Recommendation of Action Research for Promoting Age-Friendly Communities

Takeo Ogawa, Ph.D.
Emeritus Professor, Kyushu University and Yamaguchi University
President, (NPO) Asian Ageing Business Center
AGENDA SETTING
Background:
From Demographic Bonus to Onus

How Do We Change Mind-set to Demographic Onus?

• All of established social institutions should be reconstructed in accordance with a demographic change. Also, our mind-set should be converted in coping with a social change.

• However, almost people don’t know what to do. Beyond the pluralistic ignorance, we need to challenge to co-create an all Inclusive society.
Why Pluralistic Ignorance?

- **Definition of the Pluralistic Ignorance**
  Pluralistic ignorance is a situation in which a majority of group members privately reject a norm, but incorrectly assume that most others accept it, and therefore go along with it. (Katz, Daniel, and Floyd H. Allport. 1931. Student Attitudes. Syracuse, N.Y.: Craftsman)

- A majority of group members privately reject an age norm, but incorrectly assume that most others accept it, and therefore go along with ageism.
Agenda: How Can Fewer Youngers Support More Seniors?

• “We cannot survive with filial piety/family tie, because of shortage of younger offspring.”

• “We cannot survive with social security system, because of shortage of financial affairs/tax payers.”

• “We cannot survive with private incomes, because of shortage of wages/assets.”

• But, almost persons incorrectly assume that most others accept it, and therefore go along with it.
Working Hypothesis: Community Involvement Might Be Its Solution.

- Community = Co + munus
- Creating community capable of solving various community issues on multi-generational super-aged society with the awareness of the concerned and collaborative specialization.
What Are Happened in a Community?

- Social Withdrawal
- Weakening Solidarity
- Crisis after Retirement
- Vulnerable Shoppers
- Vacant House Issue
- Solitary Death
- Falling Together both Caregiver and Care Receiver in Long-term Care
- Handling Dementia
- Hoarding Houses of Gavage
- Long-term Care Refugees
- Sparse Traffic Areas
- Transition of Generations in the Community
- Double-care Issue of Long-term Care and Child Rearing
- Work-Life Balance
- Playground Shortage
- Children on Waiting List
Orientation: Paradigm Shift to Demographic Onus

Demographic Bonus Era
- Somebody’s trouble which will be resolved by someone
- Doing everything by oneself
- Wanting what we don’t have
- Criticizing what is impossible
- Social differentiation
- Competition

Demographic Onus Era
- My own affairs which will be resolved by my self
- Sharing everything with all
- Utilizing what we have
- Trying what is possible
- Social Integration
- Collaboration
SUPPORTING METHOD
Method: Action Research

• **Action research** is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. (wikipedia)

• How can we intervene the pluralistic ignorance for designing age-friendly community?
Phase 1: Intake

- A local government asks “Why do you select some community?”
- Local residents ask “Why do you choose our community?”
- Local service providers ask “Why do you study on a community?”
- Researchers ask “Why do you generalize such community as model or sample?”
- The answer is not provided a priori. Those who ask questions will answer in a process by themselves.
Various Research Methods

- Random Sampling (quantitative method)
- Snowball Sampling (qualitative method)
- Focus Group Interview
- Stakeholder Analysis
- Assessment Method
- Triangulation
Phase 2: Forum

• A local government tends to act based on “Egalitarian Ethics.”
• Local residents tend to act based on “Communitarian Ethics.”
• Local service providers tend to act based on “Libertarian Ethics.”
• Researchers tend to act based on “Universalism Ethics”
• Therefore, we need to reflect each universe of discourse: Forum, Board, and Meetings.
Social Principles of Problem Solutions

