

最優秀 LOM 地域社会向上プログラム  
Best Local Community Empowerment Program

<b>LOM 名</b>	<b>申請担当者名</b>
東京青年会議所	YASUTOMO KODAMA
<b>基本情報</b>	<b>Basic Information</b>
<b>事業名</b>	<b>Name</b>
ニュートンのリンゴプロジェクト	The Project of Newton's Apple
<b>目的</b>	<b>Purpose</b>
子どもが生まれ育った環境に左右されず、活躍できる社会を作る。	Create an active society not influenced by the born environment
<b>開始日</b> ※日付で記載	<b>Start date</b>
2017年4月1日	JCI ウェブフォームは、カレンダーから選択方式なので記載不要
<b>終了日</b> ※日付で記載	<b>End date</b>
2018年10月31日	JCI ウェブフォームは、カレンダーから選択方式なので記載不要
<b>事業対象者</b>	<b>Target</b>
参加者 2500 名	2500 participants
<b>SDGs の該当項目</b> 該当項目を1つのみ選択	<b>Sd goal</b>
④質の高い教育をみんなに	④Quality Education
<b>発展段階</b> Active Citizen Framework「展開」の項目での3項目の発展段階から 選択 ①健康な身体と精神 ②教育と経済力強化 ③平和・繁栄・持続 可能性	<b>Development stage</b> "Health and Wellness"・"Education and Economic Empowerment"・"Peace, Prosperity, and Sustainability"から選択
②教育と経済力強化	"Education and Economic Empowerment"
<b>概要</b>	<b>Overview</b>

#### 【なぜニュートンのリンゴなのか】

ニュートンはリンゴが木から落ちるのを見て「万有引力の法則」を発見したと言われている。ニュートンにとって「リンゴ」は「キッカケ」であり「学びや興味との出会い」だった。

#### 【子供の可能性】

子供の可能性は無限です。しかし子供にどれだけ多くの可能性を示してあげられるかは、子供を取り巻く環境次第。そして子供がどのような可能性に興味を示すかわからない。だから我々は子供に一つでも多くの「リンゴ」を落としてあげる必要がある。

#### 【日本の現状】

- ・子どもの相対的貧困率(17歳以下)は16.3%と先進諸国の中でも極めて貧困率が高い
- ・子どもの6人に1人が貧困状態にある
- ・OECD加盟国の中で6番目に高い貧困率である

※ Organization for Economic Co-operation and Development (経済協力開発機構)

#### 【貧困の連鎖】

- ・日本の生活保護受給世帯の子供達の約30%は、自身が大人になった時にも同じように生活保護を受けている。
- ・3人に1人の割合で金銭負担がネックになり子供の進学希望を叶えてあげることができていない
- ・収入が低い家庭ほど大学への進学率は低くなり、貧困家庭では大学への進学率は28.2%
- ・ひとり親世帯の子供の約6割が貧困に陥っている
- ・各家庭が住み暮らす地域には多くの学習支援NPOなどがあるが、70%以上の親がそれ存在を知らない

#### 【教育で貧困の連鎖を断つ】

- ・十分な教育を受けることで将来子供が貧困層から富裕層に逆転するチャンスを作る
- ・リンゴを落とすこと(機会の提供)、また学びや興味との出会いにより、自発的に学ぼうとする意欲を高めることが出来る。そして興味・関心から「知の連鎖」を起こしたりすることも出来る。
- ・リンゴを手にした子供を見ることで親の意識改革を行う
- ・地域には無料、または低額で質の高い教育を行っている団体が多くあるため、貧困家庭とのつながりをつくる必要がある。

#### 【ニュートンのリンゴプロジェクト】

2045年AIは人を超えると言われてます。  
また20年後には現在ある仕事の49%はAIやロボットが行うと言われてます。  
子供達はそのような未来を生きていかねばならない。  
そのような子供達の為に生まれた環境に左右されず、強く生きられる社会を作らなければいけない。  
その為に子供には多くのリンゴ(キッカケ)を提供し、それを育む場所を提供した。  
親には「認知能力」だけでなく「非認知能力の」重要性を伝え、それを育む手段を提供した。

