

Challenge!! Open Governance 2016 Application Form for Citizens/Students

Title of the Agenda (Note)	No.	Title	Name of Municipality
	39	About the PR strategies of Omihachiman City	Omihachiman City
Title of the Idea (disclosed)	Omihachiman “Learning at the center of the world: The summer break <i>terakoya</i> class for children” project		

(Note) For the Title of the Agenda, please fill in the title of the agenda of the municipality that is applying for COG listed in the COG2016 website.

1. Applicant Information

Name of Team (disclosed)	Ritsumeikan University + Omihachiman Chamber of Commerce	
Team Style (disclosed)	<input type="radio"/> 1. Team of citizens <input type="radio"/> 2. Team of students <input checked="" type="radio"/> 3. Team of both citizens and students	
Information of the representative (only the name will be disclosed)	Name (disclosed)	Akiko Nezu
	e-mail (closed)	
	Tel#(closed)	
	Relationship in between the rep. and the municipality(closed)	

* About the conditions for the disclosure of information

What you are going to fill in in “2. Description of the idea” in the following pages will be reviewed and disclosed under the Creative Commons Attribution 4.0 International License (CC BY). However, if the applicant requests, it will be disclosed under the Creative Commons Attribution 4.0 International License (CC BY-NC). Please notify us when you apply if you prefer this. In either case, the credit will be given to the name of the team that applied.

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(Notes)

<Name of the file used for the application and where to send them>

1. Upon application, please name the file as COG2016_応募用紙_specific team name_relevant municipality name and send it to the following email address. The email address can be accessed from the “Application Acceptance Section” of the COG2016 website of the University of Tokyo, Graduate School of Public Policy. admin_padit_cog2016@pp.u-tokyo.ac.jp

<About Disclosure and non-disclosure>

2. The name of the idea, the name of the team, the team style, the name of the representative, and the "description of the idea" will be disclosed.
3. The above information will be disclosed after review. (For example, anything that is offensive to public order and morals or plagiarism will not be disclosed.)
4. "Self-evaluation of the screening items" will not be disclosed through the information provided in this application form. What has been determined to be excellent in content and can possibly be used for future reference may be disclosed after consulting with the applicant during the advice phase after the public screening.
5. Any parts of the sentences, photos, figures, and graphics used in the "Description of the idea" section whose intellectual property belongs to anyone other than the team should be noted in quotes in accordance with law or with an explanation that permission has been obtained from those who own the intellectual property rights. The same applies to the "Self-evaluation of the screening items" section.

<List of team members>

6. Please provide the list of the team members in a separate excel file and submit it with the application form. (The information of the members other than the name of the team representative, as described in 2. will not be disclosed by the office of COG. Please see the attached document for details.)

2. Description of the idea (disclosed)

Please tell us the story of the idea (public service) that will help concretize the agenda and solve related problems using data and information materials.

(1) Content of the idea (disclosed)

For the idea, it is recommended to think of who does what, where, when, and how, construct the content with each of these elements, and organize the story. Please provide the content within the following section. (You may use figures and tables as needed.)

<Introduction>

The theme of COG is "solving local issues" but we first came up with a project plan based on the assumption that "**locales such as Tokyo, or even New York will cease to exist**, or they are already ceasing to exist" or, in other words, given **extinction of the center and its peripherals**, the world where it is, is everywhere flat. To stretch a point, **where you are standing right now will be the center of the world**. This is the underlying idea of the project we are proposing here.

* Omihachiman City and Vories

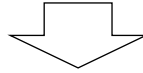
Vories is an architect who worked out of Omihachiman. Next to his signature, there is a circle with a dot in the center of it. Vories always put this circle next to his signature. The circle means that **Omihachiman, where he lived, was the center of the world**. Vories was born in the United States and came to Omihachiman as an English teacher when he was 25 in 1905. He crossed the Pacific Ocean over a hundred years ago and left over 1,000 architectural structures across Japan. He was **a global person**, but **for him, the center of the world was Omihachiman, the small town in which he lived**.

(Permission to use the photo has been obtained).