- Third sector, PFI, PPP, State enterprises
- Collaborative actions
- CSR, corporate citizenship, corporate patronage, philanthropy
- Public assistance, government, law and taxes, equal governance, administrative agency, small government or high benefits with high burden
- Reciprocal assistance, community, gift donation, volunteer, fraternal, family/neighborhood communities, sacrifice
- Self assistance, market, buying and selling, free competition, business organization, struggle for existence
- Mutual legal assistance, social insurance, semi-private organizations, public entities
- Third sector, PFI, PPP, State enterprises
- Collaborative actions
- CSR, corporate citizenship, corporate patronage, philanthropy
- Public assistance, government, law and taxes, equal governance, administrative agency, small government or high benefits with high burden
- Reciprocal assistance, community, gift donation, volunteer, fraternal, family/neighborhood communities, sacrifice
- Self assistance, market, buying and selling, free competition, business organization, struggle for existence
- Mutual legal assistance, social insurance, semi-private organizations, public entities
Phase 3: Programming

• Step-up processes of community involvement are illustrated by the perspective of concern.
• Stakeholders are components of a neighborhood community.
• Each stakeholders will able to engage in a neighborhood community.
• In order to promote the processes, we need community coordinators and a community intermediary.
Community intermediary function
(Organization / system for supporting Community)

Community visualization
(Community population estimation, hearing, workshops, etc.)

Collaborative project proposal
(Creating opportunities, cooperative relations between corporations and community, etc.)

Visualization
Stage of pluralistic Ignorance

Motivating
Stage of awareness

Initiating
Stage of residents participation

Project proposal
Stage of participation expansion

Stage of Otagaisama Community

Community coordinator

One who needs support
Residents
Corporations
Specialized organization
Supporting relation
Mutual support
Structuring Co-relations Capable of Solving Issues with Human Resource Support

Problems in year 2035 – Aging of City and boomers’ junior
Decrease in population, death-ridden society, minimization of family unit.
Problems of local communities in a hyper-aging society over many generations

Separate responses by individuals, households, business organizations and public organizations
“Social Differentiation” model as it is will be unable to cope with problems of local communities

Community Coordinator:
Empowers and raises the awareness of the concerned of various stakeholders about solving community issues

Community Intermediary
Function: Backup support
Matches various external social resources with specialized issues unsolvable with community’s capacity, and promotes innovation, based on actual situations

Carried out by Research Group

People living independently from others
Enterprises having connection with residents only in business activity
Vertically divided administration not related to other fields

Otagaisama Community
Physical support

Residents
Corporations
Government

Functional integration in community = Otagaisama (reciprocal) relationships

Community with relationships that solve its issues through collaboration among residents, corporations and government beyond the differences in action principles
Phase 4: Community Assessment

• In order to compare the developing stages of community involvement, three school districts which are assessed in different stages.

• Assessment methods are depend on statistical data and interviewed data on extreme/lead user based on “Design for All.”

• For assessing a stage of community involvement, an expertise-workshop is implemented.
Design for All started by looking at barrier-free accessibility for people with disabilities but has become a strategy for mainstream, inclusive solutions. It is about ensuring that environments, products, services and interfaces work for people of all ages and abilities in different situations and under various circumstances. There are other terms that are sometimes used with varying relevance to Inclusive Design.
Teriha School District (Newly developed)

- Newly developed school district inhabited since 2005
- Consisting mainly of young families, with aging rate of 4.3% (2015)
- Promotion of “healthy future city development” by hospitals, facilities, government, etc.
- Town management body organized only in certain area
- Community council or elderly club has not yet been organized (in initial stage)

⇒ For the issue of aging community, it is in "stage of pluralistic ignorance"
Kanayama School District

(Apartment building complex)

- Apartment buildings / houses co-exist in area developed by cutting down hills 40 years ago, half living in “UR complexes”
- Aging rate is 30.1% (Sep. 2015)
- A number of universities in the vicinity
- Elderly living for years and families/single people moving in and out in short cycle
- Sense of crisis heightening against elderly solitary death

⇒ Growing sense of crisis for community issues in “stage of awareness"
Miwadai School District (detached houses)

- Area with detached houses developed by cutting down hills 40 years ago
- Aging rate is 25.7% (Sep. 2015)
- Community based groups are active
- Demonstrative test of its own community-bus is in process
- School zone of nurseries, kindergartens, private schools
- Lack of those taking lead in community activity, the next generation who take over the lead

⇒ Residents actively involved in “stage of resident participation"
Overall Image of R&D in Community

