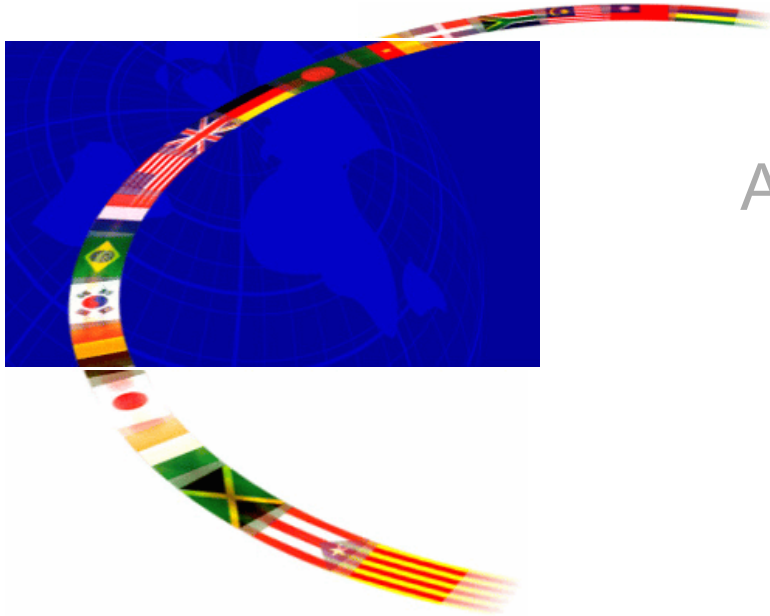




Junior Chamber International
Worldwide Federation of Young Leaders and Entrepreneurs



Awards Entry

2013 Jci World Congress
Create of hopeful future
JCI JAPAN
Best Local Personal Skill Development Program



Junior Chamber International
Worldwide Federation of Young Leaders and Entrepreneurs

Entry Information

Award Program:

Category:

NOM Information

National Organization:

National President:



Kosuke Obata

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LOM Information

Local Organization:

President:

President Email: n_hatada@f-kousaku.co.jp

Basic Information

Duration : 5 July, 2013

Staff : 12 members

Sponsors : Fukuyama City Board of Education

Budget : USD 1,370

Profit / Loss : **NONE**

In which UN MDG best
fit (if apply) : ?:

Who is benefited ? : World population of 7.1 billion

Objective : To realize world peace by having children from our community to become global leaders in the future as JCI Fukuyama aims to bring up next generation and provide opportunities to create active citizens. Global leaders meaning people to lay new foundation of Japan. It is important for leaders to have vision, patriotic pride and views of the state. Also, they must be passionate, energetic, and have great imagination and a man of action.

Overview : This project has been conducted as one of the program of 26th International Academy. Program was organized by JCI Fukuyama which delegates of the Academy observed school life of Japanese local primary school students.

Students were able to reactnowledge the spirit of care for others as well as mutual understanding and hospitality, and were able to receive the opportunity for the Positive Change.

Also, this program provided same opportunity for the delegates as well. Program provided vital opportunity for the delegates to become global leaders aiming to realize the world peace.

(Preparation)

Students attended 4 preparation workshops. Through those programs students were able to reactnowledge charm of their own community. JCI Fukuyama successfully helped children to understand the spirit of care for others as well as mutual understanding and hospitality.

(Program outline)

1100 students from 5 local primary schools welcomed 62 delegates of the Academy. Students were able to experience difficulty of expressing themselves to people who speak different language by communicating with gestures, and they were able to find cultural differences through those experiences as well.

Students received opportunity for the positive change through this program, and the delegates themselves were able to understand cultural differences as well.

(Program content)

One of the Japanese school program is to have students themselves to clean the school building in order for them to understand the spirit of charity, care for others as well as to use their imagination.

Students and delegates cleaned the school building together for delegates to understand about Japanese education method and their spirit as well as to receive **the opportunity for the positive change**.

JCI Fukuyama successfully provided opportunity to primary school students to set visions and goals toward their future through this program. Both students and delegates received opportunity for **the positive change** by experiencing cultural differences.

Children were full of energy and kept trying to express themselves, and learnt how they can solve problems by taking initiative proactively.

Delegates witnessed their moment of positive change, and themselves were able to change positively as well.

Children learnt importance of international exchange and how big the world

is which is essential to realize the world peace. This program provided the opportunity of positive change to JCI Fukuyama itself as well.

