miles and Huberman (1994) make a similar point, explaining that it is easier to see the data analysis graphically (p. 177). This analytic manipulation of data is supported by Yin (2009) as a broader case study analysis strategy. Yin advocates these manipulations proposed by Miles and Huberman such as making a matrix of categories and creating data displays for examining the data, and tabulating the frequency of different events (2009, p. 127). Yin (2009) claims that conducting such manipulations can put the evidence in some preliminary order and it is one way of overcoming serious challenges for case study investigators because the analysis of case study evidence is one of the most difficult aspects of doing case studies.

In addition, a multiple case study normally includes cross-case analysis. Stake
(2006) indicates that cross-case analysis provides better understanding of the phenomenon to be studied, both its commonality and its differences across multiple cases (Stake, 2006, pp. 40-41). Stake (2006) also indicated that the cross-case analysis is expected to be shorter than the sum of the case studies; however, it should convey the most important findings from each case, assuming that some oversimplification is likely inevitable (p. 41). Miles and Huberman (1994) identify two major reasons for cross-case analysis. First, it enhances generalizability, while acknowledging that this goal is inappropriate for qualitative studies. Second, it deepens understanding and explanation. Miles and Huberman further explain that multiple cases also help the researcher find negative cases to strengthen a theory, built through examination of similarities and differences across cases. Yin (2009) suggests that the multiple case researchers follow replication design (p. 53). Each individual case report should indicate how and why a particular proposition was demonstrated, and a cross-case analysis report should indicate the extent of the replication logic and why certain cases were predicted to have certain results whereas other cases, if any, were predicted to have contrasting results (Yin, 2009, p. 56).

In this study, the researcher followed the coding procedure suggested by Creswell (2005). First, this researcher read all the interview transcripts and documents in order to get a sense of the whole. Second, the most interesting interviews and documents were selected to consider the underlying meaning and issues. For example, some participants shared behind-the-scenes stories, or elaborated about the processes and how they strongly feel about certain issues. This researcher paid considerable attention to the underlying meaning of their claims. Third, this researcher began the coding process by circling
specific words and key terms, and identified many different topics. Fourth, a list of all code words was created by using an Excel sheet and the codes were reduced to a small number of themes. Fifth, this researcher went back to the data and circled specific quotes and highlighted stories that supported the codes. Finally, this researcher reduced the list of codes to obtain five to seven themes from each research question regarding corporate programs: teachers’ motivation, program implementation, advantages and disadvantages of the programs, and change in perception of participants due to their experiences.

This researcher provided matrices that display the findings from teachers’ perspectives differently than the description. Without these matrices, it would be difficult for readers to capture the “bigger picture” of the teachers’ perspectives because more than 10 participants provided different opinions of the programs and of their experiences as complex situations. These findings are presented in matrices so that the reader can visually see the data analysis. These matrices are provided for the purpose of facilitating a better understanding and an analysis of teachers’ experiences among the cases. Each matrix includes the total frequency of identified categories.

**Validity of Findings**

Validity of findings is in the hands of the researcher and the process of determining accuracy and credibility of findings through various strategies (Creswell, 2005) is called “trustworthiness” by Denzin and Lincoln (1998). Three primary forms of validating findings used by qualitative researchers are triangulation, member checking, and auditing (Creswell, 2005, pp. 252-253).
Triangulation

Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection such as documents and interviews (Creswell, 2005, p. 252). This triangulation yields different insights about the topic of interest and increases the credibility of findings (McMillan & Schumacher, 2006, p. 325). In this study, multiple methods of data collection, interviews and documents were utilized, and the data were collected from multiple sources. This researcher interviewed different groups of individuals, teachers and business representatives. The data sources also include school, company, and government websites.

Member Checking

Member checking is a process, in which the researcher takes the findings back to participants and asks them if the description is complete and if the interpretations are fair and representative (Creswell, 2005).

In this study, this researcher sent the findings, written in Japanese, to three participants, one participant in each case, to check informally for accuracy. Overall they validated the findings and the researcher’s interpretation, and made insightful comments. Their responses were incorporated in each case report.

Auditing

Auditing is a process in which the researcher asks an individual outside the study to conduct a thorough review of the study. The auditor reports the strength and the weakness of the study. This audit may occur both during and at the conclusion of a study (Creswell, 2005).
In this study, this researcher asked two Japanese natives who have doctoral degrees to conduct a review of part of the study as auditor. One auditor, Dr. Kamibeppu reviewed sample translations in order to assess the accuracy of the translations from Japanese to English. There were 38 interview transcripts. Aimed at 10% of all the translation documents advised by the doctoral committee, four samples were randomly selected and forwarded to Dr. Kamibeppu via email. Upon review of the translations, he verified in writing that the translations capture the meanings of the interviews and they are accurate translations, according to normal usage of the Japanese language (see Appendix A). Another auditor, Dr. Nakamura, reviewed the original email interview messages, written in Japanese, between the participants and the researcher in order to verify the authenticity of participants and data sources. He verified that the participants are authentic and that the data sources are legitimate and genuine (see Appendix B).

McMillan and Schumacher (2006) suggest that qualitative researchers employ other methods to enhance validity: Mechanically recorded data, verbatim accounts and low-inference descriptions. Mechanically recorded data mean the use of equipment provides accurate and relatively complete records. This researcher employed email interviews. Therefore, the inbox in the email account functioned as equipment and the interview transcripts were automatically created as mechanically recorded data. Verbatim account means direct quotations from the data illustrate participants’ meaning and ensure validity (p. 325). Therefore, this researcher stayed close to the informant’s language by using literal statements of the participant and quotations from documents as suggested by McMillan and Schumacher. Low inference descriptions are concrete and precise descriptions that are almost literal descriptions of people and situations (McMillan &
Schumacher, 2006, p. 324). In this study, these three strategies were employed in reporting the findings in each case report.

Therefore, this researcher addressed all three strategies, suggested by Creswell (2005), and three additional strategies suggested by McMillan and Schumacher (2006) to enhance validity in this study.

**Reflexivity**

Reflexivity is rigorous self-scrutiny by the researcher throughout the entire research process, and it is a very important procedure for establishing credibility (McMillan & Schumacher, 2006, p. 327). Reflexivity means that researchers continue to make effort to reflect on their biases, values, and assumptions and actively write them into their research. The researcher discusses how her experiences and her cultural background affect interpretations and conclusions (Creswell, 2005). Creswell suggests that the researcher may present the personal meaning of themes or personal statements about experiences such as in the “Epilogue” section (2005, p. 270).

In this case study, this researcher described her assumptions primarily in Chapters 1 and 3. The experiences and assumptions of this researcher were addressed in the sampling strategy in Chapter 3 as well as Chapter 8, Epilogue.

**Extension of Qualitative Findings**

Yin (2009) claims that one of the common concerns about case studies is that they provide little basis for scientific generalization (p. 15). He argues, however, that case studies are generalizable to theoretical propositions and not to populations or universes, and the goal of case study will be to expand analytic generalization, instead of statistical generalization. This is called extension of findings, according to McMillan and
Schumacher (2006). They explain extension of findings “enables others to understand similar situations and apply the findings in subsequent research or practical situations” (p. 330). In order to provide for the logical extensions, McMillan and Schumacher suggest qualitative researchers employ 10 design components: Research role, informant selection, social context, data collection strategies, data analysis strategies, authentic narrative, typicality, analytical premises, alternative explanations, and other criteria by case study, which enhances an understanding of the practice and facilitates informed decision making (2006, pp. 330-333).

Research role and informant selection were discussed in the sampling strategy. The social context was described in Chapter 1 as well as in each case report. Readers may recall that this researcher explained how social problems led to the passage of the Basic Law of Food Education. Additionally, this researcher disclosed demographic data of teachers and the schools so readers can get the sense of the working environments of participants in each case report and cross-case analysis, Chapter 7. Data collection strategies and analysis strategies were discussed in previous sections. Authentic narrative was provided in the findings section as thick description of participants’ voices so readers can connect to the story. As for typicality, each case report provided the description of the distinct characteristics of the groups studied including participants’ demographic data. Analytical premises were discussed in Chapter 2 as the choice of conceptual framework and case study propositions. Alternative explanations were included in the discussion section as possible based on the identified discrepant data and through member checking or participant review in each case report. Because this study revealed how corporate programming was implemented in Japanese public schools, and how teachers perceive
benefits and concerns, this study promotes better understanding of the new educational practice of corporate programming in Japan and the new issue of corporate involvement in public schools. Additionally, this study facilitates informed decision making for school leaders and business leaders for better planning in the future.

This researcher addressed all these design components identified by McMillan and Schumacher in order to generate an extension of findings. According to McMillan and Schumacher (2006), when qualitative researchers appropriately address the issues of design validity, reflexivity, and extension of findings, their work is regarded as credible.

**Ethical Issues**

McMillan and Schumacher (2006) suggest that qualitative researchers follow ethical guidelines such as informed consent, confidentiality, anonymity, privacy, and caring. This researcher obtained approval regarding the research protocol from the Institutional Review Board (IRB) at her university (see Appendix C). Strictly following the protocol approved by the IRB, this researcher obtained informed consent (see Appendix D) from all the participants in this study, and protected the identities of participants by using code names for teacher participants and pseudonyms for company names and their spokespersons. Creswell (2005) suggests that some researchers need to develop a composite picture of the group rather than focus on any single individual in order to protect the anonymity of participants (p. 225). Therefore, this researcher presented composite demographic data without disclosing individual information. Further, McMillan and Schumacher (2006) suggest that deception violates informed consent and privacy (p. 335). It was not necessary to engage in any deceptive practices while conducting this research; consequently, privacy was not violated.
According to McMillan and Schumacher (2006), a sense of caring and fairness must be part of the researcher’s thinking, actions, and personal morality (p. 335). This research involved no more than minimal risk to the participants. This researcher, however, made every effort to ease participants’ concern, if any, regarding their participation, and frequently showed appreciation for their time on this study, because this researcher recognized from prior research that Japanese teachers are extremely busy compared to those in other countries.

In summary, it should be apparent that the researcher made every effort to provide an explicit design description with the hope it will be useful for future inquiry and analysis.
CHAPTER IV

CASE STUDY: SNACK LESSON

This case study report consists of four parts: About the lesson, business perspective, teachers’ perspectives, and discussion.

“About the lesson” provides a brief description about the company that conducted snack lessons in public schools. “Business perspective” is the description of the interview contents with the company spokesperson, organized based on the research questions. A brief summary is provided at the end. “Teachers’ perspectives” is the description of interview contents based on the research questions. A brief summary is provided at the end. It is difficult for readers to capture the bigger picture of the teachers’ perspectives because there are more than 10 participants and their experiences were complex situations. Therefore, these findings are presented in matrices so that the reader is able to visually see the data analysis (Appendix E). “Discussion” addressed the major themes and critical issues in the findings of this case study based on the research questions. Important findings are summarized at the end of this section.

About the Lesson

Snack lesson was created by Crispy (pseudonym), which is a leading potato chip maker in Japan. The company is a well recognized company and has been in business more than 50 years and has overseas operations in North America and other parts of Asia.

The company started to provide snack lessons at schools in 2003 before the Basic Law of Food Education was enacted. The lesson website shows the 45-minute lesson contents with photos along with comments from children and suggestions from teachers. The first 20 minutes children learn about the appropriate amount of potato chips
as a snack. Children then watch a video clip about how to enjoy snacks and the manufacturing line of potato chips. The next 10 minutes, children learn how to read labels of the products. In this corporate lesson, Crispy employees are the instructors. The number of schools the company visited has increased. According to the company website, only one school was listed as visited in 2003, and the number of schools that invited this snack lesson kept increasing until 2009 (see Figure 2).

Figure 2. The Number of Participating Schools for Snack Lessons

![Graph showing the number of participating schools for snack lessons from 2003 to 2009.](image)

*Figure 2. The graph was created by this researcher based on the data collected from Crispy’s snack lesson website.*

**Business Perspective – Snack Lesson**

Crispy (pseudonym) is a leading potato chip maker. The company does not want its name disclosed in this study. This researcher made a request for an interview in March 2009 and Ms. Kimura (pseudonym) from the PR Department instantly agreed to participate by email. The interview did not begin until May 12, 2009, because she did not respond to earlier emails. This researcher received an answer to the first question in late June 2009. The interview was completed on June 30, 2010. Based on the dissertation proposal, this researcher modified the questions and sent follow-up questions in May
2010. The PR department replied to this follow-up question in June 2010.

**Motivations**

According to this company spokesperson, the company started to provide lessons in elementary schools in 2003, 2 years before the Basic Law of Food Education. Therefore, the company makes the claim that they did not start because of the law.

Ms. Kimura explained that chips are popular, but parents and schools had a negative image about chips such as, “not good for your body,” “it helps gain weight,” “it has too much salt” “it is oily.” She further explained that chips rank high as an actual favorite snack that children tend to eat in everyday life and this indicates that there was a disparity in the perceptions of the children, and those of the schools and parents. Therefore, the company explained the motivation for the program saying, “The motivation was the elimination of negative images about chips.” Ms. Kimura referred to the company’s mission statement as the reason why it started the food education program: “We are committed to harnessing nature’s gifts, to bringing taste and fun, and to contributing to healthy life styles.” Then she identified social problems such as unbalanced diets and the change in children’s environments. She pointed out some children, these days, tend to eat only what they like, or eat alone, or do not eat meals. The company is aware of the social problems surrounding diets such as the prevalence of obesity and high fat blood disease.

Ms. Kimura suggested snack time can be an important communication tool as follows:

In children’s diets, snacks are one of the pleasures that children have, and conversation over snacks is an important way of communication with
nurturing minds. Especially for young children between toddlers and school aged children, snacks play a major role as “supplemental food” with nutrition when they cannot take enough nutrition from meals only.

Ms. Kimura further compared Crispy’s products with rice crackers, admitting the calorie contained in one bag of the potato chip product is higher than that of rice snacks. She stated this after claiming that potatoes have a high nutrition value. She indicated that the company has attempted to produce a healthier and smaller size of product. Then, she explained why they started the program as follows:

Considering these realities, the company started snack lessons for the purpose of nurturing children’s ability for appropriate diets and self-control through snacks that are familiar to children who will be responsible for the next generation. The company uses chips because they are a familiar snack for children hoping that children can learn while having fun. Unlike meals, children can make decisions about snacks with their own will by thinking about the balance between snacks and meals. Therefore, we provide a program in which children discover, think, and act about the amount, time and how to choose regarding snacks.

Ms. Kimura indicated that the company differentiates snacks from meals, believing that children can make their own decisions unlike about meals. Therefore, the company wants children to discover, think, and act about the amount, time and how to choose regarding snacks through what is learned in the lesson.

In response to the question about the responses from schools, Ms. Kimura simply answered that the company enjoyed a great reputation among many elementary schools.
and teachers. She also explained that the company has tried not to show corporate influence (corporate color), and tries not to intrude in the territory of elementary teachers and nutrition teachers. She further explained that they can do so by not providing general food education.

**Implementation**

Ms. Kimura explained that the company provides information regarding the program on its homepage. When the company initiated the program in 2003, it announced it in newspapers calling for applications and released information about the lesson to the media. The company sends its instructors for meetings in advance of the program dates to explain the contents of the lesson.

According to Ms. Kimura, the company asks schools to prepare video equipment and projectors. On the program date, two or three instructors are sent to the school. No special attention to the combination of the instructors is given. The instructors mention the company name when they introduce themselves. The company provides its own booklets regarding the company and its products to schools. The instructors receive various questions. Frequent questions concern the company. Examples of frequent questions are as follows: “How many employees do you have?” “What is the best selling product?” “Where are your factories?” “Do you enjoy working at your company?” “How many potato sticks are there in one of your products?” It covers a wide range from the company itself to products. As for lesson content, in case the instructors receive questions from children who have food allergies, they try to instruct the children to look at the package labels by reviewing what they teach in class, to figure out if there are any ingredients they should not consume, even though it is just a snack. Some children ask
questions about snack time. For example, “What should I do when I am hungry before I go to bed?” The company indicated that its response was, “First you have to eat dinner properly. If you are still hungry and cannot sleep, you can eat something that is not a burden for your stomach such as warm milk or yogurt.” Other students asked, “What are food additives?” “What is trehalose?” and other questions ranging from about the company to nutrition information.

As for publicity, the company asks if ts website and publications can show photos taken during the program. From a PR perspective, there is nothing special the company would like to ask schools, according to Ms. Kimura.

As for gifts the company provides to schools, this researcher asked Ms. Kimura, “Why did you choose these gifts? What message do you want to send with it?” Her answer was, “If schools give us permission, we distribute gifts. Some schools do not allow us to give them out because it is part of their classroom work.” According to her, the company receives no compensation from schools but receives many thank you notes. As for surveys conducted by the company, Ms. Kimura indicated that the company could not release the survey results because the data were confidential and the company is not a publicly traded company.

Ms. Kimura said that the company does not engage in any content that could lead to corporate promotion because the lesson is part of classroom instruction in schools. One way to avoid being regarded as company promotion is to focus on how to enjoy eating snacks, and it does not engage in general food education such as the ones teachers conduct in home economics class or integrated studies.
Ms. Kimura said that the company has attempted to improve the program by addressing the issues that teachers pointed out in the questionnaires such as the instructor’s voice was not loud enough, the program content was too difficult to understand, their explanation skills were poor, or the instructor failed to answer children’s questions. Due to their constant efforts, Ms. Kimura acknowledged that the lesson content keeps evolving compared to the first year. According to her, the results of the surveys the company has conducted indicate that the evaluations are getting better.

**Advantages and Disadvantages to Schools, Teachers, and Children**

According to Ms. Kimura, the answers to this question could not be provided because “it is just speculation.” In June 2009, however, in her answers to questions regarding how the program was perceived by customers and stakeholders, she stated, “Our lesson has been valued because we do not engage in corporate promotion in it.”

**Advantages and Disadvantages to the Company**

According to Ms. Kimura, the company’s activities are corporate social responsibility (CSR) saying, “We do this not for the purpose of profit making, but as part of corporate social responsibility.” She further said, “We are grateful for this opportunity to conduct lessons about our area, snacks, at schools,” and “Some schools apply for our programs every year and others incorporate them into integrated studies. We are establishing good relationships with them.”

Ms. Kimura did not specify any disadvantages regarding the company’s involvement in schools. She indicated that the company was still struggling to make sure that children would understand the content of the program. Inspired by the comments from children after the lesson, such as, “I will be careful about the amount and the time
when I eat snacks from now on,” “I had a great time” and some advice from teachers, Ms. Kimura from Crispy claimed that they continued to improve the program.

According to Ms. Kimura, the first year was very difficult because many schools were suspicious about the program’s intent. She said that schools were very cautious and staff had a difficult time in being accepted by schools. The first year the company was not sure that the content was delivered to children properly and that the program was meaningful for children. The company kept improving based on the results of the questionnaires and the opinions of teachers and children. After 5 years of countless painful efforts, the company believes that the foundation is being established. When the researcher asked her about what kind of “struggles” the company had in the past, she described that some educators complained that the voices of the instructors were small, and were difficult to understand.

When asked for the difference between corporate promotion and no promotion, Ms. Kimura explained that Crispy avoids talking about its products. She explained that its video clip shows the manufacturing line of potato chips and its final products carried to trucks and displayed at stores. She claimed that potato chips are used as an example to show how these products flow from manufacturers to stores. Referring to its products as gifts, the company distributes them only when it obtains approval from schools in advance. The company did not give gifts unless schools wanted them. Ms. Kimura hoped that children would learn about snacks using Crispy’s products as materials, instead of discouraging them to consume its products. For the company, corporate promotion means sales activities of its products. The lesson is part of classroom activity in school; therefore, Ms. Kimura claimed that the company does not engage in any content that
could lead to corporate promotion.

Ms. Kimura recognized the importance of the training of the instructors and explained as follows:

Even though the instructors are in charge of snack lessons, they are our representative outside the company. They need to have knowledge about our business activities and our products. When we receive questions after the lesson, “I will check and get back to you in a letter later” is not enough, to be more specific, we prepare a “frequent questions and answers” booklet, and a manual about company profile and products, so we expect our instructors to memorize the information.

Ms. Kimura also pointed out that the company had not established a systematic training program but was working on it. She said that in 2009, the company exchanged information at its one day semi-annual meeting.

Ms. Kimura acknowledged a recent challenge explaining, “It may not be a disadvantage or demerit, but we cannot meet all the requests that we receive from schools because we have a limited number of instructors.”

Changes in Perception

According to Ms. Kimura, the company experienced a change in 2006 regarding corporate programs in public schools. She explained as follows:

We started the lesson in 2003, when not many companies were conducting lessons, so we spent more time on trying to be accepted by schools. In 2005 when the Basic Law of Food Education was enacted, food education started to be more common in school education, and became widely
accepted little by little. Our company established a good foundation in 2006 the third year since we started this activity, and expanded it from metropolitan areas to nationwide, so I felt the change in 2006. She explained that the company did not have any special perceptions toward elementary schools and teachers before and there was no change in its attitudes toward them. She was however, willing to share the comment of a principal as follows:

Recently, other companies started to conduct lessons at schools. We are getting confident because schools select our program among many choices. A principal from a school said to us, “It may be currently not clear about your programs regarding snacks, but I believe that this activity will be passed on to the children in next generation.” I think the comment like this is encouraging to instructors.

Ms. Kimura claimed that the company does not know about its corporate image; instead the company provided the following response: “We received many responses such as ‘children started to pay attention to how to eat snacks,’ ‘children look at labels and talk during school lunch time.’”

Summary

Crispy started its snack lesson as a food education program in order to eliminate the negative image of potato chips, and nurture children’s ability regarding appropriate diets. The company started the lesson in 2003 before the Basic Law of Food Education was enacted. The company pointed out that snack times are valuable communication tools for families. The company denied its intention for corporate promotion in the lesson by not talking about its products and not providing general food education. This is
because the lesson is part of the classroom activities in schools. The first year was
difficult for the company because many schools were very suspicious. After the Basic
Law of Food Education was enacted, corporate food education programs became more
common and the program was widely accepted. The lesson contains a video clip which
shows the potato chip manufacturing process and uses its products. Although the
company avoids talking about the company and its products, the children’s questions tend
to focus on both. The company takes photos in the class so they can be shared on the
company website. The company provides gifts including a small bag of potato chips for
children after the lesson, when schools permit.

When the spokesperson was asked about the benefits and concerns that schools,
teachers, and children may have, she chose not to answer these questions because “it is
just a speculation.” As for the benefits to the company, the spokesperson did not provide
any answer by claiming that the snack lessons are CSR activities, not for profit making.
She explained that the program has been well received because it does not contain
corporate promotion. The program has evolved and improved over the years based on the
result of the surveys that the company conducted with teachers. The company indicated
that the challenges the company has faced are a lack of systematic training for instructors
and the increasing demands from schools. The company experienced the change in 2006
when the lesson started being widely accepted by schools and the lesson area was
expanded to nationwide.
Teachers’ Perspectives - Snack Lesson

About the Teachers

Thirteen teachers agreed to be participants and completed the interview. There were six males and seven females. Eleven were teachers of third to sixth graders. Average age was 41.2 years. Average teaching experience was 18.2 years. Twelve teachers had a 4-year college degree, and one had a master’s degree. Average school size where these teachers work was 436.5 student enrollment, ranging from small as less than 50 to big as more than 1,000. Two schools were located in urban areas, nine were in suburban areas, and two were in rural areas.

How Teachers Learned about the Lesson

Teachers learned about this lesson from various sources. Five indicated that they knew about it because the school had it before as supported by the following explanations from teachers.

The program was included in the coming year annual program, and we know that the program was easy to understand and it was popular among children and parents. (A9)

Simply put, “We do it because our school has it every year as integrated study” is the honest reason. (A12)

Three teachers were contacted by the company, and others learned from their own research as follows:

In April, I saw the pamphlet that was sent from the company about instruction regarding snack time. I thought, “The contents meet the needs of children.” I did not have any concern to use this program because we
had a good meeting with the company and the teacher had a good prospect about this program. (A6)

In 2008, Health Committee at our city started study about food education. At our school, we started to discuss food education and implementation. …I learned about this program through an Internet search, and applied by fax. (A1)

I searched through the Internet hoping to find a meaningful program for our school health activity, and I found this program. (A7)

As readily seen, there are many venues for teachers to learn about the snack lesson.

Motivations

As for motivations, teachers identified the following four reasons: Food education, relation to subject, experience-based activity, and fun.

Food education. First, the majority of teachers wanted to use the program as food education as follows:

I was assigned to this elementary school and decided to focus on food education. I wanted to invite professionals to talk …so I made a call directly to the company….Because this school is small, it is easier to make arrangements to schedule many events. (A2)

The program was incorporated in our annual curriculum as part of the food education program called “I want to be healthy” which is a subject of integrated study. (A10)

Our fifth graders are also working on food education as integrated study through the year, we use the program as one of the activities. (A12)
**Relation to subject.** Four teachers indicated that they used it as part of subjects such as integrated study (A10, A12) and home economics (A3, A11). The comments from teachers are as follows: “It is related to a unit in domestic economics” (A11), “Simply put, ‘We do it because our school has it every year as integrated study’ is the honest reason” (A12).

**Experience-based activity.** Four teachers expressed that they decided to use it because it contains experience-based activities in the program (A4, A6, A11, A13). The comments from teachers are as follows: “we can provide valuable experiments or experience-based activities that is not available at schools” (A13).

**Fun.** Four teachers said that the program sounded like fun (A5, A10, A12, A13). Some of the comments from teachers are: “I checked the company HP and the content sounded like fun” (A5), “The lesson itself is fun from teachers’ perspective” (A12), “This year, we had various corporate lessons…Children looked so happy. I think we need these attitudes” (A13).

Three teachers indicated some concerns before they made the final decisions. Two eliminated their concerns either because they had experienced the program in the past or they heard from colleagues. One teacher explained his decision as follows:

I decided to use it based on the following three points. First, good reputation from another school, second, this is a big company who developed lessons for children, and third, we will be able to have a meeting with the company about details in advance. I was told by the principal that it is desirable for us to know the lesson content in detail, but I told him that this will be a good opportunity to think about food through
snacks. [After the meeting] I was aware that it is part of promotion because they use their own snacks and want children to happily eat the appropriate amount of snacks. We decided to do this lesson because I heard from some parents that children tend to continuously eat chip snacks. (A8)

Eleven teachers out of 13 reported that the company employees visited their schools and had a face-to-face meeting to make sure that the school and the company were in agreement about the program content.

**Implementation**

**Instructors.** The company sent multiple corporate instructors, more females than males. Eight teachers out of 13 answered that all the instructors were female. All teachers answered that the instructors were well prepared, except one suggested that the instructors did not show up on time. Two participants explained the company’s products were displayed in the classroom during the lesson as follows:

I remember some products in a regular size package were displayed.

Teachers got them as gifts. I think they wanted to demonstrate the company has various products. (A3)

It was a promotion (?) targeted at elementary school children, and they explained in polite easy words. (A8)

In front of the classroom, about 10 kinds of their products were displayed. They did not use the products during the session, so I think they did it for PR purpose. (A10)
Eight teachers reported that children asked questions. Questions include ones regarding the company, its factories, its products, and diets in general. Examples of the questions are as follows: What number on the product does the company use for factory identification? How do you make potato chips? Why is the inside of the package silver color?

One teacher shared a story regarding a question raised in the lesson. Her student asked “Can I eat more chips if I combine with another drink?” when the instructor showed the amount of chips they can eat with milk (A12). The teacher was in the classroom when a child asked the corporate instructor if he can eat more chips if he does not drink milk. The instructor was saying “yes” in terms of calories. The teacher instantly interrupted, “But we studied in home economics class that milk is much better in terms of nutrition, and you have to consider salt intake, too” (A12). According to this teacher, because the instructor looked puzzled, the teacher stepped in and settled the situation but in a way that children would be satisfied with the answer to the question. This teacher is the youngest among all the 13 participants. Teachers explained how the lesson was carried out as follows.

The lesson goes: Introduction about the instructors, DVD about potato chips, appropriate amount of chips and measure it with a scale, learn about salt intake, taste and eat the chips. (A1)

The instructors talked about the necessity of snacks instead of badmouthing about their competitors. In the DVD which showed the potato chip manufacturing process, it contained corporate promotion which appealed that the company’s potato is safe and delicious. (A4)
First, children put the snacks in order of the amount of sugar or salt.

Second, they learn how to read the label of their product package (nutrition information). Third, think about the appropriate amount of snack using potato chips. Children put the potato chips on the scale and [the instructors] showed how much would be appropriate for snacks. Fifth, watch a video clip about the appropriate amount of snack and when to eat.

(A11)

One teacher explained about the implementation of the lesson, “I had no experience with other programs. I proceeded with the program according to the instructions of the company” (A3).

**Company publicity.** Teachers heard either the company name or product names more than a couple of times. Four teachers heard them mentioned “many times” or “frequently.” Five other teachers heard them mentioned four to eight times during the lesson. No teacher reported that they heard either “none” or “hardly.” In answering this frequency question, three teachers added the following statements: “Company name and product names were not so annoying” (A1), “But I did not sense their marketing intent” (A2), “But not to the degree that made me think ‘too much publicity’” (A5). Nine out of 13 teachers said that they were requested by the company if they could take photos during the lesson while others answered that they were never asked.

**Booklets.** Eleven teachers said that they received booklets for the children from the company. Instead of distributing a booklet to each child, one teacher decided not to do so, and left them on the table for pick up only by those who wanted them because she did not want to be part of the company’s publicity. Two teachers answered that they did
not receive booklets from the company. Ten teachers said that they themselves distributed the booklets to children after the lesson was conducted. According to the booklets provided by some of the instructors, the booklet is called “food education book” and it is very colorful and full of cartoon characters and photo images. The booklet consists of three chapters. It covers a wide range of topics. Chapter 1 includes energy consumption, information about oil as necessary nutrition, information about salt intake, high quality control over ingredients in its products, and how to enjoy cereal products. Chapter 2 discusses the origin of the potatoes, virtual factory tours of four different products with the company history at the end. Chapter 3 addresses environmental issues and how the factories reduced waste, frequent questions and answers, ending with a list and color photos of 29 different products.

**Gifts.** All participants answered that they received gifts for the children from the company after the lesson. All of them received at least one chip snack product. Two teachers answered that they received two different kinds of products, and four teachers received stickers or goods on top of their one chip product. No participants offered any form of compensation to the company.

**Surveys.** Teachers in this study reported that they were requested to fill out surveys for the company. Ten of 13 teachers filled out one that asked to evaluate the lesson content. Five teachers indicated that children were asked to fill out either a pre-lesson survey or a post-lesson survey. The children did and the teachers provided the information to the company. The company’s pre-lesson survey for children, provided by the participants, includes three to four cute looking potatoes on the corners without company name or logos, asking the following questions:
What kind of snacks do you usually eat? Please list the kinds of snacks.

What time do you usually eat snacks?

Have you been scolded by your family members when you eat snacks?

If yes, what did they say to you?

Is there anything you are careful about when you eat snacks?

What do you think of when you hear “chip snacks”?

What kind of drinks do you have when you eat chips?

Do you like snacks including chips?

One teacher presented a summary of the pre-lesson survey. The PowerPoint he created started with the exact same image as that from the company’s colorful HP with cartoon characters regarding the snack lesson. The result of the survey showed chip snacks No. 1 in the ranking of children’s snacks, and they eat snacks between 3 and 6 o’clock. Half the children answered that they were scolded by their parents about snacks. The presentation indicated that the image of potato chips includes delicious, cannot stop eating, getting fat, bad for health, pimples.

Another teacher had his children write thank you notes to the company and provided the researcher with copies of six letters. Three students wrote they were surprised to find the amount of salt was much smaller than they had thought. One student wrote, “I discovered there are so many kinds of potato chips by looking at the booklet.”

The company sometimes requested a post lesson survey of children. The survey, provided by a participant, contains three cartoon characters on the corners but no company logo, asking the following questions.
Did you understand the content of our snack lesson? Please circle only one of the two. If you did not understand the content, please describe why you did not (or the part of what you did not understand).

What do you remember the most in our lesson?

Reflecting on how you ate snacks in the past, please list what you want to keep in mind from now on. The way you eat snacks now? What do you want to keep in mind?

Please provide your opinions and questions to [the company name].

One teacher provided a copy of the pre-lesson survey and explained how it was used as a rationale for the company as follows:

Attached is the questionnaire provided from the company. I made necessary copies and conducted with children. The company pointed out that our students do not eat many snacks because some said they were told not to by their parents. Based on the result of this survey, we agreed that we would instruct children that snacks are necessary and good. (A4)

All teachers, except one, said that they filled out the surveys and teachers’ responses were conveyed to the company as requested. No compensation was offered from the schools to the company. All participants indicated that no evaluation regarding the snack lesson was conducted by the school.

**Benefits to Schools**

Approximately half of the teachers answered that the best benefit to the school is their ability, because of the lesson, to appeal to the parents and the community.
Instead of us taking children to them, they come to school. So we can secure time for our class work. Also, we can appeal to parents about our activity. We can convince the parents who cannot make up their minds about school choice. Some parents may think, “[I want to choose this school] because this school has these activities.” (A4)

Schools can appeal to the community, parents, and other schools that we use social resources and we are different from other schools, we can stress our locality and originality. On top of that, it is easier for us to use this because we do not have any financial burden on the side of school. (A11)

The greatest benefit looks like to children, but actually schools get the biggest benefit, I believe. At the meeting with parents after the lesson, we received positive responses about the evaluation of our school. (A13)

Several teachers also mentioned that the school can benefit from the expertise and professional knowledge that the company can bring and resources that are not available at school as a benefit to school.

**Benefits to Teachers**

According to teachers, there are four major benefits to teachers: Efficiency, professional knowledge, different perspective, and improve teaching skills.

**Efficiency.** The majority of teachers indicated that they saved time and energy by using this corporate lesson as follows: “The program saved our time in selection and preparation of materials and tools” (A5), “If I have to do everything for myself to cover 45 minutes like this time, it would require enormous effort by me” (A6), and “I would not be able to prepare for everything as such if it is our regular class” (A12).
**Professional knowledge.** Approximately half of the teachers answered they can benefit from the program because of the access to the expertise/professional knowledge as follows.

With little preparation, we can expect an effective lesson. We can improve our skills by listening to professionals. (A4)

By collaborating with experts, we were able to provide rich learning activities for children. (A6)

The preparation is easy (research for materials, and preparations) and the corporate instructors can answer regarding something professional to some degree. (A8)

If schools and teachers have to prepare materials and lesson plans as provided by the company, it will be a huge burden in terms of expense, time, and efforts. The benefit was huge. The greatest benefit is the fact that the company can do everything for us. (A10)

We were able to recognize the efforts and creativity that professionals and companies have. (A11)

**Different perspectives.** Five teachers pointed out that providing different perspectives is a benefit to the teacher (A2, A3, A4, A11, A12). For example, one teacher pointed out that Internet research is not necessarily better than actually looking at the real things and talking directly to the experts (A4). Another teacher indicated it is valuable to recognize corporate efforts and professional creativity. One teacher explained as follows:

Teachers can expand their knowledge/skills and obtain different perspectives from non-educators. Corporate programs provide stimulus in
teachers’ thinking. We were told that teachers’ world is narrow. I want to have more stimuli from outside (A2)

**Improve teaching skills.** Five teachers indicated that they can improve their teaching skills by experiencing the lesson as supported by the comments such as “[Teachers] can see good classroom work that is easy to understand, well designed to meet the goal (A9),” “We can learn through looking at the real things and by talking directly to professionals (A4)” “Teachers can learn some tips about how to produce a class” (A13). One teacher explained how teachers can improve their skills as follows:

The knowledge and skills that teachers possess are limited. By listening to the stories that professionals and outsiders share, teachers can expand their knowledge/skills. (A2)

**Benefits to Children**

There are several major benefits to children identified by teachers: Fun, raise interest in learning, experience-based activity, better knowledge, good materials and professional knowledge.

**Fun.** Five teachers in this study mentioned that the snack lesson was fun which is a benefit to children according to teachers. One teacher explained, “From adult’s perspective, this is company promotion. Children would not know at all. Therefore, if I was asked who was the recipient of the benefit, I would think it would be children who simply would say, ‘it was fun’” (A12).

**Raise interest in learning.** Five teachers pointed out that the lesson raised interest or motivation in learning, supported by the following comments. “By talking about gifts in advance, children’s motivation increased” (A4), “Students become more
motivated and show more interest in learning by listening to outside instructors” (A7, A10), “Children show interest in a fun, and different from normal atmosphere” (A8), “The topic is familiar, so it is easy for children to raise interest. This time children were surprised saying, ‘Potato chips can be part of our study at school?’” (A12).

**Experience-based activity.** The nature of experience-based activities of the snack lesson was highly valued by five teachers such as “children realized the difference between the real amount and what they thought” (A3), “Children can learn through experiments/experience” (A5), “Children were able to have fun through experience-based projects and visual materials” (A6), “Children were so surprised when they figured out the appropriate amount of chips on their hands were unexpectedly smaller than they thought” (A9).

**Better knowledge.** Better knowledge about snacks or diet (A1, A3, A8, A10) was valued by four teachers as follows: “Children had a better understanding about snacks and salt intake” (A1), “Parents and children seemed to learn for the first time that ‘if you eat one bag, it is too much’” (A8), “It was easy to understand the content, and children remember the important things even as time went by” (A10).

**Good materials.** Four teachers identified the good materials that the lesson provided to promote learning for children as benefit to children as follows: “Children had fun in learning using colorful booklet or educational materials” (A1), “they were able to have fun through experience-based projects full of visual materials” (A6), “the company prepared for the tools and the materials they used in class. The class was conducted so smoothly with rich content” (A9). Some teachers commented on the lesson content which was easy to understand (A4, A9, A10).
Professional knowledge. Three teachers pointed out that children can benefit from professionals brought to the classrooms as follows: “If our students felt that they were able to meet various professionals and experts because they were at my school, I would be happy” (A2), “Students have opportunities to listen to professionals (A7). One teacher recognized the efforts and creativity that professionals and companies have stating, “Children can see something specific that cannot be imagined in textbooks. Some instructors can share the behind-the-scene stories that would never be in textbooks” (A11).

As for other benefits to children, two teachers pointed out that the lesson content was easy to understand for children as follows: “It is easy for children to understand because the instructors showed the panel, and children were able to ask questions and one of the three employees approached children as soon as they have questions” (A4), “It was easy to understand the content, and children remembered the important things even as time went by” (A10).

When asked who received the greatest benefit, six out of 13 teachers indicated that children received the greatest benefit from the corporate program compared to school and teachers. Two teachers indicated it was the teacher, and another two indicated it was the company.

Disadvantages to Schools, Teachers, and Children

According to teachers, there are four major disadvantages or concerns regarding the corporate program: Scheduling, guidance to children’s behaviors, marketing/promotion, and inappropriate lesson content.
Scheduling. Eight out of 13 teachers claimed that the greatest disadvantage is schedule conflict. Schools have many events and it is not easy for teachers to set a date for the program. They also complained that it is difficult to secure time for meetings and communications with the company contact person. One teacher said, “It was lots of work to schedule a date for the program. Because this program is popular, I was not sure I could get a date we wanted” (A1), “It is time-consuming for teachers to communicate with companies” (A2), “It takes time for a meeting in advance even though it is important” (A4). Other comments are as follows:

It is difficult to schedule the program date…. Most schools have similar big events during the same timeframe, so every school has similar available dates. (A11)

It is difficult for us to position the program into our annual plan because we do not always win the program. If we had a year we did it and another year we didn’t, a feeling of inequality emerges. We can say the same thing for others when we receive complaints from parents. If we know the program is an annual event, we can expect what they do and we can plan in advance. Some complaints from parents about unequal opportunity will be reduced. (A4)

Some teachers pointed out that disadvantages for schools include lack of time, scheduling, and support from other teachers. One teacher explained, “When we come to the program date, I sometimes feel, ‘This is not the time to do this kind of thing when we are very busy!’” (A12). Another teacher indicated that he was trying to be ahead of the game as follows:
In some cases, I contact companies the previous year to try to schedule the
date that works for both of us, but when the company opens application
after the new school year starts, sometimes we could not get the program
because there were too many applications, even though we included the
program in our annual plan. In other cases, we have to give up due to the
schedule conflict. It is challenging for us to include the program into our
plan. (A2)

This teacher suggested that it is better to apply for corporate lessons a year before and
make all arrangements and scheduling before February.

