

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

LOM 名

公益社団法人東京青年会議所

申請担当者名

三村 幸平

基本情報

事業名

先生ありがとう

目的

行政機関の調査によると約 8 割の保護者が家庭教育力の低下を感じ、過半数の保護者が地域の教育力の低下を感じていると回答している。都市化や核家族化が進行した日本において、旧来は家庭や地域で行われていた子どもの社会通念の育成なども、学校教育に過度に期待されている現状がある。

加えて、2013 年 OECD 国際教員指導環境調査によると日本の教員は本来の業務である授業以外の業務も多くなっている結果が出ており、より質の高い教育を子どもが受けるためには、教育が学校に一極集中してしまっている現状を是正していく必要がある。

そこで、日本では知られていない「教師の日」を広め、保護者や地域住民に教師の置かれている多忙な現状について理解を深めてもらい、教師への感謝と尊敬の気持ちを喚起することを通じて、家庭や地域へ教育負担の分散を啓蒙していく事業を展開した。

Basic Information

Name

Thank you teacher

Purpose

According to a survey by the administration, about 80% of parents feel their homeschooling skills are declining, and the majority of parents say their community's education skills are declining. In Japan, where urbanization and nuclear families have progressed, there are excessive expectations on school education to foster children's social norms, which used to be carried out at home or in the community. In addition, according to the 2013 OECD International Survey on the Teaching Environment, teachers in Japan are now doing more work than they are supposed to do in the classroom, and in order for children to receive higher-quality education, it is necessary to change the current situation that education is concentrated in schools.

Therefore, we developed a project to spread the "Teacher's Day", which is not well known in Japan, and to have understanding about the busy situation of teachers to parents and local residents. By evoking a sense of appreciation and respect for teachers, the burden of education will be distributed to families and communities.

開始日※日付で記載

2019年7月1日

終了日※日付で記載

2019年7月31日

事業対象者

保護者・地域住民 357名

Start date

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。

End date

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。

Target

357 people who are parents and local residents

SDGs の該当項目

該当項目を 1 つのみ選択

4. すべての人に包摂的かつ公正な質の高い教育を確保し、生涯学習の機会を促進する

発展段階

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

②教育と経済力強化

概要

<言葉の説明>

「教師の日」

→ユネスコが、子ども達に十分な教育を施すため、1994 年に、10 月 5 日を「世界教師の日」を制定した。

<背景>

・現在の日本では、都市化や核家族化が進行し、保護者や地域住民で行うべき子供の教育のほとんどを教師が負担させられている。

・現在の日本では、モンスターペアレントと呼ばれる保護者が、教師に対して、過剰な教育負担を求めることが社会問題となっている。

・2013 年 OECD 国際教師指導環境調査によると、日本の教師は本来の役割である「授業」以外の業務負担が多くなり、労働環境が悪化し

Sd goal

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Development stage

“Health and Wellness”・“Education and Economic Empowerment”・“Peace, Prosperity, and Sustainability”から選択

Education and Economic Empowerment

Overview

<Explanation>

What's 「Teacher's Day」

→In 1994, UNESCO established October 5 as "World Teacher's Day" in order to provide children with an adequate education.

<Background>

✓As urbanization and nuclear families continue to grow in Japan, most of the education for children that should be provided by parents and local residents has to be borne by teachers.

✓In Japan today, it has become a social issue that parents, called "monster parents," are asking teachers for an excessive educational burden.

ている。労働環境の悪化により、教師のうつ病罹患が増加していることが社会問題となっている。

・様々な教師の負担の増加により、教師が本来の役割である「授業」の準備・実践に集中できず、子どもたちに対する教育の質が著しく低下している。

・保護者と地域住民が、教師の労働環境を理解し、学校、家庭及び地域で子供の教育を分担することが必要である。

・「教師の日」を日本でも広め、保護者、地域住民の、教師に対する理解と感謝を通じて、各自の教育責務の認識に繋げることができる。

本事業は、2018年からの継続事業である。

<2018年度の活動>

2018年当時、「教師の日」は日本でほとんど知られていなかった。そこで、「教師の日」を東京都で広めるために、まず、小学校1校で「教師の日」のセレモニーを実施した。セレモニーでは、代表生徒と保護者からの感謝の言葉及び保護者からの花束贈呈が行われた。しかし、「教師の日」のセレモニーの実施は、JCメンバーが中心に進めたものであった。

教師に対する理解と感謝を深めるには、保護者と地域住民が主体的に「教師の日」のセレモニーを行う環境づくりが必要であると考えた。また、2018年において「教師の日」のセレモニーを実施できた学校は、数校に留まった。地域社会に対する啓蒙を拡大するため、セレモニーを実施する学校の増加が必要であると痛感した。

