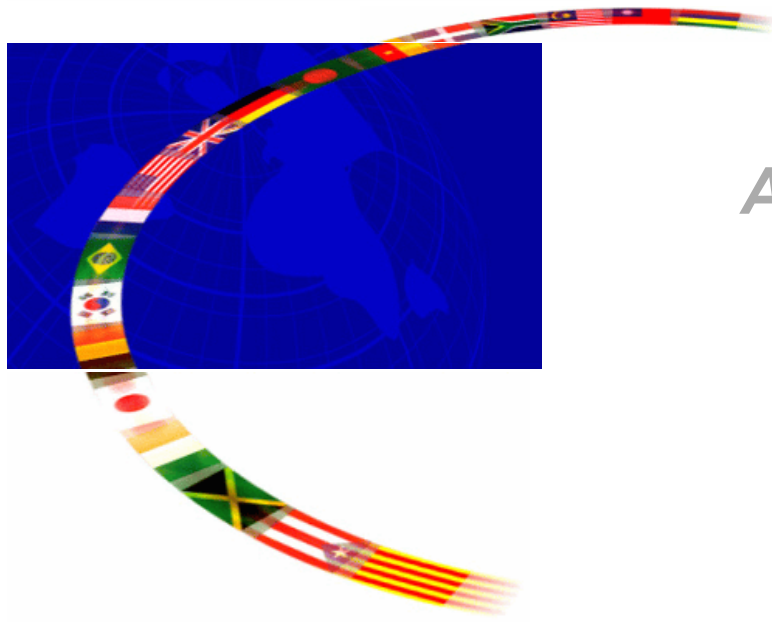




**Junior Chamber International**  
Worldwide Federation of Young Leaders and Entrepreneurs



## *Awards Entry*

2014 Jci World Congress  
Project of giving the opportunity of career experience  
to children  
JCI JAPAN  
Best Local Personal Skill Development Program



**Junior Chamber International**  
Worldwide Federation of Young Leaders and Entrepreneurs

#### Entry Information

Award  
Program: 2014 JCI World Congress

Category: Best Local Personal Skill Development Program

#### NOM Information

National Organization: JCI JAPAN

National President:



**Kazuya Suzuki**

E-mail: [japan@jci.cc](mailto:japan@jci.cc)

#### LOM Information

Local Organization: JCI Nagoya

President: Shogo Aoki

President Email: [shogo\\_aoki@noritsuisu.co.jp](mailto:shogo_aoki@noritsuisu.co.jp)



### Basic Information

Duration : November 17, 2013

Staff : 36members

Sponsors : City of Nagoya, Japanese Red Cross Society, police department, fire department, martial arts fighter

Budget : US\$15,000

Profit / Loss : 0

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

Who is benefited?: Students (6 to 12 years old) of elementary schools in Nagoya and Surround areas and 2.2 million residents of Nagoya

Objective : To create positive change by allowing children who will play important roles in the future to know that jobs are the means not only for making a living but also for social contribution, so that children will be able to provide service to humanity through their jobs in the future.

1. We must not forget that jobs play an important role as means of social contribution in addition to the means of making a living. This means that citizens provide service to humanity through their jobs.
2. However, according to a survey by the government, only 5% of next-generation citizens answered "being helpful for many people" as a reason to work.
3. Therefore, it is important for next-generation citizens to understand what kinds of jobs provide service to humanity and how.
4. To have such understanding, it is important for next-generation citizens to experience actual jobs. According to a survey by a private toy manufacturer, many children answered that they would choose their future careers after seeing actual workers.
5. However, Japanese school education focuses on improvements in academic ability, and does not provide career experience opportunities to next-generation citizens.
6. It is necessary to provide opportunities to promote children's recognition of the importance of service to humanity through career experience.