Community visualization

Collaborative project proposal

Stage of pluralistic Ignorance

Stage of awareness

Stage of residents participation

Stage of participation expansion

Stage of Otagaisama Community

Community Coordinator

Kanayama School District

Miwadai School District

Teriha School District

Community Intermediary Function

Community status

Support

Assessment / support

Attainment goal

Visualization

Motivating

Initiating

Project proposal

Stage of pluralistic Ignorance

Stage of awareness

Stage of residents participation

Stage of participation expansion

Stage of Otagaisama Community

Assessment / support

Support

Support

Support

Support

Support

Support

Support

Support

Support

Support

Support

Support

Support
Phase 5: Coordination

• Toward each next-stage of community involvement, a community coordinator support communication among stakeholders.

• A forum as a Community Intermediary is set up every week, and advise for community coordinators.

• Briefings and debriefings are recorded.

• In order support these activities, community forum is held.
I. Overview of Research Results

Community Support Network System

- **Community Coordinator**
  - Directly involved with community for structuring relationships
  - Supports stakeholders with community issues.

- **Community Intermediary**
  - Backup support of Community Coordinators
  - Builds relations among corporations, government and specialized organizations
  - Offers data, information and tools for community coordinators
  - Evaluates community stage
  - Cultivates Community Coordinators
SHOWCASING 1: KANAYAMA-CASE
Supporting to build comfortable relationship between residents and corporation, while realizing “creation of space” for the issue of “no place to be and no role to play”

Kanayama School District

Stage of pluralistic ignorance

Stage of awareness

Stage of residents participation

Stage of participation expansion

Collaborative Planning

Support content
- Structuring cooperative system
- Launching workshops

Support content
- Launching trial project

Support content
- Side support for creation of space
- Coordinating corporations
- Holding review meetings

Community status

Attainment target
Coordinator design the place of everybody talking about their community. What is needs? What is resources? Through this workshop, they re-discover their own community.

She shared the ideas of community activities. The purpose of this step is not only to make ideas but also to feel that everybody thinks similar issues.

Through this step, Coordinator grows the awareness of the concern in residents.
Otagaisama Community Workshop

We create activity ideas by combining “what is desired,” “what is mottainai” and “what I can do”
To do in the workshop

(1) what you wish to have
(2) what you think is wasted (mottainai)

(3) **activity** that will make your community “more comfortable to live in”

(4) What you can do

(5) Sharing ideas with all participants
Workshop (1): Sharing Needs

Red card

(Topic)

Services / things you wish to have in your community in the future
Workshop (1): Sharing Needs

Red card

Services / things you wish to have in your community in the future

Put your Red Card on the table and mutually introduce what you wrote on it to the group members!
Workshop (2): Sharing Community Resources

White card

(Topic)
Services / things you think are being wasted as you live in your community now.
Workshop (2): Sharing Community Resources

White card

Services / things you think are being wasted as you live in your community

Put your White Card on the table and mutually introduce what you wrote on it to the group members!
Workshop (3): Creating Ideas!

- **Red card** (what you wish to have = needs or issues)
- **White card** (what you think is wasted = community resources)

By combining these, now we think of ideas about **activity** that will make your community "more comfortable to live in."

After the combination is made, write the **Activity title** on the **Blue card**.
Regarding the Blue card (community activity / project ideas created by the group), think about “what I can do”, and then;

Write on the Green card (What I can do) and add them to the set.
Workshop (5): Sharing ideas with all participants

Each group now presents the following:

- **Activity ideas created**
  - **What is desired**
  - **What is wasted**
  - **What I can do**
Support for Motivating Launching trial project

Coordinator makes ideas to happen in reality for one day limited. The purpose of this step is to prompt residents to start activity.

Coordinator researched the needs of residents. This photo is Voting on “What is desired in the Community Café?”