Results : Local children who joined this school program organized by JCI Fukuyama had an interest in foreign delegates and took some actions by themselves. The children in our community were fostered as active citizens to develop our community.

This fact can be seen in the following questionnaires.

1. Experience through the program caused positive change into the children.
According to the questionnaire, 95% of students answered that they could communicate with the delegates because they took an active action.
22% of the school teachers admitted positive change caused by children.
2. The children obtained awareness of the world.
45% of the teachers noticed that the students had increased interests in foreign countries and foreigners.
3. The children could grow their patriotic pride.
43% of the children showed more interest to know about their local city, Fukuyama.

The school principals made some comments below on active citizen creating movement conducted by JCI Fukuyama.

“Members of JCI Fukuyama have showed how to contribute to a bright and prosperous society with their own action.”

“Some students want to be grown-ups like JCI members. They were impressed by the attitude of JCI members very much.”

“Children could learn efforts by supporting staff and the spirit of dedication.”

Actions Taken : November –December, 2012:

JCI Fukuyama publicized this program in a administrative principal meeting.

January – February, 2013:

We called for entries from primary schools.

March – April, 2013:

We held explanatory meetings for participating schools.

Early March, 2013:

We had meetings with schools about preparatory study.

16 - 22 April, 2013:

JCI Fukuyama offered an opportunity to learn about our local city in Workshop 1.

22 -28 May, 2013:

JCI Fukuyama offered an opportunity to learn about hospitality in Workshop 2.

3 -5 June, 2013:

JCI Fukuyama offered an opportunity to learn about OMOTENASHI, the spirit of hospitality of Japan, in Workshop 3.

24- 28, June, 2013:

JCI Fukuyama offered an opportunity to learn about populations and cultures in foreign countries in Workshop 4.

5 July, 2013:

JCI Fukuyama invited foreign delegates to each school to have this program involving students.

10:30 – 10:45am

Greeting

Children welcomed foreign delegates with small flags and flower arches.

10:45 – 12:00am

Welcoming Ceremony

Foreign delegates entered the venue while students played drum music.

Ceremony

1. Students and JCI members sang the Japan’s national anthem.

2. Students sang the school song.
3. A JCI representative made a remark toward the school side and foreign delegates.
4. The school principal made a remark for foreign delegates.
5. The president of the school council made a remark to foreign delegates.

Closed

Reception

Students played the Japanese harps Koto.

Students performed a local Japanese dance.

12:15 – 1:00pm school-provided lunch

1:00 – 1:15pm school cleaning

1:25 – 2:30pm Japanese culture experience

Wearing Kimono, playing with Japanese traditional toys such as a cut-and-ball game, toss beanbags, paper folding, tops, small wooden toys, playing the Japanese harp Koto, and pounding rice cake.

2:40 – 3:00pm commemorative tree planting

Children and delegates planted a rose, which is a symbol of our city, in a school garden as a remembrance of meeting.

3:10 – 3:30pm farewell ceremony

1. The president of the student council made a speech.
2. Students gave presents to the delegates. (postcards, rice crackers, and flowers)
3. Delegates made a remark to related school staff, children, and JCI members.
4. The school principal made a greeting to delegates.
5. Children and delegates sang We Believe together. 3:30 – 3:45pm see-off

All students made flower arches in a line to see off the delegates.

31 July, 2013 JCI Fukuyama hold a debrief session with the school staff and children.

*school-provided lunch

Students eat school-provided lunch at school every weekday. The menu of a day is fixed, so every child has the same menu. Children help each other for table setting and food serving. This is a part of Japan-originated group education through a lunch activity.

*school cleaning

Students manage their class by themselves to clean their school building. This activity is a training to work with classmates. The process fosters students' independence as a part of education.

*wearing Kimono

This means the experience to wear Japanese traditional clothes Kimono.

*cut-and-ball game

A ball and a wooden sword are tied up with a string. This is a game to receive a ball with the sword after tossing the ball.

*toss beanbags

This is a Japanese traditional juggle tossing some beanbags.

*a Japanese harp Koto

Koto is a plucked string instrument with 13 strings, which is our local traditional specialty.

Recommendations : JCI Fukuyama has created an opportunity of **positive change** for the children who had little experience to meet people from different cultures, customs, thinking, and ways of action.

This program encouraged the children to break their emotional barrier. Breakthrough in their mind led their mentality to independent and active attitude.

Therefore, this project is considered as the one which was very effective to

create global networks.

The children in this program changed positively through the communication with foreign members. Teachers mentioned the change in an interview after the program. Children have changed their behavior at school.