Overview : JCI Nagoya provided at least 4,400 elementary school children (6 to 12 years old) and their parents opportunities to experience the work of lawyers, dentists, nurses, pharmacists, emergency workers, architects, heavy machine operators, flower designers, manicurists, musicians, martial arts fighters and greengrocers.

Results : <Result>

Next-generation citizens who participated in the program learned what kinds of jobs provide service to humanity and how through career experience they can make positive change to provide service to humanity through their future careers.

#### <Grounds for the result>

##### •Results of the questionnaire conducted for elementary school children who participated in the program.

Of the children who experienced the community service aspect of careers, 64% answered that they found occupations in which they would like to work in the future, and 67% said that they would study for their future careers.

##### •Interviews in the career experience booths

"Children participated in the career experience with interest. They seemed to be having fun." (Heavy machinery experience booth)

"Although the program was 90-minutes long, children drew plans of houses enthusiastically. Some of them wanted to become architects, and some others wanted to take materials home to continue at home." (Architect booth)

Actions Taken : 2013

**August:** Project planning

**August – October:** Members of JCI Nagoya requested cooperation from the City of Nagoya, police department and a martial arts fighter, and conducted a preliminary survey of jobs for preparation of booths.

**October:** Members of JCI Nagoya distributed flyers at elementary schools in Nagoya.

**November:** Implementation of the project

**December:** Members of JCI Nagoya visited the sponsors to thank them and conduct a follow-up review.

## **Reception**

### **Explanation of the purpose**

#### **Career experience in booths**

##### **1. Lawyer booth**

It facilitates children's understanding of the social role of the job of trying people by holding a mock trial.

##### **2. Dentist booth**

It facilitates children's understanding of the social role of dentists to help patients through simulation of a dentist's practice.

##### **3. Nurse booth**

It facilitates children's understanding of the social role of nurses to serve injured people and those requiring nursing care through simulation of nursing work.

##### **4. Pharmacy booth**

It helps children to learn about the role of pharmacists and the value of their work to help patients through simulation of the work of a pharmacist.

##### **5. Police booth**

With the cooperation of the Aichi Prefectural Police, it allows children to understand the social role of police officers to protect regional peace through experience of crime-prevention and disaster relief work of local police officers.

##### **6. Emergency worker booths**

###### **•Firefighter booth**

With the cooperation of the Nagoya Fire Bureau, it facilitates children's understanding of the social role of firefighters to protect communities through the experience of rescue work and by touching a fire engine.

###### **•Paramedic booth**

It facilitates children's understanding of the social role of paramedics to protect the lives of people at the places of emergency care through simulation of emergency life-saving work.

##### **7. Architect booth**

It facilitates children's understanding of the social role of architects to design lifestyles and communities through experience of architectural design.

##### **8. Furniture shop booth**

It facilitates children's understanding of the social role of furniture shops to make people's lives affluent through the experience of making shelves.

##### **9. Heavy machinery experience booth**

It facilitates children's understanding of the social role of heavy machinery in city development by allowing them to ride a heavy machine actually used at construction sites.

##### **10. Flower design booth**

It facilitates children's understanding of the social role of flower arrangement to enrich people's minds through first-hand experience.

##### **11. Manicurist booth**

It facilitates children's understanding of the social role of manicurists to inspire people through first-hand experience.

##### **12. Music booth**

- It facilitates children's understanding of the social role of singers and idols to emotionally move people through the experience of voice training.

- With the help of one of Japan's top shamisen (Japanese instrument) players, it facilitates children's understanding of the social role of the occupation to move people's hearts with music.

13. **Martial arts booth**

Through a lesson of mixed martial arts by a professional fighter, it facilitates children's understanding of the social role of martial arts fighters to move people with their physical/mental strength and dreams.

14. **Greengrocer booth**

It allows children to learn the value of greengrocers through the experience of product distribution and money flow using a virtual currency.