<2019年の活動>

1. 先生ありがとうフォーラム

学校・家庭・地域で子供の教育を分担する必要性を啓蒙するためには、保護者や地域住民が主体となった「教師の日」のセレモニー実施の拡大が必要である。この必要性を参加者に理解してもらうため、有識者による講演会を行い、教師の現状を伝えた。

①教育行政の長・NPO法人の長によるパネルディスカッションを実施した。アンケートでは、93.8%が「教師の職責や現状について理解を深めることができた」と回答した。

②「教師の日」のセレモニーの実施方法を具体的にイメージできるように、保護者代表と生徒代表が講演をした。

アンケートでは参加者の94.9%が「自身の関係する学校や地域で行う「教師の日」を行うイメージができた」と回答している。

③模擬「教師の日」の実演

「教師の日」を具体的にイメージしてもらうために、「教師の日」のセレモニー実施に至るまでの日々を劇で表現した。

アンケートでは、98.6%が「自身の関係する学校や地域で「教師の日」を実施したいと思った」と回答した。

④動画の放映

教師への感謝の気持ちを喚起するため、小学校を卒業後、数十年ぶりに恩師に会いに行く生徒のドキュメンタリー動画とフィクション動画を制作して、放映した。

✓ According to the 2013 OECD International Survey on the Teaching Environment, teachers in Japan are increasingly burdened with tasks other than their original role of "teaching" and the working environment is deteriorating. Therefore, it has become a social issue that rates of depression among teachers are increasing.

✓ Due to increasing various burdens on teachers, the quality of education for children has significantly declined as teachers are unable to concentrate on preparing and practicing their essential role of "teaching".

✓ It is necessary for parents and local residents to understand the working environment of teachers and to share their children's education at school, at home and in the community.

✓ Spreading Teacher's Day in Japan will help parents and local residents to understand and appreciate teachers and to be aware of their own educational responsibilities.

This project is an on-going project that began in 2018.

<Activities in 2018>

At the time of 2018, "Teacher's Day" was almost unknown in Japan.

In order to spread the "Teachers' Day" in Tokyo, first of all, we held a "Teacher's Day" ceremony at one elementary school. At the ceremony, the representative students expressed their gratitude and parents presented bouquets of flowers to teachers.

However, the implementation of the "Teacher's Day" ceremony was mainly carried out by JC members.

In order to deepen understanding and appreciation for teachers, we thought it was necessary to create an environment in which parents and local residents could take the initiative to hold a "Teacher's Day" ceremony.

In 2018, only a few schools were able to hold a Teacher's Day ceremony. We were keenly aware of the need to have more schools conducting ceremonies in order to expand educational opportunities to the community.

<Activities in 2019>

1. The Forum of "Thank you teacher"

In order to raise awareness of the need to share children's education at school, at home and in our community, it is necessary to expand the implementation of "Teacher's Day" ceremonies, which are organized primarily by parents and local residents. To help the participants understand the need for this, we gave a lecture by an expert on what is happening to teachers.

① We held a panel discussion with the heads of educational administration and NPOs. In the questionnaire, 93.8% said that they were able to gain a better understanding of the job responsibilities and current situation for teachers.

② Parent representatives and student representative spoke to give a clearer image of how the Teacher's Day ceremony would be held. In the questionnaire, 94.9% of the participants said that they had an image of doing a "Teacher's Day" in their own relevant school or community.

③ Demonstration of a simulated "Teacher's Day"

In order to give a specific image of "Teacher's Day", we presented a play about the days leading up to the implementation of the "Teacher's Day" ceremony.

2. 「感謝の言葉」の展示会

行政施設で1か月間にわたり、子どもと保護者から教師に対する「感謝の言葉」と、教師から子どもと保護者に対する「感謝の言葉」を展示し、来館者に対して「教師の日」の周知を行った。

3. SNS を利用した周知活動

約2ヶ月間で計27回、2日に1記事のペースでFacebook、Instagramでの投稿を行った。
Facebookについては、開始前は130名のフォロワーが3倍以上に増加した。1回の投稿で最大で2400件のリーチが可能であり、多くの方に周知をすることができた。

4. メディアでの周知活動

プレスリリースを行い、メディア関係者に周知活動を行った。
メディア関係者に配信されたプレスリリースは、閲覧数1279件にもなった。
このプレスリリースで、「先生ありがとうフォーラム」の取材誘致も行うことができた。
「先生ありがとうフォーラム」については、TV局、新聞社、WEBメディアから取材を受け、メディアによる情報発信が行われた。