#### ・動画による啓蒙活動

東京都の保育園・幼稚園・小学校の保護者会において東京JCが作った動画を放映してもらった。子供の可能性は無限であり、そのキッカケを提供出来るのは親である、と示した。

#### ・地域教育団体の紹介

地域で活動している教育団体を紹介したガイドブックを作成し配布した。無料、または低額で教育支援を行っている団体を紹介することで貧困家庭の子供でも参加出来るようにした。

#### ・文部科学省・東京都との連携

文部科学大臣補佐官(元JCメンバー)と協力し、文部科学省と連携した。さらに東京都の後援の元で行われた。また東京都内にある教育委員会との連携を行い広範囲で事業を展開した。

#### ・ヒーローアカデミーの開催(教育イベント)

文部科学省・東京都・教育委員会及び東京JCにより、ヒーローアカデミーを開催した。会場では20以上の地域教育支援団体がブースを出し無料体験を実施し学ぶ喜びを伝えた。また親向けに「非認知能力」の重要性を伝える講演会を行い、それを育む為には地域との連携が必要なのだと言った。

#### ・Web発信

保護者会で上映した動画やガイドブックに掲載した地域教育支援団体を毎日紹介し、多くの家庭に情報を届けられるようにした。

#### [Why the Newton's Apple Project?]

Issac Newton discovered the Law of Universal Gravitation from a falling apple. To Newton, that apple was the very start of his discovery and an unexpected chance for learning and appreciation,

#### [The possibility of Children]

There are infinite possibilities in children. But how make their possibilities realized depends on the environment they are brought up in. Also children don't know what kind of possibility they would show their interest to. That's why we need to drop the apples for them as much as we can,

#### [Situations in Japan]

- The relative poverty rates for children in Japan (under the age 17) is about 16.3% which is extremely high among developed countries.
- 1 out of 6 children is suffering from poverty
- 6th highest poverty rate among OECD member countries (※Organization for Economic Co-operation and Development)

#### [Chain reactions caused by poverty]

- About 30% of children of the families that was aided with livelihood assistance tends to be likewise aided even when they become adults.
- 1 out of 3 fail to afford to let their children proceed to the next stage of their education because of financial burdens
- The college enrollment rate drops according to how low the household's income is. College Enrollment rate for children from households with low income is as low as 28.2%.
- About 60% of children from single parent families suffer from poverty.
- Although there are learning support NPO groups in family residential areas, above 70% of parents are unaware.

#### [Stop the chain reaction by education]

- Turn the situation around from being "the poor" to being "the rich" by putting children through adequate education.
- Drop the apple (provide opportunities) so that children can be willing to learn more voluntarily. It will also cause a "learning chain reaction" from their won interest.
- Change the mindset of parents by letting them see their children with "apples" in their hands.
- There is a necessity to get in contact with underprivileged families as there are a number of organizations that provide education at affordable price or even free of charge.

#### [The Newton's Apple Project]

It is said that AI will surpass human in 2045 and about 49% of the jobs will be taken over by them in 20 years and our children will have to live in a future like that. Because of this, we have to make our society a place where our next generations are not influenced or affected by the environment around them so they can be tough and strong.

And we are here to give them the apple (opportunities) and provide a place to nurture.  
Make parents realize the importance of not just cognitive abilities but non-cognitive abilities as well and provide ways for such education.

#### -Enlightenment by videos

We had PTAs of kindergartens and elementary schools play the video Tokyo JC produced and showed the infinite possibilities of children and it is only their parents who can realize their possibilities.

#### -Introductions to the regional education organizations

We made and distributed guidebooks which introduce organizations that are active in the region and made it possible for children of underprivileged families to take part in by introducing them such organizations that provide education support for free or at affordable prices.

#### -Collaborations with MEXT and Tokyo City

We collaborate with MEXT with helps of MEXT special advisor, a former JC member) under the backup of Tokyo City. Also we collaborated with Board of Education in Tokyo and expanded our project in a larger scale.

#### -Hero Academy (Education event)

We held an education event called the Hero Academy in association with MEXT, Tokyo City, Board of Education and Tokyo JC. There were over 20 booths set up by education support organizations in the region that let public experience the

happiness in learning by giving free trials. Also it carried the message that it is important to collaborate with local organizations to conduct workshops for parents to realize the importance of non-cognitive abilities.