Vories' circle has now become reality

The advancement of information and communication technology and the development of distribution has caused the concept of center and its peripherals to disappear. It has become commonplace for information and goods to be exchanged beyond time and space. As Vories said a hundred years ago, **the modern world can now truly be described as the place where you are standing right now; it is the center of the world.**



Omihachiman "Learning at the center of the world: The summer break *terakoya* class for children" project

○ Outline

For a week or so during the summer break, elementary school students who have gathered from all over Japan will learn about Vories, a figure associated with Omihachiman, the Omi merchants, and Nobunaga's way of life and his spirit of independence. We also offer opportunities to experience marine sports in Biwako Lake, to learn about the natural environment at the lakeside, to learn about history and culture while strolling around the traditional part of the town, and to mingle with the local people so that students can spend a fulfilling time in summer **both through classroom-based and field-based learning.**

○ Who plays the main role

Children gathered from across Japan are the ones who learn at *terakoya* (private school); we expect about 20 children in the higher grades of elementary school for the first round, and plan to increase the number each time. **University and high school students and the people of Omihachiman** will support them.

○ What they learn

"Where you are standing right now is the center of the world." The spirit and the lifestyle of autonomy and independence

Children will learn, through classroom-based and field-based learning, the spirit and lifestyle of autonomy and independence unique to Omihachiman, while acquiring a deeper understanding of the culture of Omihachiman and its historical heritage, as well as the appeal of nature.

○ Ideas for the study menu

<Classroom-based learning>

- **Bidirectional class given by local people about how Vories, Omi merchants, and Nobunaga (his castle Azuchi Castle was located in Omihachiman City) lived and thought.**
- **A lecture on the "spirit and lifestyle of autonomy and independence" by an external lecturer.**
 - Candidates for a visiting lecturer: People who have had connections with Omihachiman City, such as Terunobu Fujimori (architect), Peter D. Pedersen (environment and CSR consultant), Emiko Inagaki (former reporter of Asahi Shimbun)

<Field-based learning>

On-the-boat class in Biwako Lake, environmental learning at the lakeside on the west side of the lake, learning through exploring culture at the ruins of Azuchi Castle, learning about the history and the culture in the area of the Omi Merchant Residences, experiencing confectionery making at a confectionery store "Taneya," etc.

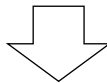
2) Basis of the idea (disclosed)

Please explain the basis of the idea (why this idea), including numerical data that supports the idea (what can be shown by numerical values, such as past results, statistics, or questionnaires) and evidence (information materials, plans, or existing measures, etc.) (hereinafter collectively referred to as “data materials”). Please indicate the sources of the numerical data or evidences. Make sure you completely explain the basis within the following two-page section.

<About the basis of the idea>

According to Omihachiman City, the agenda of the project is,

“It is necessary to examine how we can get more people interested in moving into Omihachiman City and how we can make them actually move there.”



Under such circumstances, Omihachiman City lists the following six items as the local resources that should be utilized for the city’s “basic concept of developing a peaceful and quiet community.”

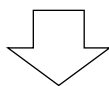
1. Rich waterfront natural environment and scenery, historical, and cultural resources
2. Autonomy of the residents and a spirit of social contribution
3. Location resilient to disasters
4. Efforts to vitalize the local industries and economies
5. Welfare and healthcare
6. Education and childcare

Source: “Omihachiman City: Basic concepts for developing a peaceful and quiet community”

B U T

- According to the survey data (“Omihachiman City: Basic concepts for developing a peaceful and quiet community”, a web survey conducted with people who are from the Kansai area and now live in the Tokyo area or the Kansai area), **over half of the respondents (55.2%) have “never lived in or even visited” Omihachiman City.**
- According to the data of the same survey, what respondents knew about the local resources of Omihachiman City were that (1) the city has many historical and cultural resources, such as “the ruins of Azuchi Castle” and “Hachiman-bori” (51.9%), (2) the city prospered as an international commercial town and as the home of “Hachiman merchants (Omi merchants)” (51.1%), and (3) “the city has various foodstuffs such as Omi rice, Kitanosho-na, Toira-negi, Omi beef, lake fish of Biwako Lake and Okishima, Decchiyokan, Chojifu, Aka-konnyaku,” as well as a rich food culture” (41.5%).