5. 保護者団体・地域への周知活動

板橋区地域の保護者団体に対する周知活動を積極的に行った。
その結果、地域の保護者団体の長ら全員に周知できた。
また、板橋区地域の町内会、商店会を訪問して、周知活動を積極的に行った。

6. 先生への感謝を考える活動

他の団体が行うイベントに参加し、子ども達に、「教師の日」を説明し、教師への感謝の気持ちをカードに記してもらった。
子ども達には、持ち帰ったカードを、自分の手で教師に渡してもらった。

7. 行政、社団法人との連携

一般社団法人「教師の日」普及委員会と、2018年から情報共有を行ってきた。
2019年は企画段階から意見を出し合い、「教師の日」を広めるための効果的な取り組みを検討してきた。
また、文部科学省からも様々な情報提供をうけ、特例で後援をもらった。
同様に公益社団法人日本ユネスコ協会連盟からも後援をもらった。

2019年の活動の結果として、板橋区を含む東京都の各地域で、14校が「教師の日」のセレモニーを実施した。
本事業を移管する団体として、東京都板橋区の地域住民が、「先生ありがとうを広める会」を設立した。

2020年度は、「先生ありがとうを広める会」にJCメンバーが会員として参加して、「教師の日」を広める活動を継続する。

In the questionnaire, 98.6% of the participants said that they wanted to have a "Teacher's Day" in their relevant schools and communities.

④ Video Broadcast

To evoke a sense of gratitude for teachers, we produced and broadcast a fictional video and documentary which about a student going to see his former teacher again after a few decades of graduation from elementary school.

2. "Gratitude" exhibit

For a month at the administrative facility, we displayed "thank you message" from children and parents to their teachers and "thank you message" from teachers to their children and parents, and we made visitors know about "Teacher's Day".

3. Publicize using SNS

We posted on Facebook and Instagram every 2 days, total 27 articles in about 2 months.
As for Facebook, it has more than tripled its 130 followers before it was launched. We were able to reach a maximum of 2,400 submissions in a single post, so we could reach a large number of people.

4. Publicize in the media

We issued a press release and publicized it to the media. The press release, which was distributed to media outlets, had 1279 views.
This press release enabled us to attract coverage for the "Thank You Teachers Forum".
The "Thank You Teachers Forum" was interviewed by TV stations, newspapers and the web media, and information was spread by the media.

5. Activities to inform parents' groups and communities

We actively worked to inform parents' groups in Itabashi Ward. As a result, we informed all the heads of the local parents' groups and others.
We also visited the local neighborhood associations and shopping associations in the Itabashi Ward area to actively spread our project.

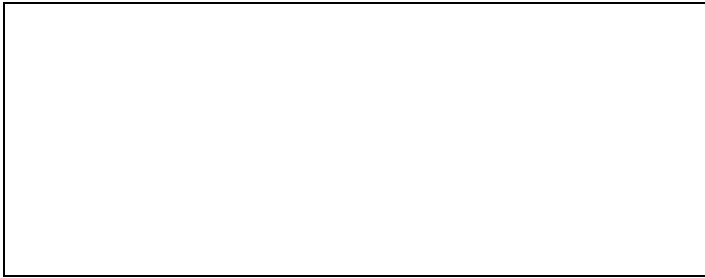
6. Activities to consider gratitude to teacher

We attended an event organized by other groups to explain "Teacher's Day" to children and asked them to write their gratitude for their teachers on a card.
The children took it home and gave it to the teacher by themselves.

7. Cooperation with the administration and incorporated associations

We have been sharing information with the "Teacher's Day" popularization committee since 2018.
In 2019, we've been discussing ideas from the planning stage and considering effective ways to spread the "Teacher's Day".
We also received various information from the Ministry of Education, Culture, Sports, Science and Technology (MEXT), which provided us with special support.
Likewise, the Federation of UNESCO Associations in Japan supported us.

As a result of the 2019 activities, 14 schools held "Teacher's Day" ceremonies in various parts of Tokyo, including Itabashi Ward.



The local residents of Itabashi Ward, Tokyo, established the 'Association to Spread 'Thank You Teacher' as an organization to take over this project.
In the 2020, JC members will participate as members in the "Thank You Teachers Association" to continue activities for spreading "Teacher's Day"

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

「教師の日」を通じて、子どもの教育を学校、家庭及び地域で分担する地域社会を構築する。
具体的には、以下の2つを達成することを目指している。

- ・日本で「教師の日」を周知すること
- ・日本全体で、保護者や地域住民が主体的に「教師の日」のセレモニーを実施すること

To build a local society in which children's education is shared among schools, families and communities, through "Teacher's Day".
Specifically, we aim to achieve the following two things.