-Web publicity

We spread information to families by introducing movies showed during PTA meetings and names of education support organizations mentioned on our guidebook.

① 目的・財務計画・実施

Objectives, Planning, Finance and Execution

このプログラムの目的を記述してください

What were the objectives of this program? ※200 単語まで

子どもの育ちや学力は家庭環境や収入に左右される。子どもが生まれ育った家庭環境によって好奇心や興味、学びたい意欲を失わせることなく、すべての子どもたちがどんな事にもチャレンジできる機会を平等に提供できる社会をつくる。  
具体的には以下二つの指標の達成を目指した。

①子育てをする保護者と、地域で教育活動を行う団体や行政を結び、地域全体で行う教育の質の向上（好循環）を目指す。

②「生きる力」のベースとなる非認知能力は、幼少期の「上質な経験」によって高まるという事を子育て世代に伝え、家庭だけではなく、地域で多種多様な属性の人と関わり、学ぶことが重要である、と啓発した。

Children's brought up and learning abilities are influenced by family environment and income. Through the children's family background, for them not to lose their curiosity, interest and the willingness to learn, we should make a society where chances are given equally to all children so that they can take learning challenges.

In details, we aim for the 2 goals below.

1.To aim for improvements in the overall quality of education by associating guardians raising children with administrations and organizations that carry out education activities in the region.

2. Non-cognitive abilities, also known as the foundation of abilities to live, are formed by "good-quality experiences" during childhood. We aim to convey this message of the importance of learning to people raising up their kids, not just families but people of all kinds in the region.

このプログラムが、どのように JCI 行動計画に準じているかを記述してください JCI Plan of Action を参照して、インパクト Impact (影響力) ・モチベート Motivate (意欲) ・インベスト Invest (投資) ・コラボレート Collaborate (協働) ・コネクト Connect (つながり) についてそれぞれ記載してください

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

※200 単語まで

「Impact」  
本事業の目的は子どもが生まれ育った環境に左右されない社会を作ることであり、SDGs の目標でもある「質の高い教育をみんなに」に繋がっている。

先進国であり GDP では世界第 3 位である日本の中にも貧困があることを示し、持続可能な解決策を策定し、文部科学省・東京都と連携する事で成果を獲得し、他地域へも広がっている。これは地域社会自らが持続可能なインパクトを達成する事を可能にした結果である。

「Motivate」  
子どもが生まれ育った環境に左右されず活躍できる事を、参加者や協力団体に示す事で、親がポジティブチェンジをし、さらにそれを実践できる場を提供・紹介したことにより、より良い教育環境を作り上げることが出来た。また無料、低額で受けられる地域教育支援を紹介することで、生まれた環境に関わらずチャレンジ出来るのだ、という意欲をかきたてた。

「Invest」  
本事業が文部科学省・東京都と協働し行えたという事は、未来の教育への投資として認められたという結果である。また 40 以上の NPO と協働出来たという事は NPO にとっても投資価値の高い事業であったといえる。

「Collaborate」  
東京 JC の呼びかけにより、同じ目標に向かうパートナーである文部科学省・東京都・40 以上の NPO が集結し相互インパクトを拡大させ、子どもが生まれ育った環境に左右されない社会を作るために行動した。

「Connect」  
元々柔軟な発想を持たず、バラバラに活動していた文部科学省・東京都・40 以上の NPO が集結することにより相乗効果が生まれ、目標達成の為の大きな一歩を踏み出すことが出来た。東京 JC がインターミディアリーとしてリーダーシップを発揮し 3 つの組織をまとめ問題解決のため同じ目標に向かうパートナーを集結させ大きなインパクトを与える運動を作り出した。

Impact  
The goal of this project is to create a society where children are not influenced by the environment they are born and raised in and to link it to "Quality education" which is also SDGs' goal. To spread out the fact that there are still poverties in Japan with its status as a developed country with a GDP that ranked 3rd place in the world, to find sustainable solutions by cooperating with MEXT and Tokyo City. This is a result that a sustainable impact can be achieved by the community itself.