From the results of the survey, residents found that Community Cafe had possibility to solve various issues and to be involved in many people.
Café “Tamariba (Hangout Spot)”

- **Name:** Café “Tamariba”
  - ※A place where those with children as well as the elderly can casually get together※

- **Location:** Kanayama Community Center, Lecture Hall

- **Host:** Kanayama School Area Social Welfare Council
  - *Co-host: Kanayama Community Center, Kanayama School Area Community Council*

- **Staff:** Community volunteers

- **Participants:** Community residents
Support for Activating Kanayama Café “Tamariba”
Support for Activating Kanayama Café “Tamariba”
Support for Motivating 
Launching trial project
Support for Motivating
Launching trial project
Support for Activating kanayama Café “Tamariba”
Support for Activating kanayama Café “Tamariba”
Support for Activating kanayama Café “Tamariba”
Support for Activating kanayama Café “Tamariba”
Support for Activating kanayama Café “Tamariba”
Step-wise development of Collaboration

Residents, Community issues, activities

Motivating

Area-based community centered on elderly

Utilizing space, Utilizing human resources

Creating exchange, Preventing solitary death

Area-based community centered on elderly

Utilizing Community Center, Corporation participation

Creating exchange, Preventing solitary death

Utilizing space, Utilizing human resources

Area-based community centered on elderly

Child-raising generation

Elderly males

Utilizing Community Center

Corporation participation

Transporting volunteers

Creating exchange

Preventing solitary death

Stage of pluralistic ignorance

Stage of awareness

Stage of resident participation

Stage of participation expansion

Visualizing

Preventing solitary death

Stage of awareness

Case Study (1)- Kanayama School District

Activating
## Collaborators at Community Cafés

*July 2014 ~ March 2015*

<table>
<thead>
<tr>
<th>Activities</th>
<th>Corporations / Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book exchange</td>
<td>TSUTAYA Tenjin Sta. Fukuoka Building Store</td>
</tr>
<tr>
<td>Bread sales</td>
<td>Fukuoka City Tsukushi Gakuen</td>
</tr>
<tr>
<td>Vegetable sales</td>
<td>NPO Happy Forest Midori no Sono</td>
</tr>
<tr>
<td>Health consultation</td>
<td>Jonan Ward Public Health Dept. Nurses</td>
</tr>
<tr>
<td>Dental consultation</td>
<td>Fukuoka Dental College Regional Medical Center</td>
</tr>
<tr>
<td>Sweets</td>
<td>Ishimura Mansei Do (until February)</td>
</tr>
<tr>
<td>Circulating newspaper</td>
<td>Nishinippon Shimbun</td>
</tr>
<tr>
<td>Child homework consultation</td>
<td>Fukuoka University Students</td>
</tr>
<tr>
<td><em>Rakugo</em> (comic story)</td>
<td>Fukuoka University Rakugo Study Club</td>
</tr>
<tr>
<td>Music</td>
<td>Nakamura Gakuen University Acoustic Guitar Club</td>
</tr>
<tr>
<td>Accessories purchasing / corporation introduction</td>
<td>Jonan Ward Regional Support Dept.</td>
</tr>
<tr>
<td>Management support / inspection tour arrangement</td>
<td>Jonan Ward Social Welfare Council</td>
</tr>
</tbody>
</table>
Case Study (2) - Miwadai School District

Multiple generations create activity ideas for eliminating isolation of residents by combining multi-generations / corporations' resources / needs.

[Visualization support]
Developing methods of all generation hearing
○ Conducting hearing from residents / corporations introduced by targets, and preparing diagram of needs and resources

Developing methods of Otagaisama Community / Workshop
○ Creating activity ideas that can be easily implemented by combining community needs and resources
○ Cultivating feeling of "Maybe I can do it" and possibility of solving issues by working together

Support Content
・ Cooperative projects of residents and corporations
  ・ Idea creating workshops
・ Structuring cooperative system
・ Coordinating corporations
・ Creating communication forum

Support Content
・ Trial project (test case)
・ Structuring cooperative system
・ Hearing from all generations
・ Holding workshops

A private high school which willingly accepts non-attending students offers to be subjectively involved in the project.

○ Concern about the future as working generation is aging
○ Serious life issues of dual income families
○ Can expert elderly be utilized?
○ Solitary eating of children and elderly and empty house issue - can they be solved at the same time?
○ Many corporations want to cooperate with community, such as nurseries, kindergartens, schools
SHOWCASING 2: MIWADAI-CASE
Multiple generations create activity ideas for eliminating isolation of residents by combining multi-generations / corporations’ resources / needs.
Case Study (2) - Miwadai School District

Supporting cooperative project ideas with private school showing understanding.