- ✓ To spread "Teacher's Day" all over Japan
- ✓ Parents and local residents should take the initiative to hold "Teacher's Day" ceremonies throughout Japan.

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

How does this program align to the JCI Plan of Action? ※200 単語まで

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

1. 影響力
事業後に東京都内で 14 校が「教師の日」を実施した。これにより家庭及び地域で子供への教育を分担されることで、教師が「授業」の準備・実践に集中することができることに繋がった。

2. 意欲
保護者、地域住民が主体的に「教師の日」のセレモニーを実施し、また板橋区以外の東京都の地域でも実施された。

3. 投資
JCI 東京は、「先生ありがとうフォーラム」、「感謝の言葉」の展示会の会場費、設営費、広告費等に費用を使った。地域企業からの協賛金が前年度よりも多く集まったのは、投資する価値のある事業であることが認められた結果である。

4. 協働
保護者や地域住民のみならず、学校や子供と協力する関係が構築できた。
また、文部科学省、公益社団法人日本ユネスコ協会連盟等の「教師の日」を日本に根付かせたい団体との相互協力関係を構築できた。

5. つながり
「教師の日」の普及は、学校運営を行う行政が主導できないものであり、JC がリーダーシップをとることで、保護者、地域住民、学校の新たな繋がりを作ることができた。

1. Impact
After the project, 14 schools in Tokyo held a "Teacher's Day". In this way, Education of children was divided at home and in community, enabling teachers to concentrate on preparing and practicing "teaching".

2. Motivate
"Teacher'sDay"ceremonies were held by parents and local residents proactively, also in areas of Tokyo beyond Itabashi.

3. Invest
JCI Tokyo used the money to pay for the "Thank You Forum" and "Words of Gratitude" exhibitions, as well as the venue, set-up and advertising costs. More sponsorship money was collected from local companies than previous years, as a result of the recognition that the project is worth investing in.

In 2019, compared to previous year, Amounts of sponsorship by local businesses increased. The spreading of this project resulted from parents and community recognizing the value of investing their own budgets there.

4. Collaborate
We built collaborative relationship with schools and children, as well as parents and community.
Also, worked with MEXT, the UNESCO Association Japan, and other organizations that want "Teacher'sDay" to take root in Japan.

5. Connect
The spread of "Teacher'sDay" is something the school administration cannot lead, thus JC took leadership and made new connections between parents, community, and schools.

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

We executed according to the plan without over budgeting.

1. Budgetary Efforts

✓ Regarding the Thank You Teachers Forum, we managed to receive sponsorship and support from local organizations and companies thanks to the relationship we had with them, and we were able to make it possible for citizens to participate free of charge.

✓ As for the "Thank You Teacher Exhibition", we managed to get Itabashi Ward to understand the purpose of this project and held it in the Itabashi Ward Office building. As a result, we were able to hold it free of charge for the venue, even though it lasted for a month.

2. Budget Breakdown

42,600 yen for the venue, 50,140 yen for venue set-up, 1,944 yen for meals, 190,000 yen for gratuities, 370,160 yen for planning and PR, 85,050 yen for printing, 1,020 yen for telecommunication, 11,232 yen for commissions, 17,854 yen for other expenses.

予算を超過することなく、計画通りに実行できた。

1. 予算上の工夫

・先生ありがとうフォーラムについては、地域団体や地域企業との信頼関係により、協賛や支援を受けることができ、市民の参加費無料を実現することができた。

・ありがとう展示会については、板橋区に本事業の趣旨を理解してもらい、板橋区役所庁舎内で開催することができた。その結果、1ヶ月間という長期間にも関わらず、会場費は無料で行うことができた。

2. 予算の内訳

会場費 42,600 円、会場設営費 50,140 円、食事代 1,944 円、諸謝金 190,000 円、企画・PR費 370,160 円、印刷費 85,050 円、通信費 1,020 円、支払手数料 11,232 円、雑費 17,854 円

How does this project advance the JCI Mission and Vision?

※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

このプロジェクトはどのように JCI ミッション・ビジョンを推進しましたか？

ミッションとビ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

ビジョン：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

【Mission】

This project provided an opportunity for parents and local residents to take the initiative in planning and implementing "Teacher's Day" ceremonies in order to create a better educational environment for the children who will carry the future.

The reason why the number of schools implementing the project increased is exactly the result of repeated positive change.

Also, we were able to contribute to the healthy development of young people by giving them the opportunity to learn the value of being grateful for their future. In this way, we promote the JCI Mission.