Recommendations : **<Achieved goals>**

- Children were able to learn what kinds of jobs provide **service to humanity** and how by experiencing at least one occupation.
- Children were able to learn the importance of providing **service to humanity** through jobs.
- 64% of the children said that they found occupations in which they would like to work in the future.

**<Key points>**

- Career experience allowed next-generation citizens, of which **only 5%** had known the role of occupations to help many people, to understand an important aspect of social contribution through occupations.
- As a result, it brought **positive change** to next-generation citizens to choose their future careers based on how such careers provide **service to humanity**.

**<Improvements to be made>**

- A time limit should be set for each occupation to allow more children to experience different occupations.
- Career experience booths should be increased by attracting more sponsors.

## Award Category criteria

# 1

## Objectives, Planning, Finance and Execution

What were the objectives of this program? **To create positive change** by allowing children who will play important roles in the future to know that jobs are the means not only for making a living but also for social contribution, so that children will be able to provide service to humanity through their jobs in the future.

How does this program align to the JCI Plan of Action? The program aligns to the **JCI Plan of Action** in that it showed what kind of activities are conducted and which actions are taken by JCI Nagoya to at least **4,400 elementary school children and their parents**.

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

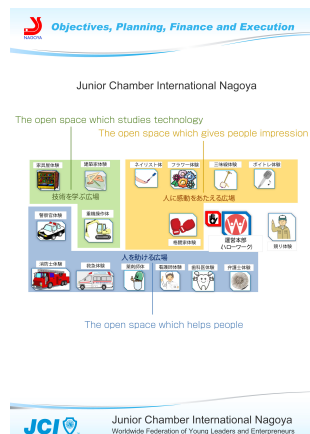
- Focus was placed on providing an opportunity for next-generation citizens to experience as many occupations as possible.
- The project was implemented within the planned budget thanks to the voluntary participation of sponsor companies and organizations based on their understanding of the importance of CSR activities.

How does this project advance the JCI Mission and Vision? Promotion of the **JCI Mission**  
JCI Nagoya provides opportunities for next-generation citizens to learn about the importance of **service to humanity** and grow up through career experience in this project.

### Promotion of the JCI Vision

JCI Nagoya shows next-generation citizens the importance of **service to humanity** through career experience in this project.  
As a result, next-generation citizens who learned about the importance of **service to humanity** through occupations will create **a network of active citizens** to convey such importance to other next-generation citizens.





## Award Category criteria

## 2

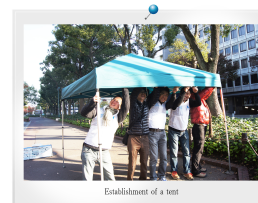
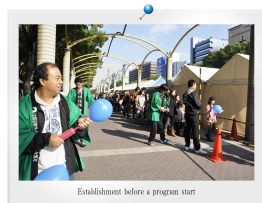
## Membership Participation

By number, how many members were involved in this program? **36members**

By percentage, how many members of the Local Organization were involved in this program? **30%**

Describe the main roles of the participating members in this program.

1. Planning/organization/verification of the project (August – December, 2013)
2. Request for cooperation from the City of Nagoya, police station and martial arts fighter (August – October, 2013)
3. Preliminary survey of occupations to prepare career experience booths (August – October, 2013)
4. Distribution of flyers at elementary schools in Nagoya (October 2013)
5. Establishment of career experience booths (November 17, 2013)





## Award Category criteria

## 3

## Skills Developed

What skills were developed in this program?

▪ Each next-generation citizen experienced at least one occupation and learned skills necessary for the occupation.

▪ Next-generation citizens were able to acquire the career view of how they should provide **service to humanity** through occupations.

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

1. By giving the opportunity of career experience of 14 next-generation citizens, JCI Nagoya provided an opportunity to learn the skills of next-generation citizens is required in the occupation.

For example, at the architect booth, the next-generation citizens designed a house that they want to live in fact. at that time, the sponsor provided the knowledge necessary for the design.