They became to join school activities very positively by presenting their opinions, and make some actions by themselves. Unfortunately, we have not verified positive change among foreign delegates yet.

Most delegates are supposed to be JCI national presidents. Effectiveness of this program will be affirmed in their actions next year.

Due to an unexpected consequence, teachers were inspired by children communicating with foreigner. The change of children has caused the next positive change.

1. Through the cultural exchange this time, some teachers want to begin their own program to invite foreign guests. The teachers could get a stimulation from JCI Fukuyama.
2. Some teachers were impressed by the spirit of service of JCI Fukuyama members.

The most outstanding feature of this program is to provide positive change that empower next generation to participate in our community society positively and actively.

Reviews are as follows;

The school principals in this program

-Members of JCI Fukuyama have showed how to contribute to our local community and world peace with their own action.

-Some students want to be grown-ups like JCI members. They were impressed by the attitude of JCI members very much.

-Children could learn roles of supporting staff and the spirit of service.

City hall officials

-Not only children but also our civil service was inspired by this program. We would like to create a project like this.

-We welcome a wide range of proposals from JCI Fukuyama. We hope to have positive change together in our community.

Teachers in the participating schools

-I was surprised by the change in children through this program.

-Even some students who had been inactive took part in this program very actively. Later on, they changed to rise their hands to present their opinion in lessons.

Students

-This program offered me a very precious experience. I strongly wish to learn English and other subjects to be **active in the world**.

-At the beginning, I was scared of foreigners, but they were very kind to us spending time together. I could not speak to them, but communicated with a gesture. It was fun.

Our intercultural exchange project was taken up on many kinds of media according to reputation that the program brought a big impact for our local community.

1. A local newspaper; The Chugoku Shimbun (a circulation of 650,000 in neighboring communities)
2. A local newspaper; The Mainichi Shimbun (a circulation of 25,000 in neighboring communities)
3. A local newspaper; The Sanyo Shimbun (a circulation of 10,000 in neighboring communities)
4. A local information magazine; Keizai Report (a circulation of 120,000 in neighboring communities)
5. A local information magazine; Bussiness Johou (a circulation of 80,000 in neighboring communities)

Award Category criteria

1

Objectives, Planning, Finance and Execution

What were the objectives of this program?

The objective of this project is to advance world peace by action of local children who have been empowered to be skillful global leaders. In order to accomplish the JCI Mission, JCI Fukuyama educated the younger generation and provided an opportunity to create young active citizens.

How does this program align to the JCI Plan of Action?

This program aligns to the following introduction part in the 2013 JCI PLAN of Action:
 “In 2013 JCI will move the organization forward by taking concrete measures to empower young people in order to provide just solutions to the problems of humanity.”

Was the budget an effective guide for the financial management of the project?

There was no extra budgetary outgo. Here is the detail of the budget—US\$1370:
 Plan and production expense – US \$940
 Convivial meeting – US\$380
 Miscellaneous expense – US\$50
 Efforts to reduce the budget

1. JCI Fukuyama had an explanatory session about our international exchange program toward government. Our program could obtain understanding and cooperation from Hiroshima Prefectural Government and Fukuyama City Government. Consequently, these governments offered us US\$800 of sponsorship in total.
 - plan and production expense with US\$700
 - venue fee with US\$100
2. JCI Fukuyama succeeded in publishing this program in local newspapers and information magazines at no cost, because we had worked to promote this local community development program very actively toward the media. Accordingly, there was no need to have a budget for advertisement in spite of a wide range of publication.

How does this project advance the JCI Mission and Vision?

–To advance the JCI Mission
 In this program, children actively made a research and reaffirmed about Japanese culture. They had opportunities to talk about their own culture to foreign delegates.
 They improved their skill to think logically and communicate with others.
 They made an action led by “Dare to Act,” and then obtained positive change in their consciousness.
 They became young active citizens.
 Later on, they have been making positive actions.
 –To advance the JCI Vision
 JCI Fukuyama members explained this program in

administrative principal meetings in November 2012. At 5 schools, our members provided opportunities for children to do some activities with foreign delegates.