Motivate  
By showing participants and collaborating organizations that children can be active without being affected by the environment they were born and raised up in, we can make a positive change in their parents. Furthermore, by introducing and providing places where they can actually practice, we were able to create a better environment to educate the kids. Also, by introducing local education support organization that provide free or affordable support, it motivates people that they can still make it no matter where they come from.

Invest  
It is a clear result that this project is recognized as a future investment for education because it was conducted together with officials such as MEXT and Tokyo City. It is also recognized as a high valued investment for NPO based on the fact that over 40 NPO organizations were involved.

Collaborate  
Urged by Tokyo JC, organizations in partnership MEXT, Tokyo City and over 40 NPO groups work towards the same goal and were able to make impacts on each other and attempted to create a society where children won't be influenced by the environment they were born and raised in.

Connect  
It was a huge step up for MEXT, Tokyo City and NPO organizations involved, who were without flexible thinking and acted separately and individually to come together and bring the synergy alive to achieve the goals. Tokyo JC, as an intermediary, exerted the best effort to bring together 3 organizations with same goals to work towards solutions and made a great impact.

予算計画通りにプロジェクトを実行できましたか？  
予算上の工夫や、予算の内訳の概算を記述してください

Was the budget an effective guide for the financial management of the project? ※150 単語まで

<p>本事業は予算計画通りに実行することができた。事業の内容に賛同してもらい、国の持つ会場を格安で使用させてもらうことができた。また多くの NPO 団体より無償協力を得る事ができ、教育関係の多くの大企業からの協賛金を得る事が出来た。子供には無限の可能性があること、地域には無償で参加出来る教育支援団体があり、そこに参加してもらう事を重要視した為、東京 JC が作ったガイドブック配布等の情報拡散のために多くの費用を当てた。</p> <p>総収入 3,000\$ ガイドブック代 800\$ ※1\$ = 110JPY</p>	<p>This project was carried out as it was planned. This project was officially recognized and was able to use nation possessed venue to hold event and also able to receive a generous amount of help and donations from all the NPO organizations and many major companies. The expenses are mostly on the spreading of information about children's infinite possibilities by distributing guidebooks made by Tokyo JC in order to encourage more people to participate in the education support organizations.</p> <p>Gross income \$3000 Cost for guidebooks: \$800 ※1\$ = 110JPY</p>
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<p><b>このプロジェクトはどのように JCI ミッション・ヴィジョンを推進しましたか？</b> ミッションとヴィジョンに分けて記載 ミッション：より良い変化をもたらす力を青年に与えるために、発展・成長の機会を提供すること ヴィジョン：若き能動的市民の主導的なグローバル・ネットワークになること</p>	<p><b>How does this project advance the JCI Mission and Vision?</b> ※200 単語まで 【参考】 JCI Mission : To provide development opportunities that empower young people to create positive change JCI Vision : To be the leading global network of young active citizens</p>
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<p>«JCI MISSION» ・東京 J C は本事業を通して東京 J C が先導し、文部科学省、東京都、NPO という官と民をつなげ同じ目標に向かう機会提供の場を与えた。 ・また生まれ育った環境に左右されず活躍出来るという事を示す事で Positive change を起こし、またその手法を示す事で発展・成長の機会を提供した。</p> <p>«JCI VISION» ・本事業の参加した NPO への参加者が増加していることから言っている効果があると認められたという事になる。これは active citizens を巻き込む先導的機関となり活動を支援した結果でもある。このようにして JCI Vision を推進している。</p>	<p>&lt;JCI Mission&gt; Through this project, Tokyo JC was able to lead and provide a mutual ground for officials like MEXT, Tokyo City and non officials likes NPO groups to work towards the same goal. Provided opportunities to be nurtured by making positive changes upon realizing that the environment one was born and raised in won't matter with self development.</p> <p>&lt;JCI Vision&gt; The effect has been approved by the fact that there are more people getting involved in the NPO which took part in our project. It also shows a result that we are leading in getting more involvement from active citizens and by doing this we will further promote JCI's vision.</p>
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<p><b>② メンバーの参加</b></p>	<p><b>Membership Participation</b></p>
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<p>LOM メンバーの事業参加人数を記述してください。(数字で記載)</p>	<p>By number, how many members were involved in this program? ※2 単語まで</p>
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<p>400 人</p>	<p>400members</p>
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<p>LOM メンバーの参加率を記述してください (%で記載)</p>	<p>By percentage, how many members of the Local Organization were involved in this program? ※1 単語まで</p>
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<p>75%</p>	<p>75%</p>
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<p>LOM メンバーの主な役割を記述してください</p>	<p>Describe the main roles of the participating members in this program ※300 単語まで</p>
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<p>・保育園・幼稚園・小学校の保護者会へ参加し、事業の目的を周知 ・文部科学省・東京都・教育委員会・保育園・幼稚園・小学校・地域 NPO 団体の間に入り調整作業 ・ヒーローアカデミーの設営 ・本事業の広報活動 (web 配信・ガイドブック配布等)</p>	<p>- Take part in PTA meetings in kindergartens and elementary school and create awareness of this project - Liaise with MEXT, Tokyo City, Board of Education, daycare centers, kindergartens, elementary schools and local NPO organizations - Set up and run Hero Academy - PR for this project (Web publicity, guidebook distributions)</p>
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<p><b>③ 地域社会への影響</b></p>	<p><b>Community Impact</b></p>
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<p>このプログラムの地域社会的影響を、どのように測りましたか？</p>	<p>How did the Local Organization measure community impact for this program? ※200 単語まで</p>
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- ・保育園・幼稚園・小学校の保護者会への参加者数を測った。
- ・配布したガイドブックの数を測った。
- ・web での動画再生回数を測った。
- ・web でのリーチ数を測った。
- ・NPO に参加者の事業後の増減数をヒアリングで測った。  
(以下に数値記載)