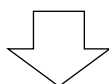
However, only 2.8% knew about the city’s agenda pertaining to educational resources, which is included as one of the local resources to promote immigration, “To cultivate children who have love and pride for the area, the city offers opportunities to learn about the hometown and its traditional culture, providing distinctive education rooted in the area.”



Therefore, we thought it important to have **students gain hands-on experience of** some of the above six elements and **learn about the town.**

However, unless there are unusual connections to the city or extreme chances, people have no opportunities to get to know about a town, except for those visiting big cities and famous sightseeing spots.

Therefore, **we should provide opportunities for people to spend time and live here even for a few days.**



**“Learning at the center of the world:
A summer break *terakoya* class for children” project**

Basis of idea 1)

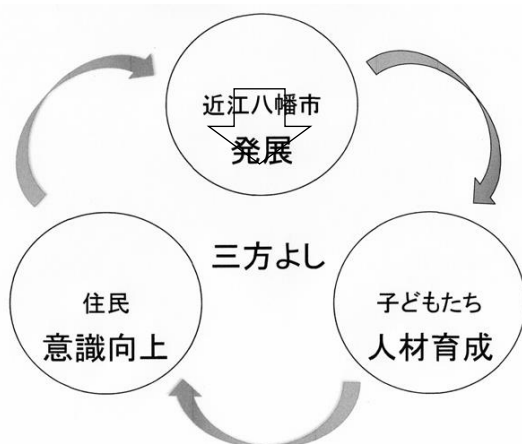
We will **enhance sympathy toward Omihachiman City** by **providing opportunities for the children who are participating in the project as well as for the parents and families who are accompanying them to actually experience the local resources** of Omihachiman City (it might not be possible to experience all the elements, but we believe it is possible for them to experience at least 1, 2, 3, and 6 of the list of local resources compiled by Omihachiman City).

We believe that the appeal of Omihachiman City will be conveyed all over the country if the children as well as their parents and families **distribute information through SNS, etc. during the project, or after experiencing the project** (we can also expect the high school and university students and local people who will be supporting the project to distribute information). We will also **build a website** specifically to recruit the children for the project “A summer break *terakoya* class for children” and **distribute the information about the local resources of Omihachiman City and its appeal as well.**



Basis of idea 2)

To let people outside the area know about the appeal of our town and encourage them to move to it, **it is important for us, the people of the area, to have pride in our town and have the motivation and intention to develop the town ourselves.** By teaching children why Vories thought Omihachiman City, where he lived, was the center of the world, and why Omi merchants and Nobunaga Oda had the spirit of autonomy and independence or the enterprising spirit that they did, we can also educate the local people who support the project and eventually change their awareness.



近江八幡市 発展	Omihachiman City: Development
住民 意識向上	Residents: Enhanced consciousness
子どもたち 人材育成	Children: Cultivation of human resources
三方よし	Beneficial to the three parties

2) Basis of the idea (disclosed)

