Challenge! Open Governance 2017 Application Form for Citizens & Students

Title of Regional Issue[*]	No.	Title		Name of Municipality
	- （事務局用）	Create a local society of co-support, where people can express their ideas with peace of mind		Makinohara City, Shizuoka Prefecture
Name of the Idea (disclosure)	Local leader development project for using dialogue to foster the ability to take action			

（*Enter the title of regional issue of the applying municipality as described in COG2017 website.

1. Applicant Information

Name of the team (disclosure)	CLIP		
Team attribution (disclosure)	○ 1. 市民によるチーム	○ 2. 学生によるチーム	⦿ 3. 市民、学生の混成によるチーム
Number of members	122		
Team leader (only the name will be disclosed)	Name (disclosure)	Yuta Ikegaya	

※Conditions for information disclosure

Information provided in "2. Description of Idea" beginning on the next page will be disclosed under the Creative Commons Attribution 4.0 International license (CC BY 4.0) after confirmation of its contents. At the request of the applicant, however, such information will be disclosed under the CC BY-NC (Attribution – Noncommercial) 4.0 International license. Please let us know your preference at the time of application. In both cases, the name of the applying team will be used.

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(Notes)

<Name of the file for application and addressee>
1. Send the file with the filename COG2016_applicationform_teamname_municipalityname to the address below. You can also access this address via the application registration column on the COG2016 website of the Graduate School of Public Policy, The University of Tokyo: admin_padit_cog2016@pp.u-tokyo.ac.jp

<Public or private information>
2. The name of the idea, name of the team, team attribution, name of the team leader, and "description of idea" will be open to the public.
3. The contents above will be reviewed before disclosure (anything which is harmful to public order, unethical, or making use of a plagiarized idea will not be disclosed).
4. The "self-evaluation" column of the application form will not be disclosed. However, if the content is excellent and deemed useful for other applicants, it may be disclosed after consultation during the advice stage after the open review.
5. If any element associated with an intellectual property right whose holder is not a member of the applying team, such as texts, photographs, and graphics, is included in the "description of idea," it should be demarcated stating that it is quoted according to the relevant laws and regulations or that its use has been approved by the right holder. Please do the same for the "self-evaluation" column.

<List of the team members>
Submit the list of the team members in the attached Excel file (Any information about members other than the team leader as specified in 2. above will not be disclosed except to the COG Secretariat. Please see the attachment for details).

2. Description of the Idea

Fill in three items: (1) content of idea, (2) rationale for idea, and (3) how to realize it.

(1) content of the idea

Please show the contents of the idea by putting these elements in the idea as to who, what, where, when, and how it is a public service (activity) to do.

【Background to the Proposal】

　The social environment we live in changes at high speed, with diverse citizen needs that are increasing in complexity. As such, rather than government-led initiatives, supporting the independent actions of the citizens (who are the most knowledgeable about local needs) will be the way to address local issues. Going forward, community development that develops individuals that can operate independently and proactively and enhances the power of citizens will be important. This project develops high-school students, who will carry the responsibility for the next generation, who can engage in dialogue in and outside of the school, gain diverse "learnings" and "insight," reflect on local challenges as if they concerned them personally, and who are able to take the first steps to making their ideas a reality.

　In Makinohara City we have carried out initiatives that involve citizen participation and collaboration. One of these projects aimed to increase attachment of young people to the local area—the "Local Leader Development Project" which started in 2015 under the guidance of the head of the local government and linked prefectural high schools in the city (Haibara High School, Sagara High School) to the local community.

　The aim of the "Local Leader Development Project" is for high-school students to encounter adults and people of their own generation and, through engaging in dialogue about the local area, develop greater understanding of and attachment to the area, resulting in a sense of pride in where they live. Furthermore, the project aims to foster the consciousness and skills required for being responsible for addressing local issues.

　＜First Step 2015-2016＞　Fostering fundamental dialogue skills

　2015 Academic Year: Study dialogue

　With the cooperation of a professional facilitator, a space for dialogue between high-school students and local adults was created, and the benefits of dialogue were studied.

　2016 Academic Year: Form and run an organization

　In order to further develop independence local facilitators, high-school students (volunteers), teachers, and local government employees established a "Co-learning space design meeting" which engaged in workshop design with local adult residents.

　Facilitation training was provided by a professional facilitator at an out-of-city prefectural high-school attended by high-school students from Makinohara City.

　＜Second Step 2017＞　Dialogue was positioned as part of general classes and through the running of the co-learning space, results were reported on.

　The dialogue class run by the local facilitator was positioned as a class for first year students at Haibara High School and comprised facilitation and the creation of graphics. Subsequently, a "Co-learning space" was created as a space for practical training for students and adults to engage in dialogue. Here, dialogue on the theme of community development in Makinohara City continued.

教育環境　　雇用環境　　　　住環境
思いが実現できる地域づくり

We also do facilitation and graphics !