At the flower design booth, the next-generation citizens made a bouquet actually. At that time, the sponsor provided a how to make a bouquet.

2. When the next-generation citizens to experience the occupation, the sponsor explained how the occupation is doing to contribute to society.





Skills Developed



Children studied the meaning of work which protects a life.

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Skills Developed

大人になっても今の仕事をやりたいとおもいましたか  
Did you think that you wanted to do what you are doing now?

絶対に嫌だ  
絶対嫌い  
3%

まあまあ  
まあ嫌い  
12%

いいえ  
いいえ  
33%

はい  
はい  
52%

はたらくために勉強しようとおもいましたか  
Did you think that it is trying to learn in order to work?

はい  
はい  
67%

いいえ  
いいえ  
33%

仕事は楽しいものだとお心にましましたか  
Did you feel that work was pleasant?

絶対に嫌だ  
絶対嫌い  
3%

まあまあ  
まあ嫌い  
12%

いいえ  
いいえ  
36%

はい  
はい  
49%

将来やりたい仕事が見つかりましたか  
Did you find work you want to do in the future?

はい  
はい  
64%

いいえ  
いいえ  
36%

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[http://www.jci.cc/eawards2n/print.php?lang\\_id=1&u=41614](http://www.jci.cc/eawards2n/print.php?lang_id=1&u=41614)

11/15

## Award Category criteria

## 4

## Impact on Participants

What was the intended impact on the participants?

- Allowing elementary school children to have first-hand job experience and facilitating their understanding of the important aspect of occupations as a means of social contribution in addition to the aspect of making a living.
- Allowing elementary school children to understand how different occupations provide **service to humanity** through first-hand job experience.
- Allowing elementary school children to have **positive change** so that they will be able to provide **service to humanity** through their future occupations.

Describe the actual impact on the participants.

1. Each elementary school child who participated in this program experienced at least one occupation.
2. Elementary school children who participated in this program understood that occupations have an important aspect of social contribution.
3. Elementary school children learned what kinds of jobs provide **service to humanity** and how, through first-hand experience of occupations.
4. JCI Nagoya provided an opportunity for elementary school children to make **positive change** to provide **service to humanity** through their future occupations.

#### <Grounds for 1>

##### ▪ Questionnaire result

All the children participated in the project answered that they experienced one or more occupations.

#### <Grounds for 2, 3 and 4>

##### ▪ Questionnaire results

66% of the children who experienced the community service aspect of occupations said that they would like to work in the occupations they experienced in the program when they grow up.

67% of the children who experienced the community service aspect of occupations said that they would study for their future careers.

83% of the children who experienced the community service aspect of occupations felt that working was fun.

64% of the children who experienced the community service aspect of occupations said that they found occupations in which they would like to work in the future.

##### ▪ Interviews in the career experience booths

"Children participated in the career experience with interest. They seemed to be having fun." (Heavy

machinery experience booth)

 Impact on Participants



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 Impact on Participants

 Impact on Participants



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 Impact on Participants



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## Award Category criteria

## 5

## Long-term Impact of the Program

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

• **Positive change** will be brought to the career view of next-generation citizens who participated in the program as they will choose their occupation with **service to humanity** in mind.

• Next-generation citizens who participated in this project will expand a network to convey the importance of **service to humanity** through occupations to other citizens and create a sustainably developable, stable society.

• Companies will deepen their understanding of the importance of CSR activities and become permanently committed to the protection and support of human rights.

• Companies will deepen their understanding of the importance of CSR activities and permanently ensure not to participate in human rights violations as they reaffirm through the career experience program that they are providing **service to humanity**.

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

• A time limit should be set for each occupation to allow more children to experience different occupations.

• Career experience booths should be increased by attracting more sponsors.



**Long-term Impact of the Program**



The cooperation company also had a new appreciation of the importance of CSR!

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**Long-term Impact of the Program**



It is required to provide children with the opportunity of much more career experiences!

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