[Project proposal support]
Cooperative project launch workshop
- Step-wise support for proposing cooperative project
  - Structuring internal vision of community and corporations, communication forum, cooperative vision formation, activity idea creation, trial...

Support and motivating for corporation was given, but it didn't go well.
- Not enough vision sharing even inside corporation
- Not having community viewpoint
- Not enough fund / human resources from one corporation

Support Content
- Cooperative project ideas creating workshops
- Structuring cooperative system
- Hearing from all generations
- Holding workshops

Support Content (test case)
- Trial project
- Attainment target
Cooperative trial began for establishing cooperative program for students / community to take free-selection classes at private high school

- Regular meetings with community and high school continue
- Exchange trial began at Elderly Fureai Salon for realizing cooperative vision “Miwadai offering role to play and place to be"
- Project to be implemented at the inauguration of new school building in 2016
### Case Study (2) - Miwadai School District

Beyond differences in stakeholders having various activity principles, looking for something they can work for together to explore possibility of cooperation.

<table>
<thead>
<tr>
<th>Stage of participation</th>
<th>Support by Community Coordinator</th>
<th>Stage of Otagaisama Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial status</td>
<td>Participating in residents exchange at Community Center</td>
<td>Accepting non-attending students of project school as volunteers for elderly salon activity</td>
</tr>
<tr>
<td>Detached house residential area from 40 years ago</td>
<td>Hearing done for all generations in community</td>
<td>Working as lecturers of a free-selection class called “World” in high school</td>
</tr>
<tr>
<td>Community activity continuing since 1970’s</td>
<td>Holding workshops</td>
<td>Exchange trial between students and residents</td>
</tr>
<tr>
<td>Demonstration test done for community bus service</td>
<td>Finding issues common to residents and corporations</td>
<td>Considering setting up vocational training facility open to residents in connection with renewing the school building</td>
</tr>
<tr>
<td>Lack of next generation activity leaders</td>
<td>Drawing out initiatives for solution</td>
<td>Regional Social Welfare Council is considering the cooperation case between the elderly and school with non-attending students as a new community support project</td>
</tr>
<tr>
<td><strong>Corporations</strong></td>
<td>Focusing on NPO supporting school providing unique education for non-attending students and graduates, offering proposal on possibility of cooperating with community</td>
<td></td>
</tr>
<tr>
<td>Looking for sustainable projects in conjunction with each community strategy</td>
<td>Requesting involvement of Regional Support Dept. or Social Welfare Council</td>
<td></td>
</tr>
<tr>
<td>Not being able to pinpoint the contact spot with residents activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simply relying on voluntary school district activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hesitant to structure new relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Support by Community Intermediary Function**

- Residents: Evaluates ideas proposed at workshops
- Sorts out issues, and provides relevant information
- Corporations: Sets up and supports exchange opportunities with community groups
- Government: Makes proposals for future residents activity support, community welfare activity or new community support projects
II. Development Process: Support for Corporations

Step-wise support for offering knowledge, motivation, opportunities to participate in community, and cooperative project proposal

[Motivation support]
Holding Otagaisama Community Forum
- Providing meeting space and networking community, corporations and governmental staff
- Participated by 95, some of them making connections afterward
## Development from Forum: Corporations developing new projects