**Guidance to children’s behaviors.** It is noteworthy that four teachers raised the
potential of children’s inappropriate or impolite behavior as disadvantages for teachers
as follows:

- Even in a regular class, there are kids who have trouble quietly
  listening….Some children do not have ability to adapt depending on the
  situation or context. I wonder if they can listen and demonstrate behaviors
  that would not upset the company. (A3)

- It is not easy to guide children in advance so they would not be impolite to
  the instructors. For example, some children may say, “I love [competitor'
  name]’s potato chips better” or “I don’t know [company name] products”
  or “Tastes awful” or something like that. (A4)

- Teachers had the most work to do when we had this program because we
  had to have a meeting with the company, we needed preparation, we have
to guide children before and after the program. (A6)
One teacher (A9) was concerned about how to guide children whose parents were working for the competitor of the snack maker.

**Marketing/promotion.** Concerns about corporate marketing/promotion in the lesson was shown by four teachers claiming: “I was concerned about the potential marketing because this is a corporate program” (A1), “It may be difficult to convince others that the program is not company promotion” (A4), “Just because ‘companies’ get involved, some teachers have a prejudice that companies use children for their corporate activities (A13). One teacher explained what the company addressed in the lesson as follows:

The company said good things about their products, potato chips. Their ingredients are fresh, their potatoes are not genetically engineered, their products are made from potatoes obtained from local farmers, etc. I thought it could be a problem if we have a child whose parent is working for their competitor. But that was not the case this time. (A9)

Although one teacher did not point out corporate promotion as a disadvantage of the program, she explained, “I strongly feel it is company promotion probably because the title of the lesson includes the company name. Even if not, the fact that companies do this indicates that it is promotion” (A12).

One teacher who had a concern about corporate promotion indicated that she eliminated her concern by asking her colleagues who experienced the lesson before and checked the lesson content on the company website. She explained, “We cannot accept aggressive marketing or company promotion by mentioning their company name repeatedly….I was told that they talked about the amount of snacks and salt intake, and
that it did contain a little promotion or commercial activities” (A1). A2 teacher had a different view. He recognized that some people look at the use of corporate programs and denounce the use of corporate programs because of company promotion. He finds the corporate lesson as a great opportunity to learn how to hone children’s judgments as follows:

In order to stay away from corporate promotion, we need to nurture children’s abilities to choose information and make judgments. I believe that Japanese people do not have good capability and get played by the media and corporations. The most important thing is to nurture the ability to organize data among all given information, think through what is really necessary for ourselves, and make decisions. (A2)

He indicated that it is important for children to realize that companies are making effort and that there are various jobs in the society, and many activities for companies to engage in for their survival.

**Inappropriate lesson content.** Two teachers demonstrated subtle concerns about the program content. For example, this researcher received the comments, “The instructors did not give the negative information about eating their products too much. Therefore, the knowledge provided was too one-sided” (A5), “We tend to depend on companies because we cannot capture the detailed elements. We are concerned about the content being potentially inappropriate” (A8).

Other teachers shared different concerns. For example, “There is a danger of ending the program as just ‘fun.’ Teachers need to have follow-up to avoid the danger”
One teacher made a similar point regarding the potential risk of using corporate programs without claiming that this is a disadvantage as follows:

Instead of letting companies do everything in their corporate programs, I think we schools have to think how we incorporate our own school perspective, and relate to corporate programs. The value of the corporate programs will be diminished down to half if the program ended as “it was fun” period. (A2)

Addressing this issue without claiming this is a disadvantage, a teacher reported, “we were not ready in planning how we utilize what [children] learned in the lesson and how we related it to other learning activities” (A11), and another teacher addressed this danger explaining, “If the program turned out to be ‘not’ meaningful for children, our school and teachers would be in trouble” (A6).

Nine out of 13 teachers indicated teachers had the most burden including one teacher that said both the teacher and the children share the burden. One teacher said “the company,” two said “nobody,” and one teacher did not provide an answer.

**Benefits to Company**

Teachers in this study pointed out various benefits to the company: Effective promotion, improving corporate image, reaching out to parents, sales increase, and eliminating the negative image of chips.

**Effective promotion.** The majority of teachers, 10 out of 13 teachers, including those with preceding comments, claimed that the program is effective marketing and corporate promotion, and it functions as a good commercial. Their comments include, “Word by word publicity is much greater than commercials” (A1), “The company gave
their products to children. Children will talk to their family about what they learned” (A3), and “I think it is primarily corporate promotion the same as a school field trip. This can never be simple volunteering because the companies try to tell you how excellent they are compared to other companies” (A4).

**Improve corporate image.** More than half the teachers pointed out that the company can improve its corporate image by providing lessons at school. One teacher explains, “It is important for the food industry to appeal that they provide safe products to meet these concerns. The fact that the company is contributing in the area of education can raise scores in terms of safety and reliability” (A8). One teacher believes the primary purpose is increased sales of their products, but companies have to keep their own image in good condition and she explains, “As one of the means, they choose to engage in education” (A12). Some related the quality of instructors to the company image. One teacher said that she was impressed because this company’s instructors had experience. She indicated that she experienced several corporate programs and saw the instructor from another company was of high quality. She explained, “Consequently, I got an impression that this company is a good solid company” (A7).

**Reaching out to parents.** More than half the teachers expressed that the lesson is an effective way of reaching out to parents and children supported by the following comments: “The company wants you to remember the company name and the product names, and they want you to talk with your parents about it” (A4), “There are parents behind children. Children are also a target of their corporate activities because they are future customers” (A13), “The company gave their products to children. Children will talk to their family about what they learned” (A3), “Future customers are nothing but
children. If they remember the company name and their product names, the chance of them purchasing their products will increase” (A11).

**Sales increase.** Approximately half of the teachers related the lesson to a sales/profit increase as best described as follows:

When parents and children go to shop for snacks, if there are similar snacks on display, they tend to think, “Oh, I remember this company came to our school for a lesson, I will buy this product.” (A6)

When we take children on a snack company’s factory tour, most of the children tend to buy the company’s product the next day. For example, some children did not care which company’s product before without this company’s lesson. Now they know the company. They can say, “I feel better with this company,” or “I will buy this” when they cannot make up their minds, I believe that the lesson works in favor of the company in children’s decision makings. (A4)

Another teacher made a similar comment, “when you compare this company’s potato chips with other company’s potato chips which you have never eaten or seen, I think you buy the first one” (A10).

**Eliminating the negative image about chips.** Some teachers did not use the words promotion or publicity, but they suggested that the company successfully eliminated the negative image about potato chips as follows: “The company wants people to know that the problem is not in their products, but in the way people eat. In order to disseminate this message to customers, the company used this as a means” (A5), “They can get rid of the negative images of these products such as fat, because people can eat
them as long as they pay attention to how much they can eat, and when to eat” (A9), and “In order to eliminate the negative images about a snack as unhealthy food, the company has to tell children directly” (A10).

**Changes in Perception**

According to the teachers, they experienced the change about this new phenomenon of corporate involvement between 1995 and 2007. Four teachers answered “I don’t know” and all of them had less than 15 years of teaching experience, and two had less than 10 years. Five teachers felt the change between 2003 and 2005. Six teachers indicated that they experienced change when the new subject *integrated study* was introduced, and others pointed to The Basic Law of Food Education, the flyers from companies, and approving guest teachers in the classroom. Half the teachers indicated that their perceptions toward the business world were positively changed.

These teachers described their old perceptions about the business world as follows: “Companies draw a line between them and schools. I never thought companies would do lessons at school. I never approached them” (A2), “I did not feel they are associated with us” (A3), “They aired commercials to increase sales. They hide negative information such as calories, chemical sweeteners, and artificial colors” (A5), “Companies had nothing to do with schools. In our profession, we cannot support certain companies” (A9), “They would not accommodate our requests. For example, when we made phone calls, their attitude was cold before” (A11), “Companies are detached from schools” (A12).

These teachers experienced positive change in their perceptions. Some teachers said that they started to see the educational value of corporate programs, “It will be a loss
for children if we chose not to make the best of them” (A2), “By using their educational value in school education, our range of learning can expand” (A3), “Companies approached schools to make profits for sure. But why don’t we use them?…it will be eventually beneficial for children when we let experts realize their improvements” (A4), “There is nothing wrong with using a company in the classroom” (A9). Another teacher started to see the positive side of the business world evidenced in the following comments: “They are proud of their products and disclose ingredient information openly” (A5), “Companies are more professional than teachers when it comes down to explanation and demonstration of a special area” (A6), “Compared to before, they were friendlier…they sound like they are getting used to [preparing lessons at school]” (A11). Overall, less than half the teachers explicitly stated that their perceptions positively changed toward the business world.

Nine out of 13 teachers reported clearly that their image about this snack maker was improved after they experienced their snack lesson in the classroom. One teacher mentioned that the company paid extra attention to quality control (A1), and A4 teacher addressed the similar issue when he explained how the lesson was carried out, “In the DVD which showed the potato chips’ manufacturing process…it also showed their high standard maintenance of storing potatoes such as temperature and humidity” (A4). Other teachers showed their positive feelings toward the company using words such as “More familiar with their products” (A3), “I feel much safer about buying their products,” (A5) and “affection” (A10).

In summary, previous images of the business world include profit making, sales increase, nothing to do with schools, cold attitudes and detached. However, these teachers
suggested that companies possess educational value to be utilized at schools. The majority of teachers made positive comments about the snack maker after their experience with the company’s lesson. No negative comments were made from teachers except one that indicated the company engages in publicity more than before (A5).

**Warnings**

Some teachers expressed warning-like statements regarding corporate programs. One teacher (A7) calls for the need for continuous guidance because she believes that children’s behavior changes can be temporary and she does not expect their behaviors will be changed with a one-time program such as this snack maker’s lesson. Other teachers made comments as follows:

We position food education in the activities of schools, community and home, from multiple perspectives. Corporate lessons are part of these activities. Therefore, in order to avoid getting played by companies, we need to be aware of their intention as educators and researchers. [When asked how to avoid being played] First, oversee the entire plan when you introduce the lesson. Second, clarify the aim of learning for children. Third, ask for modifications if the content and aim do not agree at the meeting. Fourth, ask companies not to use their names and product names frequently. (A1)

I think it is corporate promotion targeting at elementary school children, because the common belief is that snacks between meals should be avoided as much as possible. But the lesson suggests, first, nothing is wrong with chip snacks as long as you consider the amount. Second, their
products contain necessary nutrition, and it is important to think about daily intake. To be specific, it is about one-third of a potato chip bag. The lesson content made both children and parents feel better. Third, they showed the photos of snack examples, such as milk and potato chips, and gave an impression that these snacks are delicious. (A8)

In integrated study, schools are looking for ideas under pressure that schools have to do something new. I think companies were also looking for the opportunity to enter schools. I believe in give and take. If something is good for children, I will do it together. But I will not push too much. (A13)

**At the End of the Interviews**

At the end of the interviews, teachers were asked if the snack lesson was included in their school newsletters. Eleven out of 13 teachers said yes. All 11 teachers reported the company name was included and nine said that the program title was also included as presented by the company.

Teachers were also asked if they were willing to use corporate programs if not free, seven out of 13 teachers answered “No,” one teacher said, “Prefer free,” and three teachers who said “Yes” if it is less than the American equivalent of $3 or $5 and $10 respectively.

**Summary**

According to teachers, they learned about the lesson from various sources and some of them knew about it because the school had it before. The majority of teachers used the lesson as food education or in subjects such as integrated study. After they
applied for the lesson, the company visited schools for a meeting about the lesson. The instructors were primarily female, and during the lesson the company\'s product names were frequently mentioned. The company provided potato chips as gifts and a colorful booklet called a food education book after the lesson. The majority of teachers filled out a survey regarding the lesson content, requested by the company. Some reported there were pre-lesson surveys for children. These surveys asked children to answer questions regarding what they eat as snacks, what they drink, and what their parents normally say about their snacks.

The majority of teachers identified that the lesson saved their time and energy because material preparation is time-consuming. Other benefits to teachers include professional knowledge and different perspectives that the company can bring to the classroom. Teachers identified fun, interest in learning, experience-based activity, and professional knowledge as benefits to children. Some teachers indicated as a benefit to school that the lesson appeals to parents and community and works into school choice. The major disadvantage of the lesson was scheduling and securing time for communications with the company. Some teachers suggested it was not easy to guide children so they would not upset corporate instructors by making inappropriate comments.

The majority of teachers indicated that the lesson is an effective promotion and improves the corporate image. Half of the teachers pointed out that the lesson successfully reached out to children directly as well as to their parents. Therefore some indicated the lesson will help increase sales. Others pointed out that the lesson improved the image of potato chips.
Teachers reported they experienced the change about this new movement of corporate involvement in schools between 1995 and 2007, and less than half the teachers indicated it was between 2003 and 2005. Approximately half the teachers pointed to the new subject called “integrated study” as the change agent, and others pointed to the food education law and flyers from companies. Teachers used to think that companies had nothing to do with them. Now they find educational value in corporate programs and tend to think that schools should use companies. As for this particular snack maker, more than half the teachers now have a better image of the company, and those who did not acknowledge a positive change made positive comments about the company.

The majority of teachers included the company name in their school newsletters. More than half the teachers indicated they would not use corporate programs if not free.

**Discussion – Snack Lesson**

The purpose of this study was to investigate corporate involvement in Japanese public schools through food education programs designed by food makers. This researcher examined the collected data to determine if Japanese public education is facing the same problems as those raised by concerned American scholars, such as school commercialism, materialism, and consumerism.

**Background**

Criticism of chip snacks can be traced back to the late 1980s when school violence and children’s misbehaviors became social problems. Professor Toshiko Suzuki, who studied problematic children, pointed to their bad diets (“Konai Boryoku,” 1985). In another newspaper article, Suzuki further discussed that the children who had attention problems and serious misbehavior at school, had a tendency of skipping meals and
frequently eating chip snacks, or sugary candies (Iwasawa, 1987). An article in Asahi Shimbun on November 7, 1996, indicated that the Ministry of Education launched a 3-year pilot study of food education at selected schools because the Ministry of Education was concerned that “children tend to eat all alone, or eat only what they like such as chips” (Asano, 1996). Professor Yamori, who studied environment and human development, warned about salt intake in a magazine article in 1999 that too much intake can cause serious harm to people’s health, and young children need to be educated about food (Sugihara, 1999). In 2000, Professor Suzuki revealed her recent research results, stating that children’s diets were getting worse compared to those of 1990, and that many children had a tendency to eat just chip snacks instead of decent meals. She related these deteriorated diets to the characteristics of problematic children who had no energy, were dull and impatient in school (“Kireru Ko,” 2000). The mounting criticism toward potato chips and chip snacks was clear before the 21st century (“Kodomo Ga,” 1999). In fact, according to Zennihon Kashi Kyokai or All Nippon Kashi Association, the snack production declined by 12% in 2002 compared to that of 1993 (as cited in Okumura, 2004).

**Initiation of the Snack Lesson**

According to Crispy’s spokesperson, the company started to provide snack lessons at schools in 2003 because it wanted to eliminate the negative image of potato chips. It is natural to assume that the company had been under serious attack since the heightening awareness regarding food and children’s behaviors at school. A local newspaper article shared inside stories based on the interviews with the PR staff of the company. The Sales Department was opposed to the idea of snack lessons because they
were afraid of a drop in sales. The company decided to do it believing that a long-term positive relationship with customers would be better than watching sales decreasing over time with the increasing food awareness (“Shokuiku No,” 2006). In 2004, in a newspaper interview, the president of this snack maker wanted to dispute the claim that chip snacks are bad for health. Based on surveys the company conducted, 80% of elementary school teachers said that they cannot recommend chips as snacks for children. The president argued that the amount of salt and oil is sometimes lower than that of a single meal. He also claimed that chips can be a balanced snack for growing children as long as they eat the appropriate amount of chips at the appropriate time (“Gokai Kaisho,” 2004; Okumura, 2004).

Issues regarding food and education again began being raised in the media in the early 2000s. In 2004, a magazine article reported on a snack lesson provided by this maker and explained how the lesson fits the needs of teachers who were struggling to teach a new subject called “integrated study,” that was introduced into the national curriculum in 2002. Teachers were puzzled because unlike the other major subjects, this new integrated study has no textbook and it strongly encourages providing experience-based activities in collaborations from outside the school. The article pointed out that the emerging needs were captured by companies like this potato chip maker who developed a snack lesson for elementary schools (Uchiyama, 2004).

Some critics raised concerns about corporate programs, especially this snack lesson. Newspaper articles reported on this snack lesson with mixed opinions between 2004 and 2005. In their reports, one government official expressed her concern that this lesson could be a goal intent replacement in food education, and others warned that
teachers should balance out the views about potato chips so the knowledge of children would not be one-sided (Kamiya, 2004; Okumura, 2004; “Shokuiku Tomadou,” 2005; “Shokuiku Umaku,” 2005).

The heated discussions and mounting health threats to the nation continued, and the Basic Law of Food Education was enacted in 2005, which was the third year for this potato chip maker to provide snack lessons in public schools. According to a newspaper article in the Yomiuri Shimbun, July 13, 2005, the company conducted the snack lesson at only five schools in 2003 but it was conducted at 39 schools in the first 3 months of 2005. The company was willing to disclose negative data regarding chips in the lesson because they preferred a sales drop instead of market rejection (Nakajima, 2005). The snack lesson started to gain momentum, however the negative image of potato chips continued. For example, Yukio Hattori, a well-known cooking instructor, food critic and medical doctor, shared a story in 2005 about the diets of his students in his cooking school. In 1990 he collected data about what his students ate for one week. He found out that most of them ate chip snacks or instant foods as a substitute for meals. He advised students to improve their diets if they wanted to be good food professionals. Two years later, he found only 6% of the students improved their diets. He found it very difficult to change their behaviors once they reached 18 years old. Therefore, he strongly believed that food education needs to be provided to children, especially when they are very young. (“Shokuiku Wa,” 2005). One of the recognized food critics, Hideo Makuuchi (2007) criticizes the food education programs of junk food makers and snack makers that claim their products are not problematic as long as they are reasonably consumed. He indicates
that these companies are attempting to manipulate the knowledge of children as compulsory education.

The following sections will contrast the views between teachers and the company regarding the snack lesson.

**Motivations**

This snack lesson is appealing to teachers because they can primarily insert it in food education as part of school events, the school health committee as well as various classroom subjects such as home economics or integrated study. Teachers felt good about inviting the company because the lesson content includes experience-based activities, it sounds like fun, and therefore, the lesson can raise interest in learning for children. Most importantly it is food education, which is an urgent need as recognized by the entire society. This is confirmed by Ms. Kimura, spokesperson from the snack maker, who explained that the company attempted to nurture children’s ability to choose appropriate diets, which can be claimed as food education.

Another perspective is that the lesson is eye catching because it is very different from other food education. Although no teacher indicated the financial advantage was their motivation, some school officials in response to newspaper reporters showed mixed feelings about this particular snack lesson. They recognized the corporate marketing of this snack maker, but the lesson was very attractive to them due to their tight budgets because it was free ("Shokuiku No," 2006). This positive image of the lesson was in evidence from the teachers in this study who said that they wanted to have this program because “It sounds like fun.”
It is noteworthy that three teachers showed signs of concern or resistance as to whether or not the lesson is appropriate as a school lesson, before they made their final decisions. They indicated that their concerns were due to the fact that this is a corporate program and the company uses only its products, potato chips. The company, however, was very successful in eliminating these concerns by having face-to-face meetings with school administrators and teachers, to make sure they are in agreement before the program date. One teacher (A8) indicated the meeting with the company was helpful, which led to his final decision to invite the snack lesson, despite his concerns. This concern regarding program appropriateness was addressed by Ms. Kimura from Crispy as well. She revealed that in 2003, many schools were very cautious believing that the company was trying to sell its products. As Ms. Kimura explained, the company employees had meetings with school staff, and distributed pamphlets in order to be accepted by schools.

A pilot study about this snack lesson was conducted by this researcher in 2009 using email interviews with elementary school teachers who invited the lesson. Some participants revealed that the principal and teachers were instantly concerned when the company asked for permission to provide small bags of potato chips as gifts for children. Teachers and school administrators, however, were convinced in the face-to-face meetings that this practice was not a sign of promotion, but just a kind gesture from the company who wanted to make children happy (Takano, 2010a). The majority of teachers indicated that they had a face-to-face meeting with company employees well in advance, several months before, to make sure that they and the company agreed about the aims of the lesson. Because it was a face-to-face meeting, it is natural to assume that it would be
difficult for school administrators and teachers to deal with their feelings of guilt about saying, “I want you to do this for free, but I do not want you to promote your company or your products.” Teachers did not object to the promotional content in the lesson and potato chips as gifts, even though they knew about the gifts before the lesson.

**Implementation**

There are several highlights regarding the lesson implementation. First, the company sent multiple instructors, but overwhelmingly more female instructors than male instructors. The spokesperson from this company did not indicate any special treatment about the combination of instructors. This may be because of a company belief that female instructors can talk to elementary school children better than males, or simply the company does not have a pool of male instructors, or the company does not care.

Second, the company successfully obtained publicity. Ms. Kimura from Crispy said that the instructors normally mention the company name at the introduction. However, according to teachers, the frequency of appearance of the company name or product names stands out as evidence of the publicity intent in the very words of teachers, “many times,” “seven-eight times,” “five-six times,” “four-five times,” or “frequently.” One teacher pointed out the names appeared many times in the video clip about the potato chip making process in the lesson. As described in “Teachers’ Perspective,” three teachers who admitted with certainty that the company names appeared in the lesson, went out of their way defending the company by explaining that this practice during the lesson did not bother them too much. This researcher believes that this is because they either refused to acknowledge that it is a promotion, or were unable to recognize that the company’s promotion influences children’s knowledge in public schools, or they
defended themselves by admitting they are aware of it but choose to tolerate promotion, although there may be other possible interpretations.

There was another type of publicity that the company successfully obtained from schools. The company took photos during the lesson and used these images, without identification of children’s faces, on its website. Due to its careful consideration about privacy issues, such as not disclosing the faces of children, the company has been very successful in its publicity about its snack lessons. Ms. Kimura from Crispy acknowledged that the company asked for photos for the purpose of publicity on the company’s homepage. No other effort was addressed by the company according to Ms. Kimura.

Another form of significant publicity is the school newsletter. Eleven of 13 teachers indicated that after the classroom presentations the schools voluntarily included in their newsletters that a lesson was conducted with the company name for informing the parents. Nine of 11 teachers indicated that they included the program name as well. In addition to the gifts, this document sent at school expense is promotional in nature.

Third, it is noteworthy that two teachers remembered the company displayed several of its products at the front of the classroom. The participants did not criticize this practice or show any concern, but simply indicated the company did it for promotional purposes. This suggests that the company displays its products at some schools in the classroom during the snack lesson, but not at all schools. There are two possibilities regarding this practice. One is that the company does not have a consistent policy regarding this snack lesson and its marketing strategy. Two, this researcher would speculate that the company was experimenting to see how far it can go with marketing in public schools while keeping an eye on cautious teachers who are still generally guarded
about corporate marketing and promotion in the classroom. This researcher is not condemning the company for this practice because teachers allowed this to happen in their classrooms. Do teachers complain that they did not know the company would do that? That is more problematic. It is surprising that both teachers failed to address this marketing issue in public schools, even though they were allowed to say “no” to this practice. Ms. Kimura from Crispy claimed that the company does not engage in any activity that may lead to promotion/advertisement. She indicated the company can do that by not “talking” about its products. Obviously “showing” its products in the classroom does not apply to its definition of “promotion.”

Fourth, the majority of teachers described the lesson content without serious concerns. One teacher explained as a potential problem the following:

The company said good things about their products, potato chips. Their ingredients are fresh, their potatoes are not genetically engineered, their products are made from potatoes obtained from local farmers, etc. I thought it could be a problem if we have a child whose parent is working for their competitor. But that was not the case this time. (A9)

This appears to be product promotion. This teacher was only concerned about potential negative feelings of a child whose parents may work for another chip maker. Instead of attempting to balance the knowledge of children in the entire classroom by providing a different perspective from this snack maker as suggested by many critics, he felt relieved that there was no child with a parent that was working for a competitor. This appears to be an educational priority change. Please recall, in this study, one teacher (A12) shared an episode about a milk dispute. She interrupted the lesson when the corporate instructor
was indicating that children can eat more chips if they choose a drink other than milk.

Considering the fact that this teacher is the youngest among the 13 participants, but she is the most critical about corporate marketing, years of experience may not relate with the degree of critical thinking of teachers, and that experience may not count when it comes down to instructional skills when they have outside instructors.

Fifth, the company collected data from teachers and children using surveys. Although the company refused to disclose the survey results, the effective use of surveys was also confirmed by the company. According to the company spokesperson, Ms. Kimura, the company improved the lesson based on the surveys of teachers and children over the years. However, the teachers failed to examine how the company took advantage of the data that teachers provided. This may be more problematic. A good example is a story of a teacher who claimed that the lesson was not simply a volunteering effort but corporate promotion. The company provided him a pre-survey, and instead of being critical, he explained as follows:

I made necessary copies and conducted the survey with children. The company pointed out to me that our students do not eat many snacks because some said they were told not to by their parents. Based on the result of this questionnaire, we agreed that we would instruct children that snacks are necessary and good. (A4)

This clearly indicates that the company effectively influenced teachers first and then both the children and parents. What this teacher said was contradictory. He claimed that he was fully aware of the snack lesson as corporate promotion rather than merely volunteering activities, but he actually helped the company tap a new market. In fact, a
newspaper article in 2004 reported a comment from an elementary school child who just attended this snack lesson, “I found out that a chip snack has nutrition value, too” (Okumura, 2004). The pilot study of this researcher in 2009 revealed that the snack lesson successfully changed perceptions of both the children and their parents. One teacher told this researcher that many children believe that potato chips are safe, healthy, and a good food. Another teacher stated that parents said that they used to think that they did not want to give chips to children but their perception changed (Takano, 2010a).

Finally, the company usually distributes two items: Gifts, to be more specific, a small bag of potato chips, and the company created booklet. Gifts were effectively used by both teachers and the company. The presence of gifts worked even before the lesson. Remember, one teacher explained that children’s motivation to learn increased by talking about gifts in advance (A4). Another teacher said, “This is nothing but company promotion. But children must be happy because they had fun and received free gifts” (A8). Only one teacher identified gifts as a benefit, no teacher raised concern about the distributed gifts and its impact on children.

The booklet, provided by participants, is nothing but promotion of the company and its products, although the booklet is called “food education book.” As evidence, the booklet describes oil as “necessary nutrition,” and addresses the company’s high quality control standards and the origin of potatoes, along with a virtual factory tour and a list with color photos of 29 different products on the last page of the 2010 version. Most of the product images are different flavored potato chips. Children appeared to respond to this promotion. A teacher provided copies of thank you letters children had written to the
company. One child wrote, “I discovered that there are so many chip products by looking at the booklet.” The promotional effect of this booklet is obvious.

There is another interesting aspect regarding this booklet. The booklet published in 2009 showed potato chips and a glass of milk as an example of a snack in terms of calories and the appropriate amount of chips. However, in the 2010 version of this booklet, the image of the glass of milk disappeared and showed only 35 grams of potato chips as the appropriate amount as snack with no drink. This allows the researcher to speculate that the company does not want to be confronted with children and teachers in a similar situation as the “milk episode” that was previously explained. Some may argue that milk is not a healthy drink while it is a common belief in Japan that drinking milk is strongly recommended. In fact, it is norm that every school lunch meal includes regular white milk. However, does the company want to discourage children from choosing milk to justify its claimed appropriate amount of potato chips?

This is a moral issue if you have the power of influencing the knowledge of children. Deleting the image of milk from the booklet may be a representation of the company’s dilemma. There may be critics who claim that the company is manipulating the children’s perception regarding the appropriate amount of potato chips, if the company instructors tell children that they can eat more chips if they give up milk. This researcher does not want to believe the company instructor in the milk episode was intentionally attempting to promote potato chips in the classrooms. Possibly it might have been only a caloric statement or some allergy issue. It may be that the company merely recognized a unique challenge it faces when it talks to children about potato chips in a nutritionally appropriate way.
Advantages of the Program

There are several highlights regarding the benefits of the program. First, what stands out to the teachers is efficiency as a benefit. Eight out of 13 teachers pointed out that the lesson saved their time and energy in preparing a lesson with professional knowledge and great materials. Teachers highly value the materials and admitted that the lesson saved their time searching for lesson plans and supplies by using a corporate program. Examining responses from five teachers, who identified both professional knowledge and efficiency as benefits to teachers, all of them mentioned efficiency first, and then talked about professional knowledge. These voices indicate that, “efficiency comes first. Oh, by the way, the professional knowledge also comes along with it.” They also noted that they were too busy and could not refuse a corporate lesson that prepared everything for them. This researcher’s pilot study also identified good materials as a benefit. For example, this is one of the comments this researcher received: “Even if I wanted to create good materials, we are too busy every day to allocate time for this” (Takano, 2010a). Critics who witness this phenomenon indicated that it is not appropriate to blame the teacher for depending on companies for food education and accepting the corporate lessons as they are, because the government failed to provide financial support and human resources for meaningful food education (“Shokuiku Tomadou,” 2005).

Second, the “fun” element of the lesson was identified by five teachers as one of the benefits to children. One teacher explained that the children were surprised because potato chips were part of their study at school, which was fun (A12). Another teacher simply put, “It was fun! Children can learn from experience-based activities” (A13). The topic of chips or snacks is a familiar one in the everyday life of children. This seems to be
one of the advantages of the program for both the schools and for the company because it makes it easy to approach the children. This is also supported by a newspaper writer who observed the lesson and wrote that it was a fun activity (Kamiya, 2004). This fun aspect of the lesson was recognized by the company because Ms. Kimura explained that the company received children’s letters stating, “It was fun.”

Third, it is clear that the visual materials caught the attention of the teachers and children. While various materials were highly valued, the DVD content was described by some participants, claiming that they “learned” that the company’s QC has high standards because they saw the video clip (A1, A4). This concurs with the result of the pilot study, which revealed that one teacher stated children remembered the commercial song played in the DVD content and believed that potato chips are safe, healthy, and good snacks (Takano, 2010a). In fact, one teacher (A11) in this study also said that the students were singing the song they heard in the DVD clip. This suggests that the visual materials had a great impact on children’s minds and the propaganda really worked on some teachers.

Finally, some teachers identified experiment/experience-based activities as benefits to children, while other teachers regarded “fun,” “raise interest/motivation in learning” as benefits to children as well. Five teachers believed that experiment/experience-based activities are important elements in children’s learning. These benefits were also identified in this researcher’s pilot study, evidenced by a comment from a male teacher who said, “The lesson contained predictions, measurements, and tasting experiences…it was very interesting for children” (Takano, 2010a).
The lesson is free of charge. However, only three of the teachers referred to a financial advantage to schools. When they were asked if they are willing to use corporate programs if not free, half the teachers answered “No” without hesitation. On one hand, this indicates that a free lesson is a major advantage for schools, and that the lesson has to be free to be considered to be utilized at school. On the other hand, yet another half of the teachers may still consider using corporate programs.

Ms. Kimura from Crispy chose not to identify advantages of the program for schools, teachers, and children. However, she explained that the program has been well-received because the company does not engage in promotion. The company was proud of little promotion in the lesson. Ironically no teacher indicated that the lesson was free of promotion.

**Disadvantages of the Program**

Both teachers and a spokesperson from the snack maker addressed potential disadvantages of the program. The company did not identify any disadvantage for schools, teachers, and children because Ms. Kimura, the company representative, did not want to provide any answers that would be just speculation. However, Ms. Kimura addressed some other issues.

**Teachers’ perspectives.** First, the majority of teachers pointed out that scheduling was not easy for schools and teachers and it is also difficult for teachers to secure time for communicating with the company. This indicates that teachers are overwhelmingly busy, and relates to what they consider the greatest benefit-- time saving or efficiency. Critics, and society at large, are fully aware of how busy Japanese teachers are at work. This recognition prevents critics from blaming teachers for accepting
corporate programs. Instead some critics suggest that, if government is serious about food education, financial support and human resources should be provided (“Shokuiku tomadou,” 2005).

Second, another interesting aspect was that teachers were worried about children’s inappropriate behaviors during the lesson. Some teachers referred to attention problems, others referred to social skills. They were worried about children’s impoliteness which may upset the company representatives and attempted to discipline the children before the lesson. This could be one of the unexpected influences on children’s knowledge, because this indicates that teachers appeared to have talked to children about the company and provided the basic knowledge about its products before the lesson, so that no child made inappropriate comments, or mentioned competitors’ names or products. Teachers called it “guidance” but this can be interpreted as indirect corporate identification and promotion in the classroom. This issue may deserve more attention because this guidance appeared to be an additional burden for teachers, and potentially influences the knowledge of children. Therefore, even before the formal lesson, children may be exposed to indirect corporate promotion. When the lesson starts the children are immediately exposed to promotion and advertisement. Some teachers showed their concerns about the degree of corporate promotion. It is noteworthy that two teachers did not identify this as a disadvantage; however, they expressed their concern about the marketing effect upon parents when they find out about the lesson. Obviously corporate promotion is an issue when teachers use this lesson.

**Business perspective.** The company did not identify any disadvantage for schools, teachers, and children because Ms. Kimura, the company representative, did not
want to provide any answers that would be speculation. However, she addressed some issues. First, the company struggled because of the issue of corporate promotion. When asked for difficulties the company experienced regarding the lesson, she revealed that the first year (2003-2004) was not easy for the company because many teachers were suspicious about the company’s promotional intent in school. This issue still remained problematic as evidenced by three teachers who showed concern or resistance during their decision-making process, as well as in the pilot study. Therefore, corporate promotion or marketing intent stands out as potential disadvantages from the company’s perspective. Ms. Kimura from Crispy denied that the company engages in corporate promotion or marketing in school. In Japanese, we call this corporate influence kigyo shoku, which literally means corporate color. She recognized some schools have problems with Crispy’s approach, and the company tried to minimize corporate color. As Ms. Kimura suggested, the frequent questions that come from children in the lesson tend to focus on, ironically or fortunately, the company and its products, such as “What is the best selling product?” “Where are your factories?” “How many employees do you have?” “How many potato sticks are there in [their signature product name]?” These questions themselves can function as publicity and corporate promotion because the instructors are expected to answer them in the classroom in front of other children, teachers, sometimes, parents as well if the program was conducted during the school’s open house day. These questions were not part of the lesson plan and teachers cannot control students’ questions. Therefore, it turned out to be very difficult to eliminate all of the corporate color or corporate promotion.
Second, another problem the company has faced was training instructors. The company did not have an established systematic training program as of October 2009. The instructors had a meeting once every half a year to exchange information, according to the company. Ms. Kimura also indicated that the company cannot meet all the requests from schools because the company has a limited number of instructors. This explanation indicates that the company either failed to hire new instructors, struggled to train new instructors, or the company used the limited number of instructors as a rationale to regulate the number of schools to visit for planning purposes. It is also interesting that, although the company was concerned about its instructors’ skills, the majority of teachers were happy with their skills. This indicates that the company’s continuous improvement and instructors’ training have been relatively successful.

It is noteworthy that the company has worked aggressively to gain trust from educators. For example, it used surveys to improve the quality of the lesson for years. The company’s “countless painful efforts for the first 5 years” to improve the lesson established the foundation for the current form of snack lesson. One of these efforts was also shared in a newspaper article, describing how the PR Department made a presentation at the workshop organized by the Board of Education in a city in the greater Tokyo area. The PR Department manager demonstrated a simulation class and distributed chips as gifts (“Shokuiku Umaku,” 2005). The fact that the number of schools that invited this snack lesson continued to increase to more than 500 schools nationwide in 2009 was impressive. Regardless of the pros and cons, these corporate efforts deserve recognition as successful examples in both education and business. No other snack maker, or any
manufacturer in Japan, was as successfully entering schools and gaining teachers’ trust as much as this snack maker.

**Advantages and Disadvantages to the Company**

This researcher questioned teachers about the benefits to the company in order to capture the degree of awareness of how the company can benefit from the lesson. They pointed out that the lesson helped the company improve its image and that of potato chips. They also pointed out that the lesson allowed the company to reach out to parents and children. Therefore, it is an effective marketing strategy that increases its sales. It is interesting that the company denied that its program intent was profit making; however, teachers seemed to believe the lesson helped with increased sales and profit making. Also interesting to note is that although many teachers list many benefits and indicate that they are fully aware of the impact of the lesson on all the stakeholders such as children, parents, as well as teachers themselves, few identified how successfully the company influenced the actual knowledge of these stakeholders. This is the most important element of education, but there was only one teacher who interrupted the instructor from the company when the instructor suggested that children can eat more chips if they choose not to drink milk.

There is a new movement within the food education policy area. The Ministry of Education now strongly encourages local government to hire nutrition teachers (MEXT, 2009a). This researcher’s pilot study revealed that some nutrition teachers were very critical about this snack lesson (Takano, 2010a). One teacher in the pilot study informed this researcher about the lesson as follows:
Public schools should not be the place for company promotion….Their products were displayed in the classroom and were listed in the booklet. They also gave out their products as gifts. So I believe that this lesson itself is a promotion. (Ms. Nitta)

Interestingly, when this critical teacher was asked about the benefit to children, she had no problem talking about gifts. Ms. Nitta had contradicting feelings about the lesson. She was not happy about promotion but happy about gifts for the children. Ms. Nitta’s comment suggests that teachers in this study may also have similar mixed feelings about the lesson. Ms. Nitta mentioned that her school will not invite this snack lesson anymore because the school hired a nutrition teacher. Apparently this indicates that nutrition teachers can do a similar snack lesson without the need to invite corporate instructors.

Ms. Kimura from the company made it clear that the snack lesson was not intended for profit making but CSR activity. Therefore, she chose not to list the advantages and disadvantages to the company. She further hinted that the company is proud of its snack lessons because many schools choose the company among many available corporate programs, and she is very grateful that many schools allowed the company to conduct lessons and incorporated the snack lesson into their annual curriculum. This comment was supported by teachers. Five out of 13 teachers indicated that they invited this lesson because they had it before. Therefore, this researcher would assume that this snack lesson was already widely recognized and supported by teachers. This indicates, on one hand that the company’s efforts since 2003 came to fruition, and the company should be proud of this success. On the other hand, this suggests that there are many schools out there that have not tried this lesson, which indicates that a huge
market is still available to the company. According to the Zennihon Kashi Kyokai (2005), the increase in sales of potato chips stood out in the snack industry in 2004 after years of sluggish consumption. Please recall that this company started the lesson in 2003 and many major newspaper articles reported on the snack lesson in 2004. The number of schools the company visited jumped up in 2005, and kept increasing until 2008 when the number reached 500 schools. As you may see in Figure 3, this snack maker’s efforts might have translated into increased sales in the middle of a bad economy.

Figure 3. Sales Trend (Millions Yen)

![Sales Trend Graph](image)

*Figure 3. The graph was created by this researcher based on the data collected from Crispy’s website.*

**Changes in Perception**

In relation to the “benefits to the company,” teachers provided insights regarding changes in their perception based on their experiences with the company. Some experienced multiple corporate programs and others only a few. Therefore, their change in perceptions toward the business world was not solely based on their experience with this specific snack maker.
The majority of teachers indicated they previously thought that companies have nothing to do with schools and that they focus solely on profit making. Recently teachers started to realize that the educational value of corporate programs should be utilized and that nothing is wrong with using a company. This huge shift occurred between 2003 and 2005, and possibly when “integrated study” was introduced. This new subject called “integrated study” emerged in the late 1990s and the Ministry of Education officially announced it in 1998. The subject was gradually incorporated beginning in 2000 and fully incorporated into the national curriculum in 2002. When the company started the snack lesson, most of the schools used the lesson as integrated study according to the company’s website and newspaper articles that reported on the lesson in 2004.