- Counted the number of participants for PTA meetings in daycare centers, kindergartens and elementary schools.
- Counted the number of views for the video uploaded
- Counted number of accesses online
- Counted the increase and increase in numbers for participants taking part in NPO post project. (Datas shown below.)

**このプロジェクトが与えた地域社会への影響を記述してください**

**Describe the actual community impact produced by this project. ※300 単語まで**

- ①保護者会で「認知能力」だけでなく「非認知能力の」重要性を伝えることによりポジティブチェンジした市民が増えた。  
→アンケート結果で 90%以上の賛同者を得た。
- ②動画の配信、ガイドブックの配布、ヒーローアカデミーにより、視聴者や参加者は「非認知能力の」重要性を理解し、その実践の手段を得る事が出来た。  
→動画視聴者数：10,021、SNS 拡散数：8900、ガイドブック配布数：3000。
- ③地域 NPO への参加者数：事業後、連携した全ての NPO で参加者が増加した。
- ④文部科学省・東京都等と協力することにより、運動の範囲を広げ多くの人にリーチすることが出来た。その結果地域を巻き込んでの教育を実践することの出来る地域社会が作られた。

1. There are more people that made “positive change” with knowing the importance of not only cognitive abilities but that of non cognitive abilities as well.
2. Was able to put in to practice in getting viewers and participants to realize the importance of non cognitive abilities by publicizing videos, distributions of guidebooks and holding Hero Academy.  
Total number of viewers: 10,021  
Total share on SNS: 8900  
Total number of guidebooks distributed: 3000
3. Number of NPO participants: Shows increase afterwards for all NPO organizations involved in this project.
4. Was able to reach to more people through the collaborations with MEXT and Tokyo City and realize a society that can carry out practices by taking the effects of this project and getting more local communities involved.

**④ LOM への影響**

**Impact on Local Organization**

**このプロジェクトの運営によって、LOM が得たことを記述してください**

**How did the Local Organization benefit from running this project? ※200 単語まで**

- ・問題意識がありながらも積極的に動けなかった行政や、個々で活動していた地域を一体化させ問題解決のため動くことを働きかけた。またそのことを通じて社会を動かす経験を得た。この経験は今後、LOM メンバーが活動するにあたり大きな自信となった。
- ・LOM メンバーが社会を動かすところを目の当たりにし感銘を受け事業に参加した者が JC に入会した。

- Able to bring together administrations that weren't dedicated enough in working on issues that are already aware of, and communities that acted individually to work together. And through that, gained experience in how to make the society work towards the goal. This experience will be the source of confidence when it come to LOM members' activities in future.
- Some LOM members joined JC because they saw how communities are changed and was very impressed.