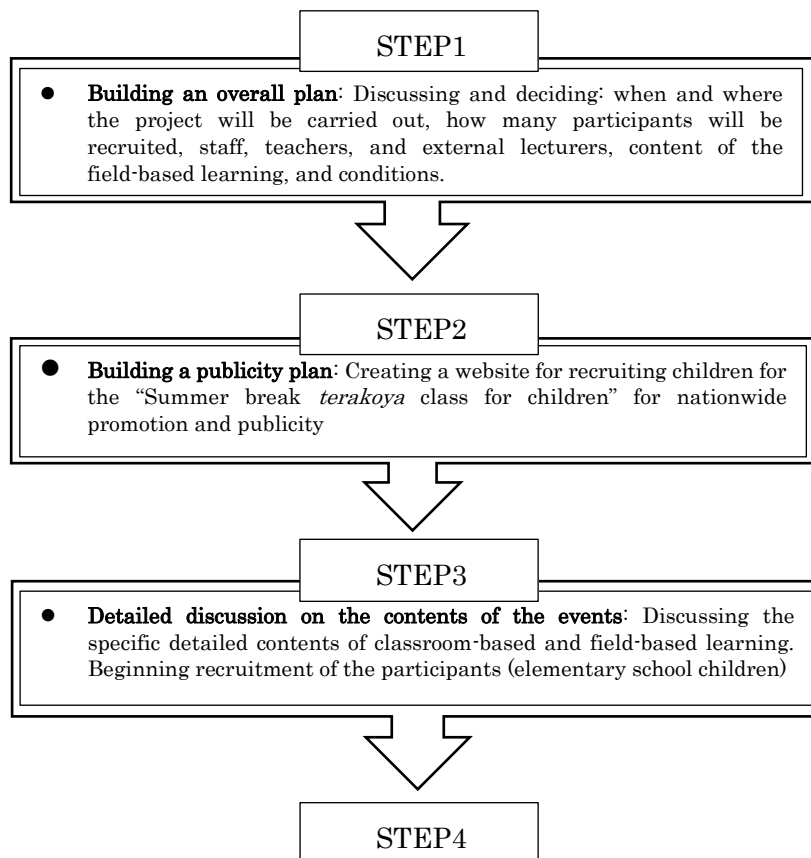
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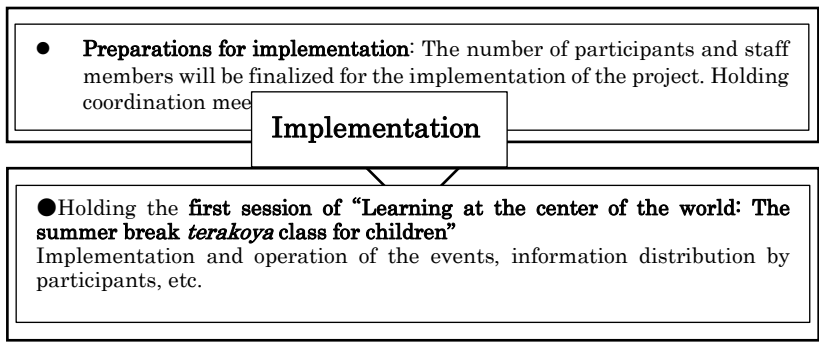
<Body in charge of realization>

Ritsumeikan University + Omihachiman Chamber of Commerce

* Ritsumeikan University are planning to carry out the planning and the implementation of the events as well as the preparatory activities as volunteers.

<Process leading to the realization of the idea and milestones>



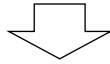


4) Others (disclosed)

Briefly explain the selling points of the idea, restrictions upon realization of the idea if any, near-term solutions, and potential for the future (for example, “if the limitation of XX can be eliminated in the future, we can also do YY”) within the following section.

<Selling points of the idea>

- **Providing opportunities for event participants and relevant parties to get a hands-on experience of the local resources of Omihachiman City**
Participating children and their parents, families and relevant parties can have a hands-on experience of the appeal and the local resources of Omihachiman City through the event “Learning at the center of the world: The summer break *terakoya* class for children.”
- **Distributing information about the local resources of Omihachiman City and its appeal through SNS of the event participants and relevant parties**
The appeal of Omihachiman City will be conveyed all over Japan by participating children and their parents, families, and relevant parties through SNS, etc. during and after the project.
- **Distributing information about the local resources of Omihachiman City and its appeal through the website created specifically for the announcement of events and recruitment of participants**
Information about the local resources of Omihachiman City and its appeal will be distributed by creating a website specifically for “Learning at the center of the world: The summer break *terakoya* class for children” project to announce events and recruit children.
- **Enhancing the consciousness of the local people through the concept of the project “Our town is the center of the world”**
Through the project concept, “Our town is the center of the world,” people of the community themselves learn that they need to have the spirit of autonomy, independence, and determination in order to think about the development of their town.
- **Birth of a novel and strong brand image, “Omihachiman, center of the world”**
A novel and strong image, “Omihachiman, center of the world” will be formed in Omihachiman City through repetition of the project.



Conveying the information about the local resources of Omihachiman City and its appeal + encouraging immigration

<Possible restrictions on realization of the idea>

- Whether we can get children to participate
- What we should do about the budget for implementing and operating the events, creating the website, and inviting lecturers
- Whether we can secure volunteer supporters (high school and university students) and local people for the implementation of events
- Risk management during the events (weather, accidents, securing the health and safety of participants, etc.)
- Whether the contents of the events are satisfying for the participating children
- Whether we can continue the project every year
- Whether the events will effectively lead to conveying the information about Omihachiman City's local resources and its appeal, and promoting immigration