As for this particular company, more than half of the teachers made positive comments about this snack maker. When you examine the reasons why they are so positive, some of them are quite intriguing. Two teachers were influenced by what they saw in the DVD clip that was used in the lesson. Others showed affection toward the company because they became more familiar with the company and its products.

It is important to point out that some teachers have contradictory views. One teacher (A1) warned that corporate lessons are just a small part of larger food education activities, and she tries to avoid corporate promotion by clarifying the aims of the program and making requests to the company to modify if necessary. She suggested one way of limiting corporate influence is to limit the frequency of mentioning the company name and product names during the lesson. Unfortunately, she was impressed with the high level of quality control of the company because the company addressed it in the lesson. She blindly accepted what was presented by the company. Yet, another teacher
(A4) indicated that schools should use companies to improve education, although he helped the company tap a new market by collecting data from children and provided them to the company. Another teacher (A8) elaborated as to how the company justified chips as a snack, and he flatly claimed that the lesson is promotion for the purpose of profit making, rather than a contribution to the local community. He was aware of the promotion, but he supported the lesson because the benefits to children as well as benefits to teachers are greater than potential problems with the lesson content.

**After Member Checking**

When this researcher took the findings to one of the participants in this case study, he confirmed many of the findings. He felt uncomfortable, however, with this researcher’s argument that some teachers blindly believe what was presented by the company, and tended to tolerate corporate promotion. He claimed that, when he had the lesson for the first time, he asked the company to be careful about remarks which could lead to corporate promotion, and also asked the company to leave up to the school whether or not gifts are to be distributed. He also responded to the finding that some teachers tend to guide children so they do not say anything impolite to corporate instructors, which arguably can be an additional burden for teachers and also can be claimed as indirect corporate promotion by teachers in the classrooms. He argues that he normally tells children to listen up when they invite instructors from the outside and he indicated concern about this type of guidance. He further addressed the following three points. First, schools and companies do not need to agree on aims. Schools should change corporate programs by demanding modifications so that the program meets the needs of schools. If companies do not want to change, schools would not need corporate programs.
Second, teachers need to study about corporate programs. Teachers should make the best of corporate programs, not in a passive way, but in a more positive way. He insisted that teachers should improve themselves as to how to use corporate programs and how to relate them to other activities. Third, he asserted that, instead of telling children to avoid potato chips, which they encounter in everyday life, schools should educate children to make a good judgment over their food choices. He did not believe that it is effective education if children were told not to eat, not to buy, and not to look. He claimed that educating children for a healthy life is important while recognizing that producing and selling these products are also important parts of economic activity of the country.

**Important Findings - Snack Lesson**

Teachers wanted to use the lesson primarily for food education. The greatest benefit is the lesson provides professional knowledge and it saves time for teachers. It is clear that this snack lesson as presented is a strong corporate promotion in the classroom, as confirmed by teachers and the media, even though the company denied this intent. Few teachers indicated that they made any effort to balance out the views presented in the lesson, to avoid children’s knowledge being one-sided. Obviously some teachers sensed product promotion due to the presence of the products during the lesson. Teachers appeared to decide to tolerate this promotional activity because the lesson was fun, raised interest in learning, provided better knowledge about snacks, was full of experience-based activities, and provided an opportunity for improving communication skills for children. The company collected data through surveys to teachers and children that may be used for the purpose of marketing. Even though some teachers recognized a degree of promotion effect in the lesson, most teachers did not recognize that the company
successfully and skillfully shifted its attention from promotional activity to what is claimed to be “food education.”
CHAPTER V

CASE STUDY: FLAVOR LESSON

This case study report consists of four parts: About the lesson, business perspective, teachers’ perspectives, and discussion.

“About the lesson” provides a brief description about a company that conducted flavor lessons in public schools. “Business perspective” is the description of the interview contents with the company spokesperson, organized based on the research questions. A brief summary is provided at the end. “Teachers’ perspectives” is the description of interview contents based on the research questions. A brief summary is provided at the end. It is difficult for readers to capture the bigger picture of the teachers’ perspectives because there are more than 10 participants and their experiences were complex situations. Therefore, these findings are presented in matrices so that the reader is able to visually see the data analysis (Appendix F). “Discussion” addressed the major themes and critical issues found in the findings of this case study based on the research questions. Important findings are summarized at the end of this section.

About the Lesson

Flavor lesson was created by MG (pseudonym), a leading seasoning maker in Japan. The spokesperson agreed to permit disclosure of the company name in this study. The company is a well recognized company and has been in business more than 50 years. The company has overseas operations in other areas of Asia, and in North America and Europe. Its signature product is the same name as that of the company. It is called umami seasoning, made of monosodium glutamate.
The company started to provide a flavor lesson at elementary schools in 2006 after the Basic Law of Food Education was enacted. The instructors are MG employees. The website shows the lesson demo video and the lesson plan, which contains three parts: five basic flavors (15 minutes), discovery of umami as the fifth basic taste discovered by a Japanese scientist \(^1\) (15 minutes), and tasting experiment (15 minutes). The website also shows the covers of three different textbooks which pertain to these grade levels.

According to the company website, the number of participating public schools increased for the last several years as shown in Figure 4.

Figure 4. The Number of Participating Schools for Flavor Lessons

![Graph showing the number of participating schools from 2003 to 2009.](image)

*Figure 4. The graph was created by this researcher based on the data collected from MG’s flavor lesson website.*

**Business Perspective - Flavor Lesson**

The company’s website had comments from the instructors who visited schools. I was able to identify the name and the department of the instructor. In July 2009, this

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\(^1\) Note: According to Lindermann, Ogiwara, and Ninomiya (2002), sweet, bitter, salty and sour are the four basic tastes, and that the fifth basic taste, “umami” was discovered in 1909 by a chemistry professor at the Imperial University of Tokyo, Kinunae Ikeda. Umami is based on the dominant taste of dashi, a Japanese kelp-flavored soup base.
researcher sent an official request letter to the instructor, Mr. Suzuki. According to Mr. Suzuki, he contacted the PR Department about this study. Mr. Suzuki emailed and agreed to participate. Mr. Suzuki consented that the company name could be disclosed in this study. He did not want, however, his answers to be presented as representative opinions of the company. According to him, a copy of the informed consent form was filed in the PR Department. The interview began on August 2, 2009, and was completed June 3, 2010.

Motivations

Previously the company was not especially focused on factory visits. The company decided to eliminate unnecessary operations in order to cut cost during 2001-2003, when there was a heated discussion about what to do with factory visits, because they are not directly associated with production. Mr. Suzuki explained that some members had a strong desire to keep factory visit activities claiming, “Factory was far away from customers, but it was the only place you can contact customers.” Because of this strong desire to continue to offer factory visits in the middle of a cost-cutting trend, the company continued to offer factory visit activities and the number reached 10,000 visitors in 2006, approximately 10 times that of 2003. Due to the heightened awareness of safety issues in the society, the company realized that it needed to be open. Therefore, the company decided to be actively involved with factory visits in 2005. The PR department started to cover the cost of factory visits beginning in 2007 because the company wanted to triple the number in one year. Mr. Suzuki explains how the company started to create its flavor lesson as follows:
In 2005, the Basic Law of Food Education was enacted and entailed that companies should engage in food education. As a company who created and started the umami flavor from seaweed, we came up with an idea to promote Japanese food culture, broth culture.

Mr. Suzuki also revealed another reason, which was driven by the following criticism. Critics said that because our company created seasoning like [the company’s signature product], and produced convenient products by saving time, Japan lost traditional culture. I heard that this is part of the reason why we started to engage in this activity.

The company has a section called Academic Group in the PR Department. This unit is in partnership with TOSS (Teachers’ Organization of Skill Sharing). Mr. Suzuki explained that TOSS (Teachers’ Organization of Skill Sharing) is an organization for elementary school teachers who want to improve their instructional skills and the number of members is about 10,000. TOSS has a strong organization with a leader, Mr. Yoichi Mukoyama, who is president of the Japanese Educational Technology Association. Academic Group, in partnership with TOSS, provided 24 flavor lessons at 15 schools in 2006. The company wanted to expand these lessons around the factory areas.

In March 2007, Mr. Suzuki was sent to seminars. The employees who work with factory visits came from each factory to attend the seminar and reported about the factory visit operations in the morning, and received instructor seminars in the afternoon. It took completion of a half day seminar to be instructors. The instructor for the seminars was a chief of the Academic Group Section. There were approximately 30 employees at the seminar. One third was from the PR department. Mr. Suzuki never thought he would
have to be an instructor at this point. He attended a couple more seminars including observing one actual lesson, and started to visit schools. He explained, “I was under enormous pressure. I had never thought I would be an instructor.” Mr. Suzuki explained that some companies hired instructors from outside companies, but his company wanted to use its own employees. The company wanted its employees to recognize the company’s uniqueness and be proud of its contribution to society. Mr. Suzuki further explained as follows:

We started with umami flavor, and wanted to improve nutrition that people take, and to contribute to healthy physical strength. We needed to realize that again, and wanted to disseminate our mission to people. In this flavor lesson, our employees themselves need to understand umami flavor and want to pass it on to children. So, we take the form of calling for instructors within the company.

In order to make a smooth start, the PR department asked for help from the Board of Education in a city from the Kanto area. The Board suggested the company start with elementary schools that were strongly interested in food education, believing that good news about the program would be disseminated quickly. These schools operate under the principle of local food production and consumption. Mr. Suzuki indicated that the company conducted 15 lessons in 2006 but they were not listed on the company homepage because it was at the experimental stage for the company and the content was not totally established. The company was still receiving some support from TOSS members and the instructors were only employees of the Academic Group. The company was not confident enough to call for instructors from within the company in 2007.
However, in 2008, the company officially asked its employees to become instructors. The Academic Group became in charge of the flavor lesson.

In 2007 spring, Mr. Suzuki and his supervisor, along with the manager of the PR Department from headquarters visited a local government [prefecture: equivalent to state] to introduce the food education program. Mr. Suzuki used the Basic Law of Food Education as a rationale but the response from the prefecture was very cold. He said he felt a little bit like a fish out of water. The prefecture showed some understanding and advised the company to work closely with the Board of Education of the local city. They headed for the Department of Child Education in the city and asked them to identify schools that might be interested in their program. Mr. Suzuki indicated that the attitude of the government was like, “You are from companies. What do you want?” After the conversations, Mr. Suzuki implied that the government officials understood that “the program does not include any corporate promotion, but is of social responsibility.” One of the government employees knew about TOSS and advised that the company may be better off not relating the program with TOSS because half of the teachers are not necessarily positive about the organization. Mr. Suzuki explained that the success of the entry stage was due to the following three factors. First, the manager from the PR department came to talk to local government. Second, the local office [factory] had good networking with the prefecture, the city, and the media, which makes it easier to introduce the flavor lesson. Third, the person who was in charge of a factory had connections with government. Mr. Suzuki revealed that the real reason why the PR department visited the local governments was to convince them that the flavor lesson is a pure food education program without corporate promotion.
**Implementation**

First, schools contact the flavor lesson office for application. The school indicates a couple of candidate dates. The company asks schools to prepare a personal computer, projector, screen, and room for the program. The lesson is either set on or after the second period because of preparation time. After the program date is set, the materials are shipped by delivery service to the teacher as a contact person. The company, if possible, obtains approval for taking photos as evidence of the program activities.

On the program day, at least two company employees arrive at the school at least one and one-half hours before the lesson. Mr. Suzuki explained as follows:

We had a briefing with teachers whether or not the teacher will be part of the class in the beginning and how to start the class. In most cases, the teachers introduce us in the beginning, “Today, MG came to see us all.”

Then we introduce ourselves. Instructors and assistants make sure about the timing for the preparation of broth tasting.

At least two employees visit the school. One instructor and one assistant need to work at the same time. Assistants from a contracting company may also be sent. Mr. Suzuki explained as follows:

When the instructor is talking in class, the other has to prepare cups for broth, etc. So we always need two people, one instructor, and one assistant. Therefore, at least two people visit school. The instructors are out of the company based on the time they are responsible, so the number of employees would not stay the same.
After the lesson, the instructors greet teachers, and ask them to send the package back, and leave the school. The bill for the package is paid by the company. Mr. Suzuki referred to gifts in relation to the lesson, “We don’t give out gifts. We don’t give anything to children. It is very rare for us to distribute samples of the new products to teachers.”

The company makes requests for filling out surveys to teachers and children. A copy of the survey for teachers was provided by Mr. Suzuki. The survey asked the following questions:

1. How do you like our lesson? (Very good, Good, Fair, Not good, Bad).
2. Did children show interest? (Greatly, Yes, Fair, Not much, None).
3. How difficult was the content?
   (Too difficult, Relatively difficult, Just right, Relatively easy, Too easy).
4. Was the lesson content too much?
   (Too much, Relatively too much, Just right, Relatively too little, Too little).
5. How was the instructor’s skill? (Very good, Good, Fair, Not good, Bad).
6. What are the positives and the responses to the lesson?
7. Would you tell us how we can improve the lesson?
8. Please share some comments you might have received from other teachers, parents, or the board of education, etc.

Some responses from the teachers were as follows: “It was great that children were able to experience flavors and touch expensive seaweeds, etc….Your explanation was very polite, but I think it would be better if you talk more loudly and clearly, with appropriate emphasis.” Another teacher’s comment was as follows:
Because the program included many experience-based activities, children will remember it for a long time. I think they learned that they should appreciate food which they normally eat without thinking. I think they learned how much your staff demonstrated cooperation, too.

This teacher went on and suggested the company can use a video clip showing the manufacturing process from seaweed to products.

The company asked children to fill out their surveys, which includes seven questions and an open-ended question as follows.

1. Did you know broth?
2. Did you understand about broth?
3. Did you know umami?
4. Did you understand about umami?
5. What do you think about the lesson? *(Very good, Interesting, Difficult, No interest).*
6. Do you eat more Japanese food at home or more western food?
   *(More Japanese food, More western food, Half and half, Hard to say)*
7. Do your parents use broth when they make miso soup?
   *(Yes, No, Sometimes, I don’t know)*

The company received reports from children and some of the reports were provided by Mr. Suzuki. There are several forms of children’s reports and one of them included a survey asking seven questions described above. At the bottom of the sheet, it says, “Dear teachers: We would appreciate if you make copies of this page and send us these reports as a class unit.” Right after the message, there was a list of the names: chairman of TOSS,
MG, the photographers of the booklet, and a major national newspaper. Another form of children’s report was response to one simple question, “Please write what you learned.” One of the children’s report writes, “Today, we had a class conducted by MG’s employees and we were able to taste broth.” Most of the children’s reports addressed either five senses or the importance of broth.

Advantages of the Program

As for benefit to school, Mr. Suzuki identified “educational value” in the corporate program. He further explains the benefit to teachers, “They can also learn updated professional knowledge that companies possess. In rare case, some schools ask us to provide this lesson for teachers.” Mr. Suzuki also pointed out efficiency and effectiveness combined as a benefit to teachers and explained as follows:

Even though some people have expertise and want to teach the similar content to children, it takes time to make materials, and costs a lot to prepare the tools and equipment. Even if you want children to experience the tasting of broth, after children make broth, you cannot tell the difference precisely if they fail to make the broth properly. We can bring the team and resolve the problem at one time. I believe this merit is great.

Regarding benefits to children, Mr. Suzuki identified the factors behind the need of food education and addressed the following three benefits as follows:

Children can experience Japanese food culture that otherwise they may have never had access. They can also learn about the real ingredients. They have a chance to think about food that they normally eat without thinking and start to wonder why.
He expressed a sense of emergency, pointing out that there was a false assumption that children will learn while helping parents at home. He claimed that unless we create opportunity intentionally, children will have fewer and fewer opportunities. Mr. Suzuki said, “That is, we are losing Japanese culture. In fact, there are so many children who have never seen dried bonito (katsuobushi) and they know only in a finished product in a pack.” He is concerned about children who do not question about it.

**Disadvantages of the Program**

Mr. Suzuki believes that schools and teachers are still guarded by corporate promotion in general in schools as follows:

Even though we insist that we don’t engage in promotion at all, some are suspicious to some degree. Some people have negative image about our products, not our company. So we have to prepare an answer for the question, “why MG?”

That’s why, Mr. Suzuki believes, many schools want to invite parents and make the lesson open to the public in order to address this issue. He also points out that schools can appeal to parents and the community that they are effectively using corporate programs and school education is evolving. However, he raised one concern, support from parents, explaining, “The most difficult thing is to obtain understanding from parents. Some teachers took digital photos in the class and shared the activities in a newsletter using the digital photos they took.” Another potential problem was disagreement in opinions between the home economics teacher and classroom teachers. Mr. Suzuki explained that the flavor lesson is normally conducted as part of home economics. Schools may not
apply, however, if classroom teachers disagree with the home economic teachers regarding the lesson.

Advantages and Disadvantages to the Company

Mr. Suzuki points out three major benefits to the company: MG can claim that the program is its CSR activity, the company can increase the future fans of its company, and the company can increase morale of employees.

First, the company appears to be under pressure to engage in CSR as found in Mr. Suzuki’s comment, “In our present society, companies (especially manufacturers) will not be recognized and cannot obtain trust from customers unless we engage in social responsibility activities on top of profit seeking.” Mr. Suzuki identified the Basic Law of Food Education as a key reason for the initiation of the lesson. He also recognized that the company has been criticized for contributing to the loss of traditional Japanese culture because the company invented convenient seasoning products which save time for people who prepare food. He indicated the company’s activities at schools would alleviate some of these criticisms.

Second, Mr. Suzuki pointed out that the company can benefit from the lesson because it can contribute to a sales increase. He explains that many makers produce similar products and customers tend to choose their products if they experienced the lesson as follows: “When customers are not sure which product they choose, if they say, ‘Talking about MG, we had a flavor lesson from them’ and that helps them make decision in choosing our products.”
Third, the company’s employees can learn about uniqueness of the company and be proud of their own company. These three major benefits were mentioned and supported by the company’s internal publication.

These three points Mr. Suzuki raised as benefits to the company were also identified in the company’s internal publication, provided by Mr. Suzuki.

As for disadvantages, Mr. Suzuki raised two concerns. First, he understood that the PR Department wants all the employees to participate in the flavor lesson activities. However, he recognized that some employees keep a distance while some are engaging in these activities. The number of school applications is growing but the number of instructors is not catching up with the number of lessons. He also believes the company may be already limiting the number of available lessons. He shared the dilemma that the company may have as follows: “Even though the company is doing something great, it could be worse than doing nothing, if we ended up turning down their applications or did not respond to them.” He believes it is important to keep employees informed regarding the lesson activities and allocate enough time for this.

Second, he pointed out that some employees may have felt a sense of accomplishment, even once, when they became instructors. However, schools continue to apply for the lesson, and these employees need to continue to visit schools as instructors. Mr. Suzuki said, “We will be in trouble if these instructors felt, ‘I did it and I am done.’” Both these issues are about the instructors; however, the company is trying to meet the increasing demands of schools.
Changes in Perception

Mr. Suzuki identified the Basic Law of Food Education as a key reason for the change in perception. He mentioned a snack lesson provided by a potato chip maker when he talked about the new movement of corporate programs in public schools. He never actually observed the snack lesson. He did not indicate any positive or negative impressions about the snack lesson.

As for the image he had toward schools and educators, he did not see any association before, stating, “I had no interest in them…I would say that schools are in a closed world.” He explained the change in his perception over time, but he still senses a thick wall between schools and the business world as follows:

I felt a little bit closer to schools. But it is like it changed from 5 to 4, I still feel that schools are in a sacred area and difficult to enter…I strongly feel that schools are guarded by the Board of Education, and I often hear the comments like, “We have to get permission from the Board of Education.” These comments sound like they are dealing with government. I feel we still have quite a distance from schools. I cannot say we are close to schools.

He also mentioned that teachers started to realize the new value of companies as follows:

[Teachers] probably used to think that companies are salespersons. But now companies are contributing to society, and teachers started to realize companies have some values for their use. This does not mean that they regard us as partner. Schools may be looking at companies saying, “We can use companies.”
According to Mr. Suzuki, the company is investing in training instructors for this lesson and more and more employees registered as instructors, while he revealed that their employees are working hard to obtain applications by reaching out to schools using personal connections as follows:

I think more schools applied because of the word of mouth, rather than HP application. In local areas, our employees quite often contacted the schools they went to. So these efforts are becoming fruits little by little. In our prefecture, we received applications… but very few from adjacent prefectures. But at our company, the number of registered instructors reached 500. So I feel that the entire company is inspired and wants to nurture this program for many years to come.

Behavior Changes at Home and Within the Company

According to the publication provided by Mr. Suzuki, the company collected surveys from 789 families whose children experienced its flavor lesson. Fifty-one percent of the children talked about the lesson at home, 20% of the children showed greater interest in food and another 20% showed greater interest in Japanese food in general. Ten percent answered their children started to help cooking.

The publication features the flavor lesson explaining why educators accept support from the company as follows:

The goal: Due to the prevalence of the western food culture, the position of Japanese food is sinking. Children who are responsible for the next generations grow up without understanding the positive sides of Japanese food. Japanese diets that have supported a longevity society will soon be
destroyed. It is of urgent need to provide opportunities for food education and to raise interest in food in general. As food producer, we need an action to address this problem. It is our mission.

As background information, the publication suggests that the percentage of Japanese citizens who try to focus on Japanese food is decreasing and the percentage who do not try to be on Japanese diets is increasing. As characteristics of the flavor lesson, the publication points out six features in the lesson.

1. Specialize in broth *umami*.
2. Experience-based activities
3. Free program as CSR activity
4. No product promotion or sampling
5. Textbooks were developed through collaborations with teachers and have high quality.
6. Company employees, rather than contract instructors, go to the schools.

As for company promotion, the publication explains as follows:

In schools where people expect the nature of public service, they are very sensitive about corporate profit-making strategies such as advertising and promotion. In our flavor lesson, we make sure that we never engage in promotion or sampling. For this reason, many educators accept our lesson as pure educational activity.

This publication addressed the reason for using the company’s employees as instructors as follows:
Some companies contract out their lesson operations. In our lesson, our employees visit schools. We have a great reputation with educators because they claim that they sense from our employees a high level of good will and passion about food education.

Even executives became instructors and visited schools. The comments are shared in the publications. One executive says, “I am glad children showed strong interest in the lesson. I am very hopeful about the future of Japanese food culture.” Another says, “It is an important task for us to explain umami in our words because this is the origin of our company.” The CEO states in the publication, “It is our mission to pass on to children what we adults have learned in our life.” This publication also includes the comment from a female employee who works in a local office and said, “I am grateful to have an opportunity to communicate with other employees who are in different departments and hardly had a chance to talk to. I sensed the union of the company.” The comments from educators were also included in this publication which was introduced with the following statement: “It indicates that even though food education received great attention, the curriculum needs to be made at each school and this is challenging for educators. Therefore, the program is accepted because it is easy for teachers to use.”

Summary

The company started a flavor lesson to promote Japanese food culture using its expertise, involving the fifth taste, umami, in response to the Basic Law of Food Education. The PR Department took a lead in collaboration with a teachers’ organization to make a smooth start of its lesson at public schools in 2006. The company also visited the Board of Education in some cities in order to obtain assistance to enter schools. In the
beginning, the instructors were from the PR department only, but the company started to request instructors and the instructor program was opened to its own employees in 2008.

After the company accepts applications, the materials are shipped for delivery to the teacher. The company obtains approval for taking photos if possible. At least two employees, one instructor and one assistant, visit schools to prepare the lesson on the program date. The instructors introduce themselves with the company name and start the lesson. The company collects surveys from teachers and children. The company wanted to provide an opportunity for food education, especially addressing Japanese food culture. Teachers seemed to value the program because the lesson provided professional knowledge and saved their time. The company acknowledged some teachers have difficulties in obtaining support about its program due to the nature of its signature product. Potential disagreement among teachers regarding the lesson was also acknowledged.

As for the benefits to the company, there are three major benefits: CSR, sales increase, and pride among employees, which were confirmed in the company’s internal publication. As for the concerns to the company, some employees felt they were finished after they did the program once while schools continued to apply and the number of instructors was not keeping up. Therefore, the company may limit the number of schools in which it can offer the lesson or turn down applications from schools. Both issues are about the instructors and the company is trying to meet the increasing demand from schools.

As for change in perception, the company identified that the Basic Law of Food Education as the key reason for the change. Mr. Suzuki had no interest in schools before.
Now he felt a little bit close to schools but he indicated that schools are still in a sacred area and difficult to enter. According to the company’s publication, the company survey indicated that the lesson had positive impact on children’s behaviors after the flavor lessons. More children showed greater interest in food and Japanese food in general. The publication indicated that the position of Japanese food is declining due to the prevalence of the western food culture, and it is the company’s mission to provide food education. It also acknowledges the nature of public service in public schools and claims that the company purposefully does not engage in promotion or sampling. This is the reason, according to this publication, why educators support the flavor lesson.

**Teachers’ Perspectives - Flavor Lesson**

**About the Teachers**

Eleven teachers agreed to be participants and completed the interview. There are six females and five males. Six were teachers of fourth to sixth graders. Others were home economics teachers and nutrition teachers. The average age was 44.3 years. The average teaching experience was 22.3 years. Nine teachers had 4 years of college education, and the two nutritionists had associate degrees. The average school size was an enrollment of 445. Three schools were located in urban areas, four in suburban areas, and four in rural areas.

**How Teachers Learned About the Lesson**

The sources from which the teachers learned about this company’s flavor lesson vary widely. Some learned from colleagues. For example, “In 2008, I heard from a teacher who works at a school in this area that the school had a food education lesson” (B2), “Our staff and the company employees know each other and the teacher introduced
this program to our staff in late April. The teacher scheduled a date for a meeting with the company” (B6). One teacher who learned from colleagues reveals the presence of TOSS (Teachers’ Organization of Skill Sharing), saying, “I learned about this program from one of my colleagues who works in the city. This person belongs to the education circle, TOSS” (B1). Another teacher describes the relationship of the organization of TOSS and this company as follows:

I belong to TOSS, a teachers’ organization. TOSS has focused on food education activities beginning several years ago. TOSS has been involved in developing food education programs. This company’s program was developed by TOSS. It developed the textbooks, too. I participated in the first food education seminar which was held by the joint effort of TOSS and this company. That was in 2006, I believe. I got to know some employees at the seminar. Last year TOSS called for sign-up for the program. So I raised my hand. (B8)

Others attended government-sponsored workshops where the program was introduced. One teacher learned about this program in the summer of 2009 as follows:

I attended a workshop. This workshop was attended by school lunch leaders and home economics teachers…It includes tasting seaweed broth and bonito broth, and the contents sounded easy to understand. (B5)

Another teacher attended a workshop in the summer of 2008 and explained as follows:

I learned about this program. I am a home economics teacher and I am a member of The Home Economics Club of the local government that
promotes the study of home economics…I attended a summer seminar which includes the company’s factory tour, a flavor program, and food education program at the company’s seminar center. Instantly I figured out that I can use this program for sixth graders during the second term which has a unit about miso soup cooking. (B11)

One teacher was directly informed about the lesson by a company employee. The employee told her that the company had a lesson that included tasting broth using fish and seaweed, and gave her a pamphlet. As described, there were various ways teachers learned about this company’s lesson.

Motivations

As for motivations, several reasons emerged from the teachers’ answers: Food education, relation to subject, raise interest in learning, and experience-based activity.

Food education. The majority of teachers (nine out of 11) raised “food education.” This researcher received the following comments. “It is meaningful to learn about Japanese food from a food education standpoint” (B4), “Through this project, I would like children to have an opportunity to learn how wonderful Japanese food is and how important it is to enjoy food” (B7), “I obtained approval from my principal….Our grade teachers were also supportive. This is because our annual curriculum includes food education.”(B8).

Relation to subject. Seven teachers used the flavor lesson as part of the home economics class. One classroom teacher, who was in charge of a home economics class, explained the decision-making process as follows:
I had a meeting with other grade teachers and a nutrition teacher to determine if the program is appropriate for school. We decided to apply for the program because of four reasons. First the program was related to home economics class. Second, it was meaningful food education. Third the program does not contain any promotional element. Fourth, the program could inspire parents. (B4)

This teacher received textbooks 6 months before the scheduled date of the program.

**Raise interest in learning.** Three teachers wanted to use the flavor lesson for the purpose of raising interest in learning as follows: “I heard from other teachers that there are many corporate programs out there that are designed for the best interest of children and very interesting for children”(B5), “I felt that the program sounded like fun learning, and it meets one of our goals, ‘Nurture children’s desire of learning and thinking through the experiences of meeting people, things, and incidents’” (B6), “By learning in what case people enjoy food, and how people sense taste, children become interested in eating and food in general” (B7).

**Experience-based activity.** Three teachers identified other reasons for inviting this program such as the value of experience-based activities, “I learned that the lesson includes the importance of soup broth and children can experience tasting differences using their tongue.” (B3), “It includes tasting seaweed broth and fish broth, and the contents sounded easy to understand” (B5), and “I definitely wanted our students to experience umami” (B7).
After teachers contacted the company, three teachers (B1, B2, B5) received suggestions from the company that they should include other grade students. They talked to other grade teachers and included other grade students.

No teacher indicated any concern after applying for the program, “The company showed different textbooks according to the developmental stage of children for each grade, I realized that we can do this for children” (B5), “Considering the company size and corporate image…and they gave us the textbook they use in the lesson, so I was not concerned” (B6). “Other than telephone conversations, the company sent a package including textbooks they use in class and DVD that shows their sample lesson held at another prefecture” (B1) and one teacher further explained, “Most of the concern was resolved when I discussed over phone” (B5). One teacher was very excited about the program, “I was surprised because I knew this program was conducted throughout the nation and the application does not mean we will have the program” (B2). One teacher reported that the company employee came to his school for a meeting regarding a flavor lesson. All other teachers indicated they had no meeting in advance.

**Implementation**

**Instructors.** According to teachers, the company sent multiple instructors to the school, more females than males, ranging from two to five employees including at least one assistant. Sometimes the lesson included a couple of observers from the company. The company distributed its original textbooks to children in the lesson. One teacher described the lesson as follows:

The instructor first talked about five basic flavors using PowerPoint by asking questions to children, and let children write down the example of
the food for that particular flavor in the booklet. Then using a quiz they explained who discovered umami, and distributed two separate little cups with seaweed broth and bonito base broth. After we first tasted each as it is, we mixed the two and tasted the mixed one. Children were asked for opinions about the taste. Then, the actual seaweed and bonito that is normally used for broth were handed to children, so they can touch and smell. (B9)

Other teachers described the lesson in a very similar way.

All the teachers said that the instructors were well prepared, and some teachers indicated the children asked questions directly to the instructors when they were in a group, so they do not know what questions were asked. Three teachers clearly remember the questions their children asked in the class. “What do you recommend among your products?” “Does [name of the company’s signature product] have nutrition value?” “Does [name of the company’s signature product] contain sugar?” This teacher is the one who answered that the instructor mentioned the company/product name two to three times. Other questions raised in the lesson were about seaweeds, bonito and the price of them, and the manufacturing process.

**Company publicity.** More than half of the teachers reported that the company did not mention the company name or product name more than two times in the lesson, whereas one teacher described that it was not mentioned at all, and another remembers it was two to three times. As for the PR request from the company, one teacher was asked if the students could be videotaped and photographed during the lesson. The principal turned down the request. Another teacher was asked by the company to be interviewed by
the media, along with the use of children’s photos; she also turned down the request because the school has a strict policy regarding privacy issues. Four other teachers were asked for permission for photos, and one was asked if the school would allow the publication of a newspaper article regarding the program. In total, six teachers were asked if the company could take photos during the lesson. Three teachers indicated no PR request was made from the company.

**Textbooks.** Instructors used textbooks in the flavor lesson. There are three kinds of textbooks; separate ones for first-second grades, third-fourth grades, and fifth-sixth grades. Copies of all three textbooks were provided by study participants. The textbook for the first and second grades has a photo of spaghetti on the cover. The textbook for the third and fourth grades shows four different Japanese foods, and the one for the fifth and sixth grades shows ingredients for broth and Japanese soup. The textbooks have the company name on the back cover, with the name of the leader of TOSS as supervisor, and a major newspaper as publisher.

**Gifts.** No teacher reported that MG had distributed any gift in relation to the flavor lesson and no compensation was offered by the schools to the company.

**Surveys.** Four teachers said that after the lesson, the company provided surveys regarding the lesson and asked them to fill them out to return to the company. Three teachers said there was a survey for teachers (B3, B5, B8) and one teacher (B5) said she completed it as a token of appreciation. Two teachers said there was a survey for parents (B1, B8), but B8 teacher said that he forgot to distribute it. This teacher indicated that there was also a survey for children, but he forgot to do it (B8).
While the parent survey was not available, one participant provided a copy of the survey for teachers, which lists the following questions:


2. Did your children understand the lesson content? (1. Yes, 2. Reasonably yes, 3. Not reasonably, 4. No)

3. How was the instructor? (1. Good 2. Reasonably good, 3. Not very good, 4. Not good)

4. Do you want to apply for this program again? (1. Yes, 2. Maybe, 3 Not really, 4. No)

5. Any comment such as improvements, your challenge in conducting food education lessons at school, etc.

While no teacher conducted an evaluation regarding the program, one teacher kept copies of the survey sheets she collected from other teachers for record. She provided the teachers’ comments on the surveys as follows:

1. It was a great fun. The introduction of the lesson grabbed children’s attention.

2. When children taste sample broth, some children were afraid of what it tasted like. You can say, “Which tastes better?” or something. That may have helped children start tasting.

3. This is a wonderful program. Children were so impressed with the fact that this secret of flavor was discovered by Japanese. It was also nice children were able to experience shredding dried fish.

4. One of our students said that it may taste better if we mix disproportionately,
because we did mix close to equal amount of two kinds of different broth. I did not notice it, but I was surprised to hear that. So I wanted to share with you.

5. I think it was great because we were able to learn in detail something that would not be in textbooks.

6. By actually tasting the broth, children were able to experience the difference in flavor. Children showed great interest.

7. The lessons were easy to understand using projector and visual materials. The words used for children were easy to understand, and questions easy to answer.

8. Recently, extremely hot spicy foods or sugary coating foods are becoming common. Children have fewer opportunities to enjoy the natural flavor. Children had a chance to learn about flavor this time and pay attention to what makes tastes. In this sense, this has a positive impact from a food education perspective.

9. If you can share the impact of this particular flavor and how this flavor is used in children’s surroundings, learning can be more meaningful for children.

These voices and opinions of teachers were conveyed to the company through the surveys requested by the company.

**Benefits to Schools**

First, one of the benefits to the school identified by teachers was professional knowledge. They explained, “We can have access to professional lessons that school education cannot provide” (B5), “It is necessary for children to experience real things or professionals in the process of children’s growth. We can make this possible by inviting guest teachers.” (B6), “The benefit to school will be the expertise that professionals can bring to the classroom. They also prepare materials that we do not have access to” (B9).
Second, another benefit is valuable materials that are not available at school as also seen in the comment by B9. One teacher described, “The materials are either very expensive or inaccessible that school cannot obtain” (B7). Third, some teachers claimed that the corporate program can appeal to parents and community. One teacher who works in a rural area described as follows:

It is good publicity for our schools to let the community know that we have GT (Guest teacher) from local seniors, workers, and private companies. Maybe this is important from a school administrator’s perspective, but the school can be presented as “Open to the community.” For parents and local residents, if the school invites them to school and provide a learning space, the value of the school expands and the school has stronger presence in the community. Especially it should be true if the school is located in a remote area. (B4)

One teacher explained with an emphasis on food education as follows:

The program allowed us to share with parents and community what kind of food education program we have. Later, we received a request from parents that they wanted to have more food education programs. (B2)

Two teachers identified financial advantage to the school regarding this corporate program as benefit to school (B7 & B10). One teacher claimed the equal opportunity for education was maintained by “using the same textbook…they talk the same points and each class received the same instruction” (B1), and another pointed out that corporate instructors can function as objective evaluators for their school and children (B3).
Benefits to Teachers

According to teachers, there are four major benefits to teachers: Efficiency, professional knowledge, good materials, and improving teaching skills.

Efficiency. A majority of teachers identified as a benefit that the lesson saves time and energy. One teacher compared it to factory visits which consume their time explaining, “Factory visit takes a whole day. The fact that companies send educational materials and they conduct a lesson (at school) are very valuable for both children and teachers” (B1), “The program saves our time and energy for material preparation. I also can use the material for further developmental activities” (B2), “There is a limit what we school staff can do with teaching materials and I appreciate their support especially in the special areas it can be time consuming” (B4), “We needed little preparation. They can bring their professional expertise” (B6), “No need to prepare for materials or ingredients for the lesson. No money nor time involved” (B7), “We do not need a lot of preparation” (B9).

Professional knowledge. More than half of the teachers indicated that they valued the professional knowledge or expertise they can bring into the classroom by collaborating with companies. For example, one teacher explained as follows:

What professionals talked about is very convincing. I conducted research too but my explanation can be very shallow depending on the topic. Compared to that, the corporate instructors know about the details and behind-the-scene stories. Therefore they know how to attract children’s attention by sharing those stories. They also talk from multiple perspectives, which surprised me as well as children. (B3)
**Good materials.** Teachers also expressed they valued the great materials used in the lesson as seen in the following comments. “We don’t have to prepare equipment and materials. The company prepared for everything. It saves us time and finances” (B1), “Especially textbook is helpful. Lesson requires something to teach to” (B8), and “I also can use the material for further developmental activities” (B2). Another teacher explains as follows:

Companies have the latest information and developed their own materials through research from their perspective and customer’s perspective. This program is very unique because of the strength of this company. (B4)

It is possible to make PowerPoint slides for presentation at school, but it takes time for us, so it is helpful when the corporate program has it. (B9)

Another teacher experienced one of the classes being cancelled due to influenza. She asked the company to provide the PowerPoint it uses in the lesson, and she was able to provide the same class herself later for the children of the cancelled class (B11).

**Improves teaching skills.** More than half of the teachers pointed out that they can learn from the lesson or improve their skills. Their comments include, “Their program was such a stimulus to us, and their presentations are, in one sense, like staff development seminars for us” (B4), “Some teachers said, ‘I learned about this for the first time,’ ‘This is the first time I saw it.’ Teachers enjoyed the first experience and what they saw for the first time” (B8), and “We, teachers can also learn something we are interested in with children. We learn communication skills as well” (B11). One teacher explained why she believes she can improve her skills as follows:
One of the headaches for me is I do not have good speaking skills to grab attention of children for about an entire hour. I wonder what kind of tools/worksheets should be used to keep children attentive in a cheerful way.

(B9)

One unique comment about the benefit to teachers comes from teacher B3 stating, “[Corporate instructors] kindly evaluate our students. This leads to evaluation of my work and efforts” (B3).

Benefits to Children

According to the teachers, there are three major benefits to children: raise interest in learning, professional knowledge, experience-based activity.

Raise interest in learning. A majority of teachers identified that inviting the lesson raised interest or motivation to learn: “For children, it is a stimulus to learn from other than regular teachers, such as guest teachers” (B4), “They showed great interest in touching the materials rather than seeing in the textbook. I remember they shredded dried bonito again and again, and touched the seaweed” (B8), and “Children increase interest in learning. Because they want to learn more, they understand more. As a result, their learning becomes meaningful” (B11). Other teachers made comments as follows:

Children can take a lesson in a different atmosphere. It is refreshing. The lesson contains experiential activities using five senses. If they are interested in food, they may feel they have to improve their diets, which will have a positive impact on learning and their life. (B2)

When guest teachers come to talk, it’s not the same. [Children] wonder what kind of stories the instructor will provide, because they are different
from their own classroom teacher. I get an impression that children show much more interest and stay focused. This is what I feel after observing the program. (B9)

**Professional knowledge.** Eight teachers reported that they highly valued the professional knowledge that the lesson can provide for children. They made comments such as, “Children can learn from professionals. Their stories are powerfully convincing” (B3), “It appears to me that children get excited to learn from people other than teachers. They can increase interest in learning because the program contains elements from expert’s perspective” (B5), “It is necessary for children to experience real things or professionals in the process of children’s growth…children can…widen their perspectives in the society. I think it is effective when experts instruct children” (B6), “Above all, they can learn from professionals in the specific area. Depending on the program children can see real examples, or touch and experience real materials” (B7), “They can pay attention and focus because experts conduct the lesson” (B9). One teacher made comments as follows:

It is beneficial to learn directly from experts. Different people use different expressions. It is important for children to listen to different people. Especially talking about our students, the number of people they have communicated with since they were born will be much smaller than the one of the children who lives in urban cities. (B4)

**Experience-based activity.** Seven teachers expressed that they valued the nature of experiment/experience-based activity provided by the lesson as seen in the comments by B2, B6, and B7 above. Teacher B8 emphasizes the importance of “touching the
materials rather than seeing in the textbook” and explained that children shredded dried bonito and kept touching seaweeds. One teacher simply answers, “We were able to provide children a good experience-based activity such as tasting flavor, etc.” (B1). Another teacher explained as follows:

Their lesson contains not only lecture but also experiments and experiences. Therefore children’s learning is supported by these experiences. This way, their learning did not end as just one of the theories in the textbook, but stayed in their memories due to their own experience.