After this program, children began to act positively. The fact that his program won the admiration from Governments and schools brought wide recognition of JCI Fukuyama. This consequence means execution of the JCI Vision.



explanatory meetings



preparatory study

事前学習



PLANNING



MOTENASHI (Spirit of the hospitality of Japan)



Award Category criteria

2

Membership Participation

By number, how many members were involved in this program? **12 members**

By percentage, how many members of the Local Organization were involved in this program? **45%**

Describe the main roles of the participating members in this program. **12 members for preparation**

1. 12 JCI Fukuyama members attended meetings to discuss this program with school staff. Two out of the 12 members took responsibility as organizers for all 5 schools. The other 10 members were divided into 5 pairs. Each pair was in charge of one school to have meetings.
2. The 12 members hold preparatory workshops at the schools. 5 members performed as MCs in the workshops. The other 7 members assisted students to do some activities.

12 JCI Fukuyama members on the day of the program

The 12 members of JCI Fukuyama divided into 5 schools to carry out this program.

10:45 – 12:00AM Welcoming ceremony

One of JCI members took a role of a host to conduct this program.

The other members supported to lead children and delegates with school staff.

Reception

JCI members were aware of the children's efforts.

12:15AM – 1:00PM School-provided lunch

JCI members cooperated for table setting and food serving.

1:00 – 1:15PM School cleaning

JCI members cooperated to prepare cleaning tools during the school cleaning, which is a part of Japanese cultural experience.

1:25 – 2:30PM Japanese Cultural Experience

JCI members walked around to check if this cultural experience was going well.

2:40 – 3:00PM Commemorative tree planting

Two JCI members supported this planting procedure.

3:10 – 3:30PM Farewell ceremony

A JCI member took a role of MC in the farewell ceremony.

3:30 – 3:45PM See-off

JCI members joined to have the flower arches to see them off.

JCI Junior Chamber International Fukuyama
 輝く未来の創造
 Dreams of Hopeful Future



Students attended preparation workshops.

16-22 April, 2013

To learn about our local city.

Workshop 1

THE BEST LOCAL PERSONAL SKILL PROGRAM

JCI FUKUYAMA



THE BEST LOCAL PERSONAL SKILL PROGRAM

JCI FUKUYAMA

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3-5 June, 2013.

OMOTENASHI, the spirit of hospitality of Japan.

Workshop 3

THE BEST LOCAL PERSONAL SKILL PROGRAM

JCI FUKUYAMA



THE BEST LOCAL PERSONAL SKILL PROGRAM

JCI FUKUYAMA

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22-28 May, 2013.

To learn about hospitality.

Workshop 2

THE BEST LOCAL PERSONAL SKILL PROGRAM

JCI FUKUYAMA



THE BEST LOCAL PERSONAL SKILL PROGRAM

JCI FUKUYAMA

JCI Junior Chamber International Fukuyama
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24-26 June, 2013

To learn about populations and cultures in foreign countries.

Workshop 4

海外の人口や文化を学ぶ

THE BEST LOCAL PERSONAL SKILL PROGRAM

JCI FUKUYAMA



THE BEST LOCAL PERSONAL SKILL PROGRAM

JCI FUKUYAMA

Award Category criteria

3

Skills Developed

What skills were developed in this program?

1. A skill for children to express themselves
Attendees: 1100 students and 62 delegates from 62 countries. Children actively prepared to make research and understand about their culture of Japan beforehand. they expressed their own culture toward delegates in spite of a language barrier. The children improved their skill to express themselves through this program.
(The children could speak only Japanese, but there were no delegates who could understand Japanese.)
2. Communication skills
Children had positive change to take an initiative without hesitation in the communication with delegates who spoke different languages. As a result, they improved their communication skills.
3. Global thinking
Children and delegates shared the opportunity of intercultural exchange. In order to achieve world peace, they learnt the importance of international exchange and became aware of cultural differences in the world. This experience brought global thinking to the participants.

How were these skills developed?
Describe the methods and activities used.

Early March, 2013: We had meetings with schools about preparatory study.
16 – 22 April, 2013: JCI Fukuyama offered an opportunity to learn about our local city in Workshop 1.
22 –28 May, 2013: JCI Fukuyama offered an opportunity to learn about OMOIYARI in Workshop 2.
3 –5 June, 2013: JCI Fukuyama offered an opportunity to learn about OMOTENASHI, the spirit of hospitality of Japan, in Workshop 3.
24– 28, June, 2013: JCI Fukuyama offered an opportunity to learn about populations and cultures in foreign countries in Workshop 4.

1. A skill for children to express themselves
Children actively prepared to make research and understand about their culture of Japan beforehand. On the day of this program, they expressed their own culture toward foreign delegates in spite of a language barrier. The children improved their skill to express themselves through this program.
2. Communication skills
Children had positive change to take an initiative without hesitation in the communication with delegates who spoke

different languages. As a result, they improved their communication skills.