**このプログラムによって、どのように JCI ミッションを推進しましたか？**

**How did the program advance the JCI Mission? ※200 単語まで**

ミッション：より良い変化をもたらす力を青年に与えるために、発展・成長の機会を提供すること

【参考】JCI Mission : To provide development opportunities that empower young people to create positive change

地域の問題に対し東京 JC と地域が共に活動し、継続的に活動することが可能な仕組みを作り、共にポジティブチェンジしていくことができた。具体的には次の 2 点を実現することにより JCI ミッションを推進した。

Tokyo JC was able to make positive changes by working together with local communities on their issues, and made a system that ensures sustainability. JCI mission was promoted by the 2 points detailed as the following:

- ①事業の成果により、家庭・地域・行政の連携する仕組みが完成し、また文部科学大臣への本事業の成果の報告等がきっかけとなり、文部科学省内で法令化への議論が始まった。
- ②子育て世代が多い JC メンバーが教育問題について地域と一緒に活動し、継続活動が可能な仕組みを作った。その結果、多くの若い世代が教育問題に関心を持ち本事業を通して多くの地域団体と活動したことにより、地域社会をより良くする活動が行いやすい土壌を醸成することができた。

1. The system for collaborations among families, communities and administrations is completed by the result of this project. Also it brought the issue to be debated to be legislated within MEXT because the result of this project was submitted to the minister of MEXT.
2. As many of the JC members are going through parenting, by being active on solving education issues, we achieved a system that makes sustainable activities possible. As a result, younger generations became more aware of the problems and by getting involve in this project, they were able to play their fair part in making the local community a better place by working together with the local organizations.

**このプロジェクトによって、どのように JCI ヴィジョンを推進しましたか？**

**How did the project advance the JCI Vision? ※200 単語まで**

ヴィジョン：若き能動的市民の主導的なグローバル・ネットワークになること

【参考】JCI Vision : To be the leading global network of young active citizens

事業前は個々でこの活動を行っており、その効果は限定的だった。東京 JC がインターメディアリーとなり、文部科学省・東京都・学校・地域を繋ぐことで、相乗効果を生むことの出来るネットワークを形成した。多くの団体が連携することにより、規模が大きくなり、可能な事業範囲も広がり、能動的に活動できる仕組みを構築することが出来た。

The effect was limited due to activities carried out separately before this project. With Tokyo JC as the intermediary, MEXT, Tokyo City, schools and local communities were able to get together and come up with a network that brings synergy. It also made possible a better collaboration among organizations, a bigger scale, more range in possibility and more active movements.

#### ⑤ プログラムの長期的な影響

#### Long-term Impact of the program

このプロジェクトによって得られると予測される長期的な影響を記述してください

What is the expected long-term impact of this project?  
※200 単語まで

・本事業を通し教育への理解と家庭の経済状況に左右されない手法を得ることで、十分な教育を受けることが可能となり将来子供が貧困層から富裕層に逆転するチャンスが生まれる。

Through this project, people get to understand education and learn how to not be affected by financial difficulties and make it possible for children to turn their situation around from being the poor to being the rich by putting them through proper education.

・親だけでなく子供にも学びや興味との出会いを提供した。これにより、自発的に学ぼうとする意欲を高め、興味・関心から知の連鎖を起きる。

Provide chances to learn for not only parents but children too. This will start a chain reaction that the children will be more interest in things and willing to learn voluntarily.

・地域と家庭を繋いだことで、貧困、貧困に陥る可能性の高い家庭を早期に発見することが出来、早期対策を打ち出す事が可能となる。

It also made possible to spot possible underprivileged families by connecting them with their community and find solutions at early stage.