(B3)

Four of these seven teachers also expressed that the value of the materials brought by the company was a benefit to children.

Nine out of 11 teachers indicated that children received the greatest benefit from the corporate program compared to school and teachers. No teacher indicated that the company received the greatest benefit.

**Disadvantages to Schools, Teachers, and Children**

Teachers in the study did not raise as many disadvantages as advantages of the corporate program. The disadvantages teachers identified are: Difficulty in meeting curriculum guidelines, scheduling, and potential problem for children.

**Difficulty in meeting curriculum guidelines.** As for disadvantages for school, one teacher (B5) raised disagreements in aims as a potential concern in general. B5 said that it is difficult to identify in which subject to use corporate programs. “If we use it as a subject, the content of the corporate program may not be in the scope of our guidelines. This way, the aims of companies and schools can disagree” (B5). The same issue of
having difficulty in meeting curriculum guidelines was also raised by another teacher, saying, “Food education is not specified in integrated study in our curriculum. Therefore, in order to incorporate new content, our curriculum should be modified” (B2). Other identified disadvantages for school include the skill of the corporate instructors, “the skill of the instructor is not consistent. For example, in this case, one is experienced and other two are like trainees” (B9).

**Scheduling.** Teachers reported some disadvantages for themselves. First, the issue of having difficulties with scheduling was raised as a disadvantage to themselves (B7, B9, B11). One teacher, who even did not mention any disadvantage of the program, explained how scheduling became a headache for her as the contact person as follows:

First of all, it is difficult to get a reservation. We have to schedule a day that works for both sides. Right after we enter into April (the beginning of the school year), we have to apply even though our subject schedule is not even ready for teachers. Second, classroom teachers also have to reschedule their own time. Currently schools have so many projects such as small group study. So, it is not easy at all to switch the classes for the program. When you think about it, it depresses me. It is such a pain in the head. (B10)

As for other disadvantages to teachers, two teachers identified unpredictability such as cancelling the class due to the influenza. One teacher explained, “Unexpectedly, due to the influenza outbreak, one class had to close down, that means, this particular class did not attend the program. This screwed up my class. I had to provide supplemental lessons to cover up what they missed” (B11).
**Potential problem for children.** More than half the teachers did not see any disadvantage or concern for children based on the program. Two teachers indicated as a potential disadvantage for children that the lesson may not be of interest at all to children (B6, B8). B6 teacher suggested the lesson content may be too difficult for children, and that is why no questions were raised by children during the lesson. One teacher addresses the potential same problem explaining, “Newly developed programs may be too difficult for children. Corporate presenters are professionals in their area but not in education dealing with children” (B3). He further shared good examples of potential pitfalls of corporate programs in general by sharing some stories of what he heard from the school nurse as follows:

> Young grade children can potentially believe that what teachers gave or talked at schools are good. This is the danger for schools….When we had a program for preventing heat stroke sponsored by a leading pharmaceutical company, the company distributed the powder drink products. The school nurse intentionally said to children, ‘Please do not misunderstand that schools strongly encourage you to drink their product.’…When a leading ketchup maker sponsored a food education program, it distributed vegetable juices. The school nurse told me that she wanted to teach children to eat vegetables instead of drinking vegetable juice. If I were in charge of this program, I would feel the same way, and I would tell the same thing to children. (B3)

Another teacher addressed different psychological burdens as follows:
From teacher’s perspective, it is not easy to work toward the designated date as a goal. Elementary school teachers have more flexibility about classes, so we can use our judgments to make adjustments. But if the program is a one-time event and is not related to any of our subjects, we do not have to worry about this. Unlike weekend events and PTA programs, as long as we conduct the program as part of our regular school program, the priority has to go to educational value. (B4)

Even though eight teachers complained about the burden on their shoulders, only four teachers reported that they had the most burden in inviting the program and three reported that the company had the most burden of the program.

Benefits to Company

Teachers identified various benefits to the company: Improving corporate image, effective promotion, reaching out to parents, sales increase, corporate social responsibility, and data collection.

Improve corporate image. Nine out of 11 teachers identified that the company can improve its corporate image because the company provides these programs for free (B9, B10, B11), through its corporate social responsibility activities (B1, B2, B3, B6), and the company name showed up in the school newsletter (B2). One teacher explained the image of this company improved because “After this lesson, I realized the positive side of Japanese food and the greatness of Japanese” (B1). Two teachers indicated the corporate image improved because the company did not promote itself (B1, B5). One teacher explained, “the company has a policy that they do not want to promote the company in the program….I learned that they do this for other than promotion…it is like
a promotion of food education” (B5). Some teachers compared this program with different corporate programs and explained:

Some companies send product samples such as notebooks with publicity inside, face wash and sun block lotion, etc. But this time this company never promoted their product. Maybe they mentioned only one time. I do not think this flavor lesson is a product promotion. (B1)

I heard from many companies this word, “corporate social responsibility” “we not only produce things but also people.”…An instructor from Panasonic said in the end of their program, “Now it is your turn” I think this is an important message to children who will take responsibility for the next generation….I personally do not want to conclude their efforts (on their lessons) by framing as promotion. (B3)

One teacher recognized that the company did not engage in promotion, he explained how the corporate image will improve due to the lesson at school as follows:

When children go home, they said that MG came to our school. That is good enough for a commercial. Parents learned about the program from children, and they would think, “Oh, really? MG is working on food education through the nation. Wow!” That leads to a positive clean image of the company….One of the company employees was a salesperson from the neighbor city. He told me that he will visit grocery stores in our town. He does not need to talk about their program in detail, as long as he says to the store managers, “A few minutes ago, I was at so and so school
because we conducted a food education program.” That would make a
difference in giving them a good impression about the company. (B4)

This teacher said that the best benefit to the company is company promotion or PR
activity.

**Effective promotion.** More than half the teachers indicated that the lesson itself
functioned as effective promotion or PR activity, “They can share the information
[regarding their program] on their homepage” (B6), “They do this to improve their
Corporate image using their advertisement expense” (B10), “The company can benefit
from promoting the company and their products without spending advertisement expense
because…even though this program is designed for children, their parents are informed
about the plan and the contents.” (B11).

**Reaching out to parents and children.** More than half the teachers pointed out
that the lesson can help companies reach out to parents and/or children as future
customers, “Their corporate efforts and attitudes are translated into parents through
children. This leads to building trust and credibility of the company” (B3), “Behind
children are their parents who are consumers. Children will be consumers when they
grow up” (B6), “Children will remember the company name, which can lead to future
purchases of their products. The company name will be conveyed from children to their
parents” (B9), “Their parents are informed about the plan and the contents” (B11).

**Sales increase.** Several teachers said that companies can increase profit/sales as
follows: “If I go to the grocery store and saw similar products, and the price is the same
and the ingredients are same, I would buy their products. How simple I am! (B1),
“Customers tend to buy the products in which they have positive image” (B2), “I have to
say they claim that these activities are a contribution to the society or something like that, but after all it is company promotion which leads to the profits” (B7). Two teachers explained the mechanism of how their lesson can lead to sales increase as follows:

In our cooking class, we conduct a survey about meals. There are not many families that produce broth from scratch, nor do they eat miso soup for breakfast any more. Children who attended the corporate program go home and approach their parents about this. Do you think any family, who has never tried to produce broth by this serious cooking, is going to buy seaweed or dried bonito to produce the same broth? No. That’s where their product comes in. They have substitutes by buying their products. (B4)

When we had a program from a bean company, some children did not like beans, but their program sometimes provide children with an opportunity to start eating beans. Therefore, the program may lead to a sales increase. Same thing happens when you use tomato plants donated by the ketchup maker. When children grow tomato themselves, some children who did not like tomato started to eat the tomato they grew. Therefore, these experiences may lead to a sales increase for the company. (B9)

**Corporate social responsibility.** Four teachers reported that the company can claim that its activity is its corporate social responsibility (CSR). The comments from teachers are as follows: “Social contribution. Engaging in educational activities indirectly leads to pleasing customers” (B2), “It is part of social contribution. We live in the era of, not profit seeking, but social contribution as missions of companies. They can share the
information on their homepage, you know” (B6), “When I said to the company that I feel bad because they do so much for us, they said, ‘No problem, as long as children remember our company in the future.’ He may be joking, but generally speaking, I think this is their social contribution combined with their publicity” (B10).

I heard from many companies this word, “corporate social responsibility” “we not only produce things but also people.” I think companies wanted people to know what they do correctly. Especially recently, we have many social problems such as food safety and environmental problems. To tell the society how serious they engage in these issues and show their attitude will lead to improving corporate image. (B3)

**Data collection.** Two teachers suggested that the company can collect data regarding sales strategies and new product development. One teacher explained:

When they come to school, while sipping green tea, we had a small talk regarding, children’s diets, how to make broth in this particular local area, and how parents cook in everyday life….From company’s perspective, this is an ideal opportunity to get the information about customer’s interest in food. (B4)

The second teacher explained simply, “when tasting or sampling is involved, the program turns into preference research…the company can get some ideas by looking at their faces and asking them questions, without conducting surveys” (B9).

One teacher provided a unique perspective explaining that Japanese tradition and the greatness of Japanese should be passed on to the next generation as an investment for
the future. He indicated that the lesson contained this task and the company would benefit in the future from its efforts by disseminating the greatness of Japanese (B8).

Changes in Perception

According to the teachers, as to when they experienced the new movement of business involvement in public schools, their answers ranged widely from 1999 to 2007. Seven teachers pointed to the years between 2005-2007 and one teacher in 1999 and another in 2000. Two teachers answered they do not know when.

As for incidents or events in which they sensed the change, the answers have a wide range: Three answered when they heard about “Eco cooking” provided by a gas company, another three answered they started to receive information from companies, two teachers suggested “food education,” and others include company sponsored seminars, guest teacher from outside, and integrated study.

The previous images of the business world that teachers had include as follows: “Companies have nothing to do with schools” (B1), “I never thought companies were associated with education” (B2), “All they want is to sell their products….Companies used to disregard health aspects” (B4), “Seeking profits only” (B5), “Many companies were kind enough to provide explanation when we visited them as a field trip” (B6), “Companies are companies after all”(B7), “Profit seeking is the only goal” (B9), “Companies can be stable as long as they have loyal customers” (B11). One teacher indicated she was not sure corporate instructors knew how to talk to elementary school children. She explained, “Even though some instructors talk great things, if he cannot make sense to children, I tend to think, ‘Well, this is different from what we want’” (B10).
Teachers explained the change in their image of the business world as follows:

“The fact that companies send educational materials and they conduct a lesson are very valuable for both children and teachers” (B1), “Companies are actively engaging in educational activities….They are expected to assume social responsibilities as well as promoting sales increase” (B2), “They cannot improve their image in the society unless they engage in social responsibility and local contribution” (B3), “Their products cannot sell unless the company becomes a healthy oriented one. The big difference between before and now is that companies have ears to listen better now” (B4), “Companies are thinking about the entire society, instead of seeking profits only” (B5), “I see more of their social responsibility (social contribution) activities” (B6), “They do this because it is corporate social responsibility, not for profit making. Therefore, the entire society will be improved” (B8), “I appreciate their efforts on the environment” (B9), “Business folks are getting used to this activity [at school]” (B10), “You can see that every year, companies have diversified their strategies to promote their products…because businesses started realizing that there is a limit to fixed marketing and publicity” (B11).

While only one teacher explicitly stated that the image toward the business world became better, some made positive comments and the majority of the comments indicated that teachers now recognize corporate efforts in the business world.

As for the image change toward this particular company, more than half the teachers experienced a positive change. For example, “The company is trying to learn about how to instruct…and is very cooperative in education” (B2), “I am impressed with this company because they did not run commercials…I am contributing to their sales increase by buying their amino acid products…because I have a good impression about
the company” (B4), “I also sense their pride in their discovery of umami flavor” (B5), “The company insisted that they used only natural ingredients, so I tried their program. They are very conscious” (B10), “The company can expand their corporate social responsibility activity by involving in food education at schools. The company seems to attempt to achieve a long-term benefit for themselves” (B11). Two teachers explained why they were impressed with this company as follows:

   The corporate image has been improved because first, the lesson content was good. They started to talk about daily foods, touched upon the five flavors, experienced umami flavor, and tasted dried bonito broth and seaweed broth. Second, the staff personalities were excellent. They were very clear, smiling all the time. They were knowledgeable, responded to all the questions. They contacted me about the preparation in advance, so I experienced no concern as a contact person for school. (B1)

   I think it is important for a company like this one to provide lessons about the positive side of Japanese food in terms of food self-supply, local consumption, etc. Without presenting their logos and their corporate intents, the company conducts lessons. Therefore, I have a better image of this company compared to before. (B3)

   Overall, only one teacher claimed that the images of the business world positively changed whereas more than half of the teachers suggested that their image of this particular company positively changed due to their experience with its corporate program. As for negative comments, only one teacher made it clear that she has no
intention to use the product because she has negative image of the company and its product, even though she made positive comments about its corporate efforts (B10).

**At the End of the Interviews**

At the end of the interviews, teachers were asked if the flavor lesson was included in their school newsletters. Seven out of 11 teachers said “Yes.” Five of those reported the company name was included and all seven teachers said that the program name was also included as presented by the company.

Teachers were also asked if they were willing to use corporate programs if not free, six out of 11 teachers answered “No,” two teachers said, “Depends,” and two teachers who said, “Yes” if it is less than the American equivalent of $1-$2 or $5 respectively. One teacher did not respond.

**Summary**

According to the teachers, they learned about the lesson from various sources. Some of them learned from their colleagues and government supported workshops, and others were contacted directly by the company. The majority of teachers used the lesson as food education or part of the subject of home economics. They did not have any concern regarding the lesson, after they applied. The company did not go to school for meetings in advance, but some schools were asked for permissions to take photos for the company’s publicity. The company sent more females than males as instructors and distributed its textbooks during the lesson. The company name and product names were hardly mentioned during the lesson. No gift was distributed after the lesson. Some teachers were asked to fill out the survey regarding the lesson, requested by the company.
The majority of teachers identified professional knowledge the company possesses and good materials brought into the classroom as benefits to the school, teacher, or children. They also pointed out that the lesson raised interest in learning, which is a benefit to children. More than half the teachers pointed out that the lesson saved their time and energy because the company prepared everything for them. Half the teachers indicated they themselves learned from the lesson or improved their instruction skills. The teachers identified difficulties in scheduling, meeting the curriculum guidelines, and unpredictability as disadvantages of the program.

The majority of teachers indicated that the lesson improved the corporate image and functions as effective promotion. The lesson also allowed the company to reach out to parents and children. Therefore, teachers indicated that the lesson contributed to increased sales.

Teachers reported that they felt the change of the new phenomenon of corporate involvement between 1999 and 2007 and more than half indicated it was between 2005 and 2007. They identified as the change agent, food education, eco cooking program of a gas company, and emergence of integrated study and guest teacher. Teachers used to think that companies had nothing to do with them, or they focus on profit making only. Now they found educational value in corporate programs and tend to think companies are engaging more in CSR such as educational activities. As for this particular seasoning maker, more than half the teachers indicated their image of the company positively changed and recognized the company’s corporate efforts.

The majority of teachers included the company name in their school newsletters. More than half the teachers indicated they would not use corporate programs if not free.
Discussion - Flavor Lesson

The purpose of this study was to investigate corporate involvement in Japanese public schools through food education programs designed by food makers. This researcher examined the collected data to determine if Japanese public education is facing the same problems as those raised by concerned American scholars, such as school commercialism, materialism, and consumerism.

Background

Traditional Japanese cooking uses a significant amount of kelp-flavored soup base or bonito-flavored soup base. Therefore, the ingredients for these broths, dried kelp (seaweed) and bonito, are regarded as representative of the Japanese food culture. The greatness of the Japanese food culture has been discussed over the past decades by the media (Hoshii, 1999; “Kodomo Ga,” 1999; Nakazawa, 2004; “Shokuiku Tomadou,” 2005; Sugihara, 1999). For example, in a newspaper article of Asahi Shimbun, February 23, 1999, Professor Yukio Yamori from Kyoto University claimed that young children need to acquire knowledge about food, especially the greatness of Japanese food because it is low in fat and high in protein. The article also reported on a study regarding the consumption of seasonings necessary for traditional Japanese food. The expenditure on miso consumption had dropped by 37% in 1997 compared to 1975. Dried kelp consumption decreased by 17%, and seaweed dropped to half of its peak in 1983. The article suggested that fewer Japanese people used the ingredients for broth making in traditional Japanese cooking, and fewer and fewer Japanese people cooked traditional Japanese food. Dr. Yamori was concerned about this trend and encouraged people to
educate themselves about Japanese food in order to promote healthy diets (Sugihara, 1999).

According to a Ryukyu Shimpo newspaper article (“Konbu No,” 2006), dried kelp or seaweed is regarded as one of the healthy ingredients in food because it is high in minerals and fiber. However, the consumption of the dried kelp and seaweed has decreased over the past decades nationwide due to the influence of western food, coupled with less interest of young generations in local foods or home cooking. Because dried kelp needs to be slowly cooked and takes time, some analysts believed the consumption of dried kelp has been decreasing because fewer families spend time on cooking (“Konbu No,” 2006). With this trend of change in the Japanese food culture in the background, MG responded to the Basic Law of Food Education which was enacted in 2005 and promotes Japanese food culture. The company decided to provide a flavor lesson at schools using its expertise, and knowledge of umami, which is representative of traditional Japanese food culture.

Initiation of the Flavor Lesson

Due to the heightened awareness of safety issues in the society, the company was expanding factory visit operations for the places to contact customers directly after 2003. When the Basic Law of Food Education was enacted, the company created a flavor lesson in order to promote Japanese food culture, using its expertise, umami and broth culture. The company has a unit called Academic Unit, which collaborated with TOSS (Teachers’ Organization of Skill Sharing) to make a smooth beginning for its flavor lesson in 2006. The company has also approached local governments in 2007 and sought their advice and assistance. The company sends out flyers to schools and its efforts are
coming to fruition. Some participants in this study revealed they learned about the program through TOSS, their colleagues who are members of TOSS, or at government supported workshops. The company spokesperson, Mr. Suzuki, revealed the keys to success are at the entry stages and an active role by the PR Department with good networking by the local offices with government.

**Motivations**

There are several implications regarding teachers’ motivation, according to the teachers in this case study. First, the major motivation was primarily food education using the class subject of home economics in order to provide a better knowledge about food and diets. The lesson is appealing to teachers because they believed that the lesson can raise interest in learning, provide experience-based activities using the five senses, and may also appeal to parents from a food education standpoint. These are the positive aspects because teachers showed their focus on student learning.

Second, no teacher in this study indicated any signs of concern after they contacted the company and up to, and including, the lesson date. The company successfully alleviated or eliminated potential concerns that teachers might have, even though the company did not visit schools for a meeting about the lesson except with one teacher in the study (B6). The company sent in advance the lesson plan and the textbooks it would use in the class, in some cases, with a DVD demonstrating the lesson that was conducted at another school (B1). The company also communicated with teachers by fax and telephone so they were in agreement about the program. Therefore, no teacher in this study answered that they had concern regarding this corporate program. The company
was very successful in keeping the teachers comfortable without concern in the use of the corporate program.

Third, teachers’ willingness for learning or strong desire for improvement is noteworthy. From the teachers’ perspective, many are eager to provide food education, or expand the scope of food education programs at school. Others are excited to have corporate programs because they are eager to learn about the expertise the company can bring (B3, B10) or are willing to learn the skills of the corporate instructors (B9, B11).

Fourth and finally, the company is more successful in reaching out to parents and children than the teachers had originally planned. One thing that stands out in the process of planning is as three teachers indicated (B1, B2, B5): the company asked teachers to include other grade students in the lesson. It is also interesting that this did not happen to the teachers who originally planned to include at least two different grades or have more than two classes at one grade level. It appears, by doing this, the company efficiently reached out to additional parents and children.

**Implementation**

There are several aspects to the implementation of the flavor lesson. First of all, the lesson promotes Japanese food culture by addressing *umami*, “the fifth taste,” instead of the company’s products. It is a very unique and creative company approach to address both Japanese food culture and the great discovery of *umami* by a Japanese scientist without mentioning its products. Therefore, some teachers seemed to find pride in the lesson as Japanese citizens because the discovery was made by a Japanese scientist. The following were supportive comments from teachers: “After the lesson, I realized the positive side of Japanese food and the greatness of the Japanese” (B1), “Children were so
impressed with the fact that this secret of flavor was discovered by Japanese” (B5), “We need to insert our Japanese tradition…greatness of Japanese” (B8). The lesson skillfully embedded this positive element of Japanese food culture and greatness of Japanese in the lesson at the same time. In fact, a newspaper article of Nishinippon Shimbun, June 6, 2009, describes the flavor lesson as a food education program in which children can learn about Japanese food culture. It says that the company started sending its own employees, who are certified nutritionists, to elementary schools nationwide. The article includes one comment from an 11-year-old boy, “I had never paid attention to broth when I eat miso soup, but I realized broth is important” (“Dashi Umami,” 2009). This indicates that the lesson could be interpreted as the discovery of Japanese identity among Japanese, for both the children who experienced the lesson and their parents. This is a unique approach and this innovative effort made by the company was also recognized by another teacher (B4).

Second, the textbooks used in the lessons are powerful tools for the promotion of umami. There are three kinds of textbooks; ones for first-second grades, third-fourth grades, and fifth-sixth grades. Copies of all three textbooks were provided by study participants. The textbook for the first and second grades has a photo of spaghetti on the cover. The textbook for the third and fourth grades shows four different Japanese foods, and the one for the fifth and sixth grades shows ingredients for broth and Japanese soup. Interestingly, the company recently revised these textbooks and now different photos appear on the covers. The spaghetti photo, a western food, on the textbook for the 1st and 2nd grades disappeared. This suggests that the company is now promoting Japanese food in this lesson. The textbook has the company name on the back cover, with the name of
the leader of TOSS as supervisor, and a major newspaper as publisher. The textbook itself represents the collaboration of the company with TOSS and the media. This has been supported by the national government. For example, The white paper on shokuku or Shokuiku Hakusho asked the media to play an active role in dissemination of information on the importance of food education at all levels in the society (Cabinet Office, Government of Japan, 2009a).

Third, the company seemed to work on publicity for its activity while teachers were not required to prepare for the lesson. The teachers were asked if the company could take photos or videotape during the lesson for the purpose of public relations. The company successfully obtained permission from some schools. In the lesson, the company name was mentioned at least once when the company instructors introduced themselves, confirmed by both teachers and Mr. Suzuki from MG. On one hand, the majority of teachers indicated that they were impressed with the company because the company did not engage in promotion. Considering the fact the company did not use its products in the lesson, and did not distribute its products as gifts, the lesson did not seem to be designed to promote the company or its products. This policy was confirmed by Mr. Suzuki, who mentioned that the flavor lesson does not contain any promotional activity. On the other hand, it is difficult to deny that the lesson could turn out to be promotion of the company and its products because, as one teacher described, the questions from the children were nothing but about the signature product because children already knew about this company and its products. This suggests that even before the instructors came, the company could obtain publicity.
Another form of publicity is the school newsletter. Seven of 11 teachers indicated that the schools voluntarily included in their newsletters information about the lesson for informing the parents. All seven of these schools used the program name, “flavor lesson,” as presented by the company. Additionally, five teachers said that the company name was also included in the newsletter. One of the teachers who excluded the company name said that it is not necessary to include the company name because “schools are not supposed to help corporate promotion” (B10). To avoid being misleading on this point, other teachers who answered said they did not include this program information due to limited space in their school newsletters, not because they wanted to conceal either the company name or the program.

Fourth, it is noteworthy that the company did not ask all the teachers to fill out surveys. The company wanted some teachers to rate how good the lesson was, how difficult it was for children, and how good the instructors’ skills were to capture areas for potential improvement. Considering the fact that only three out of 11 teachers indicated that they were asked to fill out the survey, the company did not seem to have a consistent policy for conducting surveys of the teachers. This has two possibilities. One possibility is the company may no longer be interested in improving the quality of the lesson because it is basically satisfied with previous teachers’ evaluations and the lesson plan was finally settled. If this is the case, the company may have no intention to revise it or create new lesson plans in the future. The other possibility is the company is more interested in listening to the parents, rather than the teachers. In fact, two teachers indicated that there was a request for a survey to parents. The company may now be searching for ways to reach out to the parents.
Interestingly, the company spokesperson also provided the researcher with copies of the children’s responses that the company collected from its surveys. On top of the lesson itself including broth and one unique flavor, the company wanted the children to inform it of what they eat at home, such as whether or not they eat more Japanese food than western food, as well as whether or not their parents use broth when they cook at home. The information was already in the hands of the company. The company’s internal publication clearly mentioned that the lesson can contribute to sales increase. There is no doubt that the data the school provided to the company are helping the company develop new products or a new marketing strategy. None of the teachers in this study collected data from children on behalf of the company, even though one teacher (B8) was asked to by the company, but he simply forgot to do it. This suggests that most teachers were not aware of the commercial use of data regarding the lesson. However, the data provided by the company clearly indicate that the company has the intention of collecting data directly from children for potential commercial use and that some teachers had no problem helping the company to collect data directly from the children.

**Advantages of the Program**

There are several highlights regarding the benefits of the program. First, all the teachers indicated that the professional knowledge the lesson brought into the classroom is one of the advantages of the program. It is noteworthy that they identified this benefit more on the side of children than teachers or schools as evidenced by the fact that eight teachers indicated that it was a benefit to children, six teachers a benefit to themselves, and four as a benefit to the school. The nature of professional knowledge seemed to raise interest in learning for teachers as well. Almost half the teachers indicated they learned
something professional or improved their skills by watching the lesson, suggesting with this lesson that teachers became learners in the classroom. Mr. Suzuki from MG confirmed this as a benefit to teachers and indicated that teachers’ strong desire to learn was evidenced by the fact that his company was asked by some schools to provide the flavor lesson exclusively for teachers because, according to Mr. Suzuki, teachers can learn “updated professional knowledge that the company possesses.”

Second, all the teachers pointed to the materials as one of the benefits of the program. More than half the teachers indicated that good materials were beneficial to teachers because they facilitated providing professional knowledge in the classroom, four indicated that materials were valued because they were not easily available at schools, and four teachers identified it as a benefit to children because the children were able to touch the materials, such as giant dried kelp, dried fish and the shredding equipment, the company brought into the classroom. Considering the fact that no teacher indicated good materials as a reason for their motivation, it is likely that they realized how valuable the textbooks, lesson plans, and materials along with the expertise were in enhancing learning for children. Many teachers indicated that having limited access to good materials is a headache for them. This is acknowledged by Mr. Suzuki from MG, claiming that “We can bring the team and resolve the problem at one time.” The company showed confidence with its materials.

Third, the majority of teachers, eight out of 11 teachers, pointed out that the lesson raised interest in learning as a benefit to children. Recall that seven out of 11 teachers used the lesson as part of “home economics” and one as “integrated study.” Instead of having “food education” as a school event, or PTA activity, the teachers
effectively used this lesson as part of school subjects. Mr. Suzuki addressed this benefit combined with the opportunity to learn about Japanese food culture, explaining, “[with this lesson], children have a chance to experience Japanese food culture that otherwise they may have never had access…they can learn about real ingredients…they have a chance to re-think about food.”

Fourth, in relation to the benefit of interest in learning, seven out of 11 teachers identified experience-based activities as a benefit to children. However, only one teacher mentioned the “fun” element of the lesson. This indicates that the lesson was not necessarily fun, but the teachers regarded it as meaningful learning for children due to the experience-based activities.

Fifth, more than half the teachers seemed to value efficiency by using the lesson. This suggests that material preparation was a big headache for them because it is time consuming. Mr. Suzuki from MG recognized this value of efficiency, explaining that making or preparing materials takes time and costs a lot but as he said with great confidence, “We can bring the team and resolve the problem at one time.”

Finally, one unique perspective regarding this lesson needs to be addressed. A teacher pointed out that the lesson can provide a great opportunity to learn about “wonderful Japanese food” (B7). This cultural aspect of “greatness of Japanese food” was acknowledged by Mr. Suzuki from MG as well. He showed concern about losing Japanese culture, claiming that the opportunity to learn about Japanese food culture is necessary because Japanese people are losing it and children are not expected anymore to learn about it at home. This indicates that both MG and the schools recognized that Japanese food culture is fading and they had a sense of emergency about working
together to protect Japanese culture. This issue on the positive side for Japanese food culture was raised by one teacher as motivation.

The lesson is free of charge. Only two teachers, however, referred to a financial advantage to schools. When they were asked if they are willing to use corporate programs if not free, half the teachers answered “No” without apparent hesitation. On one hand, this indicates that a free lesson is a major advantage for schools, and that the lesson has to be free to be considered to be utilized at school. On the other hand, another half of the teachers may still consider using corporate programs.

Disadvantages of the Program

Teachers’ perspective. There are several highlights regarding disadvantages. First, half of the teachers indicated scheduling a date for the program was a pain for the schools or teachers. This is partly because more than half the teachers used this lesson in home economics class, which has limited school hours compared to major subjects such as mathematics and languages. Second, some teachers pointed out the difficulties in meeting the guidelines regarding the lessons. This indicates that schools are attempting to meet the guidelines of the Ministry of Education (B2, B5). Third, some teachers tend to be concerned about unpredictable events that may occur and lead to cancellation of the lesson, or misbehavior of children that may embarrass the teacher or corporate instructors. More than half of the teachers believe there was no disadvantage for children. However, as two teachers indicated, some children showed no interest due to the topic, which may have been too difficult to understand. It is noteworthy that only one teacher was fully aware of the potential impact of the lesson on the knowledge of young children and was very guarded about this influence.
Interestingly, three teachers suggested that the company had the greatest burden in the program. This indicates that teachers recognized the efforts that the company has made, by preparing all the materials for the lesson and then going, all the way, to the school. However, one teacher complained about the different instruction skills among the multiple instructors (B9), even though no teacher has the same skills in the real world. This suggests there is room for improvement just like regular teachers in training.

**Business perspective.** According to the MG spokesperson, one of the obstacles the company has faced is the negative image of its signature product, monosodium glutamate (MSG) seasoning. The product name is the same as the company name. Therefore, some teachers overlap the company image and the product image. In fact, one teacher (B10) revealed that she has a negative image of the company because her mother became sick, she believed, due to too much intake of its signature product. While this teacher appreciated the company’s commitment to education, she had no hesitation saying that this lesson did not change her mind and she has no intention of purchasing the product. According to Mr. Suzuki, some teachers were questioned by parents who have negative images about their products regarding why the school decided to invite the lesson.

Additionally, as some teachers suggested, the lesson about “broth” may be difficult for children to understand; consequently, some children do not show interest in learning. Therefore, the image of the product combined with the uniqueness of the lesson content can be obstacles for the company to enter into schools.

As Mr. Suzuki from MG indicated, the employees are still working hard to call for applications by reaching out to schools, by talking to teachers directly, about their
flavor lesson. This is evidenced by the fact that two teachers in this study revealed that they were directly approached by an employee (B6 & B10). In this sense, it is safe to say that the company is struggling to obtain publicity for the lesson and tends to believe in the “word of mouth effect” although the company sends out the flyers about the program to schools, as confirmed by three teachers. It is also challenging for the company to meet the increasing demands from schools because Mr. Suzuki said that the number of instructors is not catching up with the number of lessons.

**Advantages and Disadvantages to the Company**

According to the teachers, they are fully aware of the various benefits to the company. First, the majority of teachers believe that the lesson boosts the corporate image for several reasons. In fact, seven out of 11 teachers said that the company image was improved after they personally experienced the lesson. This includes two teachers who claimed that the image of the company never changed but still made positive comments; nine out of 11 teachers were positive about this company. Therefore, it is safe to say that the flavor lesson was very effective in improving the corporate image.

Second, more than half the teachers indicated the lesson effectively functioned as good publicity because the company can access parents and children. Teachers are fully aware of how the company can reach out to parents and how the lesson can affect their purchasing decisions. While they were aware of this publicity effect, only one teacher (B3) out of 11 pointed out the potential impact on the knowledge of children through corporate promotion when he addressed the disadvantage of corporate programs in general. Only one teacher (B4) indicated the school examined the potential corporate promotion in the lesson before making application, whereas, all other teachers tend to
accept the content “as is,” of the corporate presentation. Recall that B4 teacher learned about the lesson because the school received a flyer from the company. Teachers who learned about it from colleagues and the government were less critical and had a tendency to accept it as presented or accommodate the company needs. For example, four out of five teachers who submitted the surveys learned about the program from colleagues, TOSS, and local government. The lesson content may be correct, or appropriate, but there was no sign that teachers fully examined the knowledge the company was trying to deliver. For example, one teacher was impressed with the company because she was told that the company has a policy of not engaging in promotional activity, saying, “I learned that they do this for a purpose other than promotion” (B5). Just because the company states that it does not engage in promotion, does not automatically mean it does not. This can be a pitfall for teachers’ critical examination, especially when they decide to use the program based on what they heard by way of its reputation. Teachers are easily convinced that the company would not engage in promotion because somebody else told them so.

Third, corporate social responsibility (CSR) was identified by four teachers as a benefit to the company. Each of them uniquely explained how corporate social responsibility activity works in favor of the company and indicated that they realize that CSR is important for companies and that companies not only make products but also nurture children in education.

Fourth and finally, it is noteworthy that two teachers identified that the company successfully obtained information about customer preferences, but not many teachers were aware of this tactic. One teacher witnessed that different companies are successful
in changing the eating behavior of children by getting involved in schools. For example, one teacher explained that some children who did not eat tomatoes at home surprised their parents by eating them at school after they experienced corporate materials (B9). This indicates the strong influence of corporate materials on children’s behaviors. She further explained that companies can collect data directly from children by looking at children’s faces and asking them questions, without conducting surveys (B9). There is truth in this claim. Another teacher elaborated how the company employees were able to obtain information when they came to school for this flavor lesson. He suggested that it occurred outside the classroom. By sipping a cup of green tea over the conversation with teachers and principals in the principal’s office, all talked about children’s diets, local preference about seasoning, and interests in food in general. This indicates visiting schools for the purpose of the flavor lessons can turn into field research directly involving educators and children at schools. Mr. Suzuki from MG never addressed this benefit to the company; however, it does not mean that the company was not attempting to do field research.

As for disadvantages, the company addressed the challenges it faces in its involvement in schools. The number of instructors was not catching up with the number of applications and not all the employees share the same level of awareness about food education.

Changes in Perception

There were several highlights. First, more than half the teachers indicated that companies started to provide lessons at school between 2005 and 2007. Three teachers pointed out they sensed this new movement when they learned about the “eco cooking
program” provided by a gas company. According to a magazine article in 2004, this gas company started to send its employees to provide an eco cooking program at schools in 2002 when “integrated study” was introduced into the school curriculum. The company conducted more than 2,000 lessons in the Tokyo metropolitan areas between 2002 and 2004 (Uchiyama, 2004). It is interesting to note that teachers recognized this change in and around 2005-2007 even though the eco cooking program had started in 2002. It took 3 to 5 years for some teachers to recognize that more companies were starting to provide lessons. This may apply to the new subject, “integrated study.” The Ministry of Education announced its intention to incorporate it into the national curriculum in 1998 and the transition started in 2000 and was completed in 2002. This explains why some teachers expressed the change occurred between 1998 and 2000 because the discussion began before the complete introduction. Recall, as some newspaper articles reported companies had time to consider entering schools as part of integrated study before 2002. Only two teachers reported that they did not know when the change occurred. Interestingly, these two teachers were the youngest among the participants in this case study. Therefore, it appears that the change had already occurred when the teachers started teaching, and this new phenomenon was now a norm for them.

Second, the flavor lesson content was about “broth” which was part of a cooking project, so more than half of the teachers provided this lesson in a home economics class. Therefore, in this study, participants include more home economics teachers or classroom teachers who were in charge of home economics. As a consequence, the characteristic of participants may be distinctive from other case studies. For example, home economics teachers tend to know an eco cooking program provided by a gas company, who was a
frontrunner in corporate involvement. This suggests that home economics teachers were exposed to corporate involvement much earlier than classroom teachers.

Third, almost half the teachers used the word, “corporate social responsibility” in this case study. The majority of teachers indicated they previously did not have a positive image about the business world. They thought that companies had no association with schools, or that companies focus on profit making only. These perceptions positively changed. Now teachers reported that they found educational value in corporate programs, and realized that companies are engaging in corporate social responsibility (CSR) involving education and the environment.

Fourth, as for this particular seasoning maker, nine teachers pointed out for various reasons their image toward this company became positive. Some pointed out they were impressed with the company because its employees were very polite to them, or the quality of instructors was good, or the lesson contained the pride of Japanese. Others indicated they attributed it to their belief that the company did not engage in promotional activity in the classroom. It is noteworthy, when answering the questions regarding perception change, six teachers either mentioned the word “CSR” or pointed out that the company paid more attention to social contribution. This indicates that more and more teachers are recognizing corporate involvement in education is part of companies’ CSR activities, and started to realize that they can take advantage of the programs. The use of word of CSR by teachers indicated that they learned about what the business world needs to do through these corporate programs. According to Mr. Suzuki, the company made it clear that the flavor lesson was part of the company’s CSR activity. This may be evidence that the company’s effort to communicate with educators has been successful.
Fifth, two teachers indicated no perception change toward this seasoning company occurred, but one of them made a spicy comment regarding corporate food education programs in general as follows: “If companies want to be held accountable for food education, they should learn how to talk to children, they should learn how to react with children, they should learn about child development…. I would like to say ‘no thank you’ to the current programs.” She was not happy with instructor skills. This suggests there is still room for improvement in instructor training, if the company attempts to continue to provide food education at schools.

Finally, it is noteworthy that the attitude of Mr. Suzuki from MG toward schools has not changed dramatically even after he had experience with them as an instructor. This suggests that schools are still regarded as sacred areas by business people who tend to think it is difficult to enter the school market.

**After Member Checking**

When this researcher took the findings to one of the participants in this study, he confirmed many findings. He especially agrees with this researcher’s argument that MG and the schools recognized that Japanese food culture is fading and they had a sense of emergency about working together to protect traditional Japanese food culture. He recognized that the Ministry of Education called for collaborations, but little is expected from homes and community; therefore, he claims, companies are greatly expected to provide assistance in food education. He also strongly agreed with the argument of this researcher that teachers who learned about the program from colleagues and the government were less critical and had a tendency to accept it as presented and accommodate the needs of the company. He indicated that this is a negative feature of the
teachers. He also specifically addressed one of the findings about the company engaging in potential marketing research. This finding, he indicated, deviates from his own experience; therefore, this sounded very foreign to him. He criticized a teacher who complained about the negative image of MG in relation to the flavor lesson, claiming, “What matters is what children learned from the lesson, [not their products.]” He repeatedly claimed that this flavor lesson never engaged in product promotion. He also was critical about a comment in this study from one teacher who complained that companies should learn how to react with children by learning child development. He indicated this teacher is not positive and creative. He also pointed out that it takes a lot of courage for teachers to try programs that are not free because teachers continually try to reduce the financial burdens on parents.