3. Global thinking

Children and foreign delegates shared the opportunity of intercultural exchange. In order to achieve world peace, they learnt the importance of international exchange and became aware of cultural differences in the world. This experience brought global thinking to all of participants.



Award Category criteria

4

Impact on Participants

What was the intended impact on the participants?

The intended impacts were that the children composing the future generation were empowered as follows to achieve the lasting world peace:

- To experience positive change

The children experienced positive change by seeing and understanding cultural differences with delegates.

- To obtain a skill to express themselves

The children made a passionate challenge to express themselves and their own culture through the whole program.

- To have patriotic pride

Children positively felt patriotic pride through research and presentation about their country and culture.

- To make positive actions to solve problems.

Children took an initiative without hesitation in the communication with delegates in spite of language barriers. They noticed that leadership could change any situations and solve problems.

- To make actions for lasting world peace

Children learnt the importance of international exchange and cultural differences in the world to achieve the lasting world peace.

Describe the actual impact on the participants.

The actual impacts were that the children composing the future generation were empowered as follows to achieve the lasting world peace:

- To experience positive change

In questionnaires, 95% of the children answered that they could communicate with foreigners because they made positive actions. 22% of the participating teachers commented that the children changed positively. This consequence shows that the children experienced positive change by seeing and understanding cultural differences with foreign delegates.

- To obtain a skill to express themselves

The children made a passionate challenge to express themselves and their own culture through the whole program. They succeeded in being understood with non-verbal communication.

- To have patriotic pride

According to questionnaires, passionate research and presentation about their community and country allowed 43% of the children to think that they wanted to know more about their city Fukuyama.

- To make actions for lasting world peace

Questionnaires show that 45% of the participating teachers admitted that the children increased an interest in foreign countries and foreigners. This fact means children learnt the importance of international exchange and cultural differences in

the world to achieve the lasting world peace.

Junior Chamber International Fukuyama
 輝く未来の創造
 Create a bright future



給食
 School-provided lunch

Japanese culture experience

School-provided lunch
 Students eat school-provided lunch at school every weekday. The menu of a day is fixed, so every child has the same menu. Children help each other for table setting and food serving.

This is a part of Japan-originated group education through a lunch activity.

THE BEST LOCAL PERSONAL SKILL
 JCI FUKUYAMA

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 Create a bright future



Understand cultural differences
 自国の文化を発表
 Expressed their own culture



the opportunity of positive change
 前向きな変化

THE BEST LOCAL PERSONAL SKILL
 JCI FUKUYAMA

Junior Chamber International Fukuyama
 輝く未来の創造
 Create a bright future



初体験
 Japanese culture experience

school cleaning
 Students manage their class by themselves to clean their school building. This activity is a training to work with classmates. The process fosters students' independence as a part of education.

清掃
 School cleaning
 impact

気付き

THE BEST LOCAL PERSONAL SKILL
 JCI FUKUYAMA

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 輝く未来の創造
 Create a bright future



Both students and foreign members received opportunity for the positive change by experiencing cultural differences.



言葉の壁を超える

THE BEST LOCAL PERSONAL SKILL
 JCI FUKUYAMA

Award Category criteria

5

Long-term Impact of the Program

What is the expected long-term impact of this project?

This program was aimed to create positive change for young generation in our local community, who would be main active leaders participating in our community development in the future.

The children who experienced positive change in this program will make actions to develop our community, and the actions will lead us to the world peace. While they have positive actions, they will involve more people to work together. This movement will make a global network of active citizens stronger. Development opportunities to create world peace

This program could show outstanding possibilities. Continual program run by school staff will bring the world closer to children. The opportunity to have foreign guests repeatedly will allow children to understand the present situation in the world better. When they know about issues in the world, children will begin to think about what they can do by themselves. Children who experience positive change will make actions as active citizens, and their behavior will empower other people to be active citizens.

What changes would you make to improve the results of this project?

Framework with lack of preparation to accept foreign delegates

There were many delegates who has never visited Japan before. Therefore, some of them felt uncomfortable in our Japanese culture. In order to improve this problem, it is necessary that foreign delegates are provided with knowledge of Japanese culture and custom in advance.

Lack of proper understanding of cultural differences and religions

Incorrect information about dietary regulation

Correct information must be obtained and be shared not only with a list but also in a preparatory workshop before we welcome the foreign delegates.