【Vision】

The JC reached out to parents and local residents to spread "Teacher's Day," which the administration cannot take the lead in, and this led to expanding the project to schools in Itabashi Ward and other areas in Tokyo.

This is exactly the result of being a leader in involving active citizens and supporting their activities. In this way, we are promoting the JCI Vision.

【ミッション】

本事業では、将来を担う子ども達のより良い教育環境を作っていくため、保護者や地域住民が主体的に「教師の日」のセレモニーを企画して実行する機会を提供した。

実施校が増えているのは、まさに Positive change を繰り返した結果である。

また、将来を担う子どもたちに対し、感謝をすることの尊さを学ぶ機会を与え、青少年の健全な育成に寄与することができた。このようにして JCI Mission を推進している。

【ビジョン】

行政が主導できない「教師の日」の普及を、JC が保護者や地域住民に働きかけ、板橋区の学校や東京都内の他地区への拡大に繋がった。

これはまさに 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ある。このようにして JCI Vision を推進している。

2 メンバーの参加

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）

17 名

LOM メンバーの参加率を記述してください（%で記載）

85%

Membership Participation

By number, how many members were involved in this program? ※2 単語まで

17 members

By percentage, how many members of the Local Organization were involved in this program? ※1 単語まで

85%

LOM メンバーの主な役割を記述してください

JCIメンバーは本事業の企画、実施、検証までを

- ①保護者団体への「教師の日」のセレモニー実施依頼。
- ②地域のイベントに参加し、子どもと一緒に教師への感謝を考え、感謝の気持ちをカードに記す活動。
- ③先生ありがとうフォーラムでの趣旨説明及び演劇での実演。
- ④本事業の広報活動（Web配信、チラシ・ポスター掲示等）
- ⑤関係団体（一般社団法人「教師の日」普及委員会、公益社団法人日本ユネスコ協会連盟、社会福祉協議会、その他地域団体等）との協力連携。
- ⑥行政機関（文部科学省、板橋区等）との協力連携。

Describe the main roles of the participating members in this program ※300 単語まで

- ①Request to parent groups to hold a "Teacher's Day"
- ②Participate in community events and work with children to think of ways to thank their teachers and write their gratitude on cards.
- ③Explanation of the purpose and demonstration of the play at the Thank You Teachers Forum.
- ④PR activities for this project (Web distribution, posting of flyers and posters, etc.)
- ⑤Cooperation and collaboration with related organizations (Teachers' Day Popularization Committee, Federation of UNESCO Associations in Japan, Council of Social Welfare, and other local organizations).
- ⑥Cooperation with administrative organizations (Ministry of Education, Culture, Sports, Science and Technology, Itabashi Ward, etc.).

3 地域社会への影響

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？

- ①「先生ありがとうフォーラム」の参加者へのアンケート（アンケート数 80）で検証。
- ②SNS のフォロワー数、閲覧数による検証。
- ③保護者団体・商店会・町会等でのチラシ・ポスター掲示の数。
- ④TV 局、教育新聞、WEB メディアの取材。
- ⑤小学校・中学校・高等学校における「教師の日」のセレモニー実施の数

Community Impact

How did the Local Organization measure community impact for this program? ※200 単語まで

- ①Verification by a questionnaire to participants of the "Thank You Teachers Forum"(total 80 questionnaires).
- ②Verification by the number of SNS followers and views.
- ③The number of flyers and posters posted at parent groups, shopping associations, and neighborhood associations.
- ④Interviews by TV stations, educational newspapers and web media.
- ⑤The number of "Teacher's Day" ceremonies held in elementary, middle and high schools

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

- ①・先生ありがとうフォーラムの参加者が、教師の現状や教育の分担の必要性について理解を深めることができた。
・先生ありがとうフォーラムの参加者が自身の関係する学校や地域で「教師の日」を実施したいと新たに考えるようになった。
- ②Facebook のフォロワーや Youtube の閲覧者が増加し、教師の現状や教師の日の必要性を伝播することができた。
- ③地域全体へのチラシ・ポスターを配布して、地域住民全体が、教師の日を認識することとなった。
- ④TV 局、新聞社、WEB メディアの取材を通じて、読者や視聴者が広く教師の日を認知し、教育の分担の必要性が社会的課題となっていることを周知することができた。
- ⑤板橋区内及びその他の東京都内の多数の学校で、保護者や地域住民による自主的な「教師の日」セレモニーが実施され、教育の分担の必要性についての理解が浸透した。

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

- ①Participants in the "Thank You Teachers Forum" gained a better understanding of the current situation for teachers and the need to share the roll of education. And they also began to consider implementing of "Teacher's Day" in their own relevant schools and communities.
- ②With the increase in Facebook followers and Youtube viewers, we could convey the current situation of teachers and the need for the "Teacher's Day".
- ③We distributed flyers and posters to the entire community so that all residents were aware of "Teacher's Day".
- ④Through interviews with TV stations, newspapers, and web media, we were able to make Teachers' Day widely known to readers and viewers, and to make them understand that the need to share education has become a social issue.
- ⑤A number of schools in Itabashi Ward and other parts of Tokyo held voluntary "Teacher's Day" ceremonies by parents and local residents to spread understanding of the need to share education.