【Proposal Outline】

　In the context of a local social environment that is undergoing significant change and diversifying needs and challenges, developing more individuals that can care and think about the local area, and then take action will be a source of strength for our regions.

　One's high-school experience (where one thinks about one's career-path and other aspects of life), has an important influence on the way one will choose to live in the future. By interacting with the local area during high school and thus deepening one's understanding of and attachment to the place where they live, we hope that students will return to the area in the future, take on responsibility for its development, and thus, increase citizen power in the area.

This project proposes to develop the ability to take action. High-school students and local residents who participate in the "Co-learning space" will, through carrying out projects developed through dialogue, experience working towards making one's ideas a reality.

(2) Rationale for the idea

Describe the Rationale for the idea (why have you chosen this idea?) with numerical data (achievements, statistics, or questionnaire results) and evidence (materials, plans, or existing measures) that support the idea (collectively, the "data").

1.Themes for the "Co-learning Space"

Dialogue was engaged in around the four themes noted in the priority strategies of the comprehensive plan.

・Educational environment
・Employment environment
・Living environment
・Creating a community where people can realize their ideas.

2. Dialogue using open space technology

In the future, the ability to think and act on one's own will become increasingly important.

Because we want to place importance on a stance where solutions are created by thinking for oneself and making connections with others, we will focus on using OST methods.

*OST refers to techniques where participants propose issues around a broad theme and the form of participation (schedule, discussion) is decided in an independent fashion over the course of the process.

3. Traces of "Co-learning Space"

Take time to listen to one's own thoughts. Then, meet with adults in the community and have the courage to talk with them about what is important for you to bring to reality in your everyday life. Through this dialogue, find things around you (e.g., everyday environment, local area) that you would like to improve (project seeds) and, together with friends and supporters, plant and nurture that seed. In this way, our aim is to solve community issues one by one, making a community where everyone can live happily and with peace of mind a reality.

① Building relationships between participants (8/14)

Create the ground rule—"adults do not support and offer advice, they participate on an equal footing with students"— at the adult/student dialogue space.

② Learn and experience actively talking, listening and interacting (8/23)

100 adult and high-school student participants ➡

On the general theme of "What is it that we want to do in order to realize our ideas," participants came up with and presented themes they would like to discuss and then engaged in dialogue in a space where people gather who want to learn and contribute.

OST philosophy and techniques were learned at the same time.

③ Reflection（9/14）

➡"Share thoughts about last time," "what are the possibilities for the four themes?" —in a World Café setting, share ideas about what is needed for "places" or "interpersonal relationships" where people can talk with a feeling of peace of mind.

*World Café is a method for deepening mutual understanding by engaging in dialogue in small groups and then developing the discussion while changing the group composition.

④ Try "actively talking, listening, and interacting" again under the facilitation of high-school students (10/25)

➡Participants dug deeper into the things they "want to do" and "want to talk about" (project seeds) together, with the presentation of 15 seeds at the end.

⑤ Develop specific projects from the project seeds (11/25)

From the 15 project seeds create concrete images of what you would like to proactively work on in order to develop 12 project ideas.

Learn that in order to improve society one must undertake projects.

⑥ Deepen the projects（12/15）

Set out specifics for 12 projects to be undertaken.

4. 15 Project Seeds

Create a dialogue salon where all high-school students in the city can come together to/ Deepen connections between students and the local area/ Establish a space for interaction between high-school students and people from overseas/ Turn one area into a village where only English can be spoken / Conduct medical seminars about local medical issues/ Disseminate the appeal of the local area/ Draw in people from outside the prefecture with a tea harvesting experience/ Go overseas, bring back people and introduce them to tourist areas here/ Think of ways for local facilitators (CLIP) to make money/ Create an environment where it is easy for people meeting for the first time to talk freely/ Bring together people with similar ideas and bring an idea to life/ Change school regulations/ Create an information supply system for that "something" you are looking for when you want to do it/ Help mothers in the local area/ Create a space for exploration from everybody's "exploratory questions."

5. Four projects to be undertaken

Out of the 15 projects, the main members[1] chose ones with clear proactive project leaders and supporting stakeholders that had a high possibility of being realized in the next year.

[1] Co-learning space design meeting (high-school students (28), instructors (2), local facilitators (4), collaborative community development specialist).

PROJECT 1: Establish a space for interaction between high-school students and people from overseas

PROJECT 2: Deepen connections between students and the local area

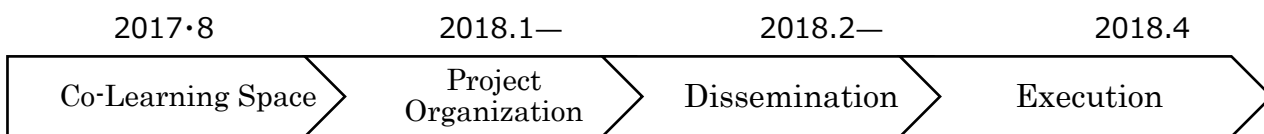PROJECT 3: Help mothers in the local area

PROJECT 4: Conduct medical seminars to increase understanding of local medical issues
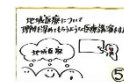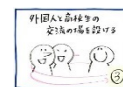
(3) how to realize it.