**Importance of Findings**

The company skillfully used its expertise and created its original lessons and textbooks in order to promote Japanese food culture. It is clear that this flavor lesson presented very little corporate promotion in the classroom, as confirmed by teachers, the company, and the media. The textbook represents the collaboration of the company, educators, and the media. The company collaborated with the organization called “Teachers’ Organization of Skill Sharing (TOSS)” and approached the Board of Education to ask for assistance to enter schools. Even though the company did not visit schools for a meeting, no teacher indicated any sign of concern. Professional knowledge, rich materials, and experience-based activities that the company brought into the classrooms are major strengths of this lesson, combined with little corporate promotion. The concern on the side of the company was that applications from schools continue to
grow but the number of instructors was not catching up. The lesson was well received by teachers while the company was still struggling to obtain more publicity among teachers. This flavor lesson effectively functioned as good publicity for the company, especially in terms of corporate social responsibility (CSR), as supported by many positive comments by teachers in this case study.
CHAPTER VI
CASE STUDY: SOY SAUCE LESSON

This case study report consists of four parts: About the lesson, business perspective, teachers’ perspective, and discussion.

“About the lesson” provides a brief description about a company that conducted soy sauce lessons in public schools. “Business perspective” is the description of the interview contents with the company spokesperson, organized based on the research questions. A brief summary is provided at the end. “Teachers’ perspectives” is the description of interview contents based on the research questions. A brief summary is provided at the end. It is difficult for readers to capture the bigger picture of the teachers’ perspectives because there are more than 10 participants and their experiences were complex situations. Therefore, these findings are presented in matrices so that the reader is able to visually see the data analysis (Appendix G). “Discussion” addressed the major themes and critical issues found in the findings of this case study based on the research questions. Important findings are summarized at the end of this section.

About the Lesson

Soy Sauce Lesson was created by Kenkoman (pseudonym), which is a leading soy sauce maker in Japan. The spokesman agreed to permit disclosure of the company name in this study. The company is a well-recognized company and has been in business more than 50 years. The company has operations around the world.

The company started to provide a soy sauce lesson at elementary schools in 2005 after the Basic Law of Food Education was enacted. In its corporate lesson, Kenkoman employees are the instructors. According to the company website, the number of schools
the company visited increased as shown in Figure 5. The lesson website shows the 45-minute lesson contents with photos along with comments from children and suggestions from teachers. The lesson addresses the ingredients of soy sauce, the soy sauce making process including an ecology issue, functions of soy sauce, and the importance of enjoying meals. The website suggests that the lesson can be used as part of integrated study, language, and home economics, and the target grades are third and fourth with an indication that teachers should make inquiries if the school is located in areas other than Greater Tokyo, Central Japan, and Western Japan.

**Figure 5. Number of Soy Sauce Lesson Participating Schools**

![Bar chart](image)

*Figure 5. The graph was created by this researcher based on the data collected from Kenkoman’s soy sauce lesson website.*

**Business Perspective - Soy Sauce Lesson**

As soon as this researcher sent a fax requesting an interview, Mr. Shima, from the PR Department emailed this researcher to agree to participate in the study. Mr. Shima granted permission to disclose the company name, and he requested that his answers be
considered representative of the company. The interview was completed in approximately 2 months, beginning on April 7, 2011, and ending on June 15, 2011.

Motivations

According to Mr. Shima, Mr. Mori from the Management Planning Office, who was involved with the inception of the lesson for children, provided the answer to the question about how the company started the program. In July 2004, the company had a heated discussion about a food education project on the basis of its mission statement. After the company consulted with educational institutions, the Ministry of Education, the Ministry of Agriculture, and mass media, it narrowed down to several key points such as “the importance of experience,” “the impact of food on mental health,” “positive things about rice,” and so forth. The company decided to engage in demae jugyou [delivery lecture or give a talk in schools] and enrichment of the factory tour. In October 2004, the company set up a workshop. Trainers in the HR Department became leaders of the project and made a list of experienced employees who were previously invited to lecture on a personal basis, and examined the lesson content. They realized that there was no one who was able to give a talk to elementary school children. So the company decided to develop a program for elementary school children. In November 2004, project members discussed the focus of the lesson content. Mr. Shima explained how the lesson content was developed as follows:

We project members had a heated discussion about the topic, whether or not we focus on soy sauce or expand it to balance in diets. This is because we believed that we as Kenkoman employees should be able to talk about soy sauce for one hour. This employee’s passion, combined with our ideas
that we should develop content in which we can send a unique message. So, we decided to create a program using soy sauce and provide an opportunity to think about the joy of eating with others. We also decided to use our own employees for instructors. The purpose is that more involvement of our employees in this program would contribute to the potential to continue our programs in the long run, and also we wanted to make the best use of our employees.

In February 2005, the company refined the content. It used a contractor to convert technical words into easy words for children. When the demonstration was available, the project members attended a seminar, which ended as a failure because they felt that the most important element of the soy sauce making process was difficult to make sense of, and some members were too embarrassed to do it. The leader reflected on this experience and spent holidays writing up the scenario himself. In June 2005, the scenario was completed. He constantly revised after reading it to his own son who was a sixth grader and his son pointed out where he thought it was difficult, he also read it to his own daughter who was a fourth grader, who pointed out what she did not understand. He repeatedly revised it before completing it. In order to make it better, the company asked a professional who works at HNK broadcasting training center to supervise the program. The leader received guidance such as “45 minutes of complete storytelling techniques,” “what we have to be careful about when we change subject” “how we use words” in order to make it easy for children to understand. In spring 2005, based on the scenario, the company started to select tools to seek further understanding about soy sauce making through experience-based activities, but it had a hard time. The company decided to have
an office which houses the project leaders and the program. The company was still searching for the best way to make announcements to and receive applications from schools. Without hesitation, the company decided to set it up on its website.

In May 2005, the company made announcements in the newspaper about its intention to engage in food education including lessons at school as its food education project. Mr. Mori felt, “Now we cannot go back.” The project team received positive comments from outsiders about their company-wide systematic food education and the focus on mental health, while other companies engage in food education in order to promote physical health. The project team felt that the awareness toward food education among employees was pretty high even before, and the employees became energized by the company’s announcements.

In June 2006, the project team decided to conduct a training session because the lesson required a certain level of instructional skills and the full understanding of the lesson content and its mission in the food education project before it went into schools. The members were very concerned that no employees would raise their hands to become instructors to talk to elementary school children about soy sauce. The project leader had a strong will about the instructors being asked openly within the company. He told other members that before the announcement to request being an instructor, he dreamed about a crowd of employees that was too large to fit in a seminar room for the training, and lined up in the hallway. The project members laughed saying, “You are too optimistic.” In August 2005, the project members found out that the number of want-to-be instructors was far more than expected. They decided to have a 3-day seminar, instead of a 1-day seminar.
They took a half day to make sure that the instructors understood the food education system, and had a basic knowledge about the soy sauce making process, then they had a role playing lesson. The comment of the project leader is as follows:

I was so glad to know that there are so many other employees who have the same passion as mine and really want to get involved with and contribute to our society. That enhanced my commitment. Especially the fact that many of the office workers and factory workers in regional areas showed the intents for participation in this activity indicated that our company has a good foundation to work toward one goal as entire company, and this is one of the good examples for that. (Mr. Mori)

The company revealed that some department managers showed objection to the staff who wanted to go, being away from his duty in the department. But with the strong commitment of the top management combined with the desires of employees who wanted to get involved in food education, the company produced, in the end, 86 instructors.

In September 2005, the company conducted the very first lesson in a school. The company obtained support from a Board of Education member in central Japan. The project leader heard from other companies that “we can make lesson contents for schools, but we don’t know what to do because we don’t have connections to locate schools where we can conduct lessons.” For the first year, the company had a hard time approaching schools, but with support from the Board member, who provided help, the company was able to conduct lessons at three schools. The instructors were so excited to find out that children showed strong curiosity in their eyes, and that they listened very seriously, raised their hands, and participated with positive attitudes. The leader shared his belief,
stating, “Our employees felt such a strong joy that they would not normally attain at regular work. Our strong desire to share this joy with more of our employees became a driving force.”

**Implementation**

The company announced the program on its homepage and sent out direct mails to the schools which were invited the previous year. Mr. Shima believed that word of mouth (at the schools who participated and word of mouth among teachers) is the most effective. Employees are the instructors, and the company tries to meet the needs in a practical and polite fashion. One week to one month before the program, the company employees visit the school to have a meeting with teachers regarding the aim of the lesson, the purpose, and the place for the program. Mr. Shima indicated some teachers showed concerns about the detail of the content and preparation. Therefore, he said, “I meet them and talk to them directly, face-to-face.” The equipment is sent to the school in advance and the teacher is asked to keep it until the program date. On the program day, the lesson is conducted at the science room, home economics room, lunch room, or multipurpose room. Dr. Soy Sauce and MC play each role and the gender of the instructors can be different depending on the day. Mr. Shima indicated that he considers the character and the combination of the instructors.

In the lesson, the instructors introduce themselves “My name is xxx from [company name] which makes soy sauce.” In addition, the PowerPoint title includes the company name. The instructor explains about soy sauce, showing the product, soy sauce with a 750ml bottle in his or her hand. Then a video clip about the factory line is shown. The clip zooms onto the factory and shows the company’s trademark. Mr. Shima further
explains, “We don’t demonstrate our products nor explain about our company unless we are asked by children.” Mr. Shima shared the questions from children as follows:

Since when has soy sauce existed?

How was soy sauce written like the current Chinese character?

How many ingredients are contained in 1L bottle?

How do you make rice malt?

Is there anything that smells like the origin of soy sauce?

Can we make soy sauce at home?

Are we going to die if we drink too much soy sauce?

What is the meaning of [company name]?

How much do you make soy sauce at your factory?

How big is your factory?

When did you start your business?

How many employees do you have in your company?

Do you have a factory overseas?

As for publicity, Mr. Shima explained as follows:

When schools asked us if they can share the program on their homepages, we are glad they do. The thing we ask them the most is that they make the best of our lesson. There is a limit to what we can say within 45 minutes. We ask them to enjoy meals at school lunch time, and to grow soybeans, vegetables, and rice with great interest.

Mr. Shima explained about the gifts the company gives in relation to the lesson, and the reason why the company selects these gifts as follows:
We give 100ml pet bottle of our special selected soy sauce as rewards for their effort listening seriously to Dr. Soy Sauce. In our lesson, we talk about the color of soy sauce which is a bright reddish orange color, and also talk about how the sweetness of ice cream stands out when you put soy sauce on it. So, we ask them to try at home. With this little bottle in hand, we hope children talk to their family, friends about what they learned and felt in the soy sauce lesson. Also, we gave out our original soy sauce strap last year because this is not on sale, and we wanted to give evidence from Dr. Soy Sauce to children who took our lesson.

Mr. Shima appreciates children’s responses that include many thank-you notes. The company conducts a survey with teachers, which has open-ended questions. But he does not have any statistics on the survey results.

**Advantages of the Program for Schools, Teachers, and Children**

According to the company spokesperson, the company saw several benefits to schools. First, schools can use the program as a developmental learning opportunity for the third graders, especially in language class. Second, nutrition teachers can use the lesson for food education. Additionally, the company believes that schools can report that they engage in food education in their newsletters and homepages. As a benefit to teachers, the company can provide something teachers cannot convey like the importance of enjoying eating, and the experiences that schools cannot provide. As a benefit to children, Mr. Shima pointed out, the lesson is fun, “not available in regular school lessons,” it is the opportunity to “learn about soy sauce and the pleasure of eating,” and includes gifts of soy sauce and strap that make children happy. Mr. Shima indicated that
teachers received the greatest benefit because they are the ones who apply for the program with specific purpose.

As for disadvantages, Mr. Shima explained that some schools do not have enough time due to many events and they regard the soy sauce lesson as unnecessary. He further explained that not all teachers want children to have as many experiences as possible stating, “Some teachers may do it without their will, and others may feel disturbed by losing his/her own time.” Furthermore, Mr. Shima pointed out that children may feel the lesson is incomplete because it is a one-time event. He also recognized that teachers tend to have the most difficult job because they have to communicate in advance, and feel uneasy (worry) until the program date. In order to alleviate these concerns, Mr. Shima claims, “It is important for us to do our best every time and continue to do so.” He also explained, “We accepted all the applications until last year. So the areas which do not show on the web mean there was no application from those areas. This may be because those areas do not show in our homepage, or there was no school who tried before, so they don’t talk to other teachers in these areas, or maybe it is not common for those schools to have corporate lessons…I don’t know.”

**Advantages and Disadvantages to the Company**

As for benefits to the company, Mr. Shima claimed that the lesson is its social responsibility. In the lesson, instructors can feel that they are contributing to the society. He pointed out the importance of teachers in their accomplishment as follows:

We cannot do it without teachers’ passion/desires, the support from school, and innocent children. So I truly appreciate this opportunity. As you know, our employees from different departments visit schools as
instructors, and they learned something that they can apply to their own job. They face children who respond honestly to them. When we don’t do well, we don’t get good responses. Instructors reflect on the meaning of their own work, and the purpose, and direction of our policy. This is precious time that we cannot buy with money.

Mr. Shima did not see any disadvantages to the company. If there is, however, Mr. Shima suggested that it may not be able to meet the demands of schools because of their increasing expectations. He also indicated that arrangement of instructors, training, and securing the number of instructors is not easy as follows:

We did not delegate to experts, so every lesson is important. There is no guarantee that we meet the needs of schools. Inspired by children’s smiles, we try to increase the number of our employees who are willing to force themselves to squeeze time so they can visit schools. That is the most difficult thing for us.

Mr. Shima said that the expectation toward the company is increasing. For example, he received the following comments from teachers: “Last year, we had this program for third graders, but do you have a different program for fourth graders?” “This is a great opportunity. Can we taste different soy sauces?” “Can you provide a cooking project in our home economics class?” “I want students to taste ice cream with soy sauce on it.” He indicated that the company hardly meets these needs, and said, “Even if we did, it is one–time response, so it requires a lot of consideration.”

Mr. Shima indicated that the company has no budgetary constraints. The entire company engages in this activity and each individual employee is responsible for his or
her work. So, each department deals with associated expenses such as transportation and travelling within its own budget. The cost of soy sauce for gifts is within the budget of the PR department. Mr. Shima raised one difficulty of how to determine who can go as instructors and to schedule them for lessons. He continues, “Time is money, so we are under pressure that we don’t have enough time to send our employees for lessons or we don’t have enough instructors to be sent.”

When asked about the comments from instructors, Mr. Shima suggested that while most of the instructors are humble and some provided constructive opinions about how to manage the lesson, many instructors are inspired because of the innocent responses of children, their sense of contributing to the society, and confidence in what they do at work. Some instructors feel terrible because they did not have enough practice and were not able to communicate with children very well. Others hope to modify the lesson content for improvement.

**Change in Perception**

Mr. Shima suggested the company experienced the change in the year of 2005 when the Basic Law of Food Education was passed, the company set up a food education project, and considered having a lesson in schools, and learned that private companies can visit schools to conduct lessons. He was told by teachers before that “company promotion cannot be included in the lesson.” Because he does not hear these words anymore, he felt it is getting more common. He also made a comment as follows:

I am impressed with the fact that there are so many teachers who are trying hard to provide various experiences for children. After we experienced children in a classroom, we realized how hard they are
working for six classes every day, and they nurture children outside
school hours. I have to take my hat off to these teachers.

Mr. Shima was told by teachers that there were so many things they did not know, or they
understood, or the lesson is good for adults, too. He sensed that teachers appreciate soy
sauce more than before.

In the middle of the interview, Mr. Shima commented on applications he received
in the first semester and said, “[compared to last year], it is about 1.5 times more in
applications this semester this year. We really need to train more instructors.” He
reflected on his work and made a statement as follows:

At the places called schools, within what we companies can do, I realize
that we have to support them for the future of children. As well as my
desire of “passing the importance of Japanese food culture on to the
world,” I felt “we need to pass it on to our Japanese children.”

In closing of the interview, Mr. Shima showed his appreciation of participating in this
study as follows:

I agreed to participate in your study just because I wanted to help you. But
unexpectedly I was able to reflect on what we have done. This was a great
opportunity for me to rethink how to respond to the expectations of
schools. We are normally chased around, and it is easy to lose the quality
in sight. But I learned the importance of stepping back and looking at this
program objectively.
Summary

The company decided to develop a food education program in anticipation of the enactment of the Basic Law of Food Education. After it consulted with government officials and the media, the company initiated the program in 2005 and began training employees. After the company receives an application, representatives visit the school for a meeting. The instructors are employees, and they talk about soy sauce with their product in hand. The company gives out gifts after the lesson. Schools can give a good image by indicating that the school has food education by sharing this soy sauce lesson, and children can enjoy experience-based activities. The company recognized that teachers are time constrained. The company engages in this lesson as part of its corporate social responsibility. The company is afraid of not being able to meet the mounting needs of schools. Participating as instructors in the lesson made a positive impact on employees’ motivation at work. The company no longer sees any reservation from teachers regarding the corporate promotion. Company instructors learned about teachers’ passion and their hard work.

Teachers’ Perspectives - Soy Sauce Lesson

About the Teachers

Eleven teachers agreed to be participants and completed the interview. There were five males and six females. Seven were third grade teachers. The rest taught other grades, home economics, and nutrition. The average age was 40.2 years. The average teaching experience was 14.9 years. Ten teachers had a 4-year college degree, and one had a Master’s degree. The average school size where these teachers work was 448.5 student enrollment and three schools were in urban areas, seven in suburban areas, and one was
in a rural area. One teacher provided answers in paper based responses because she was not able to reply to emails.

**How Teachers Learned about the Lesson**

According to the teachers, they learned about this lesson from various sources. Four indicated that they knew about it because the school simply had it before and/or heard good things from the third grade teachers who had it in previous years (C2, C3, C4, C10). Five teachers (C1, C6, C9, C10, C11) indicated they were encouraged or supported by local government as evidenced by the following explanations from teachers.

Kenkoman did not approach us. I selected this company because it has something to do with soybeans, and it is included as one of the companies that can provide free lessons in the annual publication study guide which is published by a study group of nutritionists in the local city. (C1)

Letter from government states: we can help children have food education programs while they enjoy experiencing with their five senses, and have healthy diets. If you are interested in the following contents, please consider and incorporate these food education programs in cooperation with food companies. (C6)

I had opportunities to learn about collaboration with the private companies in the subject of life or integrated studies of the school curriculum. One of the examples…was this company. I attended a workshop of the local government, where Kenkoman was invited. In the seminar, a collaboration with the company was proposed because third graders’ language textbook has the unit called “transforming soybeans” and its development unit
called “Let’s Become Dr. Food.” The proposal was made by the company attempting to relate language learning with integrated studies. (C9)

We had the company last year and this was the second time. We have more and more food education in this city over the past few years….Since 2008, the study group in our district has been searching for corporate lessons and factory visits for schools that do not have a nutrition teacher. I found through Internet. Last year, during summer as part of our school-supported workshop of our food education study group, I participated in this company’s factory visit and experienced soy sauce making. (C10)

In September 2005, the Board of Education introduced this company’s soy sauce lesson to us. I heard that the company contacted the Board of Education to see if the Board of Education knew which schools might be interested. (C11)

Two teachers indicated that the company sent an information package about the program to school, and two other teachers obtained the information through an Internet search, and one heard from the nutrition teacher at his school.

Motivations

As for motivation, several reasons emerged from the teachers’ answers: Relation to subject, food education, appealing to parents, experience-based activity, and raise interest in learning.

Relation to subject. Eight teachers indicated that they used this soy sauce lesson in relation to a specific subject. Seven teachers related the program to language (C1, C3, C4, C5, C9, C10, C11), and they explained as follows:
We have a unit called “transforming soybeans” in the third grade language subject. In relation to this unit, for the past 3-4 years, I asked the company to come and talk. I applied through the Internet in April or May. (C3) Our school has focused on language skills, especially interpretation. So when I became the third grade teacher, I knew our study would focus on our language unit called “transforming soy beans.” So, I made an annual plan with the focus on soy beans. This case was part of language class, instead of food education. (C4)

One teacher used it as part of integrated study. The teacher explained, “We have a unit learning about food in integrated study. We are supposed to select something familiar in everyday life such as soybeans” (C7).

**Food education.** Six teachers, including C7 and two nutrition teachers, identified the importance of food education as motivation. One teacher (C9) strongly believed that parent involvement is a key to success in effective food education and explains as follows:

I believe it is necessary for schools to work with parents in order to promote food education….It is a perfect opportunity for us to raise awareness of food education among parents. So we wanted to provide participatory program for parents. We wanted as many parents to raise a healthy mind in children through appropriate diets. If a child can eliminate the food he/she dislikes and eat anything, it is an indication that the child has ability to overcome a difficulty. (C9)

Comments from other teachers who identified food education as motivation are as
follows: “At our school, we wanted to relate to food education entitled ‘Feel the life,’ in which I wanted children to experience growing plants and eating them” (C1). “Children can learn about soybeans, and I wanted to raise interest in learning about the importance of meals and nutrition” (C8), “We have more and more food education in this city over the past few years. That raised the awareness in classroom teachers, so there was no obstacle in using the lesson” (C10).

**Appealing to parents.** Including above C9, three teachers indicated that they wanted to use this lesson for the purpose of appealing to parents (C2, C4, C9) as follows: “At our school we have an activity called parent - child activity in which parents and children have the same experience, or listen to the same story” (C2), “I wanted to have it on our open school day because parents can come and see it” (C4).

**Experience-based activity.** Four teachers were motivated to use this program because of the nature of experience-based activities of the program.

We had a Kenkoman lesson last year and this was the second time….This company used PowerPoint to show their factory, and they brought soy sauce residuals and squeeze bags used in the soy sauce making process, so children were able to see, touch and smell them. I use this lesson because children can learn by experience, not by reading textbooks. (C10)

One teacher (C6) decided to meet the request from the local government that strongly encouraged the use of corporate lessons containing experience-based activities. Teacher C1 used this program as part of an environmental experience activity combined with food education.
**Raise interest in learning.** Three teachers, including C8 and C10, wanted to raise interest in learning, “I was hoping that this soy sauce lesson can raise interest in learning or we can summarize what we learned” (C4), “Children can learn language with great interest...some children may find it difficult to understand if the language by itself was presented” (C10).

School size matters to some teachers. One teacher explains, “When I worked for a school before, it was a huge school. So it was difficult to do it. After I came to this school, I started to do this (inviting corporate programs)” (C8). No teacher indicated their concern after having applied and seven teachers reported that they had a meeting with the company regarding the lesson in advance. One teacher (C11) explained that the school had this lesson before it was difficult to schedule a meeting date. Therefore, they decided to communicate over the phone.

**Implementation**

**Instructors.** According to teachers, the company sent multiple instructors to school, approximately the same number of males and females, ranging from two to four employees including at least one assistant. Two teachers (C4, C9) described that the male employee played as Dr. Soy Sauce, and the others assisted him. One explains, “The man was wearing a white jacket claiming that he is Dr. Soy Sauce. Two females worked as assistants working on PowerPoint and role play with Dr. Soy Sauce” (C9). No teachers indicated there were other employees as observers. The company distributed its original review sheets (11 x 17 inch size in color) for children either during or after the lesson. The lesson was described in detail by one teacher (C4). The summary of her description is as follows:
Children were divided into several groups by the teacher. After the instructors introduced themselves, first they let children think about what kind of foods contain soy sauce and provide their answers such as rice crackers, noodles, and so forth. Children realized many foods use soy sauce. Second, let children think about the ingredients in soy sauce. Each ingredient (soybeans, wheat, salt) was in a container and three containers were given to each group. Each group tried to figure out the ingredient from the sound when they shook it. After that they opened it and found out the ingredient. Third, the instructor used visual materials to explain the manufacturing process. The instructor showed the soy sauce residuals and let children smell them. Then the instructor handed out a recycled paper postcard as gift. Fourth, the instructor asked children to think about what are the good things about soy sauce. The instructor, using PowerPoint, explained that the flavor of soy sauce contains five different ones, and soy sauce has the function to make food delicious. They also said that vanilla ice cream tastes better if you put a small spoon of soy sauce on it. Finally, the meal manners were discussed for the purpose of making the mealtime enjoyable. They addressed the importance of eating with your family members, helping cooking, and greeting each other. After the class, the employees ate school lunch with children, greeted each of them and exercised what they said (making the meal enjoyable). (C4)

This description of the lesson content was the same as the one provided by Mr. Shima from the soy sauce maker. Mr. Shima explained to this researcher that the instructor holds
the product, a 750 ml soy sauce bottle when he/she talks about soy sauce. When asked about this, at least three teachers confirmed that the instructor had a soy sauce bottle in the classroom, and one teacher remembered that a photo image of the soy sauce bottle was used in the PowerPoint materials.

All the teachers said that the instructors were well prepared, including one teacher who raised a concern, “The instructors were well prepared, but I thought their way of talking is a little bit awkward toward third graders” (C1). Four teachers said that they did not remember the questions children raised but three teachers provided children’s questions. The questions were about the soy sauce making process, foods using soy sauce, and the recycled paper which was made from residuals.

**Company publicity.** All teachers remembered that either the company name or product name was mentioned at least once in the lesson. Three teachers reported it was about five times, and four teachers remembered it as “quite often” or “many times.” Two teachers, however, indicated that the appearance of the company name or product names did not bother them (C4, C10). As for PR request from the company, five teachers said that they were asked for permission for photos for the use of the company HP. Five teachers indicated they received no request for PR from the company, including one teacher that commented, “I believe gifts are PR itself” (C2).

**Gifts.** All the teachers reported that they received a gift for each student and teacher from the company. Seven schools received three items: a soy sauce mini-size bottle (100ml), a strap with a soy sauce mini bottle imitation, and a postcard made from soy sauce residuals. Two schools received a soy sauce mini-size bottle (100ml) and a postcard made from soy sauce residuals for each student and teacher. One school received a
strap with a soy sauce mini bottle imitation, and a postcard made from soy sauce residuals. One school received only a soy sauce mini bottle. No compensation was offered by the schools to the company.

**Review sheets.** The company provided “review sheets” to teachers, so they could distribute them to children. It is 11x17 inch size in full color, with no photo. The title includes the company name. This publication starts with the question, “How did you like [company name] soy sauce lesson?” It goes on to the section of the review of the foods that use soy sauce, ingredients of soy sauce, positive sides and functions of soy sauce. In closing it says, “Let’s ask and talk” and encourages children to talk at home with family members. At the bottom of the sheet was the company’s homepage address.

**Surveys.** Ten out of 11 teachers indicated that the company asked teachers to fill out surveys after the lesson. Four teachers kept a copy of the questionnaires and provided them to this researcher. The survey questions are as follows:

What did you expect from our soy sauce lesson?
Did you feel satisfied with our program content?
How did you like the way the instructor carried out the lesson?
How do you like the materials and tools?
Do you feel that children had interest in this lesson?
Was the program content helpful to your future instructional development?
Do you think children are willing to communicate with people around them about food after the lesson?
These voices and opinions of teachers were conveyed to the company through the surveys. Ten teachers indicated that the school did not conduct any evaluation regarding the program after the lesson.

**Benefits to School**

Three teachers identified professional knowledge or expertise as a benefit to school (C2, C5, C11). Teachers explained, “We are educating children with companies and professionals” (C5), “We can provide a valuable content done by corporate instructors. Teachers are teaching professionals, but we are grateful that other professionals can provide their instruction” (C11). One teacher explained differently as follows:

> By inviting outside guest instructors, we were able to listen to the stories directly from professionals and children were able to engage with great focus. Because the instructors were food experts, we were able to relate it to school lunch guidance, and diets in everyday life. (C2)

Two teachers said that it is beneficial for schools to have access to valuable materials. One teacher reported, “They use motion pictures, photos, real materials that are not normally available through books and Internet, to teach in an efficient way” (C1), and “They can bring something that is difficult to obtain at school” (C10).

Three teachers mentioned that the corporate program can appeal to parents and community as evidenced by comments such as, “The program helps schools give the impression that schools are open to the community” (C4), “Schools can appeal to the community and parents that we are educating children with companies and professionals.” (C5), “By demonstrating how we schools collaborate with various
organizations as our partners, we can expect a better understanding of our activities among local communities and parents, which leads to greater cooperation from them” (C9). This C9 teacher further addressed the impact of this cooperation and partnerships as follows: “The more people have interest in our educational activity, the greater chance for improvement in the quality of education in the local community and at homes. That is one of the benefits for school” (C9).

Other teachers’ comments include: “The program will expand our learning scope and will have positives for our learning plan. Once you invited the company, they show interest, too. We can make it an annual event and incorporate it into our annual plan” (C7), “We can use [corporate programs] because instructors can come for free” (C10).

**Benefits to Teachers**

According to teachers, there are several benefits to teachers: Professional knowledge, efficiency, teachers can learn, and materials.

**Professional knowledge.** A majority of teachers (eight teachers) identified the professional knowledge or expertise they can bring into the classroom by collaborating with companies. These teachers explained as follows: “We can provide opportunities for children to learn from experts (professionals). We teachers also provide lessons about food, but we are not food experts so we cannot do that in detail” (C2), “Teachers can learn from the experts. Their materials and photos are resourceful” (C3), “The program teaches children professional knowledge in easy words” (C4), “We don’t have to teach something professional]” (C5), “They teach us about their expertise from their professional perspective and something teachers don’t know” (C7).
Efficiency. The lesson saves their time and energy as suggested by five teachers as follows: “We can save time and energy to search topics and materials” (C1), “This one hour program contains rich materials and visuals. If one teacher has to do all of that, it is impossible.” (C4), “We teachers don’t have to search for educational materials and do preparation” (C5).

Teachers can learn. Referring to professional knowledge, five teachers including C7 identified that teachers themselves can learn from the program as follows: “We teachers can learn, too. We work at schools, so we hardly have the chance to learn about private companies” (C2), “Teachers can learn professional knowledge” (C4), “We can learn about something professional” (C5), and “I don’t have that expertise and I don’t have time for looking things up. So, teachers can learn as well as children. This is good.” (C10). One teacher further explains how she can benefit from the program, “I have to emphasize that we can get benefits not because we have corporate programs, but because we have instructors from outside. Guest instructors can bring their expertise, which leads to quality improvement in us, teachers” (C9).

Materials. Two teachers (C3, C4), as indicated in their comments, identified good materials as a benefit to teachers, and one teacher addressed the financial advantage, “Many programs are offered free of charge. It is so helpful we don’t have to pay for the materials” (C4). Other noteworthy comments include, “Children can recognize what we normally tell them, if they were told by other than teachers, such as the importance of greetings” (C4), and “We were able to utilize what they taught in the program such as soybeans and soy sauce in our language material and home economics class” (C11).
Benefits to Children

According to teachers, there are several benefits to children: Raise interest in learning, professional knowledge, experience-based activity, improved communication, and fun.

**Raise interest in learning.** Nine out of eleven teachers identified that inviting the lesson raised interest or motivation in learning as evidenced by the following comments: “We can make research learning more stimulating” (C1), “Children have great interest in the content and they can get their answers right away” (C3), “Because instructors come from companies, their motivation to learn increase” (C5), “They were able to raise interest in meals and nutrition” (C8), “Children can learn with interest and with fresh minds, because professionals who are not regular classroom teachers come to talk to them” (C10).

**Professional knowledge.** The professional knowledge that the lesson can provide for children is one of the benefits identified by six teachers as follows: “They can listen to the experts and professionals who actually work in the areas” (C2), “Children remember what they heard from these professionals directly” (C7), “They can learn professional knowledge while having fun” (C4), “Children have opportunities to access the real thing. For example, students can experience the materials that are out of reach in everyday life in school but outsiders and experts can bring to classrooms when we invite them. These experiences are invaluable” (C9). One teacher did not use the word, ‘expertise’ or ‘professional.’ Instead he explained, “[Children] can obtain knowledge that is not in the textbook” (C8).
**Experience-based activity.** The value of experience-based activities that the lesson can provide for children was identified by four teachers as a benefit to children. For example, “They brought soybeans, malted rice (kouji), salt, a picture of yeast so children can actually see and touch them” (C9), “Children can have food education including the experiences that they cannot have at home (C10), “They tasted soy sauce, three different kinds of soy sauce. They presented something we would never be able to see unless we visited their factory. The best merit is children had valuable experiences” (C11).

**Improved communication.** The lesson can increase children’s communications at home, according to three teachers as follows: “Because both parents and children were able to attend the lesson, the program provided the opportunity to talk about home cooking using soy sauce, and share the time together” (C2), and “They can have conversations with family members” (C8), and “While children talk at home about their experience at school, I hope they have opportunities to discuss with parents, listen to parents’ opinions, or parents change their minds” (C4). One teacher reported that the lesson also provided the opportunity for children to acquire social skills by interacting with corporate instructors as she explained, “They also experience contact with society for children who deal with only adults like teachers and parents….It provides another opportunity for children to learn how to greet people, manners, and learning attitudes” (C4).

**Fun.** Three teachers identified the “fun” aspect of the lesson (C4, C10, C11) as a benefit to the children, such as, “It is fun and remains in their minds” (C10). Two teachers pointed out that the gift is one of the benefits to children (C1, C11).
Other comments from teachers regarding benefits to children include career education as follows: “They also had a chance to think about ‘What is the meaning of work?’ I think it was great because they talk closely with children” (C2), “Some children had a shallow response saying, ‘I want to work for this company,’ but it was a great opportunity for children to learn about various jobs” (C4).

When teachers were asked who received the greatest benefit, seven teachers out of 11 answered it was the children. Four indicated it was the teacher including two teachers who said “teachers and children.” Only one teacher (C1) said “teacher and company.”

**Disadvantages to Schools, Teachers, and Children**

Teachers in the study did not remark on the disadvantages as much as they did the advantages of the corporate program. Approximately half the teachers did not identify any disadvantage or concern for the school. Two teachers raised concerns about different aims of companies. For example, “We try to obtain understanding from parents at the meetings and newsletters. We have to keep a neutral position so we don’t make it places for aggressive marketing for a company” (C4). Another teacher explained the common concerns to both the school and the teacher.

One of the difficult things was that we have to make sure our aims meet with the aims of companies. It was difficult to share the common aims so we can utilize the lesson for further learning, instead of listening and ending as a one-time activity. (C2)
This concern relates to a disadvantage to teachers as well. One teacher further explained, “The aims of companies and the one of schools are not necessarily the same. We need to seek understanding at the meetings” (C4).

As for disadvantages for teachers, four suggested scheduling and communication with the company is a burden as follows:

Our nutrition teacher had the burden because she applied for the program, had a meeting, and all the arrangements on the program date…we invite them from outside, we end up with some preparations and move some subject hours. Of course, the company has their own schedule, too. (C7)

One teacher explained how she was frustrated because she had to order school lunches for the instructors as follows:

I was not able to confirm the number of people who came because they did not contact me until the last minute. They did not know how many will come from Tokyo and how many from Osaka…it becomes a burden if the communication with the company is difficult. (C1)

Another teacher explained, “It is difficult to schedule a date which is far in the future….The communications we had until they came to our school was also not easy” (C10). One teacher raised concern about corporate promotion as follows:

I tried hard not to show the company name. But it was not possible. There are pros and cons regarding disclosure of company names. A long time ago, a musical group, very famous Broadway professionals came to talk. Parents were so excited and some people who hardly appeared at school came to see the talk in the classroom. This is because the company name
was disclosed. So, I cannot say that company name publicity is necessarily bad from an educator’s perspective. I think teachers had difficulties informing the company of the intent of the program and various considerations to be made. (C9)

As indicated, these teachers addressed different psychological burdens in arrangements for the program.

More than half of the teachers did not report any disadvantage for the children based on the program. Four teachers raised potential disadvantages children may have as follows:

Children tend to raise questions in lessons. Teachers who spend time with them all the time can predict what they are thinking…so we can resolve their questions in the lesson. But it is difficult for company instructors to do that; therefore, children can end the lesson with some questions unresolved. (C2)

The content can be difficult for children. Some adults who do not deal with children in everyday life use difficult words. But the instructors have more experiences and the program was well designed, so this problem is normally resolved by the teacher’s follow-up. (C4)

This teacher (C4) indicated that schools should have clear aims, and that companies and teachers should communicate closely and have a thorough meeting. One teacher addressed the quality of instructors as a disadvantage for the children, “If the company instructors are really good at talking to children, it is good. But if not, the lesson may not be interesting. The disadvantage is you will never know unless you try one time” (C10).
One teacher indicated some children with a different family background may have felt uncomfortable in the lesson as follows:

The environment for raising children is not the same to everybody. Some kids have only fathers, and others have only mothers. I consider the difference when we talk about families. But at the end of the soy sauce program, they said, “We want you to enjoy eating with all family members instead of eating alone.” I feel extra consideration should have been paid.

However, this is a difficult issue for me, too. (C9)

Approximately half the teachers indicated teachers had the most burden whereas three teachers said that the company had the most burden in terms of the lesson conducted at school.

**Benefits to Company**

According to teachers, there are several benefits to the company: Effective promotion, reaching out to parents, improve corporate image, sales increase, and future workforce.

**Effective promotion.** All but one teacher identified that the lesson works as effective promotion or PR activities. Their comments include: “Promotion effect” (C1), “At our school, we conducted a lesson as part of parent-child activity, so the company was able to promote by talking at our school” (C2), “Program can be a good corporate promotion” (C3), “I would not say they can sell their names, but they can get publicity” (C4), “When the company provides opportunity for children to learn about their products, children will tell their parents about their products. That means, this corporate lesson functions like a commercial which disseminates the name of the company” (C5), “The
primary purpose is, I believe, publicity. They can tell various things about the company to children, and the message will get to their parents through children. They can also tell children that their products are good” (C7), “Companies can say they engage in these activities on their homepage” (C10). One teacher explained the promotion effect as follows:

I think it is not only on children, but also teachers. In the soy sauce lesson, they did not show the company name much, but the strap, one of the gifts, is shaped like a soy sauce bottle you normally see at home, and it has a logo. In addition, we talk to children, “[company name] instructors said in the lesson...” The company name slipped into our brain unconsciously.

(C1)

Reaching out to parents. Including the previously mentioned comments from C2, C5, C7, eight teachers pointed out that the lesson can help companies reach out to parents as follows: “I bet children talk to their parents at home and the parents start to buy the products because their children encourage them to do so” (C1), “By giving an impression to the society in general that they contribute to the society, they can receive positive reactions from parents” (C4), “Through this lesson, they want us to remember the company name. The company wants children to talk to their parents” (C8), “Children go home and talk about what happened in school. If the parents find out that Kenkoman did a fun program for their children at school, parents start to buy their products” (C9), “Companies can give a good impression toward parents about their service activities” (C10). Furthermore, five teachers including C1 and C5 suggested that the lesson is effective to reach out to children as future customers. Teachers explained as follows: “I
think the knowledge they provide to children (and parents) will influence their future customers’ purchase” (C4). One teacher explained in detail the dynamics of the school market in relation to the school lunch program as follows:

Mayonnaise is used in school lunch and in most cases are Kewpie products. I was told that children tasted mayonnaise through school lunch and they started to think the taste of mayonnaise is the one of Kewpie. This means, the Kewpie company successfully planted the flavor experience of their product in most of Japanese by getting into the school lunch program, which is “Mayonnaise = Kewpie.” In reality, most of Japanese tend to prefer Kewpie mayonnaise because they feel more comfortable. I am not criticizing Kewpie; instead, I accept the fact that it was the result of their corporate efforts. Children are going to be consumers in the future. Instead of talking to adults, companies are trying to pour their efforts onto children at an early stage because they are future consumers. (C9)

**Improve corporate image.** The company can improve its corporate image, according to seven teachers. One teacher explained that the company can be regarded as a publicly recognized company just because it provides these programs at public schools (C1), and another reported recognition comes through PR activities (C5). Others explained that the company can improve its image through its corporate social responsibility activities (C4, C10), to be more specific, through quality of food education (C2, C8, C11).
**Sales increase.** Including C9 as previously mentioned, five teachers indicated that companies can increase profit/sales. Their comments are as follows: “I started to feel affection toward this company, and started to buy their products (laugh). Without knowing, I wanted to support the company” (C1), “By disseminating the good things about soy sauce, we can input the positive attitude toward soy sauce in Japanese food culture, which may lead to purchase” (C4), and due to the effect of “commercials [of the lesson itself]” (C5). One teacher made a similar comment as C9, shared an imaginary potential scene as follows:

They can also instill the idea in the minds of children who are future customers, of ‘soy sauce equals [this company name]’ when they are elementary school children. At grocery store, “Mom, are you buying soy sauce? We learned about this company at school the other day, why don’t we buy this company’s?” (C11)

**Future workforce.** Finally, two teachers suggested that the program may be an investment in the future workforce, “There are many children who think they can eat only what they like. But when they grow up, their diets will fall apart. Less people will join the company to work” (C2), “Any company needs a great work force, if they can send a message to children and teachers about what they want, they may be able to develop human resources that the company will want in the future” (C5).