4 LOM への影響

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

- ①教師の置かれている現状及び教育水準低下の状況等の課題を、行政から直接聞くことができた。
JCであれば、行政が行うことができない手法でその課題解決を図ることができると知ることができた。
- ②事業対象者の保護者や地域住民のみならず、教師や学校の意識を変えることまでを狙った企画構築の経験をすることができた。
- ③保護者や地域住民に直接働きかけることにより、能動的に動いてもらうことができるということを経験し、今後の活動への自信に繋げることができた。
- ④本事業では、子ども達は、感謝を考えてもらう立場にあったため、メインターゲットではなかった。しかし、結果的に子ども達の情操教育に繋がることとなったため、事業構築において副次的な効果も考えることが今後は必要であるという認識を経験できた。

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？

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

- JCI 東京メンバーは保護者や地域住民と「教師の日」の必要性を話し合い、企画・実現のために活動した。その活動過程において、保護者や地域住民と一緒に Positive change していくことができた。特に、JCI 東京メンバーは、以下の点で JCI ミッションを推進することができた。
- ①事業構築の過程でオブザーバーを巻き込み、入会に繋げることができた。その結果、本年の入会目標を 4 月時点で達成することができた。また、JC 活動の魅力を知り、全員 active に活動するメンバーとなった。
 - ②JCI 東京メンバーが保護者、地域住民及び地域団体との交流を持つ機会となった。
 - ③保護者、地域住民及び地域団体との交流ができたことで、今後の活動で協力を得やすい土壌とメンバー拡大に繋がるネットワークができた。

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？

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

- JCI 東京が主体となり、保護者や地域住民が自立的に活動していく環境を作ることができた。特に、JCI 東京メンバーは、以下の点で JCI ヴィジョンを推進することができた。
- ①JCI 東京メンバーが保護者や地域住民に「教師の日」のセレモニー実施の働きかけを行ったことで、板橋区の学校や東京 23 区への拡大に繋がっており、active citizens を巻き込む先導的機関となった。
 - ②今後も、この経験を活かして先導的機関となって活動をする自信につながった。

Impact on Local Organization

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

- ①We could hear directly from the administration about the current situation of teachers and issues such as the decline in educational standards.
We realized that JC is able to solve the problem in a way that the administration is not able to.
- ②We could gain experience in building a plan that aimed to change the mindset of teachers and schools, as well as the parents and local residents of the project targets.
- ③By reaching out directly to parents and community members, we learned how to get them actively involved, which gave us confidence in our future activities.
- ④In this project, children were not the main target because they were in a position to consider gratitude. However, it resulted in the children's emotional education, therefore, we learned that it will be necessary in the future to consider the side effects in building the project.

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

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

- JCI Tokyo members discussed the need for a "Teacher's Day" with parents and local residents and worked to plan and implement it. Along the way, we made Positive Change with parents and local residents. Particularly, JCI Tokyo members were able to promote the JCI mission by the following ways.
- ①We involved observers in the process of building the project and were able to lead them to join. As a result, we achieved the goal of membership for this year as of April. In addition, all members became more active after realizing that JC activities were so attractive.
 - ②It was an opportunity for JCI Tokyo members to communicate with parents, local residents and local organizations.
 - ③Having the opportunity to communicate with them, we could create a network that would allow us to expand our membership and gain cooperation with them in future activities.

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

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

- We were able to create an environment in which the parents and local resident worked voluntarily under the leadership of JCI Tokyo.
Particularly, JCI Tokyo members promoted the JCI vision in following ways.
- ①JCI Tokyo members reached out to parents and local residents to implement the "Teacher's Day" ceremony, which has led expanding to schools in Itabashi Ward and the 23 wards of Tokyo. We became a leader in involving active citizens.
 - ②This experience has given us the confidence to continue to be a leader in our local community.