このプロジェクトの改善点・改善策を記述してください

What changes would you make to improve the results of this project? ※300 単語まで

※マイナスな表現はしないでください。前向きな改善点を記載しましょう

①本事業は、多くの協力を得て実施することが出来た。地域・行政を巻き込む事に成功したが、企業等の経済団体との繋がりが限定的であった。経済団体との連携を強め、さらに持続可能な組織を形成する必要がある。

1. This project was able to have been carried out with helps from many. Although we succeeded in getting local communities and administrations involved, the connections to economic groups such as companies were limited. It is necessary to enhance the collaborations with economic groups to form an association that is more sustainable.

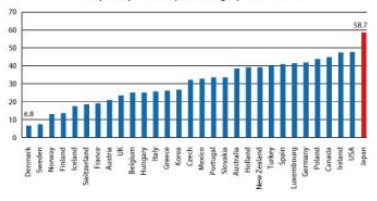
②個人情報である為、貧困家庭の子供のみへの効果検証する事は出来なかった。行政とさらに連携を強化し、多くの学校や地域で本事業を開催することで、貧困層へのアプローチ率を高める必要がある。

2. We were not able to verify the effect for underprivileged children due to restriction on private information. It is necessary to be able to approach to the underprivileged ones by further enhancing collaborations with administrations and carrying out this program in more schools and communities.

「目的・財務計画・実施」項目に添付する画像を下部に貼付してください

# Society Hot Issue

The poverty rate of Japanese fatherless families is the lowest  
The poverty rate of Japanese single parent families



「1人親家庭」の貧困率  
「1人親家庭」の貧困率は、OECD加盟国の中で最も低い。日本は58.7%で、OECD加盟国の中で最も高い。これは、OECD加盟国の中で6番目に高い貧困率である。

子どもの7人に1人が貧困状況



## 1 in 7 children is in poverty

The relative poverty rate of children (Under 17) is 16.3%, which is the highest among developed countries. It is the sixth highest poverty rate in the OECD.

## The Project of Newton's Apple

Create a society that can be active without being influenced by the birth environment.



Show children as many possibilities as possible



# Active Citizen Framework of The Project of Newton's Apple

### 1 Analyze

Identify regional issues from objective data

- The relative poverty rate is extremely high among developed countries.
- Families with low income have lower admission to university.
- Chain of Poverty**

### 2 Develop

Break the chain of poverty by the Education

- Sustainability is the first priority.
- Maximize impact** by exchanging government, community and NPOs
- Role of JCI Tokyo is intermediary.

### 4 Review

Create Sustainability

- Verify the project with Ministry, Tokyo and NPOs.
- Holding debriefing & study session at 21 communities.**
- Establishing ongoing cooperation with MEXT.**

### 3 Execute

Create Positive Changes

- Show the infinite possibilities of children.
- Show how to extend the potential of children
- Create mechanisms in which family, Community and governments work together.**
- Introduce a private class for free or low price.

## Why is this the best solution?

- The government has provided a lot of support but it has not been coordinated.
- Education is conducted only with family and school.
- Communities does not know what they can do for children.
- JCI Tokyo has many connection with government, Family and community.



**Create mechanisms in which family, Community and governments work together by JCI Tokyo connections**

## THE BEST SOLUTION OF



## Execute



### Hero Academy

- More than 2000 participants.
- 40 organizations work together.
- Official approval of Ministry of education.

### Maximize Impact

- To maximize impact, **corradolate with many organizations** such as Ministry of Education, Tokyo and NPOs.
- More than **81 organizations** are participated.
- Official approval** of Ministry of education.



## Sasustainability of Project



### We are Intermediary !!

Involved many cooperation groups to be able to continue after the project.



Standardized that any group can do the same after the project.

Made an organization to be able to communicate after the project

## Finance of Project



**Conference fee is FREE !!**



**Product fee is FREE !!**

**2 sponsors of rental office, 15 cooperation groups  
8 cash sponsors**

**INCOME - EXPENDITURE = ZERO**



**If we do not enjoy,  
who enjoy this project !!**



**EVERYBODY  
IN JCI TOKYO**

**EVERYBODY  
CAN BE A HERO**

**Work Hard, Study Hard  
& Enjoy Super Hard !!**

**Membership Participation**

**Education Policy Department**



**The Best Team Ever !!**

山路を登り

More than 60 members joined Education Policy Department.  
Divided into 3 sectors.