Describe the process and milestones, etc.

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1. Process towards realization

2017·8	2018.1—	2018.2—	2018.4
Co-Learning Space >	Project Organization >	Dissemination >	Execution >

【Preliminaries】

The Co-learning space was held six times between August and December. Co-learning space participants also included adults, and dialogue regarding local problem solving was engaged in around the themes of character building for high-school students and the priority strategies of the city's comprehensive plan.

【Next Steps】

・Project Organization

 Project members will review project processes, required budget, and necessary human resources.

・Dissemination

 As reporting and review of this year's activities, and with a view to the realization of the four projects, project owners will present the process up to this point and the execution of activities at the "Learning-driven regional development conference" to be held in February 2018. Promote the spontaneous participation of stakeholders.

・Execution

 As one method for working towards project realization the area leader development project will be considered a priority project of the city comprehensive plan and be positioned in the action plan as a concrete initiative in order to promote its independent development by citizens. Furthermore, the city will provide support in terms of such aspects as increasing awareness of the projects.

2.The Projects

We plan to develop the following four projects and their aims.

 PROJECT 1 : Establish a space for interaction between high-school students and people from overseas

Aim: Connect foreigners, high-school students, and adults for the development of mutual understanding of each other's countries and languages.

Organizers: Local companies with overseas connections, high-school students, local facilitators.

Participants: Foreign workers/tourists, high-school students

In combination with the project to draw in people from outside the prefecture with a tea harvesting experience this project uses the prefectural specialty, tea, to facilitate interaction with people from overseas. We will invite foreigners working in local companies and tourists arriving at Shizuoka Airport to a tea plantation with a view of Mt. Fuji and engage in dialogue while harvesting and drinking tea.

 PROJECT 2 : Deepen connections between students and the local area

Aim: Develop connections between students and adults; local residents interact with schools, high-school students interact with the local area.

Organizers: Residents (community development leaders, etc.), high-school students

Participants: High-school students, local residents

Establish a CLIP room during the Haibara High School festival, creating a space where high-school students and local residents can engage in dialogue. We would like to have local residents involved with the school, create opportunities for students and adults to develop connections, and give junior high-school students the chance to select the school as a place to further their studies. Furthermore, we will hold facilitation and graphic design seminars in order to enable more people to learn about CLIP activities.

PROJECT 3 : Help mothers in the local area

Aim: Mothers get help and children and collaborators enjoy time together

Organizers: High-school students, local facilitators

Participants: Local residents (i.e., people raising children in the area), high-school students, private childcare providers.

At times such as weekends and public holidays when childcare centers and support centers are not open to look after young children, high-school students and senior citizens spend time with children at high schools and other locations to provide help to mothers who are under stress from childrearing.

PROJECT 4 : Conduct medical seminars to increase understanding of local medical issues
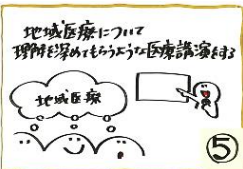
Aim: Local residents develop deeper understanding of local medical issues

Organizers: Medical clinics located in the city

Participants: Students, residents, local medical and nursing service providers

Invite students and local residents to medical facilities to, through dialogue with medical professionals (1) increase knowledge of the current state and beneficial aspects of medical treatment and (2) foster interest in such. Further, understanding of mutual-support in the area and within families will be deepened.

3. The future of the local leader development project

In addition to further developing the 12 projects that emerged this year, we plan to uncover new local issues and projects to address them. Haibara High School will continue the "Dialogue class" through next year, with 2019 seeing the conclusion of the school-wide classes.

1st Year: Training in facilitation and graphics. Connect with action through dialogue at the Co-learning space.

2nd Year: Action① Engage in local problem solving (projects) through the Co-learning space.

3rd Year: Action② Further develop the project to engage in new local problem-solving work.

After Graduation: Participate in local development in a variety of ways.

Raise the standard of "citizen power of Makinohara City"

a city that fosters the independent activity of its residents.

＜Development in other regions＞

This is an initiative that takes dialogue as a jump-off point for turning attention to resolving local challenges. Through connecting reflection and awareness to action in interactions with the local area's high-school students, we will develop the ability to take action towards making their ideas a reality. Through dialogue with high-school students, adults also gain new "insights" and "learnings." Furthermore, connections which transcend the existing frameworks of the local area are created, with high-school students positioned as key players. We would like to develop awareness and use of this initiative as a process and tool for local area problem solving which places high-school students in a key position.