5 プログラムの長期的な影響

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

Long-term Impact of the program

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

「教師の日」を通じて教師に対して感謝する契機が生まれ、家庭や地域が本来担うべき家庭教育・社会教育の分担につながる。
 この「教師の日」を全国に広めることで、教師の労働環境が改善する。それによって、教師が本来の役割である「授業」に集中できるようになり、授業教育の質の向上につながる。
 この活動に賛同した東京都板橋区（人口 55 万人）の地域住民が、「先生ありがとうを広める会」を設立し、全国に「教師の日」を広める活動を行っていくことになった。
 将来ある子ども達が質の高い教育を受けられる環境が整うことで、明るい豊かな社会への実現に向けた一歩となる。

Teacher's Day provides an opportunity to appreciate teachers and helps to share the responsibility of home/ social education that families and communities should have.
 Spreading "Teacher's Day" all over Japan will improve the working environment for teachers.
 This will allow teachers to focus on their primary role of "teaching" and improve the quality of classroom teaching.
 Local residents in Itabashi Ward, Tokyo (population 550,000), who agreed with this activity, established the " Organization for Spreading Thank You to Teachers" and began activities to spread Teacher's Day throughout Japan.
 By creating an environment in which future children can receive a quality education, it will be a step towards the realization of a bright and prosperous society.

このプロジェクトの改善点・改善策を記述してください
 ※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

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

「教師の日」を周知して、保護者及び地域住民による自主的なセレモニーを実施する環境を作ることは、授業教育の質の向上につながる。この取り組みは東京 23 区だけではなく、全国へと拡大していくことで、より教育の質の向上に効果的な結果を導くことができる。その拡大に向けた改善策として、以下が考えられる。
 ①保護者の視点でいえば、保護者団体主催の日常企画を多数抱える中で、新たな取り組みを増やすことへの抵抗感がある。「教師の日」のセレモニー実施が、手間や時間がかからないものであることを理解してもらう必要がある。
 ②日本全国に「教師の日」を周知するには、メディアで多く取り上げられていくことも必要である。
 しかし、JC は、全国に会員がいて、子育て世代で、かつ学校や地域住民との連携も取れる団体であり、この団体としての力を活かして、周知活動を加速する必要がある。

Making "Teacher's Day" known and creating an environment where parents and local residents can hold voluntary ceremonies will improve the quality of education in the classroom. This initiative could lead to more effective results in improving the quality of education, not just in the 23 wards of Tokyo, but across the country. We can see the following measures to expand this.
 ①From the perspective of parents, there is a negative reaction to increase a new initiative with so many daily projects organized by parents' groups. We need to understand that the implementation of the "Teacher's Day" ceremony is not a big deal or time consuming.
 ②In order to make Teacher's Day known throughout Japan, it is necessary to get a lot of media coverage.
 However, JC is an organization with members all over Japan who are of the child-rearing generation and who are able to work together with schools and local residents. It is necessary to utilize the power of our organization to make it known to the public faster.

「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

Activity in 2018 and Activity in 2019

First year (2018)
 Thank you teacher project (started)
 It's not known in Japan.
 Let's do a "Teacher's Day."

Second year (2019).
 Thank you teacher project (expansion)
 It turned out to be effective, but we didn't get around to spreading it.
 Let's spread "Teacher's Day!"

This year`s Activity

"Thank you" forum

"Thank you" exhibition

Education Committee of Itabashi Ward, Tokyo
 Mr. Shuichi Nakagawa, Chief Education Officer

"Thank you" forum

□ SDGs

Target 4: Provide high quality education to all

Yusuke Matsuda, Representative Director of the certified NPO "Teach For Japan"

4 QUALITY EDUCATION

Iori Furui, Hasen Gakuen High School 2nd year student

Yukie Ikushige, President of School Advice Network, a non-profit organization

Thank You Teachers Forum Part 1 & Part 2

□ SDGs

Analysis

Verification

Development

Execution

「メンバーの参加」項目に添付する画像を下部に貼付してください

□ Members' participating activities

(1) Spread of "Teacher's Day" to parents' groups and local residents.

Tokyo JC member

chairman of a trade association

Itabashi Ward Councilor

Tokyo JC member

chairman of a trade association

Itabashi Ward Councilor

□ Members' participating activities

(2) Activity that we participate local event, and with children, we work to consider of the gratitude put the message for teachers.

Thank you. At a children's sumo venue.

Thank you. at community events.

Thank you. at community events.