**Changes in Perception**

According to the teachers, the years they experienced the change about corporate programs ranges from 1995 to 2008. Five teachers pointed to the years between 2005 and
2008, four teachers indicated it was before 2004, including one teacher claiming that it was around 1995. Two teachers reported they had no idea when things changed.

As for incidents or events in which they sensed the change, the answers ranged widely: Three teachers pointed to the passage of the Basic Law of Food Education, and two teachers answered it was encouragement from local governments. Other factors included social change such as safety issues, other corporate programs, integrated study, company flyers, and school policy.

The images of the business world that teachers had before included little contact with schools (C7, C8), profit seeking (C4, C11), no interest (C9), and competition (C2), supported by the following teachers’ comments: “I never thought they would be associated with schools” (C7), “I did not think that companies and schools would communicate. I used to think that companies make things whereas schools make (develop/nurture) people. I thought they were separate” (C8), “I never paid attention to the private sector before” (C9), “Profit seeking sounds like tough work. They must hate us public servants” (C4). One teacher made one point clear, “I do not think it is good to pick a certain company and praise them because this is public education. I still believe this” (C1).

Teachers explained the change in their image of the business world as follows: “I realized that companies started to focus on ‘raising children’ as well as ‘engaging in competition.’ I also realized that their world is not out of reach from schools” (C2), “I was surprised to know that companies are providing education for free” (C4), and “I had never expected that companies would allocate budget for these projects to support schools” (C6), “After companies started to conduct lessons, I realized that companies
have more knowledge than we do, and it is great that they provide this knowledge for children” (C8). One teacher recognized corporate efforts as follows:

I feel very close to the companies that I personally experienced and I learned that they are making huge efforts… I have enormous respect toward companies now. In one sense, they successfully made us teachers good customers. (C9)

One teacher explained how his image of the business world changed over time in relation to instructional skills as follows:

I had never thought that companies will conduct a lesson for children. I used to wonder if they have capabilities to do that and I was afraid children may feel bored by listening to what they say. However, they prepared materials that raise interest of children, created visual materials, and they put a lot of effort on the program and provide lessons for children. I am grateful that they do this for children. (C7)

Seven teachers, either explicitly or implicitly, indicated their image toward the business world is better or positively changed (C1, C2, C4, C7, C8, C9, C11), and as for the change toward this soy sauce maker, seven out of 11 teachers indicated their image was positively changed (C1, C3, C4, C5, C8, C9, C11). One teacher simply explained, “I had an image about the company as just a soy sauce maker, but it was changed to a company who is considering many things and tries to make better products” (C5), “Now, I tend to go to their restaurant, and buy their wine. I noticed that I am a regular customer of this company” (C9), “I realized their corporate efforts in this area. At least, I personally feel that their company image was improved, but that does not mean I want to
buy their soy sauce” (C11). Three teachers explained why their images about this company were positively changed as follows:

I saw their manufacturing line in VTR, and gave me the image of the company as one who really cares about soy sauce making and eating. What is more, the company does not throw away the residuals and it cares about ecology. (C1)

They understand how busy we are and I see their efforts trying to make things easier for children to understand. So I am very impressed. When I talked about how difficult it was to grow soybeans, they shared their experiences of having difficulties and how much they tried. I had no interest in this company before, now I started to recognize the name without knowing it. (C4)

I had an image of this company as making a soy sauce and nothing else. After the lesson, I learned that they used soy sauce residuals to make recycled paper and care about the environment. So the company improved their image in my mind. (C8)

The two teachers who answered that their image toward this soy sauce maker was not changed, made positive comments as follows: “Nothing changed [in my image toward this company], but it is famous for soy sauce which is a familiar ingredient for us, so I started to feel more familiar with it” (C2), “I am impressed because they passionately prepared materials that raise interest of children, created visual materials, they put a lot of effort on the program and provide lessons for children” (C7).
Overall, approximately half of the teachers claimed that their images of the business world positively changed, as well as their images of this particular company due to their experience with their corporate program.

**At the End of the Interviews**

At the end of the interviews, teachers were asked if the flavor lesson was included in their school newsletters. Nine out of 11 teachers said “Yes.” All of them reported the company name and the program title was included as presented by the company.

Teachers were also asked if they were willing to use corporate programs if not free; eight out of 11 teachers answered “No,” one teacher said, “Depends but probably no,” and one teacher said “Yes” if it is less than the American equivalent of $3. One teacher did not respond.

**Summary**

Teachers learned about the program from various sources such as its reputation from the previous years’ teacher, introduction from local governments, program information packages and their own research. They wanted to use the lesson primarily as part of a language subject or integrated study, and food education, and they hoped to appeal to parents and the community. The majority of teachers had a meeting with the company about the lesson in advance. The lesson was carried out by multiple instructors. The company name and product names were mentioned frequently. The corporate instructors used their product in the classroom when they talked about soy sauce. The lesson contained visual materials and experience-based activities. Teachers were asked by the company for photos for the purpose of use on its company website and to provide responses using surveys regarding the lesson.
Teachers identified professional knowledge, good materials, and great opportunity to appeal to parents and community as benefits to school. On top of these, they pointed out efficiency as a benefit to the teacher. As for benefits to children, teachers identified interest in learning, professional knowledge, experience-based activity, improved communication, and the fun nature as valued. As for disadvantages and concerns, teachers identified difficulties in scheduling, communications with the company, and meeting mutual aims.

As for the benefits to the company, teachers identified effective promotion, better corporate image, reaching out to parents and children, and investing in the future workforce. Teachers used to think companies focused on profit-making and had nothing to do with schools. Their perception changed between 1995 and 2008. Teachers identified the Basic Law of Food Education, encouragement from local governments, safety issues, and integrated study as change agents. More than half the teachers positively changed their perceptions toward the business world, and similarly more than half the teachers indicated their images of this soy sauce maker positively changed. Altogether a total of nine out of 11 teachers made positive comments about this soy sauce maker.

The majority of teachers included the company name in their school newsletters, and indicated that they would not use corporate programs if not free.

**Discussion - Soy Sauce Lesson**

The purpose of this study is to investigate corporate involvement in Japanese public schools through food education programs designed by food makers. This researcher examined the collected data to determine if Japanese public education is facing
the same problems as those raised by concerned American scholars, such as school commercialism, materialism, and consumerism.

**Background**

In the 1990s, the importance of food education was indicated because overweight and high blood pressure problems emerged due to westernized diets in Japan (Asano, 1996). Dr. Yukio Yamori from Kyoto University, an expert on environmental studies and human development, reported that too much salt intake can cause serious harm to people’s health. He pointed out that food in Japanese culture had high sodium content which contributed to the increasing number of patients with high blood pressure and having strokes, and suggested that young children should learn about the greatness of traditional Japanese food because, with the exception of the high sodium content, it is very healthy (Sugihara, 1999).

According to the Soy Sauce Information Center (2011) soy sauce consumption rose between 1950 and 1970 and was relatively stable until 1990. The numbers started to drop in the 1990s and decreased almost 25% by 2005 (Nihon Shoyu Kyokai, 2010). What is more, in February 2004, the president of a potato chip maker disputed the claim that salty chip snacks are bad for your health, and he argued that the amount of salt and oil in chip snacks is sometimes lower than that in a single regular meal (“Gokai Kaisho,” 2004). This comment indicated that any regular meal using salty seasoning was under assault. As widely known, soy sauce is primarily salt and it has no significant nutritional value. Excessive use of soy sauce has been discouraged as evidenced in the decreasing per capita consumption since the late 1990s (see Figure 6).
Figure 6. Soy Sauce Consumption in Japan Per Capita 1975-2009

*Figure 6.* This graph was created by this researcher based on the numbers obtained from the Nihon Shoyu Kyokai [the Japanese Soy Sauce Brewery Association] (2010).

Furthermore, the World Health Organization released a document entitled *Sodium Intake Around the World* in 2006 under the initiative called “Reducing salt intake at the population level.” Authors of this document, Elliott and Brown reported that high salt intake correlated with the number of deaths from stroke in Japan, and their study showed that the main source of sodium intake in Japan was soy sauce (2006, p. 25). With these factors in sight, there is no doubt that the company was desperate about the continuing shrinking market and the ongoing criticism about soy sauce in general.

**Initiation of the Soy Sauce Lesson**

According to Mr. Shima, the spokesperson from Kenkoman, in July 2004 the company employees had heated discussions about the company’s involvement in food education. This soy sauce maker sought advice from governmental officials and the media to establish its own food education program for children. In November 2004, after careful deliberations, instead of focusing exclusively on soy sauce, the company decided
to include a balanced use of soy sauce and the topic of eating in general in its original food education program for children. It appears that it could not afford any more problems because there was too much focus on soy sauce. Without addressing the target of good diets for the young, it could invite even more criticism. Behind-the-scenes-stories regarding the creation of the lesson plan revealed that the company employees spent months refining the lesson plan. The writer of the lesson plan tried it out on his own elementary school children and kept revising it so children would understand the lesson. Furthermore, the company asked for professional guidance regarding how to talk to children. After struggling, the company finally made announcements in the media May 2005. The following month, the project team started to provide training for designated instructors, and expanded the scope and announced in August 2005 a call for instructors from within the company. The company successfully received assistance from the Board of Education in a local city and conducted the very first lesson in September 2005 when its difficult efforts in collaboration with the government came to fruition. These efforts should be recognized as the secret of the company’s success and resulted in a great reputation among teachers. Understanding this process; the passion, pride, and eagerness to work with professionals in the non-food industry of education are evident in the stories.

Motivations

First of all, it is noteworthy that some teachers indicated that the reason they invited the company was that the school previously had the program. This indicates the company’s prior years’ efforts had positively influenced the teachers’ decisions, because their previous experience was positive. Second, another unique aspect in this case study
was the strong presence of the local government and Board of Education. This indicates that the company’s decisions were strongly influenced by local governments and governmental policy. It should be noted that the chairman of this soy sauce maker, Mr. Oka (pseudonym) served as a vice chair of the Central Council for Education [Chuo Kyoiku Shingikai] somewhere between the years 2001 and 2005 (MEXT, 2011a). He also served as a member of the compulsory education special committee for the Ministry of Education, Culture, Sports, Science and Technology in 2005. Upon examination of the minutes of all 41 meetings held between February 2005 and November 2005, his first remarks addressed integrated study. He questioned why some integrated study lessons did not turn out to be successful. He claimed, by presenting good and bad examples, the obstacles and problems in the process of power transition from the Ministry of Education to each school should be well understood. At another meeting, he suggested that schools should apply the concept of cost reduction and value analysis in their work (MEXT, 2005c). Additionally, he also served as a member of the Food Education Promotion Council between 2005 and 2006 (Cabinet Office, Government of Japan, 2005). Around the same time, Mr. Oka also served as chairman of a non-profit organization, Japan Food Industry Center between 2003 and 2010. According to one participant, this organization played a pivotal role in disseminating information about the soy sauce lesson in the entire school district of one city in the Tokyo area. This organization collaborated with a local city in the Tokyo area and actively called for participation. His service with the Ministry of Education, Food Education Promotion Council, and this non-profit organization allowed Mr. Oka to become involved in making national educational policy, and to be involved and learn about school administration and politics. More importantly, this
researcher has no doubt that Mr. Oka’s presence and contribution were well recognized by many other Council members as well as government officials of the Ministry of Education. His involvement undoubtedly helped his company, a leading soy sauce maker, to make a smooth entry into schools in September 2005. It appears that these contributions by the chairman of the company to the Ministry of Education worked in favor of this soy sauce maker’s involvement in education, as indicated by some teachers in the study. Additionally, his involvement explains why this soy sauce lesson is unique in terms of the strong presence of government.

As for the motivation of teachers regarding this soy sauce lesson, it seemed to be appealing to teachers because they can insert it into classroom subjects such as language and home economics. According to the company website, with the list of participating schools in the year 2009 examples include how 13 schools used the lesson. It is noteworthy that 11 of those schools indicated that the lesson was used as “integrated study.”

In this study half of the teachers indicated that they felt good about inviting the company because the lesson content includes experience-based activities, it can raise interest in learning for children, and it appeals to parents. It is noteworthy that no teacher indicated any personal concerns. It appears that the company successfully eliminated teachers’ concerns, if any, by having a face-to-face meeting with school administrators and teachers insuring they are in agreement before the program date. More than half the teachers mentioned that they had a face-to-face meeting with company employees several months before the lesson to make sure that they agreed with the company about the aims of the lesson.
Mr. Shima, the representative of Kenkoman, explained that the company announces its food education program on its homepage as well as mailing out information directly to schools. This is supported by the teachers who indicated that they learned about the lesson from company flyers, or from their own Internet research.

**Implementation**

There are several aspects that stand out regarding the lesson implementation. First, this soy sauce maker obtained a wide range of publicity in the schools. The frequency of appearance of the company name or product names stands out as evidence of the publicity intent in the very words of the teachers, “many times,” “quite often,” “five to six times,” and “four to five times.” No teacher indicated that the company name was not mentioned. The instructor called the fungus, a yeast-like substance in the soy sauce making process, using the company name, “Kenkoman fungus” as described by a teacher (C9). Mr. Shima from the company also openly discussed that the presentation title contained the company name, and the instructor is to hold in his or her hand, the product, a 750 ml bottle of soy sauce, when explaining about soy sauce. The video shows the company trademark at the factory site. Some teachers and the company spokesperson confirmed that one of the company’s products was permanently situated in the classroom. The company successfully obtained permission from half of the teachers to take photos during the lesson, for the use of the images on its corporate website, which no doubt would contribute to additional publicity. Even though half of the teachers indicated that they were not asked for publicity, the classroom lesson itself contains a significant amount. Only one teacher (C2) pointed out that the gifts represent the company’s promotion. Considering the fact that few teachers pointed out that the instructor was
holding the product in the classroom and the majority of the teachers in this study did not relate the presence of the product and gifts as promotional activity, these teachers apparently were not fully aware of the multi-directional promotion in the classroom.

Additionally, when further asked whether or not the instructors had a bottle in hand, five responded and, of those, three teachers confirmed, while the other two did not remember.

Another form of significant publicity is the school newsletter. After the classroom presentations the schools voluntarily reported in their newsletters that a lesson was conducted and included the program name and the company name. Nine of 11 teachers indicated this activity for informing the parents occurred. In addition to the gifts, a later document sent at school expense is promotional in nature.

Second, the company’s intent for promoting soy sauce consumption is very clear in this lesson. The lesson content made children reconfirm that soy sauce was part of their diet. The lesson also included innovative ways of using soy sauce with and on western food. The suggestion that vanilla ice cream tasted better with a spoonful of soy sauce was well received by both the teachers and children, according to both the teachers and the company spokesperson. The company successfully tapped a new market by disseminating information about how to use soy sauce in the everyday lives of children. It appears that the lesson intent is to foster consumerism.

Third, gifts were provided by the company in relation to this lesson. Mr. Shima from the company explained that the company usually distributes two gifts: a mini size soy sauce bottle and a uniquely shaped soy sauce strap, and what teachers regarded as a gift, a postcard made from soy sauce residuals. It seems that the company did not have a consistent policy regarding gifts because some children received only soy sauce whereas
others also received a strap. It is noteworthy that two teachers pointed out gifts as one of the benefits to children but no teacher raised any concerns about the distributed gifts or their impact on children. A story about a child who received a mini bottle of soy sauce after the lesson and then had a strong sense of ownership, and then not wanting to share it with other family members could be claimed by concerned scholars as evidence of the lesson potentially implanting the seeds of materialism.

Fourth, the majority of teachers described the lesson content without critical opinions. No teacher showed concern about sophisticated consumerism and materialism embedded in the lesson. It may be the combination of the following two; the company showed only one product instead of many products, which would be highly likely to raise the eyebrows of teachers. The other is that the lesson, in general, addressed the important elements of eating. Therefore, the company successfully deflected attention away from its primary product, soy sauce, at the end of the lesson. For example, one teacher was concerned that the lesson encouraged children to eat with family members when it may be very difficult for some children who have a divorced family to find somebody with whom to eat (C9). This teacher was concerned about potential negative feelings of children whose parents may not be available to eat with them, instead of attempting to balance the knowledge of children about soy sauce and salt intake in the classroom, as suggested by many critics, by providing a different perspective from that of this soy sauce maker. The only concern raised from teachers was not about consumerism or balanced knowledge, but the potential negative feelings of the children.

Fifth, the survey questions indicated that the company focused on the effectiveness of the lesson. The majority of teachers in this study seemed to be very
supportive regarding surveys, by filling them out and sending them to the company. The survey asked teachers to evaluate the lesson content in terms of the skills of instructors, the effective use of materials, interest in learning for children, potential relation to developmental activities, and children’s communication with people about food in general. The list of questions, combined with the responses of the Kenkoman spokesperson led this researcher to believe that the company has been willing to improve the lesson content and better serve teachers. These efforts, which focus solely on the educational value of the program, are impressive and are deserving of a high degree of recognition.

Finally, the company sent multiple instructors, balanced by gender. The male employee played the important role of Dr. Soy Sauce, and a female played the assistant as pointed out by two teachers. It was not clear whether or not this gender assignment was the norm. Mr. Shima, the company representative said that the gender and the roles of instructors alternate depending on the day. This indicates that the company appears to be aware of the importance of a healthy balance regarding the gender issue. The company may not recognize that the gender awareness issues may be embedded in the role assignments of soy sauce instructors. In the eyes of those in western countries, if Dr. Soy Sauce is always played by a male with female assistants, this may be interpreted as representative of a male dominant culture.

**Advantages of the Program**

There are several highlights regarding the benefits of the program. First, the majority of teachers, nine out of 11 teachers, pointed out that the lesson increased an interest in learning as a benefit to children. Recall that many teachers used the lesson as
part of subjects such as language and home economics. This suggests two things: One, teachers used the lesson within the existing traditional school subjects, instead of a new subject, “integrated study.” Two, their primary focus for using the lesson was on student learning.

Second, all the teachers, except C1, reported that the professional knowledge the lesson brought into the classroom is beneficial for schools, teachers, and children. It is noteworthy that they identified this benefit more on the side of the teachers than children. The nature of professional knowledge seemed to raise an interest in learning for teachers as well. Almost half the teachers indicated they were pleased to learn directly from professionals. They were not talking about improving their skills as teachers but their own knowledge. This suggests that teachers became learners in the classroom with this lesson.

Third, it is noteworthy that half the teachers pointed out the “good materials” as one of the benefits because they were not easily available at schools; these materials facilitated providing professional knowledge in the classroom, and facilitated the quality of learning. The focus of the teachers seemed to be on effective student learning.

Fourth, the efficiency of using this lesson appeared to be valued by five teachers. It is noteworthy four out of five teachers said that they also can learn. Three of these teachers first mentioned the lack of their own knowledge, and then addressed the efficiency benefit. This suggests that combined with the previously mentioned professional knowledge, the lesson knowledge outweighed the efficiency for teachers.

Fifth, experience-based activity was identified by more than one third of the teachers as benefits to children, three of which also pointed out that the “fun” element
was also a benefit to children. The company worked on this element, according to the company spokesperson. Readers may recall that the company consulted with educational institutions and the Ministry of Education and identified the importance of experience activity as one of the key points. Therefore, the company’s efforts were reflected on the benefit to children based on the teachers’ opinions.

Sixth, it is noteworthy these teachers addressed the importance of improving children’s communication skills associated with this lesson. The place of communications they referred to are the interactions with family members and corporate instructors. One teacher even mentioned about social manners and greetings. This suggests that the potential impact of the lesson goes beyond the content.

Finally, the lesson is free of charge. Only two teachers referred to this as a financial advantage to schools. When asked if they are willing to use corporate programs if not free, the majority of the teachers in this case study answered “No” without apparent hesitation. On one hand, this indicates that a free lesson is a major advantage for schools, but that the lesson has to be free to be considered to be utilized at school.

Addressing a business perspective, the company, for many reasons, was fully aware of how its soy sauce lesson could serve the needs of schools. The company spokesperson indicated that the lesson could assist schools in appealing to the community and parents because of three merits: experience-based activities that schools cannot provide, the fun element of the lesson, and gifts. The company did not recognize the benefits identified by teachers such as interest in learning, communication improvement on the side of children, and efficiency and learning on the side of teachers. It appears that
the company did not know that teachers regarded their learning directly from different professionals such as Dr. Soy Sauce as one of the teachers’ benefits.

Disadvantages of the Program

Teachers did not raise as many disadvantages as advantages of the corporate program. One thing that does stand out is that some teachers showed modest concern about the different aims that the company might have. A newspaper article in Asahi Shimbun February 16, 2004, raised the same issue. The article suggested that teachers should have meetings with company representatives about mutual aims, inform parents about the lesson and explain why the company was selected, and disclose the company name (Uchiyama, 2004). It appears to be a burden for teachers to make certain the schools and the company are on the same page. In this study, only two teachers out of 11 pointed to the importance of agreement on the aims of the program (C2, C4). This does not mean other teachers were not concerned about agreement in program aims. Some may argue that most teachers might have failed to consider this factor. Both teachers and the company, however, would dispute this argument because the company visited schools for face-to-face meetings in order to make sure they were in agreement with the schools. For this reason, the company’s efforts to meet school administrators and teachers in advance should be recognized because the meeting played an important role in the company having a successful entry into the school market.

Another thing that stands out is that more than half the teachers reported that there were no disadvantages for children. On the surface, this may appear that the lesson had nothing but positive effects on children. The lesson addressed the positive functions of soy sauce and provided a gift bottle of soy sauce; however, no teacher indicated that the
lesson addressed the negative impact of salt intake on people’s health. Recall the concerns from food critics such as Professor Yamori, who warned about salt intake in a magazine article in 1999 that suggested young children need to be educated about food. (Sugihara, 1999). In 2004 and 2005, critics also suggested that when teachers use corporate programs, they should balance out the views about the products so the knowledge of children would not be one-sided. (Kamiya, 2004; Okumura, 2004; “Shokuiku Tomadou,” 2005; “Shokuiku Umaku,” 2005). Unfortunately in this case study, the researcher was not able to assess the efforts for balancing out the views of children from the voices of teachers and that of the company spokesperson. The company did not address the issue of salt intake, or the one-sided knowledge of which critics expressed concern. Mr. Shima appeared to recognize that schools and teachers normally are time constrained and this becomes an obstacle for inviting the company. According to Mr. Shima, the company did not reject any applications. The company has been trying to meet the needs of all the schools. Combining the fact that most of the applications came from the Tokyo area, and very few came from local cities, this is far from stating that this soy sauce lesson is widely accepted by public schools; although this study shows that the lesson has been well received by teachers.

**Advantages and Disadvantages to the Company**

It is clear that teachers are aware of the benefits that the company can receive. All the teachers, except one, indicated that the lesson functions as effective publicity. One teacher who did not identify any benefit to the company explained that she recognized that the company paid attention to not engaging in promotion, because, she said, the company was responding to the request from the national government. She reported that
the company did not engage in “obvious” advertising. This suggests that the presence of different levels of government is very strong in some teachers’ minds regarding this soy sauce lesson, as discussed in the section about the teachers’ motivations for using the program.

More than half the teachers in this study reported the company, with this lesson, successfully improved its corporate image. Most teachers indicated that the lesson reached out to parents as consumers and children as future customers. Five suggested that the lesson could contribute to increased sales, and one revealed that she became a regular customer of the company. The majority of teachers were fully aware of the benefits that the company receives, but failed to fully examine how these business benefits serve public education, where a neutral position should be maintained and proper well-balanced food education should be encouraged.

The company looked differently at the benefits it receives. Its focus appears to be corporate social responsibility. As reported by Mr. Shima, the company employees had a sense of accomplishment by talking to children as instructors and found connection with the overall society. Therefore, it is beneficial for the company to engage in this educational activity. While Mr. Shima recognized the increasing demand from schools, he regarded it as a higher expectation, instead of “disadvantage” and he indicated that the company is planning to increase and secure a number of available instructors in order to meet the needs of the lesson activity. This is believed to be a challenge for the company, because this is not the primary purpose of the business, and how to balance CSR and business operations is not an easy task.
Changes in Perception

Associated with the “benefits to the company,” teachers provided insights regarding changes in their perceptions based on their experiences with the company. Some experienced multiple corporate programs while others only a few. Therefore, their perceptions’ change toward the business world was not only based on their experience with this soy sauce maker.

There are several highlights regarding changes in teachers’ perceptions. First, the majority of teachers indicated they previously thought that companies had little contact with schools, or the focus of companies is either sales or profits. Some teachers indicated they had no interest before in the business world. These images changed and currently the teachers showed, in general, more positive attitudes toward the business world. They indicated that companies are currently more engaged in environmental issues and education, and cooperate with schools. They are now passionate, considerate, and not detached from schools.

Second, this major shift occurred for these teachers primarily between 2005 and 2007. The Basic Law of Food Education, integrated study, and safety issues caught the attention of teachers who said they had experienced a change in public schools. It is noteworthy that four teachers answered “I don’t know when the change occurred.” Of those four, all of them had 5 years or less of teaching experience. This indicates that the change occurred before 2005. One teacher at first answered that he did not know because a gas company came to his school for a lesson in 2004 and then he indicated that it should be before 2004. He asked older teachers about when these companies started to come to schools, and the answer he received was “when integrated study was introduced.”
Ministry of Education introduced the concept of integrated study in the late 1990s and officially announced it in 1998 and began incorporating it in 2000. This new subject was fully incorporated into the national curriculum by 2002. Using a business perspective, it is noteworthy that the Kenkoman spokesperson mentioned that he was previously advised to not include corporate promotion in the lesson. He no longer sees a similar caution from teachers. The company started its program in 2005 and this is probably when he was advised to be careful about corporate promotion.

Third, as for this particular soy sauce maker, the majority of teachers made positive comments about it, indicating its corporate image was better than before because the company seemed to be considerate and passionate and care about ecology. It appears the teachers have more affection towards the company and one, in particular, became a regular customer. It is clear that the company impressed these teachers through the soy sauce lesson at schools in two ways. The lesson and the associated personal interactions with teachers seem to be very successful. First, one teacher reported she learned the company cared about soy sauce making and ecology after seeing the company’s video about the manufacturing line during the lesson. Second, another teacher praised the company’s efforts to accommodate the needs of the teachers. Also, the company employees shared their own difficult experiences with a teacher who had had a tough time in the school yard growing soy beans. It appears these personal conversations helped the company employees become connected with teachers. One teacher expressed to this researcher, “I used to believe that ‘companies make products, and schools raise people’ and I thought we were different” (C8). His comment suggests that he is now of the belief that companies also raise people.
Finally, according to teachers, the company has demonstrated how much it cares about education. The company spokesman, Mr. Shima, passionately described how the lesson was created and how much effort the project team put into this lesson after listening to government officials, the media, and education professionals. The company was willing to openly discuss the lesson, and wanted the company name disclosed. Mr. Shima also mentioned, “We want to present our activities as they are.” His open attitude and willingness to discuss with this researcher, and his appreciation for this opportunity to rethink and evaluate their program, was only positive.

**After Member Checking**

This researcher took the findings to one of the participants in this case study, and she confirmed most of the findings. However, she made some very insightful comments. First, she agreed that teachers should have critically examined the program content recognizing that they tend to feel comfortable if the school had the program before and prior to the lesson had a meeting with the company. She also added that she realized that teachers may think they use companies but they too may be used by companies. Second, she wanted in the future to consider the effect of gifts. She revealed that this effect had never crossed her mind. She had always told children to make sure to hand the gift of soy sauce to their parents. In one sense, she was reinforcing publicity for the company. Third, she agreed that teachers should have considered the negative side of soy sauce in terms of salt, but in reality, she admitted that it is difficult to teach about it. Rather, she indicated that it is more beneficial to raise interest in learning about food. Fourth, while she recognized the importance of the neutral position of public schools by not supporting any specific company, she claimed that it is impossible to stay neutral because schools are
part of society which includes companies. She also admitted that it is difficult to draw a line between CSR and public relations, but she still supports corporate efforts in education. She agreed with this researcher’s argument that teachers tend to blindly believe the professional knowledge that the company brings into the classroom. She explained that she was occupied with the joy of learning something new, combined with the cooperative attitude from the company. She confessed that the effort to balance out the knowledge was too much work. She regretted failing to address this issue.

**Importance of Findings**

First of all, one of the unique aspects in this case study was the strong presence of the local government and Board of Education. The chairman of this soy sauce maker became involved in making national educational policy for the past decade by serving as a member of the Central Council for Education of the Ministry of Education, and also as a member of the Food Education Promotion Council. It appears that these contributions by the chairman of the company to the Ministry of Education worked in favor of this soy sauce maker’s involvement in schools.

Furthermore, the company was very successful in promotion. It states positive things about soy sauce. The company name appeared in the lesson frequently. Its product is shown in the classroom. Gifts including soy sauce were distributed after the lesson. The instructors visited schools for a meeting in advance to make sure schools and the company agree on the aims of the lesson. Teachers seemed to appreciate what the company brings to the classrooms: professional knowledge, good materials, efficiency for teachers, experience-based activity, and improved communications for children. The lesson appeared to foster consumerism. Neither teachers nor the company addressed the
issue or the negative impact of salt intake. Scheduling, agreement on the lesson aims, and instructor skills are the concerns for teachers, which the company seems to recognize. The lesson appeared to be effective corporate social responsibility (CSR). A challenge was that the company may not meet the needs of all schools because applications continue to grow. The lesson was well received by teachers while it functioned as good publicity for the company. It appears that the company’s “professional knowledge” was dominant.
CHAPTER VII
CROSS-CASE ANALYSIS

In this cross-case analysis, this researcher provides commonalities and differences across the three cases so readers have the big picture of the corporate involvement of these three companies. This section includes the purpose of the study, as well as a brief description of participants and schools.

Purpose of the Study

The purpose of this study is to investigate corporate involvement in Japanese public schools through food education programs designed by food makers. This researcher examined the collected data to determine if Japanese public education is facing the same problems as those raised by concerned American scholars, such as school commercialism, materialism, and consumerism. In order to examine corporate involvement in public schools, the following research questions were addressed.

1. Why do Japanese teachers use corporate programs in public schools?
2. How are the corporate programs implemented in Japan?
3. How do teachers perceive the advantages and disadvantages of corporate involvement in public education in Japan?
4. How have the perceptions of Japanese teachers toward business changed, if at all?

Participants

There were 38 participants in this study: three business representatives and 35 teachers. The participants from business organizations were two males and one female. Two worked in a PR Department and one in other than a PR Department. Their average working experience with the company was 22 years.
There were 35 teachers as participants in this study. The gender composition of teacher participants was well balanced: there were 16 males and 19 females. Their average age was 41.9 years, and their average teaching experience was 18.5 years. The average school size was 433 ranging from a small school of less than 100 enrollment to a large school of more than 1,000. There were eight schools in urban areas, seven in rural areas, and 20 in suburban areas. School locations covered from North to South, Hokkaido to Kyushu in Japan. The number of schools in the Greater Tokyo areas was high; however, only three out of 14 schools from Greater Tokyo reported that they were located in urban areas. Additionally, one out of six schools from Greater Osaka was located in an urban area. Therefore, this composite does not necessarily mean that corporate programs focused on urban areas. Rather, schools in suburban areas seemed to be targeted due to high population density. Except for this disproportion, the following composite demonstrated that this researcher was able to recruit participants from across the nation.

<table>
<thead>
<tr>
<th>Region</th>
<th>Count</th>
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<tbody>
<tr>
<td>Northern (Hokkaido &amp; Tohoku)</td>
<td>3</td>
</tr>
<tr>
<td>Greater Tokyo (Kanto)</td>
<td>14</td>
</tr>
<tr>
<td>Central (Chubu)</td>
<td>3</td>
</tr>
<tr>
<td>Greater Osaka (Kinki)</td>
<td>6</td>
</tr>
<tr>
<td>Western (Chugoku/Shikoku)</td>
<td>5</td>
</tr>
<tr>
<td>Southern (Kyushu &amp; Okinawa)</td>
<td>4</td>
</tr>
</tbody>
</table>
There are three aspects as to the companies and the nature of their products. First, all three companies were under pressure to reverse a shrinking market for their main products in Japan. Crispy was worried about the potato chip market because nutrition experts and food critics, since the 1980s, have complained about potato chips as snacks. MG has been worried about the loss of traditional Japanese food culture. Although nutrition experts have constantly praised the greatness of Japanese traditional food culture, fewer and fewer Japanese families cook at home; consequently, children have less experience cooking at home. Therefore, MG has been worried about people not learning about the positive side of Japanese traditional food culture. Traditional Japanese cooking requires umami from ingredients or umami seasoning such as MG’s signature products. In order for MG’s signature products to be sold, MG needs more people to cook traditional Japanese food. Nutrition experts have warned about the negative side of high salt intake in Japanese food culture. Kenkoman should be worried about its products which are high in sodium. Because the entire Japanese society is engaging in food
education, it is natural to assume that health conscious people would be avoiding soy sauce. As previously discussed, the consumption of soy sauce was decreasing in Japan. Newspaper articles reported that soft drink makers, snack makers, and junk food makers started to engage in food education because they did not want to lose a significant portion of the market due to the mounting concerns about bad diets and the emerging health conscious movement in the nation (“Shokuiku No,” 2006; “Shokuiku Umaku,” 2005).

Second, familiarity with the products in everyday life matters. Unlike MG’s products, the main products of Crispy and Kenkoman are familiar to children and they can identify these products in everyday life. In this sense, it is easier for these two companies to be recognized by children through their food education lessons at schools. As teachers indicated, some children from the MG’s lesson were not interested in the flavor lesson while no such comment was found regarding the snack and soy sauce lessons. Among three products, chip snack, seasoning, and soy sauce, chip snacks are the most familiar to children. The familiarity of the products seemed to affect the effectiveness of the corporate programs. In fact, the participating schools of the snack lesson outnumbered the other two successful corporate food education programs.

Third, the nature of the signature products matters. MG and Kenkoman have one positive thing in common: Their signature products are deeply rooted in traditional Japanese food culture. Both companies specialize in typical Japanese seasoning. Over the past decades, because of the prevalence of western food, the industry has suffered from decreasing consumption of its main products. However, the Basic Law of Food Education came into play in 2005 to promote traditional Japanese food in food education. This strong support from the national government provided MG and Kenkoman
companies with an excellent rationale for becoming involved in schools. In contrast, Crispy and Kenkoman have one negative thing in common, high salt content in their products, which goes against the national movement of food education. However, no teacher among the 35 teachers addressed this issue of the health implications of salt intake, except for one teacher who interrupted the snack lesson instructors. MG has a unique problem. The safety of its signature product was questioned in the United States in the 1960s and created a negative image in terms of health implications. The company has battled with this image for decades (Kubota, 2010). In fact, both teachers and the spokesperson from MG addressed this issue as an obstacle for obtaining support from teachers and parents when MG conducts lessons in the classroom, even though the lessons do not promote the consumption of its signature product. Therefore, the nature of its products accounts for much of the teachers’ decision making.

In summary, all three companies appeared to be concerned about losing their market and are under pressure to maintain their customers or create new customers. Therefore, it is meaningful for these three companies to reach out to teachers, parents and children who have purchasing power, for positive image input through food education programs. Additionally, they may have been motivated due to the CSR expectations.

**About the Lessons**

There are commonalities. First, all three corporate lessons are original and designed by the companies. In the lessons of Crispy and Kenkoman, the strong presence of their names and products is evident in the classrooms. Both MG and Kenkoman received professional advice from educators and the lessons were the product of collaboration between the companies and education professionals.
Second, the programs are free. When teachers were asked if they would want to use corporate programs if not free, approximately two thirds answered “No.” Most of their answers indicated that their tight budgets would not allow them to use the program, or it would be too much work for teachers to collect money if the programs were not free. This indicates that corporate programs must be free in order to be considered by schools.

Third, teachers learned about the lessons from various sources. Some were contacted directly by the company, while others learned about the lesson from their colleagues. However, the soy sauce lesson has strong backup from local government and MG has strong support from a teachers’ organization, TOSS. Regardless, all three companies send lesson information packets directly to schools. This indicates that the companies use diversified strategies in approaching public schools.

Fourth, it is noteworthy that Crispy and Kenkoman visit schools for a meeting well in advance whereas MG did not have a prior meeting regarding its flavor lesson. Teachers who participated in MG’s flavor lessons, however, did not evidence any concern. The company shipped out the detailed lesson plan and textbooks to be used in the lesson several months before the classroom session. Therefore, teachers had time to examine the content well in advance. As a result, they had little or no concerns. The central point here is that these three companies successfully eliminated any potential concerns that teachers might have had.

**Motivations**

This section addressed the answers to the research question, “Why do Japanese teachers use corporate programs in public schools?” As for teachers’ motivations, three aspects are common across the cases: Food education, experience-based activity, and
relation to subjects. First, the majority of teachers decided to use the corporate program because the lesson contained food education. This indicates that teachers tend to place a high priority on food education in the schools. Second, approximately one third of the teachers in each case were motivated to use the lesson because it contains experience-based activities. Third, teachers wanted to use corporate lessons as part of school subjects. It is noteworthy that the soy sauce lesson is uniquely incorporated into the language subject although it is related to food education. All cases showed “Integrated Study” as a subject that teachers plugged into. This indicates that the subject “Integrated Study” serves multiple purposes and is a great receptor for corporate programs, whereas, “Home Economics,” as a subject, also served the purpose for food education across the cases.

It is noteworthy that more teachers in the snack lesson case study identified the fun element of the lesson as one of the factors in their decision making, as contrasted with the other two cases.

**Implementation**

This section answers the second research question, “How are the corporate programs implemented in Japan?” There are six aspects in common concerning the implementation of lessons: publicity, distributed materials, competent corporate instructor, surveys, no in-house evaluation, and gender balance. First, the companies successfully obtained publicity regarding their lessons, confirmed by teachers and spokespersons. These companies mentioned their company name at least once in the lesson and distributed educational materials that contain their names. Half the teachers were asked by the company if photos could be taken during the lesson, presumably for publicity. Children’s questions raised during the lesson tend to focus on products and the business
operation. Consequently, the lesson itself became good publicity. Approximately 70% of teachers in this study reported that the company name was included in their school newsletters that were sent to parents. School newsletters that contain the company name help the company to be recognized by parents. Therefore, it is a powerful tool for corporate publicity. The newsletters as a tool caught the attention of this researcher when reading “A How-to Guide for School-Business Partnerships” published by the Council for Corporate-School Partnerships funded by Coca-Cola. The guide strongly encourages that, “the school should include words of appreciation for their business partners in their bulletins and newsletters to staff and parents” (The Council for Corporate-School Partnerships, n.d., p. 15). This researcher examined whether this, had in fact occurred; however, no teacher indicated that he or she was encouraged to do so by companies, but did so voluntarily.

Second, all three companies distributed materials containing their company name. Explicitly and implicitly the company evidenced a strong presence. In the case of MG’s lesson which has limited corporate content, children, normally not familiar with the company, included the company name in their reviews submitted to MG. Third, the majority of teachers were satisfied with the quality of the corporate instructors. A few complained that their way of talking to children was awkward. Fourth, the companies used surveys of teachers, and sometimes those of children and parents. Teachers were cooperative with the companies. Some indicated that they did the surveys “as a token of appreciation for their free lessons.” Fifth, no school in this study, after the lesson was complete, evaluated the corporate program for the purpose of future planning. Teachers in this study showed little interest in the evaluation, which might indicate that they were too
busy to reflect on the lessons or the corporate programs were not sufficiently important to teachers. Finally, all the companies sent multiple instructors, but the number of employees who visited schools was not constant. Some served as assistants and others were observers depending on the amount of preparation. It is noteworthy in snack lessons that Crispy overwhelmingly sent female instructors and MG tended to send more females, whereas, Kenkoman sent multiple instructors well balanced by gender. Gender roles may be imbedded in the lessons, because MG needed preparation to make broth, which was, as some teachers indicated, the job of the female instructor. Other teachers pointed out that in the soy sauce lesson, Dr. Soy Sauce was male and the assistant was female. It is not clear whether the company selected instructors with the intention of gender balance.