**Public relations Sector**

Send 1000 e-mail  
Negotiate with Ministry  
Negotiation with Tokyo  
Negotiation with 40 NPOs

**Operation Sector**

Organize meetings  
Organize Hero Academy  
Find a venue  
Prepare Events

**Finance Sector**

2 sponsors of rental office, 15 cooperation groups  
8 cash sponsors



**Membership Participation**

**Public Relation Sector**



Meeting with NPOs Meeting with TOKYO Meeting with Ministry of Education

**Uncountable Meeting !!**

**Operation Sector**



山路を登りながら

**Over 2000 participaters !!**

**Finance Sector**



**Find over 20 sponsors !!**

**Membership Participation**

**Work Hard !!**



**Study Hard !!**



**Enjoy Hard !!**

山路を



「地域社会への影響」項目に添付する画像を下部に貼付してください

## Society Impact



文部科学省  
MEXT  
MINISTRY OF EDUCATION,  
CULTURE, SPORTS,  
SCIENCE AND TECHNOLOGY

Ministry of Education



Tokyo

**JCI** Junior Chamber  
International Tokyo

**To gather Powers in the ONE  
with same VISON**

### Local Schools

Midori Elementary school  
Kurishima Elementary school  
Nankho kindergarten  
Suginoko kindergarten  
Ochanomizu Elementary school  
Sumida kindergarten  
And more than 15 schools

### Local NPOs

Zero One  
Link Smile  
Kodomo Gekijou  
Half Time  
WakuWaku Networks  
Mother Quest  
And more than 40 NPOs

## Society Impact

### Big survey

Large scale survey to  
analyze Parents mind and  
attitude to education.

We found that parents were  
anxious and they has very  
weak communication with  
community.

**More than  
1000 responses**



## Society Impact



**Reached 8900 Facebook users**



We started from very small reaches.  
But we We continued to post everyday.

**More than  
50 Posts at FB !!**

## Society Impact

### Show our Project !!

We presented our project in front of  
many citizens at JCI TOKYO  
regular meeting.

**More than  
700 participants !!**

### Particioents

JCI TOKYO member : 300  
Citizens : 300  
NPOs : 100  
AND

**Former prime minister  
Junichiro KOIZUMI**



「LOM への影響」項目に添付する画像を下部に貼付してください

## WE ARE INTERMEDIARY !!



At first, Nobody think we can connect government, Tokyo and many NPOs.....

But we made it !!



Former Minister of Education

Special assistant to Minister of Education and Superintendent of Education

JCI TOKYO members realize that WE CAN DO IT !!



## Impact on the local organization

Large Exposure & Attract Public



Increase awareness & JCI image



WELCOME NEW MEMBERS !!



## Impact on the local organization

### Local Schools

Midori Elementary school  
Kurishima Elementary school  
Nankho kindergarten  
Suginoko kindergarten  
Ochanomizu Elementary school  
Sumida kindergarten  
And more than 15 schools

### Local NPOs

Zero One  
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WakuWaku Networks  
Mother Quest  
And more than 40 NPOs



Increase awareness & JCI image



## Impact on the local organization



~ Many Awards ~  
From many sectors

「プログラムの長期的な影響」項目に添付する画像を下部に貼付してください

**Local Schools**

Midori Elementary school  
 Kurishima Elementary school  
 Nankho kindergarten  
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 And more than 15 schools

**Local NPOs**

Zero One  
 Link Smile  
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 Half Time  
 WakuWaku Networks  
 Mother Quest  
 And more than 40 NPOs

**Ministry of Education  
 Tokyo governmet**

**Strong relationship**



**THE BEST SOLUTION OF**



**Break the chain of poverty**



**by Education with collaborate !!**



There were a lot of collaborations.  
 All NPOs promise to continue this collaboration.  
 And they found the way to collaborate with government.

**Provide high Education**



**to all with collaborate !!**



It is difficult to provide high education by ONE.  
 But WE can do it.  
 Because we are not alone.  
 Government, NPOs and JCI are TEAM now.

**A person can do nothing alone**



**But we can make partnership**



Nothing can be done with JCI alone.  
 But if JCI find partners, JCI can do anything.