□ Members' participating activities

(3) Explaining the purpose of the forum and giving a dramatic lecture

A play, an enthusiastic performance

Chairman of the Tokyo JC Itabashi Ward Committee requested participants to implement "Teacher's Day"

A play, an enthusiastic performance

□ Members' participating activities

4) Publicity activities (Web distribution, posting of flyers and posters, etc.) for the project

Facebook

YouTube

Flyer

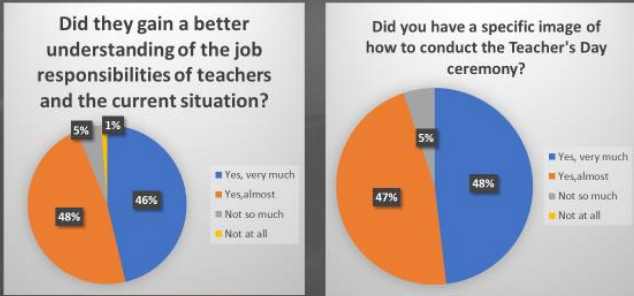
Promote our project on SNS

700 flyers were distributed to PTA federations and town councils.

「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

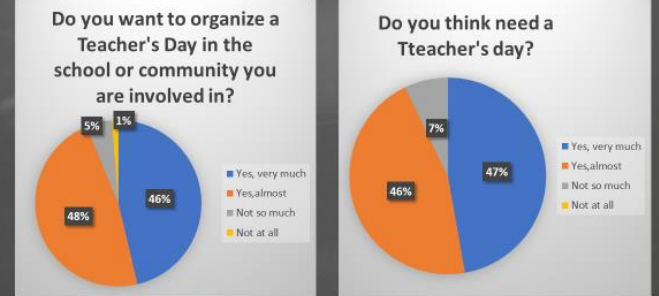
□ Impact of the local community

(1) Verified by the questionnaire to the participants of the Thank You Teachers Forum



□ Impact of the local community

(1) Verified by the questionnaire to the participants of the Thank You Teachers Forum



□ Impact of the local community

② Verified by the number of SNS followers

About 2400 reach by posting on Facebook



□ Impact of the local community

(5) Number of schools implementing "Teacher's Day"

Five schools in Itabashi Ward and nine schools in other districts held "Teacher's Day".



「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

□ What LOM has gained from the management of this project

Business Building Process

What the LOM got

Plan

①Hearing from the administration about the current situation and problems of teachers and the critical situation of the decline in educational standards due to the drastic decline in the ratio of teacher recruitment examinations.

Information gathering

②Getting know that it is possible to solve problems with the methods that cannot be done by the administration.

Planning

③Although the project was aimed at parents and local residents, the experience of planning and building plans focused on changing the mindset of teachers and schools behind the project.



□ What LOM has gained from the management of this project

Business Building Process

What the LOM got.

Action

④Experience having parents and local residents take an active role, which will lead to confidence in future activities.

Verification

⑤We knew that it led to emotional education for children, which was not the main target, and it would have secondary effects in the process of building the project.



□ Promotion of the JCI Mission

Business Building Process

Plan
Information gathering
Planning
Action
Verification

Promotion of the JCI Mission

- (1) Involve observers from the project building stage and lead them to membership. Learn about the appeal of JC activities and increase the number of active members
- (2) Have opportunities for Tokyo JC members to interact with parents, local residents and various local organizations.
- (3) We were able to create an environment in which it was easy to obtain cooperation with local organizations for future activities and to expand our membership

□ Promoting the JCI Vision

Business Building Process

Plan
Information gathering
Planning
Action
Verification

Promoting the JCI Vision

- ① Tokyo JC members reached out parents and local residents to implement Teacher's Day, which has led to the spreading of Teacher's Day and has become a leading institution for involving active citizens.
- ② This experience has given them the confidence to be a leading agency in them future activities.

「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

□ Projected long-term influence

parents, local residents, and schools work together to build a relationship of gratitude and trust through the Teacher's Day,

4 QUALITY EDUCATION

To create an environment where children of the future can receive a quality education and build a bright and prosperous society

Teachers will be able to focus on "teaching", which will lead to a higher quality of teachers and provide a higher quality education.

Returning home and social education, which is the primary responsibility of families and communities, to where it should be

□ Points of improvement and its measures

To improve the quality of education, it is necessary to spread not only to the 23 wards of Tokyo, but also to the other cities in Tokyo and to the entire country.

| Improvement | Measures |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ① Let parents know that they have a lot of events to attend and that "Teacher's Day" is hassle-free | While it is necessary to get a lot of coverage in the media, it is a group like JC that has members all over the country, is of the shift-working generation, has ties to schools through the management of the "Bunkyo-shi" Sports Movement, and can work with local residents. Use the power of this organization to solve the problem. |
| ② "Teacher's Day" still not known to the world | |

□ Organization that supported it

Team for Spreading "Thank you Teacher"

Established by local Voluntary member

□ Goal

the society where it is common to say "Thank you Teacher"

We said "Thank you teachers" all together after the Thank you teacher's forum!