MG’s flavor lesson, for four reasons, was distinctively different from the other two lessons: First, an original textbook was used promoting Japanese traditional food culture. Second, the instructor brought expensive and authentic seaweed and dried bonito that are not easily available to schools, which appeared to impress the teachers. Third, the instructors did not use the company’s signature product or, for that matter, any products in the classrooms. Fourth, the company did not engage in promotion, or distribute any of its products as gifts. Teachers were very impressed with this policy, which helped improve the corporate image.

Kenkoman is different from the other two companies because, according to teachers, no data were collected directly from children regarding their diet habits for potential marketing purposes. Although the review reports from the children that were sent to the company may contain relevant information, Crispy and MG had attempted to collect data directly from children.
Advantages of the Programs

This section answers the first half of the third research question, “How do teachers perceive the advantages of corporate involvement in public education in Japan?” Identified advantages across the cases are as follows: Professional knowledge, good materials, raising interest in learning, efficiency, teachers’ own learning, experience-based activity, appealing to parents and community, and opportunity to improve communication skills. In general, teachers identified more benefits to children.

Professional Knowledge

Professional knowledge that companies brought to classrooms was identified across the cases. The majority of teachers, 28 teachers or 80%, reported that the school, teachers, or children can get benefits from the professional knowledge. Both MG and Kenkoman recognized this strength, as MG called it “our professional knowledge,” and Kenkoman called it “something schools cannot provide at regular school lessons.” It appears that these are identifiable strengths of the corporate lessons.

Good Materials

The value of good materials that companies bring to classrooms was one of the major advantages for teachers using corporate programs. Twenty-three teachers identified that schools, teachers, and children benefit from the good materials. It is noteworthy that in MG’s flavor lesson, all the teachers except one pointed out the value of good materials as one of the major benefits, whereas this benefit was stated by only half of the teachers in the other two cases. This suggests MG’s materials fit the needs of schools. The company spokesperson recognized that schools cannot afford these expensive materials and time-consuming preparation, which MG was trying to provide.
Raising Interest in Learning

Approximately two thirds of the teachers, 22 out of 35 teachers, identified “raise interest/motivation in learning” as a benefit to children. This benefit also appeared in teachers’ motivation to use corporate programs. This suggests that teachers tend to focus on how they can attract children’s attention which, in turn, leads to effective learning. Compared to the other two cases, fewer teachers, only five out of 13 who experienced the snack lesson, reported this benefit. Partly due to the use of the program in relation to subjects such as language and home economics, Kenkoman’s soy sauce lesson had the most teachers, nine out of 11, who claimed this as a benefit to children.

Efficiency

More than half the teachers, 20 out of 35 teachers, expressed that the lesson saved their time and energy. Recall that many teachers indicated they were very busy and that the corporate lesson was very helpful due to this merit. Teachers’ priority was not necessarily placed exclusively on efficiency. To avoid this misunderstanding, all of the 20 teachers who said that efficiency was a benefit to the teacher, also identified benefits to children such as professional knowledge, learning through experience, raise interest in learning, and good materials. This potentially misleading issue was addressed by one teacher when the researcher conducted member checking.

Teachers’ Learning

Approximately half of the teachers, 17 teachers, found the program was beneficial because they can learn from the program or improve their instructional skills by observing corporate instructors. Their willingness to learn from outsiders is noteworthy. This indicates that the lesson turned out to be their professional development,
and teachers turn into learners in the corporate lesson.

**Experience-based Activity**

More than one third of the teachers, 16 teachers, identified experience-based activity as one of the major benefits to children. In relation to good materials, MG’s flavor lesson had the highest number of teachers among the three cases who identified this benefit to children due to the materials MG provided in the classrooms.

**Appeal to Parents and Community**

One unique benefit to schools appearing across the cases, according to 12 teachers, is that the lesson can appeal to parents and/or the community. Therefore, the lesson can be used as a tool for public relations by the schools. Half the teachers in the snack lesson identified this benefit. Kenkoman has already recognized this benefit to schools and may be using it as a vehicle to reach out to other members of the community. MG is struggling with this issue due to the negative image of its signature products, even though professional knowledge and materials that are not available at schools are the strengths of MG’s flavor lesson, evidenced in the high frequency in teachers’ answers to benefits to schools, teachers and children across the board. Altogether 12 teachers, one third of the 35 teachers, pointed out that the lesson can appeal to parents and/or the community.

**Social and Communication Skills**

Across the cases, teachers pointed out that the lesson provided an opportunity for children to increase communications with others or improve social and communication skills. This benefit was raised in a pilot case study that this researcher conducted in 2008. In this case study of a leading ketchup maker, children grew tomato plants which were
donated by the ketchup maker. Teachers in this study pointed out that the children communicated with others every time they encountered problems. In the process of resolving the problems, children improved communication skills. This is one of the indirect consequences (Takano, 2011). It appears the range of benefits to children is wide.

Other Differences

At least one teacher in each case identified the fun element of the lesson as a benefit to children. The snack lesson stands out because five teachers pointed out this element as a benefit to children while two other teachers in the snack lesson revealed that they considered using the lesson because “it sounds like fun.”

Disadvantages of the Programs

This section answers the second half of the third research question, “How do teachers perceive the disadvantages of corporate involvement in public education in Japan?” Teachers in this study did not raise as many disadvantages as advantages of the corporate program. This indicates two possibilities. One, teachers were very happy with the program and teachers regarded the program as very successful with few complaints. Brislin (2008) explains that Japanese people are much more comfortable with silence and do not feel pressured to speak up to fill a void, and that Japanese people are likely to speak only when they have something to say (p. 36). This may explain why teachers mentioned advantages because they had something to say, and they did not mention disadvantages because they had nothing to say. The second possibility is that teachers might have complaints, but they chose not to inform this researcher due to the nature of Japanese culture. For example, McFarlin and Sweeney (2006) point out that Japanese tend to use a distinctly different style from Americans when criticizing because the
underlying cultural norm is different. McFarlin and Sweeney explain that the need for group harmony in a collectivist culture impact how Japanese people deliver critical comments; therefore, criticism or causing someone to lose face is something to avoid (2006, p. 204). This may be one of the reasons why Japanese teachers in this study decided not to say negative things about the programs.

Regardless, first, one disadvantage identified across the cases was difficulty in scheduling. Teachers complained that schools have many events and it was difficult to set a date and set aside time for a meeting. Approximately half the teachers indicated that they had the most burden in communicating with the company. Therefore, this communication difficulty is the only major obstacle for teachers when deciding to use corporate programs. This drawback was recognized by only the soy sauce maker. The snack maker decided not to say anything about disadvantages of the programs on the educator’s side, and MG was more concerned about the negative image of its signature product and related perception of some parents who may think that MG was trying to regain its corporate image through its programs.

Second, another common aspect is half the teachers reported there was no disadvantage on the side of children regarding the corporate program. Only two out of 35 teachers recognized that the lesson content may be one-sided or inappropriate, which could be a problem. Combined with the fact that schools did not conduct any formal evaluation to speak of, it is not clear that the other 33 teachers fully examined the lesson content. This represents a potentially large pitfall for teachers, if they continue to use corporate programs without critical examination. If schools are the places to provide children with one-sided information from business people, schools can be easily turned
into market places and the subject of commercial exploitation. Schools would then be likely to produce good consumers, instead of critical citizens. Therefore, teachers as decision makers are critical in their active roles in the use of corporate programs.

Third, only the snack lesson presented teachers with concerns about promotion. One third of the teachers who experienced snack lessons showed concerns about promotion in the classroom as a disadvantage of the program. This is related to the fact that the lesson used the company’s product, potato chips, in the classroom. It is noteworthy that many snack lesson participants recognized that the lesson contained corporate promotion. In fact, two other teachers pointed out that the lesson could be one-sided and a potential disadvantage to children, but did not relate it to promotional activity. The soy sauce lesson was a different story. Teachers were not fully aware of the wide range of soy sauce promotion and the effect of gifts. No teacher in the soy sauce lesson pointed out this could be a potential disadvantage for children. This issue of promotion did not apply to MG’s flavor lesson because MG did not use its product or talk about its products in the classroom.

Fourth, at least one teacher across the cases pointed out that the guidance to children before the lesson is a burden to teachers. Four teachers who experienced the snack lesson were concerned about children getting too excited. The familiarity with the product, potato chips, is one of the reasons for the burden, although it is also one of the strengths of the lesson.

**Advantages and Disadvantages to the Companies**

This section addresses the critical issue of teachers’ perception about corporate involvement in public schools such as emerging commercialism, consumerism and
materialism in the classrooms engendered by corporate programs. More than two thirds of the teachers in this study recognized that the corporate lessons serve the companies as good publicity. Approximately two thirds of teachers indicated that the lesson improves corporate image and helps to reach out to parents and children. More than one third of the teachers pointed out that the lesson helps increase sales. This indicates that teachers are aware of a full range of benefits for the companies. Teachers knew, consciously or unconsciously, of corporate influences in the programs. With this in mind, how much did teachers attempt to balance out the corporate influence and children’s knowledge? This critical question has been an issue for critics since corporate food programs entered the school market. Recall that only two of 35 teachers pointed out that the lesson content was one-sided or potentially inappropriate. One of the two teachers pointed out that this is because the lesson content was not fully examined. As a result, they tend to depend on business people. As stated earlier, the most frequent disadvantage raised in this study was the burden on the shoulders of teachers (see Figures E6, F6, G6). Half the teachers indicated there was no disadvantage for children. Remember, the snack lesson successfully changed the perceptions of children and parents who now believe that chips have nutritional value and that nothing is wrong with eating potato chips as long as it is 35g or less. Kenkoman successfully reminded children how much soy sauce is used in various foods in everyday life and taught children a new way of using soy sauce such as on vanilla ice cream. Did anybody in school teach children about the negative consequences of salt intake such as stroke? This study did not answer this question and the issue needs to be addressed. If the answer was “No,” business people will be very pleased because schools end up serving the purpose of business, that being, expanding
From a business perspective, all three companies claimed that their activities were not for profit seeking, but instead as part of corporate social responsibility (CSR). This trend was confirmed by a study of the food industry, conducted by the Cabinet Office Government of Japan in 2008. A survey regarding food education activities was sent to 600 companies in the food industry including food makers, food retailers, and food service companies. Of those, 167 companies responded and the highest ranking in their motivation was CSR (37.9%) overall. In the category of food makers, CSR ranked the highest of 55.8%, followed by food safety (44.2%), marketing strategy (42.3%) and improvement in corporate image (36.5%; Cabinet Office, Government of Japan, 2009b). Crispy hopes to eliminate the negative image of potato chips, MG hopes to remind Japanese children of the wonderful Japanese food culture, and Kenkoman wants to address the good things about soy sauce, which represent traditional Japanese food culture. MG is the only company that openly discussed the potential of sales increase out of CSR activity. Unless it was a coincidence, MG appeared to have communicated very well with teachers regarding CSR. MG’s participants recognized the concept of CSR, much better than the other two cases, those of Crispy and Kenkoman, as seen in the findings of this study.

All three companies also address the challenges they face in their being involved in schools. The first concern was that the number of instructors was not catching up with the applications that continued to grow. In fact, according to a survey of 2008 conducted by the Cabinet Office, Government of Japan (2009b), 42.4% of companies in the food industry answered that there was not enough human resources to provide food education.
programs. When it comes to food makers, the first challenge was awareness of food education in the organization. Of food makers, 50% reported that not all the employees share the same level of awareness about food education. The second highest challenge was lack of human resources at 38.5%. In this study the lack of sufficient instructors was addressed by all three companies while the level of awareness was only addressed by MG.

A concern expressed by both Crispy and Kenkoman was about their instructors’ skills even though teachers were generally satisfied. MG has a unique strength in its program. It uses effectively authentic materials such as expensive seaweed (dried kelp) and dried bonito. Teachers in the flavor lesson focused more on the materials than the instructors and their skill level. Therefore, it appears that MG recognizes this strength and is confident of the advantages of the program.

Changes in Perception

This section addressed the fourth research question, “How have the perceptions of Japanese teachers toward business changed, if at all?” There are several highlights in perception change. First, across the cases, teachers indicated they felt change regarding this new corporate involvement primarily in two periods: either the late 1990s or between the years 2005 and 2007. The Ministry of Education announced its intention to introduce a new subject “Integrated Study” in 1996 and made an official announcement in 1998, began incorporating it in 2000, and fully incorporated it into the national curriculum by 2002. During these years, teachers started to hear the words, “guest teachers,” “food education,” and started to receive flyers regarding corporate lessons and factory visits from companies. The Basic Law of Food Education was enacted in 2005. Companies started to approach schools between 2000 and 2005, and they intensified strategies after
Second, across the cases, the majority of teachers had a perception of the business world as either profit making, or having nothing to do with schools. Teachers currently see the business world as having educational value, being involved with education, and engaging in more CSR activity in areas such as education and the environment. Many teachers across the cases recognized that companies are now paying more attention to education and schools. Across the cases after teachers experienced the corporate programs, the majority reported their perceptions of the business world were positively changed. The indication is that corporate programs are effective in changing teachers’ perception regarding corporate image. This suggests that conducting lessons at schools is a great vehicle for entering the school market, and improving corporate image. Once teachers as decision makers open the door to the company, they tend to invite the lesson again because of their previous experiences, which appear positive. These corporate lessons allow the use of company names, the conducting of surveys, and in many instances allow companies to use their products in the classrooms and distribute their products as gifts.

Third, it is particularly significant that teachers who experienced MG’s flavor lesson addressed the concept of corporate social responsibility (CSR), much more than those in the two other cases. There are two possible explanations. The instructors may have communicated very effectively with the teachers about the lesson being their CSR activity. Another possibility was that teachers were impressed with the fact that MG did not engage in promotion. Consequently, they might have thought the flavor lesson was a genuine social contribution, whereas, Crispy and Kenkoman showed their products and
presented their promotional video in the classroom, which may have led teachers to believe it is natural for companies to engage in promotion because their ultimate purpose and motivation is profit making. Similarly, from the beginning, the national government recognizes in a Food Education White Paper that some companies provide food education programs as CSR whereas others do it as a sales and marketing strategy (Cabinet Office, Government of Japan, 2006, p. 64).

Fourth, an interesting approach was found in Kenkoman’s soy sauce lesson. Kenkoman successfully gave the impression that the company cares about ecology. The soy sauce instructors addressed the importance of recycling and distributed postcards made from recycled paper using soy sauce residuals. As readers may notice, only teachers in Kenkoman’s soy sauce lesson addressed environment education and ecology when explaining their perceptions’ change. Kenkoman’s effort to include the “ecology” issue in the lesson was very successful for influencing teachers. Therefore, it is natural to assume that children who participated in this soy sauce lesson would think the company is ecologically friendly.

In summary, the majority of the teachers have changed their attitudes toward the business world and more so toward the companies that they personally experienced. This is a good rationale for companies entering the school market, using their expertise, to improve their image in the society. Once they are in the school market, this study suggests that it is not difficult for them to use their products in the classrooms and give out their products as gifts. It is clear that consumerism and commercialism are consequences of corporate involvement in public schools in Japan, and that it is obvious that, as indicated in America by scholars, corporate programs successfully influence the
knowledge of both teachers and children.

Conclusions

The purpose of this study was to investigate corporate involvement in public schools in Japan and to determine if Japanese public education is facing the same problems such as consumerism, materialism, and commercialism in schools as claimed by American critics. As discussed in Chapter 2, American schools have a long history of using corporate curriculum and corporate involvement in education and it is strongly tied to school financing as seen in exclusive agreements between companies and schools, where part of the profit goes to schools.

This study indicates that corporate involvement in Japan is not as strongly related to school financing as in America; however, schools obtain financial advantages by using free corporate programs. Japanese public schools do not need to seek money from the business world due to the public funding. Although teachers addressed the tight budgets of schools, they seemed to focus on effective student learning rather than financial advantages. Boyles (1998) argues that corporations use their financial power to cause students, teachers, and school leaders to support business interests and to accept the real world as imposed by business leaders. In the case of corporate involvement in Japan, it appears that corporations use their expertise and professional knowledge to cause students and teachers to support their propositions, which are likely to lead to more consumption of their products. In this study, students as well as teachers appear to blindly believe what is presented by business leaders. They may depend on the opinions of business leaders due to what they believe to be professional knowledge. Consequently, students may be in a position where they are not learning to think critically because
teachers may have failed to neutralize the one-sided elements of the knowledge provided by the business leaders.

Molnar (2005) warns that promoting unhealthy foods in schools undermines student health and educational priorities (pp. 61-62). The snack lesson in this study changed the perception of children and parents who did not have the habit of eating potato chips and thereby tapped a new market. The soy sauce lesson also tapped a new market by talking about additional ways of using soy sauce. Salt intake, however, has health implications. Some critics may argue that these lessons undermine student health, even though the degree of consumption by Japanese children is very small compared to their American counterparts. This researcher also has to remind readers that the WHO report identified soy sauce as the major dietary source of salt intake in Japan (Elliot & Brown, 2006). This is a challenging issue for both the company and all Japanese citizens because, as Elliot and Brown recognize, high sodium intake was due to the dietary practice of eating traditional Japanese food. Because the Basic Law of Food Education promotes Japanese food culture, the soy sauce lesson is a contradiction, unless they address this health issue. This researcher has to agree with Molnar’s argument in that marketing to children in schools is problematic because children are asked to believe what they are being taught (2005, p. 9).

Saltman (2000) claims that corporate curriculum trains students to be consumers, and turns schools into marketing sites with captive audiences, and he further warns that some companies promote consumerism through free corporate curriculum which influences knowledge content by presenting misinformation. This researcher has to agree with Saltman’s argument, because all the cases indicated that corporate curriculum
successfully influenced the knowledge of children and teachers, possibly parents as well. Corporate curriculum in this study appears to be one-sided because few teachers attempted to balance out the knowledge that these corporations presented.

VanderSchee (2005) pointed out that lack of a regulatory system invited food makers, especially those with unhealthy products, to turn schools into a lucrative market. Using examples of school lunch programs, VanderSchee claimed that excessive access to unhealthy food in schools causes serious health implications. In Japan, most elementary schools have in-house kitchens and provide hot meals every day. All children eat the same meal in the classrooms. No child brings a packed lunch from home except those with allergies. The most important nutritional element in food is protein, and the protein intake from a single school lunch in Japan is much higher, sometimes, almost three times higher than that of their American counterpart (MEXT, 2010b, 2010c; Stallings & Taylor, 2008). High fat content foods, chips, or sugary snacks such as ice cream, and cookies are not normally available to elementary school children in Japanese schools unless for special circumstances, and specifically included in the lunch menu. In addition, the national movement of food education alerted schools to be cautious about children’s diets. In this sense, children’s diets during lunch time in schools are strongly regulated. However, this researcher has to agree with VanderSchee in a sense that the lack of a regulatory system regarding corporate involvement in schools may have invited unhealthy products into the classroom as, what is claimed to be, food education, although it invited healthy products as well. Political and religious activity is prohibited in public schools, according to the Fundamental Law of Education, which sets the standards for Japanese education. Commercial activity, however, is not addressed in the law (MEXT,
2011c). This suggests that it is easier for business organizations to enter schools, compared to entry by political groups and religious organizations. This area has been and is unregulated in Japanese public schools.

In summary, it is clear that companies receive a wide range of benefits from their involvement in schools and teachers in this study recognize these benefits. By talking directly to children and teachers, companies are effectively influencing the knowledge of children and teachers, and in some cases, parents as well. Providing food education lessons directed toward elementary school children is an effective way for reaching out to parents and children as future customers, and improving their image in the society. For teachers, the greatest benefit was the opportunity to provide better knowledge for children through corporate programs that possess professional knowledge, experience-based activity, and good materials. The program also raised interest in learning for further developmental activities. The major drawback as identified by teachers is scheduling difficulties. An additional drawback is that children’s knowledge may be one-sided because the teachers failed to balance out the knowledge provided by companies. Some may have unknowingly assisted corporate promotion by providing guidance before the lesson, and having children write thank-you-letters after the lesson, even by distributing gifts after the lesson. This study suggests that teachers currently place more emphasis on children’s learning over financial advantage, efficiency, and good publicity in the community, although they seemed to enjoy these advantages in the end. If teachers had revealed that their motivations are other than learning such as efficiency, financial advantages, and gifts, it would be a red flag that an educational priority change might have occurred. It could worsen if balanced views are not provided to children, while
companies still receive benefits from their programs at schools. If the greatest benefit did not go to children, the meaning of education would be diminished. Therefore, it is imperative to monitor the motivations of teachers who chose corporate programs with a critical question, “Who benefits the most, children or companies?” It is equally important for teachers to recognize the benefits and concerns of corporate programs while keeping an eye on how these programs may be helping companies do their traditional “business” activities in public schools in Japan.

**Implications**

There are several implications from this study. First, this study shows that two out of these three companies were very successful in promotion. These three are business leaders in the food industry in Japan. In the case of the soy sauce lesson, the company instructors mentioned good things about soy sauce, the company name appeared quite frequently, and gifts including soy sauce, were distributed. Should teachers be more aware of the impact of these activities? Teachers may need to learn how to deal with this problem, if they consider it as a problem. It would be ideal if schools establish a policy regarding corporate involvement, so that teachers recognize this issue and learn how to deal with it through workshops and professional development. In this study, there was no sign that schools have a policy in place regarding corporate involvement such as what kind of materials or gifts are allowed to be distributed, or whether or not their products can be used in the classrooms. This could serve as a guideline for teachers and schools, as well as business leaders.

Second, teachers should balance the knowledge of children when they use corporate programs. For example, informing children about the negative implications of
high salt intake may be helpful to them. If teachers cannot handle this knowledge, should they collaborate with nutrition teachers to balance out children’s knowledge before or after the snack lesson and soy sauce lesson? Is there any professional development specializing in “how to balance out” when you invite corporate programs? These questions may have already been raised in some teachers’ minds, but this researcher saw no sign of it from any teacher in this study. It appears that the company’s “professional knowledge” dominated teachers’ minds. Therefore, staff development may be necessary to address this issue because it appears to be difficult for teachers to create time for additional lessons to balance out the knowledge presented by corporate programs because the teachers are very busy as recognized by the media and the teachers in this study.

Third, some may argue that companies were trying to manipulate teachers’ minds through the lessons and their interactions with the teachers. Others, including this researcher, would argue that the company’s efforts should be recognized as a good example because these companies are very successful in communicating with teachers and accommodating their needs. The companies eliminated any concerns regarding their involvement in schools by sending detailed lesson plans and rich materials well in advance, or through face-to-face meetings to agree on aims of the lesson. As one teacher stated, companies are part of society and it is difficult to draw a line between CSR and corporate publicity or promotion. At least, however, this issue should be examined so that teachers recognize corporate efforts from a business perspective through staff development and workshops. Then, schools can maximize the benefits to schools, teachers, and children as well as to society from corporate involvement without damaging the quality of education such as explicit and inexplicit commercial exploitation.
Fourth, this study suggests that teachers tend to achieve the goal of the national policy through food education. Due to the national policy, which strongly encourages schools to work with the private sector, and promote food education in schools, Japanese teachers tend to work with the business world to provide food education at schools. DeCoker (2002) argues that some claims of Japanese teachers having little flexibility due to national standards are misleading. He indicates that the Japanese centralized system may create more avenues for teacher collaboration. It is timely for the company and schools to collaborate under the same goal of food education because food education currently is strongly supported at all levels by governmental policy. As indicated by some teachers in this study, food education, which was not included in the previous teachers’ guidelines, finally appeared in teachers’ guidelines published by the Ministry of Education (MEXT, 2008a) to reinforce the national policy of food education. Therefore, this study suggests that the influence of the national government is strong.

Finally, recent statistics (“Himan No,” 2009) show that the concern about the trend of overweight children was reversed at every age after more than 2 decades due to improved diets. Children recently showed positive behavior changes in their diets. Success can be claimed by companies who have actively provided lessons across the country under the name of food education. However, arguably, it may be too soon to recognize desired behavior change. Companies are tapping new markets by convincing adults and children who have avoided their products for years but now feel that these products are all right if consumed at reasonable times in reasonable amounts. However, readers may recall that this researcher, in a pilot study, found that some nutrition teachers were very critical about corporate programs. The position of “nutrition teacher” was
created in 2005 by the Ministry of Education and schools were encouraged to hire them. The number of nutrition teachers in the nation started with 34 in schools in 2005. It increased to 359 in 2006, 986 in 2007, 1,897 in 2008, and 2,648 in 2009. Considering the fact that there were 22,000 elementary schools in Japan, only 10% of schools had nutrition teachers. On April 28, 2009, the Ministry of Education expressed its concern that many schools still do not have a nutrition teacher and asked local governments to actively engage in hiring a nutrition teacher at each school (MEXT, 2009a). Therefore, the role of nutrition teacher is very critical for balancing the knowledge that is presented in corporate lessons and then it may be possible to change the rules of the game over the next decade.

Cultural Differences

In this section, two cultural differences that potentially affect the study are addressed: High-context culture and the strong presence of the national government. First, due to the cross-cultural aspects of the research, formally obtaining written consent in legalistic appearing documents may have significant implications. This researcher felt the need to meet the consent requirement with a culturally sensitive approach. As McFarlin and Sweeney (2006) explain, insistence on details would be regarded by Japanese as condescending, unlike America where it is merely regarded as a business necessity. McFarlin and Sweenery explain that Japan is a high-context culture. Context is the background information other than what is said or written when attempting to understand others. In low-context cultures, like the United States, people tend to be concerned about the details of an arrangement, and the interpretation of people and behaviors depends on what is actually said or written. In contrast, in high context cultures, the setting,
surroundings or cultural aspects carry more weight than what was said or written. In high-context cultures like Japan, “spelling everything out would be a condescending put-down” (McFarlin & Sweeney, 2006, p. 162). Being Japanese, the researcher felt exactly the same.

As expected, many teachers stopped communicating with this researcher after they received a request for a signature on a form for written informed consent for the pilot study in 2008-2009. In fact, one participant did not respond until after this researcher made an international call to determine why she was not responding. Her answer was, “I am sorry but I was intimidated by the details of the document.” Because of the phone call and a friendly conversation, she finally initiated the interview. Through this experience, this researcher confirmed that imposing the American approach to conducting research would work against recruiting Japanese participants. At the same time the researcher realized that sending the consent documents by regular mail and requiring the mail return of signed documents easily would cost one full month of time. Therefore, the researcher made a request to IRB to waive written informed consent for this dissertation research. The request was honored. When individuals showed interest in being a participant, the researcher provided an informed consent by email. Additionally, it was necessary for the researcher to repeatedly apologize to participants for imposing American standards and so that Japanese participants would know this researcher is not “the other” but one of them by showing the understanding of their feelings about the consent procedure. Brislin (2008) states that Japanese like hearing apologetic language because it shows modesty and demonstrates that people are not putting themselves above others (p. 38). As a result of this approach, many teachers signed up and the researcher
was able to obtain more than 10 participants in each case and was able to start interviews efficiently without losing significant time. However, it was not easy to complete the interviews. Some participants took 3 to 4 weeks to answer just one question. This researcher sent one question per email to provide enough time for insightful answers. The researcher lost many participants during the holiday seasons and at the beginning and the end of the school year, even though reminders were constantly sent. Due to the persistence of the researcher, some teachers came back to the interview process after several months with no contact. Generally, it took 2 to 3 months to complete an email interview with one participant. A couple of teachers completed the interview within 3 weeks. Others took 4 months.

A second significant cultural difference is the strong presence of the national government in educational policy, in Japan. This centralized approach of the Japanese may be associated with their culture of collectivism. In fact, Herbig (1995) points out, “the collectivist orientation of the Japanese society has been deeply ingrained…for hundreds of years. It continues to be strongly stressed within the family, the work group, and the formal education system in Japan” (p. 165). Furthermore, McMillan (1996) explains, “Japan undertakes a great deal of planning…Japan’s government planning provides a consistency between public policy goals and private corporate objectives. They are not working at cross purposes” (p. 21). Addressing the business-government relationship in Japan, McMillan illuminates the strength, which comes from “the quality and the pragmatism of the consultative mechanisms between business and government” (p. 69). He further stresses the system does not lose sight of the overall goal stating, “Business and government share the same goal of making Japan internationally
As readers may recall, Japanese history speaks that its nationalistic attitude toward policymaking has been paramount in the successful implementation of policy in Japan. The Basic Law of Food Education is a good example of McMillan’s point. This study shows that government and business collaborate with the same goal of food education. The only problem is the public sector unexpectedly invited, what can be considered, sophisticated commercial activities into public school classrooms. Local governments and schools have not been critical about this because the national government had asked the private sector to become actively involved. As pointed out by McMillan, they are not at cross purposes.

**Implications for Further Research**

There are several implications for further research. First, this study was primarily limited to the perceptions of teachers. The *Shokuiku White Paper* calls for strong leadership from principals in providing food education (Cabinet Office, Government of Japan, 2009a). School administrators may have very different attitudes toward corporate involvement from those of teachers. Therefore, further research is recommended to examine the role and opinions of school administrators regarding corporate involvement.

Second, this study was limited to the food education programs of three companies that faced shrinking markets. Based on the examination of 275 food companies in the sample, it is the understanding of this researcher that few companies of healthy products actively engage in food education in public schools. For example, only two milk producers stand out as companies with healthy products. Their school listings were between 20 to 25. This suggests that inquiry into companies with healthy products may provide a different picture of corporate involvement.
Third, further research in other than the food industry may be indicated to determine if there are any significant differences from the findings of this study.

Fourth, further research is recommended to examine why some schools have chosen not to have corporate programs. The voices of teachers who chose not to invite corporate programs do not appear in this study. By investigating the attitudes of teachers and school administrators who chose not to invite corporate programs, a different picture of corporate involvement in Japanese public education may be captured.

Finally, this study was limited to teachers who work at elementary schools. Further research is recommended to examine corporate involvement in middle and high schools. Middle schools and high schools appear to look at manufacturers in the technology industry as career education. Therefore, research regarding corporate programs of the technology industry in Japanese public schools is strongly recommended.
CHAPTER VIII

EPILOGUE

In this chapter, this researcher shares reflections on her study and how her experiences and cultural background affected her personally and with this study. Now this researcher refers to herself as “I.”

I am native Japanese who grew up in Japan and attended public schools, from elementary to high school, in the 1970s and 1980s. In my entire public school life, I never experienced business people in the classroom. When I went on field trips with my class, we were sometimes taken to factories to observe manufacturing lines. That was the only time I was able to learn directly from companies as part of school events. However, my 10 years working for the marketing director and public relations manager of the leading soft drink maker in Japan provided me with experience in business and especially with promotional activities.

In my initial research that was conducted in 2007, I learned that McDonald’s in Japan started to provide a food education program after the Basic Law of Food Education was enacted in 2005. I found from the company website that the number of McDonald’s participating schools was continuing to grow. However, in 2008, a leading soy sauce maker who also was conducting school programs did not list participating schools on its company website. What appeared to be inconsistency among the various programs and transparency issues were intriguing and I decided to engage in further inquiry. In summer 2008, I obtained IRB approval and conducted a pilot study in which I discovered from teachers that a snack maker gave out a small bag of potato chips as gifts to students. I literally jumped up at finding this out. Free potato chips in public schools as part of food
education? The teacher participants shared their initial concerns about corporate promotion but it appeared that those concerns were eliminated after they had a meeting with the company. This situation made me question how and why this was happening. I did not know to what extent promotional activity was being conducted in the classrooms. Additionally I did not know to what degree this issue was new to school administrators and teachers. Therefore, I engaged in conducting additional pilot studies.

In October 2010, I presented the findings from several of these pilot studies at the annual conference of the Midwest Conference on Asian Affairs at The Ohio State University. Behavior change caused by corporate programs was one of the significant findings in my pilot studies (Takano, 2010c). Many Japanese scholars were in the audience. They were very surprised with the findings and asked me questions after the presentation. One of them personally approached me saying, “I was stunned. I knew about ‘integrated study’ when I was teaching in Japan, but I did not know that integrated study was used for corporate promotion. Is there anything we can do about this?” She was very concerned about the future of Japanese public education. Also, when I presented the pilot study of a potato chip maker at the annual meeting of the American Educational Studies Association in October 2010, the audience asked me questions regarding the influence of nationalistic policy, and historical and cultural implications. These questions led me to believe that these issues needed to be addressed.

Japanese people are good at incorporating the best features from the West while maintaining Japanese traditional values. The history of Japanese educational reforms indicates that Meiji leaders did this in their first educational reform in the 19th century (Schoppa, 1991, p. 23). After World War II, the Ministry of Education resisted the total
establishment of American democratic education in the second reform and insisted on reserving Japanese culture in the education system (Passin, 1964, pp. 274-278). In the third reform, Nakasone promoted decentralization while strengthening nationalism in Japanese education with the emphasis of traditional Japanese values, in order to unify the country and to be competitive in the global market (Hood, 2003, p. 77). In this way, Japan successfully restored the “Japaneseness” of the education system (Beauchamp, 1991, p. 32; Schoppa, 1991, p. 38).

Therefore, I believe that, as long as Japanese educators recognize the potential benefits and problems of corporate involvement in schools as identified by their American counterparts, they can make adjustments through incorporating the best features of the private sector while keeping traditional values of the public sector with appreciation for the role of the national government. In fact, I have hope for a new face of corporate involvement in public schools in Japan because, at the end of the interviews, teachers in this study left the following messages.

By answering your questions, I gradually understand corporate efforts…..While I was answering your questions, I started to think. Our school system is very closed and conservative. Now it is getting more common to invite outsiders as guest teachers. However, I am afraid that inviting food education programs from companies is not yet common. Which company or what contents matter. If we use corporate food education program at schools, I realized that systematic guidance through all the grades is necessary….From now on, I would like to look for the opportunity to utilize other food education programs. (B1)
Thank you for this opportunity. Through our communications, I realized how much I was shallow in my thinking. I have never engaged in an activity which requires me to think hard and broadly as much as I did this time with insights. I will rethink from now on when we invite instructors from outside. Good luck on your study. (A10)

After this interview, I started to have regret about my behaviors in applying for these corporate programs without critical examination. I realized that I should examine the contents so that I can relate the program to further development and children’s learning. I have to keep in mind that the program should not end as a onetime program. It should not be part of corporate promotion. (B3)

Thank you. I had a great opportunity to learn, too. (B8)

I think this was a great opportunity for me to rethink about corporate programs at schools. (A13)

I want to thank you for this opportunity. This is a wonderful experience to answer the questions about which I have never thought of. (B2)

This was a great opportunity to reflect on my practices when using corporate programs. I hope your study will be a meaningful one. (A5)

I learned a lot from this interview. Thank you so much! Please take care of yourself. I wish you good luck on your study! (C4)

I am receiving great stimulus from the communications with you…. I truly appreciate this opportunity for thinking about so many things. I am looking forward to your future studies. (C9)
I simply asked why they think the way they do based on the research questions and I always asked them what made them think that way. These comments suggest that the interview process and their participation in the study stimulated their own analysis of corporate programs. It is obvious that they have become insightful regarding corporate activities. I never shared my proposition with them, or guided their answers in the interviews. Their comments, I believe, are products of their individual assessments and reflections about the corporate lessons. One teacher who reviewed the findings of this study during the member checking process, reflected on his experiences with corporate programs, and left the following statement.

I have no objection to corporate programs. We actively seek professionals in order to expand children’s perspective. I understand that corporate promotion will come along with it, as well as gifts, which is significantly promotional. I also know that this lesson will be good publicity...the reason we do not reject corporate support is because there are mutual benefits. One of the major benefits is we can provide children with opportunities to listen to professionals or experts. I believe that once in a while we need to provide children with something that is not in the textbooks, something we teachers don’t know.

This statement, I believe, is representative of most teachers’ voices. I heard similar comments on multiple occasions during my studies over the past 3 years. For many of the same reasons, teachers are willing to collaborate with the private sector as suggested decades ago by the Ministry of Education.
I would be remiss if I did not acknowledge that many of the participants involved in my 3 years of research identified the enthusiasm, passion and pride of the corporate instructors about their company. A characterization that they are merely engaging in marketing or promotion would be unfair and misleading. The enthusiasm, passion and pride evidenced by the companies may well be effectively communicated to the teachers in this study and be the foundation for the program successes.

In closing, Dr. Deron R. Boyles, an expert in corporate involvement in education and Dr. Victor Kobayashi, an expert in comparative education reviewed this dissertation and provided verification of the completeness of the study (see Appendices H and I).
Appendix A. Verification of Translation Accuracy

December 13, 2010

Dear Doctoral Committee of Ms. Kaori Takano,

This correspondence is in response to the request by the doctoral committee of Ms. Kaori Takano, a Ph.D. candidate in the Department of Educational Leadership, School of Education & Allied Professions, University of Dayton, for my assessment of her translations from Japanese to English of her dissertation research.

Four randomly selected samples were forwarded to me via email on October 17, 2010.

Upon review of the translations submitted to me, I attest that the translations capture the meanings of the interviews and they are accurate translations, according to normal usage of the Japanese language. Consequently I verify quality of translations and that they are consistent with the intent of the parties.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Takao Kamiyama, Ph. D
Professor
Faculty of Liberal Arts for Global Studies and Leadership
Tokyo Jogakkan College
Appendix B. Verification of Data Sources

April 27, 2011

Dear Doctoral Committee Members of Ms. Kaori Takano,

This letter is to verify that the participants Ms. Takano has in her dissertation research are authentic as are the documents that were provided by participants.

On January 21, 2011, I had a meeting with Ms. Kaori Takano. I examined the original email interview messages, written in Japanese, of all 38 participants with whom Ms. Takano had interviews. I also examined the content of the documents provided by the participants.

Upon review of the data from all the participants, I verify that the data demonstrated Ms. Takano obtained informed consent, started and completed the interviews in a consistent manner, and that the data sources are legitimate and genuine.

On April 7, 2011, I had another meeting with Ms. Kaori Takano and I examined the original publications such as newspaper articles, documents from the Ministry of Education etc. written in Japanese that Ms. Takano used as resources and cited in the narrative of her dissertation.

Upon review of these publications, documents etc., I additionally verify that Ms. Takano has cited legitimate sources printed in the Japanese language, that they exist and that the sources are genuine and appear in publications as cited.

If you have any questions, please contact me.

Sincerely,

Kenta Nakamura, Ph.D.
Postdoctoral Fellow
Tsutsis Lab
Biology Department
University of Dayton
Appendix C. Approval from IRB

11 November 2009

Kaori Takano, PhD Candidate, Department of Educational Leadership
School of Education and Allied Professions
University of Dayton, TEL. 937-229-4006
Email: takamoka@udayton.edu

SUBJECT: “Corporate programs in public schools from Japanese educators’ perspective,” and “Corporate programs in public schools from Japanese business leaders’ perspective.”

Dear Ms. Takano,

As chair of the Committee for the Protection of Human Subjects in Research, I have reviewed the subject proposals. I am pleased to approve your IRB Application and the proposed research, with the mutually agreed upon modifications to off-site approvals and waiver of documentation of informed consent.

Please remember that if the study is not completed by 11 November 2010, you are required to seek re-approval from the Committee at that time. The Committee must approve all changes to the protocol prior to their implementation, unless such a delay would place your participants at an increased risk of harm. In such situations, the Committee is to be informed of the changes as soon as possible. The Committee is also to be informed immediately of any ethical issues that arise in your study.

Please let me know if you have any questions. Best of luck in your research.

Best regards,

SIGNATURE ON FILE

Mary S. Connolly, PhD
Chair, Committee for the Protection of Human Subjects in Research
Coordinator of Bio-Research Initiatives
Office for Research
University of Dayton
Dayton, OH 45469

Cc. A. Hill, J. Watras
30 July 2010

Kaori Takano, Ph D Candidate, Department of Educational Leadership
School of Education and Allied Professions
University of Dayton, TEL. 937-229-4006
Email: takanoka@udayton.edu

SUBJECT:
“Corporate programs in public schools from Japanese educators’ perspective,” and
“Corporate programs in public schools from Japanese business leaders’ perspective.”

Dear Ms. Takano,

As chair of the Committee for the Protection of Human Subjects in Research, I have reviewed the subject proposal re-application. I am pleased to re-approve your IRB Application and the proposed research as described in your application to the IRB of 11 July 2010.

Please remember that if the study is not completed by 30 July 2011, you are required to seek re-approval from the Committee at that time. The Committee must approve all changes to the protocol prior to their implementation, unless such a delay would place your participants at an increased risk of harm. In such situations, the Committee is to be informed of the changes as soon as possible. The Committee is also to be informed immediately of any ethical issues that arise in your study.

Please let me know if you have any questions. Good luck in your continuing research.

Best regards,

Mary S. Connolly, PhD
Chair, Committee for the Protection of Human Subjects in Research
Coordinator of Bio-Research Initiatives
Office for Research, University of Dayton, Dayton, OH 45469

Cc: J. Watras
Appendix D. Informed Consent in Two Languages

参加同意書

1. The purpose of the study is to investigate corporate involvement in public schools in Japan.
取材の目的は日本の民間企業と公立学校の取り組みを調査するためです。

2. Expected duration of study is up to one year. Normally, if everything goes smoothly, the interviews will be completed in a few months.
取材期間は最長1年です。取材は通常2－3か月で完了します。

3. Procedure is an email interview with a protocol. Telephone interviews or face-to-face interviews will be conducted only when appropriate and preferred. A digital recorder will be used to record the conversation during the phone and face-to-face interviews to ensure accuracy.
手順に従ってメール取材を行います。正確さが欠けないようするため、もし参加者のご都合で電話取材や面会取材をご希望の場合は、録音することにしていますのでご了承ください。

4. The participation is voluntary.
この調査への参加は参加者のご厚意による自由意志に基づいたもので、強制するものではありません。

5. No alternative procedures exist in this research project.
ほかの代替手続きはありません。

6. This research involves no more than minimal risk to the participants.
参加者へのリスクは最小限だと思われます。

7. Benefits to the subjects are additional educational knowledge by sharing the findings with participants.
参加者へのメリットとしては、この調査を通して、私と参加者が知識を共有することで、教育界へ貢献できると考えます。

8. Confidentiality of the participants will be ensured by using pseudonyms or code numbers.
参加者のお名前は仮名を使いますので、外部の者から特定できないように配慮します。

9. The participants will be notified how to contact the researcher such as email address, phone number, mailing address, as well as Chair of the committee for the Protection of Human Subjects at UD.
私へのご連絡は、この電子メールが最もよいかと思います。

Email: [メールアドレス]

この取材にまつわるご不満、苦情、ご相談がありましたら、英語のみの受付で大変恐縮ですが、取材などの手続きを管轄するデイトン大学内 IRB、コノリー教授（Dr. Mary Connolly）までご連絡いただければ幸いです。

Mary Connolly, Ph.D.
Chair, IRB
Kettering Labs Room 542
Dayton, OH 45469-0140
Mary.connolly@notes.udayton.edu
Phone: 937-229-3493
FAX: 937-229-2291

10. Whenever appropriate, the subject will be provided with additional pertinent information regarding this research throughout the research and after participation.
この調査に関して何かご不安なこと、ご心配なことがあれば、調査期間中および調査後、いつでもどうぞご遠慮なくお尋ねください。必要に応じ対応します。

11. The participants may refuse to participate or voluntarily terminate their participation at any time without penalty. The researcher may terminate participation if she feels this to be in the best interest of the participant.
参加者はいつでも取材を辞退することができます。また参加者にとって最善と思われる場合は、調査者（私）が中止することもあります。
Appendix E. Teachers’ Perspectives - Snack Lesson

Figure E1. Motivations - Snack Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>How I learned about this program</th>
<th>Why I wanted to have this program</th>
<th>Sign of Concern</th>
<th>Meeting with the company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Food edu</td>
<td>Relation to subjects</td>
<td>Sounds like fun</td>
</tr>
<tr>
<td>A1</td>
<td>We had it before</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Learned from newspaper</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>We had it before</td>
<td></td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Own research</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A5</td>
<td>Contacted by the company</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>Flyers from the company</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A7</td>
<td>Own research</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>From parents</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td>We had it before</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A10</td>
<td>We had it before</td>
<td>1</td>
<td>Integrated Study</td>
<td>1</td>
</tr>
<tr>
<td>A11</td>
<td>Flyers from the company</td>
<td>1</td>
<td>Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>A12</td>
<td>We had it before</td>
<td>1</td>
<td>Integrated Study</td>
<td>1</td>
</tr>
<tr>
<td>A13</td>
<td>I knew for several years</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total*</td>
<td></td>
<td>9</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

* Total is the frequency of “Yes” indicators in the column.
**Figure E2. Implementation - Snack Lesson**

<table>
<thead>
<tr>
<th>ID</th>
<th># of F</th>
<th># of M</th>
<th>Are instructors well-prepared?</th>
<th>Questions from children</th>
<th>How often/ product name mentioned</th>
<th>PR request from company</th>
<th>Distributed materials (Booklet)</th>
<th>Gift</th>
<th>Compensation to company</th>
<th>Survey from company</th>
<th>Evaluation in school</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>No</td>
<td>Yes but I don’t remember</td>
<td>None</td>
<td>Only for people who want</td>
<td>Yes</td>
<td>No</td>
<td>T</td>
<td>No</td>
</tr>
<tr>
<td>A2</td>
<td>2</td>
<td>0</td>
<td>Yes</td>
<td>No</td>
<td>Yes but I don’t remember</td>
<td>Photos for HP</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>T</td>
<td>No</td>
</tr>
<tr>
<td>A3</td>
<td>2</td>
<td>0</td>
<td>Yes</td>
<td>No</td>
<td>4-5 times</td>
<td>None</td>
<td>None</td>
<td>Yes</td>
<td>No</td>
<td>T</td>
<td>No</td>
</tr>
<tr>
<td>A4</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>No</td>
<td>Many times</td>
<td>Photos for HP</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>TCP</td>
<td>No</td>
</tr>
<tr>
<td>A5</td>
<td>2</td>
<td>0</td>
<td>Yes</td>
<td>Yes but I don’t remember</td>
<td>Yes but not quite often</td>
<td>Photos for HP</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>C</td>
<td>No</td>
</tr>
<tr>
<td>A6</td>
<td>2</td>
<td>0</td>
<td>No</td>
<td>About snack</td>
<td>Frequently</td>
<td>None</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>T</td>
<td>No</td>
</tr>
<tr>
<td>A7</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>About product package</td>
<td>NA</td>
<td>Photos for HP</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>TCP</td>
<td>No</td>
</tr>
<tr>
<td>A8</td>
<td>2</td>
<td>3</td>
<td>Yes</td>
<td>About calories</td>
<td>Many times</td>
<td>Listed on HP</td>
<td>None</td>
<td>Yes</td>
<td>No</td>
<td>TP</td>
<td>No</td>
</tr>
<tr>
<td>A9</td>
<td>2</td>
<td>0</td>
<td>Yes</td>
<td>About factory</td>
<td>5 times</td>
<td>Photos for HP</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>A10</td>
<td>3</td>
<td>2</td>
<td>Yes</td>
<td>About their products &amp; snacks</td>
<td>Frequently</td>
<td>Listed on HP</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>TC</td>
<td>No</td>
</tr>
<tr>
<td>A11</td>
<td>2</td>
<td>0</td>
<td>Yes</td>
<td>No</td>
<td>5 times</td>
<td>Photos for HP</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>T</td>
<td>No</td>
</tr>
<tr>
<td>A12</td>
<td>3</td>
<td>0</td>
<td>Yes</td>
<td>About the amount of chips</td>
<td>5-6 times</td>
<td>None</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>TC</td>
<td>No</td>
</tr>
<tr>
<td>A13</td>
<td>2</td>
<td>0</td>
<td>Yes</td>
<td>Yes but I don’t remember</td>
<td>7-8 time</td>
<td>Photos</td>
<td>One copy to all students</td>
<td>Yes</td>
<td>No</td>
<td>Yes but I don’t remember</td>
<td>No</td>
</tr>
<tr>
<td>Total**</td>
<td>27</td>
<td>9</td>
<td>12</td>
<td>8</td>
<td>12</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>0</td>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>

* “# of F” and “# of M” refer to the number of female instructors and male instructors respectively.

** Total is the frequency of “Yes” indicators in the column.

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## Figure E3. Benefits to Schools - Snack Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Quality of learning</th>
<th>Other than learning</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expertise/ knowledge/ info.</td>
<td>Materials/ resources not available at school</td>
<td>Combine different learning</td>
</tr>
<tr>
<td>A1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A2</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A3</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A4</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A11</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A13</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total *</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

* Total is the frequency of “Yes” indicators in the column.
**Figure E4. Benefits to Teachers - Snack Lesson**

<table>
<thead>
<tr>
<th>ID</th>
<th>Quality of learning</th>
<th>Other than learning</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional knowledge/expertise</td>
<td>Different perspective</td>
<td>Good/rich materials</td>
</tr>
<tr>
<td>A1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>1</td>
<td>1</td>
<td>Effective teaching. Easy to understand</td>
</tr>
<tr>
<td>A5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td></td>
<td></td>
<td>Effective teaching. Easy to understand</td>
</tr>
<tr>
<td>A10</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>A11</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>A12</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>A13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

*Total is the frequency of “Yes” indicators in the column.*
Figure E5. Benefits to Children - Snack Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Quality of learning</th>
<th>Support of learning</th>
<th>Other comments</th>
<th>Who received the greatest benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learn through experiment/experience</td>
<td>Better diet knowledge</td>
<td>Expertise Professional knowledge</td>
<td>Fun</td>
</tr>
<tr>
<td>A1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A3</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A4</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A11</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A12</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>A13</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total *</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

*Total is the frequency of “Yes” indicators in the column.
Figure E6. Disadvantages of Corporate Programs - Snack Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Disadvantage for school</th>
<th>Disadvantage for teacher</th>
<th>Secure time for meetings &amp; communications</th>
<th>Guide children/Assist corp. inst.</th>
<th>Exposure to promotion</th>
<th>Others</th>
<th>Disadvantage for children</th>
<th>Who had the most burden?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Need support from teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>No answer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Maybe teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Cannot listen quietly</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Children who missed the lesson may feel left out</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Not good skills</td>
<td>Teacher and children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Lesson content may be one-sided</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Unpredictable incident</td>
<td>Lost control or got too excited</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Lesson content may be one-sided</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Fail to relate to other learning</td>
<td>Children whose parents work for competitor feel bad/children may get too excited</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>A10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Fail to relate to other learning</td>
<td>Children whose parents work for competitor feel bad/children may get too excited</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>A11</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Only one time fun event</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A12</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A13</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Total is the frequency of “Yes” indicators in the column.
Figure E7. Benefits to Company - Snack Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Publicity</th>
<th>Business</th>
<th>Customer</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective publicity/promotion</td>
<td>Improve corporate image/recognition</td>
<td>Sales/profit increase</td>
<td>Improve product images</td>
</tr>
<tr>
<td>A1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A2</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A3</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A5</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A7</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A8</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A9</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A11</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A12</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A13</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total**</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

* CSR (Corporate social responsibility)
** Total is the frequency of “Yes” indicators in the column.
Figure E8. Changes in Perception - Snack Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Year</th>
<th>Change agent</th>
<th>Business world before</th>
<th>Business world after</th>
<th>About this company</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>2005</td>
<td>Basic Law of Food Education</td>
<td>I don’t know</td>
<td>I don’t know</td>
<td>Good. Paid extra attention to quality control</td>
</tr>
<tr>
<td>A2</td>
<td>2005</td>
<td>Newspaper article about the program</td>
<td>Profit making only nothing to do with schools</td>
<td>Actively provides lessons. Should be utilized</td>
<td>Better</td>
</tr>
<tr>
<td>A3</td>
<td>2002-2003</td>
<td>Integrated study *</td>
<td>Not associated with schools</td>
<td>Has educational value. Should be utilized</td>
<td>More familiar with their products</td>
</tr>
<tr>
<td>A4</td>
<td>1995</td>
<td>Integrated study *</td>
<td>Not negative</td>
<td>Experts can help education</td>
<td>Better image. Working harder</td>
</tr>
<tr>
<td>A5</td>
<td>2005</td>
<td>Food Education Law</td>
<td>Sales increase &amp; conceal negative info.</td>
<td>Pride, open Engage in publicity</td>
<td>Feel more safe about their products</td>
</tr>
<tr>
<td>A6</td>
<td>2000</td>
<td>Integrated study *</td>
<td>Factory tour &amp; companies</td>
<td>Professional</td>
<td>Nothing</td>
</tr>
<tr>
<td>A7</td>
<td>2007</td>
<td>Don’t know</td>
<td>Nothing</td>
<td>Nothing</td>
<td>Positive</td>
</tr>
<tr>
<td>A8</td>
<td>2000</td>
<td>Flyers from companies &amp; Integrated study</td>
<td>Profit seeking only</td>
<td>Nothing</td>
<td>Nothing changed, but it is trying hard to survive</td>
</tr>
<tr>
<td>A9</td>
<td>Don’t know</td>
<td>Use of guest teacher</td>
<td>Nothing to do with schools</td>
<td>No change, but nothing wrong with using a company</td>
<td>Nothing changed</td>
</tr>
<tr>
<td>A10</td>
<td>2004</td>
<td>Flyers for factory visits</td>
<td>Nothing</td>
<td>Nothing</td>
<td>Affection</td>
</tr>
<tr>
<td>A11</td>
<td>Don’t know</td>
<td>Don’t know</td>
<td>Cold attitudes</td>
<td>More friendly and experienced</td>
<td>Better</td>
</tr>
<tr>
<td>A12</td>
<td>Don’t know</td>
<td>Integrated study*</td>
<td>Detached</td>
<td>No change. Now learned they are involved in education</td>
<td>Nothing changed, but I'm impressed</td>
</tr>
<tr>
<td>A13</td>
<td>Don’t know</td>
<td>Integrated study*</td>
<td>Nothing</td>
<td>No change but &quot;Give &amp; Take&quot;</td>
<td>Better. Trying to return their profits</td>
</tr>
</tbody>
</table>

* Integrated study is the newly created subject which was announced by the Ministry of Education in 1998 and incorporated into the national curriculum in 2002.
Appendix F. Teachers’ Perspectives - Flavor Lesson

Figure F1. Motivations - Flavor Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>How I learned about the program</th>
<th>Why I wanted to have this program</th>
<th>Sign of Concern</th>
<th>Meeting with the company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Food edu</td>
<td>Relation to subjects</td>
<td>Interest in learning</td>
</tr>
<tr>
<td>B1</td>
<td>Colleague</td>
<td></td>
<td>Home economics</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>Colleague</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>Flyer from the company</td>
<td>1</td>
<td>Home economics</td>
<td>1</td>
</tr>
<tr>
<td>B4</td>
<td>Flyer from the company</td>
<td>1</td>
<td>Home economics</td>
<td></td>
</tr>
<tr>
<td>B5</td>
<td>Workshop sponsored by local gov’t</td>
<td>1</td>
<td>Home economics</td>
<td>1</td>
</tr>
<tr>
<td>B6</td>
<td>Colleague</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B7</td>
<td>Flyer from the company</td>
<td>1</td>
<td>Home economics</td>
<td>1</td>
</tr>
<tr>
<td>B8</td>
<td>Teacher’s organization</td>
<td>1</td>
<td>Integrated study</td>
<td></td>
</tr>
<tr>
<td>B9</td>
<td>We had it before</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B10</td>
<td>Company employee</td>
<td></td>
<td>Home economics</td>
<td></td>
</tr>
<tr>
<td>B11</td>
<td>Workshop sponsored by local gov’t</td>
<td>1</td>
<td>Home economics</td>
<td></td>
</tr>
<tr>
<td>Total*</td>
<td></td>
<td>9</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total is the frequency of “Yes” indicators in the column.
Figure F2. Implementation - Flavor Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th># of F*</th>
<th># of M*</th>
<th>Are instructors well-prepared?</th>
<th>Questions from children</th>
<th>How often company/product name mentioned</th>
<th>PR request from company</th>
<th>Distributed materials</th>
<th>Gift</th>
<th>Compensation to company</th>
<th>Survey from company</th>
<th>Evaluation in school</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>4</td>
<td>0</td>
<td>Yes</td>
<td>Yes</td>
<td>One time</td>
<td>Videotape or photograph</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>Parents</td>
<td>No</td>
</tr>
<tr>
<td>B2</td>
<td>1</td>
<td>3</td>
<td>Yes</td>
<td>About their signature product</td>
<td>2-3 times</td>
<td>None</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>B3</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>Yes but I don't remember</td>
<td>One time</td>
<td>None</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>B4</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>I don't know because they were talking in groups</td>
<td>Hardly any</td>
<td>Listed on the company HP</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>B5</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td>I don't know because they were talking in groups</td>
<td>Hardly any</td>
<td>Photo</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>B6</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>No question</td>
<td>1-2 times</td>
<td>Photo</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>B7</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>About seaweeds and dried bonito</td>
<td>Not at all</td>
<td>None</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>B8</td>
<td>2</td>
<td>0</td>
<td>Yes</td>
<td>I don't know</td>
<td>Don't remember</td>
<td>Photo &amp; newspaper</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>Parents, Children</td>
<td>No</td>
</tr>
<tr>
<td>B9</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>N/A</td>
<td>Twice</td>
<td>Photos</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>B10</td>
<td>4</td>
<td>1</td>
<td>Yes</td>
<td>I don't remember</td>
<td>One time</td>
<td>Interview with newspaper reporter</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>B11</td>
<td>3</td>
<td>0</td>
<td>Yes</td>
<td>About seaweeds and dried bonito</td>
<td>One time</td>
<td>Photo &amp; children's reviews for corporate newsletter</td>
<td>Textbooks to all students</td>
<td>No</td>
<td>No</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>Total**</td>
<td>22</td>
<td>14</td>
<td>11</td>
<td>3</td>
<td>11</td>
<td>8</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

* “# of F” and “# of M” refer to the number of female instructors and male instructors respectively.
** Total is the frequency of “Yes” indicators in the column.
Figure F3. Benefits to Schools - Flavor Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Quality of learning</th>
<th>Other than learning</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional knowledge/expertise.</td>
<td>Materials/resources not available at school</td>
<td>Combine different learning</td>
</tr>
<tr>
<td>B1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B6</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B9</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B11</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total*</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

* Total is the frequency of “Yes” indicators in the column.
Figure F4. Benefits to Teachers - Flavor Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Quality to learning</th>
<th>Other than learning</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional knowledge/expertise</td>
<td>Good/rich materials</td>
<td>Different perspective</td>
</tr>
<tr>
<td>B1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B4</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B8</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B9</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B10</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B11</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total*</td>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

*Total is the frequency of “Yes” indicators in the column.
Figure F5. Benefits to Children - Flavor Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Quality of learning</th>
<th>Support of learning</th>
<th>Who received the greatest benefit?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional knowledge/expertise</td>
<td>Learn through experiment/knowledge</td>
<td>Wide/different perspective</td>
</tr>
<tr>
<td>B1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B5</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B6</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B7</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B8</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B9</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B10</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B11</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total*</td>
<td>8</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

*Total is the frequency of “Yes” indicators in the column.
Figure F6. Disadvantages of Corporate Programs - Flavor Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Disadvantage for school</th>
<th>Disadvantage for teacher</th>
<th>Disadvantage for children</th>
<th>Who had the most burden?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>None</td>
<td>Secure time for meetings &amp; communications</td>
<td>None</td>
<td>Teacher &amp; company</td>
</tr>
<tr>
<td>B2</td>
<td>Food education is not specified in integrated study in our curriculum. We need to modify curriculum to meet the guidelines</td>
<td>Unpredictability</td>
<td>None</td>
<td>Don’t know</td>
</tr>
<tr>
<td>B3</td>
<td>Potentially regarded as if school support for company promotion</td>
<td>None</td>
<td>The content may be too difficult</td>
<td>Don’t know</td>
</tr>
<tr>
<td>B4</td>
<td>As long as both sides have meetings, no disadvantage.</td>
<td>Working toward the specific day</td>
<td>None</td>
<td>Teacher</td>
</tr>
<tr>
<td>B5</td>
<td>Select a subject that plugs in to meet the guidelines</td>
<td>Instruct children to behave (be polite to the company instructors)</td>
<td>Feel stressful due to different instructors</td>
<td>Teacher</td>
</tr>
<tr>
<td>B6</td>
<td>None</td>
<td>None</td>
<td>Show no interest</td>
<td>Company</td>
</tr>
<tr>
<td>B7</td>
<td>Scheduling. Difficult to set a date due to many school events</td>
<td>Obtain approval from administrator</td>
<td>No answer</td>
<td>Teacher</td>
</tr>
<tr>
<td>B8</td>
<td>None</td>
<td>None</td>
<td>Show no interest</td>
<td>Company</td>
</tr>
<tr>
<td>B9</td>
<td>Not consistent instruction skills</td>
<td>Scheduling arrangements &amp; not great skills of corporate instructors</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>B10</td>
<td>None</td>
<td>Scheduling arrangements</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>B11</td>
<td>Scheduling. Not easy to set a date considering events and subjects</td>
<td>Communications &amp; unpredictability</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total *</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

* Total is the frequency of “Yes” indicators in the column.
**Figure F7. Benefits to Company - Flavor Lesson**

<table>
<thead>
<tr>
<th>ID</th>
<th>Publicity</th>
<th>Business</th>
<th>Customer</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Corporate image/ recognition</td>
<td>Effective publicity/ CSR*</td>
<td>Sales/ profit increase</td>
<td>Reach out to parents as customer</td>
</tr>
<tr>
<td>B1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Gain trust from customers</td>
</tr>
<tr>
<td>B2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Gain trust from customers</td>
</tr>
<tr>
<td>B3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B6</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B7</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B8</td>
<td></td>
<td></td>
<td></td>
<td>Value of originality, Japaneseness, &amp; wisdom</td>
</tr>
<tr>
<td>B9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B11</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total**</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* CSR (Corporate social responsibility).

** Total is the frequency of “Yes” indicators in the column.
Figure F8. Changes in Perception - Flavor Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Year</th>
<th>Change agent</th>
<th>Business world before</th>
<th>Business world after</th>
<th>About this company</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>2007</td>
<td>Attended company sponsored seminars</td>
<td>No association with schools</td>
<td>Better. Their educational materials are very valuable</td>
<td>Positive</td>
</tr>
<tr>
<td>B2</td>
<td>1999</td>
<td>Guest teacher from govt organization</td>
<td>No association with schools</td>
<td>Actively engage in educational activities as CSR*</td>
<td>Try to learn about instruction, cooperative</td>
</tr>
<tr>
<td>B3</td>
<td>2005-2006</td>
<td>Flyers from companies</td>
<td>Nothing</td>
<td>Cannot survive without CSR* to improve their image. Educational institutions can take advantage of it</td>
<td>Positive because of no promotion in lesson</td>
</tr>
<tr>
<td>B4</td>
<td>2007-2008</td>
<td>Food education &amp; flyers from companies</td>
<td>Profit making. Used to ignore health aspects</td>
<td>Not changed, but they cannot sell products with negligent attitudes/ Have ears to listen better now</td>
<td>Impressive because they did not run commercials, they talked about Japanese food culture.</td>
</tr>
<tr>
<td>B5</td>
<td>Don't know</td>
<td>Flyers from companies</td>
<td>Profit making</td>
<td>Thinking about the entire society</td>
<td>Pride in the company</td>
</tr>
<tr>
<td>B6</td>
<td>2000</td>
<td>Integrated study **</td>
<td>Kind</td>
<td>More CSR* activities</td>
<td>Remains positive</td>
</tr>
<tr>
<td>B7</td>
<td>2004-2005</td>
<td>Food education</td>
<td>Profit making</td>
<td>Not changed Still profit making</td>
<td>Not changed</td>
</tr>
<tr>
<td>B8</td>
<td>Don't know</td>
<td>Don't know</td>
<td>Don't know</td>
<td>CSR*, not profit making</td>
<td>Serious about involving education</td>
</tr>
<tr>
<td>B9</td>
<td>2007</td>
<td>Eco cooking class in 2007</td>
<td>Profit making</td>
<td>More focus on children and environment. I am grateful for their efforts</td>
<td>No change, but they are very polite, I respect them</td>
</tr>
<tr>
<td>B10</td>
<td>2005</td>
<td>Eco cooking of a gas company</td>
<td>Don't know how to talk to children</td>
<td>Gained more experiences in lessons</td>
<td>Not good, but they are conscious</td>
</tr>
<tr>
<td>B11</td>
<td>2007</td>
<td>Eco cooking of a gas company</td>
<td>Stable due to stable customers</td>
<td>Diversified PR strategies due to keen competition</td>
<td>CSR* in the long run</td>
</tr>
</tbody>
</table>

* CSR (Corporate social responsibility). Japanese business scholars indicate that the birth year for Japanese CSR is 2003.

** Integrated study is the newly created subject which was announced by the Ministry of Education in 1998 and incorporated into the national curriculum in 2002.
Appendix G. Teachers’ Perspectives - Soy Sauce Lesson

Figure G1. Motivations - Soy Sauce Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>How I learned about the program</th>
<th>Why I wanted to have this program</th>
<th>Sign of Concern</th>
<th>Meeting with the company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Food edu</td>
<td>Relation to subjects</td>
<td>Experience-based activities</td>
</tr>
<tr>
<td>C1</td>
<td>Gov’t sponsored workshop</td>
<td>1</td>
<td>Language</td>
<td>1</td>
</tr>
<tr>
<td>C2</td>
<td>We had it before</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C3</td>
<td>We had it before</td>
<td></td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>We had it before &amp; flyers from the company</td>
<td>Language</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C5</td>
<td>Own search</td>
<td></td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>C6</td>
<td>Encouraged by local gov’t</td>
<td>1</td>
<td>Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>C7</td>
<td>From nutrition teacher</td>
<td>1</td>
<td>Integrated Study</td>
<td></td>
</tr>
<tr>
<td>C8</td>
<td>Flyers from the company</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>C9</td>
<td>Gov’t sponsored workshop</td>
<td>1</td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>C10</td>
<td>We had it before &amp; own research, Gov’t sponsored workshop</td>
<td>1</td>
<td>Language</td>
<td>1</td>
</tr>
<tr>
<td>C11</td>
<td>Board of Education</td>
<td></td>
<td>Language / Home Economics</td>
<td></td>
</tr>
</tbody>
</table>

| Total * | 6 | 9 | 4 | 3 | 3 | 0 | 7 |

* Total is the frequency of “Yes” indicators in the column.
Figure G2. Implementation - Soy Sauce Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th># of F</th>
<th># of M</th>
<th>Are instructors well-prepared?</th>
<th>Questions from children</th>
<th>How often company/product name mentioned</th>
<th>PR request from company</th>
<th>Distributed materials</th>
<th>Gift</th>
<th>Compensation to company</th>
<th>Survey from company</th>
<th>Evaluation in school</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>1</td>
<td>2</td>
<td>One is too formal for 3rd graders</td>
<td>I don’t remember</td>
<td>One time in the introduction and another in the end</td>
<td>None</td>
<td>Review sheet after class</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>N/A</td>
</tr>
<tr>
<td>C2</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>I don’t remember but it was about how to make soy sauce</td>
<td>Many times</td>
<td>None but gifts are promotion</td>
<td>Review sheet after class</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>C3</td>
<td>1</td>
<td>3</td>
<td>Yes</td>
<td>No answer</td>
<td>4-5 times</td>
<td>None</td>
<td>Pamphlet</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>C4</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>About the recycled paper</td>
<td>Yes but I don’t remember</td>
<td>Photos</td>
<td>Review sheet</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>C5</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>I don’t remember</td>
<td>Many times</td>
<td>HP</td>
<td>Review sheet</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>C6</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>I don’t remember</td>
<td>Introduction &amp; DVD only</td>
<td>Photos</td>
<td>Review sheet</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>C7</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>About soy sauce</td>
<td>5-6 times</td>
<td>None</td>
<td>None</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>C8</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td>About soy sauce making process, employees, and work</td>
<td>Many times</td>
<td>Photos for HP</td>
<td>Review sheet</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>C9</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>No time for question</td>
<td>Sometimes</td>
<td>Photos for HP</td>
<td>Review sheet</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>C10</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>About soy sauce</td>
<td>4-5 times</td>
<td>Photos for HP</td>
<td>Review sheet</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>C11</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>No question</td>
<td>Quite often</td>
<td>None</td>
<td>Review sheet</td>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>No</td>
</tr>
<tr>
<td>Total **</td>
<td>15</td>
<td>16</td>
<td>10</td>
<td>4</td>
<td>11</td>
<td>6</td>
<td>10</td>
<td>11</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

* “# of F” and “# of M” refer to the number of female instructors and male instructors respectively.
** Total is the frequency of “Yes” indicators in the column.
Figure G3. Benefits to Schools - Soy Sauce Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Quality of learning</th>
<th>Other than learning</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional knowledge/expertise</td>
<td>Materials/resources not available at school</td>
<td>Others</td>
</tr>
<tr>
<td>C1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>1</td>
<td></td>
<td>Was able to provide food education</td>
</tr>
<tr>
<td>C3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C6</td>
<td></td>
<td>Was able to provide food education</td>
<td></td>
</tr>
<tr>
<td>C7</td>
<td></td>
<td>Expand the scope of learning activity</td>
<td></td>
</tr>
<tr>
<td>C8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C9</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C10</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C11</td>
<td></td>
<td>1</td>
<td>Was able to provide non-traditional learning</td>
</tr>
<tr>
<td>Total*</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

* Total is the frequency of “Yes” indicators in the column.
Figure G4. Benefits to Teachers - Soy Sauce Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Relation to learning</th>
<th>Other than learning</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional knowledge/expertise</td>
<td>Good/rich materials</td>
<td>Different perspective</td>
</tr>
<tr>
<td>C1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C5</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>C6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C7</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C8</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C9</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>C11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total*</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*Total is the frequency of “Yes” indicators in the column.
Figure G5. Benefits to Children - Soy Sauce Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Quality of learning</th>
<th>Support of learning</th>
<th>Other comments</th>
<th>Who received the greatest benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional knowledge/expertise</td>
<td>Learn through experiment/experience</td>
<td>Better diet knowledge</td>
<td>Wide/different perspective</td>
</tr>
<tr>
<td>C1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>C5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C8</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>C9</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C11</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total *</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*Total is the frequency of “Yes” indicators in the column.
### Figure G6. Disadvantages of Corporate Programs - Soy Sauce Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Disadvantage for school</th>
<th>Disadvantage for teacher</th>
<th>Disadvantage for children</th>
<th>Who had the most burden?</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Order school lunch meals for instructors</td>
<td>Burden of communicating with company</td>
<td>None</td>
<td>Teacher, but I took it for granted.</td>
</tr>
<tr>
<td>C2</td>
<td>Potential different aims</td>
<td>Effort to meeting the same aims.</td>
<td>Lesson ends with some questions remaining unanswered</td>
<td>Teacher and company</td>
</tr>
<tr>
<td>C3</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>C4</td>
<td>Need to protect children's privacy issue</td>
<td>1. Clarify the aim of the program 2. Secure the time for meeting 3. Support privacy protection</td>
<td>Contents and language the instructor use can be difficult.</td>
<td>Company</td>
</tr>
<tr>
<td>C5</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Nobody</td>
</tr>
<tr>
<td>C6</td>
<td>Scheduling</td>
<td>None</td>
<td>None</td>
<td>No answer</td>
</tr>
<tr>
<td>C7</td>
<td>Change the matrix to accommodate the program</td>
<td>Scheduling</td>
<td>None</td>
<td>Nutrition teacher as contact person</td>
</tr>
<tr>
<td>C8</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Company</td>
</tr>
<tr>
<td>C9</td>
<td>None</td>
<td>1. Fail to consider children's family situation 2. Fail to eliminate corporate influence</td>
<td>May feel uncomfortable</td>
<td>Teacher</td>
</tr>
<tr>
<td>C10</td>
<td>None</td>
<td>Scheduling</td>
<td>May not be interesting if the instructor does not know how to talk to children.</td>
<td>Teacher</td>
</tr>
<tr>
<td>C11</td>
<td>None</td>
<td>Preparation could be burden for busy teachers</td>
<td>None</td>
<td>Teacher</td>
</tr>
<tr>
<td>Total *</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

* Total is the frequency of “Yes” indicators in the column.
### Figure G7. Benefits to Company - Soy Sauce Lesson

<table>
<thead>
<tr>
<th>ID</th>
<th>Publicity</th>
<th>Business</th>
<th>Customer</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective publicity/promotion</td>
<td>Improve corporate image</td>
<td>CSR*</td>
<td>Sales/ profit increase</td>
</tr>
<tr>
<td>C1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C11</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total**</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

* CSR (Corporate social responsibility)  
** Total is the frequency of “Yes” indicators in the column.
**Figure G8. Changes in Perception - Soy Sauce Lesson**

<table>
<thead>
<tr>
<th>ID</th>
<th>Year</th>
<th>Change agent</th>
<th>Business world before</th>
<th>Business world after</th>
<th>About this company</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Maybe 2007</td>
<td>1. Basic Law of Food Education 2. Encouraged by Board of Education</td>
<td>We should not support a certain company</td>
<td>Cleaner image. More companies engage in environmental issues.</td>
<td>Cares about ecology</td>
</tr>
<tr>
<td>C2</td>
<td>Don’t know</td>
<td>I don’t know</td>
<td>Sales quota competition</td>
<td>Nurture children together while competing. Not detached from schools.</td>
<td>No change but more affection</td>
</tr>
<tr>
<td>C3</td>
<td>1995</td>
<td>Social change as safety issue.</td>
<td>Little contact with schools</td>
<td>None</td>
<td>More affection</td>
</tr>
<tr>
<td>C4</td>
<td>Before 2004</td>
<td>Program from an electric power company in 2004</td>
<td>Profit seeking Companies may hate us public servants.</td>
<td>Cooperate with schools for free.</td>
<td>Better image/ More affection</td>
</tr>
<tr>
<td>C5</td>
<td>Before 2007</td>
<td>I don’t know</td>
<td>I don’t know</td>
<td>I don’t know</td>
<td>From just a soy sauce maker to a considerate company</td>
</tr>
<tr>
<td>C6</td>
<td>2008</td>
<td>Strong encouragement from local government</td>
<td>Would not allocate a big budget for school projects.</td>
<td>Allocated a big budget for these school projects.</td>
<td>No change</td>
</tr>
<tr>
<td>C7</td>
<td>2002 - 2003</td>
<td>1. Gas company in 2004 2. Basic Law of Food Education 3. Integrated Study *</td>
<td>Little contact with schools</td>
<td>Passionate, considerate for the best interest of children</td>
<td>No change but they are passionate, considerate for the best interest of children</td>
</tr>
<tr>
<td>C8</td>
<td>2000</td>
<td>1. Flyers from companies 2. Info on the company websites</td>
<td>1. Little contact with schools 2. Companies make products and schools nurture people. 3. Corporate programs as marketing strategy</td>
<td>Provide professional knowledge for children. Environmental &amp; health education changed the image.</td>
<td>Better image. From a soy sauce maker to the one who cares about ecology.</td>
</tr>
<tr>
<td>C9</td>
<td>2004 - 2005</td>
<td>School open policy</td>
<td>Had no interest in business</td>
<td>Recognize great corporate efforts. More affection towards the companies that I experienced.</td>
<td>From a soy sauce maker to the one that I am regular customer.</td>
</tr>
<tr>
<td>C10</td>
<td>Don’t know</td>
<td>Don’t know</td>
<td>Don’t know</td>
<td>Don’t know</td>
<td>Don’t know</td>
</tr>
<tr>
<td>C11</td>
<td>2005</td>
<td>Basic Law of Food Education</td>
<td>Profit seeking</td>
<td>Environment and food education are important for companies.</td>
<td>Better image. Recognize corporate efforts</td>
</tr>
</tbody>
</table>
Appendix H. Letter from Dr. Deron R. Boyles

DEPARTMENT OF EDUCATIONAL
POLICY STUDIES

PO Box 3977
Atlanta GA 30302-3977

Phone: 404/413-8030
Fax: 404/413-8033

June 14, 2011

Dr. Joseph Watras, Professor
School of Education and Allied Professions
University of Dayton
Department of Teacher Education
300 College Park Avenue
Dayton, Ohio 45469-0525

Dear Professor Watras and Members of the Dissertation Committee:

This letter is in support of Dr. Kaori Takano’s dissertation, in which she explored business influences on Japanese schools and classrooms. Dr. Takano’s research is actually groundbreaking insofar as it is the first to explore the implications of relatively recent Japanese legislation on food education and schools. Dr. Takano’s research is not only field-based, it includes a humanities-orientation concerning the implications of corporate influences in and on schools. Indeed, do corporations use schools to advance their goods and services? If so, how so? What role do teachers and administrators play in advancing or contesting corporate efforts to influence pedagogy? Are students reduced to consumers and, if so, what cultural influences do school-business nexes promote? Dr. Takano’s dissertation is a balanced, thoughtful, and insightful study that accurately reflects the complex corporate-school issues in the United States and Japan.

The uniqueness of Dr. Takano’s research, given the relatively recent passage of Shokuiku Kihon Ho (Basic Law of Food Education, 2005), is that she was able to compare and contrast the perceptual and behavioral changes of those most directly influenced by the law: teachers. It is taken for granted in the U.S. that school-business partnerships are necessary. Education policymakers actually advance the idea that the purpose of schooling is to produce future workers for a global marketplace. What might the ethical ramifications be of such an engrained assumption? Dr. Takano’s research draws on varied U.S. scholarship to comparatively and methodologically understand western influences on and in Japanese schools. Her work relies on philosophy, history, and both quantitative and qualitative field work. I think her work has expansive possibilities and I congratulate her, and the committee, for such excellent scholarship.

Sincerely,

Deron R. Boyles, Ph.D.
Professor of Philosophy of Education
President, The John Dewey Society
Appendix I. Letter from Dr. Victor Kobayashi

Victor Kobayashi
Professor Emeritus, University of Hawaii at Manoa
1725 S. Lincoln Drive, Honolulu HI 96824
E-mail: victor.kobayashi@gmail.com

June 16, 2011

Professor Joseph Watras
University of Dayton
Dayton, Ohio

Dear Professor Watras:

Ms. Takano has presented important and relevant information about Japanese public school affairs. It was a great pleasure to read the drafts and work briefly with her, while meeting her in person at one of the conferences of the Comparative and International Education Society. Ms. Takano has presented her research in a very straightforward and succinct way, and I strongly commend her for her accomplishment, and of course to you for providing such careful guidance as her doctoral advisor.

I’d like to comment on something that struck me as I read her dissertation. It may be idiosyncratic, but it seems worth exploring. Her study revealed to me what I think is an important aspect of traditional Japanese society—that it has not been based on ideas that separate mind from body, and that helps explain the strong aesthetic history of its history. Although Western ideas including the mind-body separation greatly influenced Japan and especially its educational system (the Meiji reform), and then the American type reform that followed World War II under the U.S. Occupation, the fact that large business corporate entities can directly engage in participating in the public schools in Ms. Takano’s research showed to me how the Japanese have not completely taken on the idea that philanthropic endeavors by business must be kept legally separate from for-profit business work in public education. In the U.S., leaders of large corporations instead establish non-profit organizations to take care of philanthropic matters, and these are made legally separate thus, for example, Ford Motor Company establishes a non-profit entity, Ford Foundation, so that it can act independently of the parent business corporate agency: the heart is separated from the rational head or capsa (hence “capital”).

The fact that there was some ambivalence among school personnel, especially the teachers, indicated to me that there was concern about profit making interests (including marketing), interfering with education. My above interpretation may be of interest to Ms. Takano, and to you, as I think it is one of the comparative differences between the Japanese mind and that of the American.

Yours truly,

Victor Kobayashi
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