<table>
<thead>
<tr>
<th>Urban Renaissance Agency Kyushu Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before participation</strong></td>
</tr>
<tr>
<td>• Not knowing what a corporation can do for the serious issue of aging in apartment complex community</td>
</tr>
<tr>
<td>• Not knowing what to do in cooperation with other corporations or universities for solving the issue</td>
</tr>
<tr>
<td><strong>Today</strong></td>
</tr>
<tr>
<td>• Community Salon / Café managed in cooperation with university, other corporations and municipality</td>
</tr>
<tr>
<td>• FCOOP products tasting party or delivery sales from <a href="https://example.com">Soeda Town City Hall and Michinoeki (Road Station)</a> is planned to prevent solitary dearth, assist shopping and improve satisfaction of residents.</td>
</tr>
<tr>
<td>(Place) • Kanayama Complex Community Center (Jonan Ward, Fukuoka City)</td>
</tr>
<tr>
<td>• Hoshinohara Complex Community Center (Sawara Ward, Fukuoka City)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TSUTAYA Fukuoka Tenjin Store</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before participation</strong></td>
</tr>
<tr>
<td>• Considering how to handle “discarded books” that cannot be displayed but still readable</td>
</tr>
<tr>
<td>• Desiring to collect second hand books kept in community households</td>
</tr>
<tr>
<td>• Thinking it is necessary for future projects to help residents to recognize importance of reading books and establish reading culture</td>
</tr>
<tr>
<td><strong>Today</strong></td>
</tr>
<tr>
<td>• “Community Center Mini Library Project” implemented</td>
</tr>
<tr>
<td>• Offering 300 books to each center to be displayed. Setting up a collection box in Community Center to accept unnecessary books</td>
</tr>
<tr>
<td>Planning to set up Mini Library at all 146 Community Centers in the City in 5 years</td>
</tr>
</tbody>
</table>

(Source: Fukuoka City, “Chuo Ward Information Center”)

▲ Tasting party by School Area Social Welfare Council Salon × FCOOP @ Kanayama Complex Community Center

▲ Mini Library at Sunoko Community Center (Chuo Ward, Fukuoka City)
II. Development Process: Support for Corporations

Sorting out Conditions for Cooperation between Community and Corporations
(Contribution to Living Lab development)

- Matching products/services of corporations with Community issues
- Matching community needs with corporations

Private corporations (companies, enterprises, NPOs, etc.)

Needs of project developer

(2) Cooperative projects can be proposed and launched

(1) Mutual understanding deepens
- Designing settings where residents and corporations get together
- Designing settings for vision sharing/planning formation

(2) Supporting trial activity
- Community issues become own issues
(1) Supporting community visualization
- Bystander apathy

(3) Supporting to take the initiative in activity
- Shares necessity of activity

(1) Offering information on community/society issues
- Deepens understanding on community issues
(2) Supporting trial community participation
- Understands how to be involved with community

Bystander apathy

Matching community needs with corporations

More participants in activities

Feedback of results
SHOWCASING 3: TERIHA-CASE
Implementing support for empowering importance of looking at 2030’s
Implementing support for empowering the importance of looking at 2030’s

[Support for visualization]
Arranging study tour on model area

○ Study tour was arranged to visit Miwadai School District where habitation began 40 years ago to study future aging related issues
Structuring new relationships through awareness shift from “others problems” to “our own", from “personal“ to “reciprocal”

<table>
<thead>
<tr>
<th>Stage of pluralistic ignorance</th>
<th>Support by community coordinator</th>
<th>Stage of awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resident</strong></td>
<td></td>
<td><strong>Current status</strong></td>
</tr>
<tr>
<td>Initial status</td>
<td>Support by community coordinator</td>
<td>A few are participating in workshops</td>
</tr>
<tr>
<td>♭ Developed 10 years ago</td>
<td>• Approach through Community Center for proposal of workshops</td>
<td>After the workshops, going on study tour on UDCIC, model school district of aged community through Community Center</td>
</tr>
<tr>
<td>♭ Low and super-high housing complexes are co-existing</td>
<td>• Approach through residents who are also employees of developer corporations</td>
<td></td>
</tr>
<tr>
<td>♭ Interested in PTA or hobby activity</td>
<td>• Approach through Teriha Volunteers (elderly nursing facility volunteers) from activity of Island City No-retire Healthy Town Council</td>
<td>Project proposal or activity expansion for Japanese version of CCRC for realizing “Healthy Future City Project”</td>
</tr>
<tr>
<td>♭ Community based council and activity are not organized</td>
<td>• Approach through UDCIC</td>
<td>Organization of community council in the school district that has not been organized until today</td>
</tr>
<tr>
<td><strong>Corporation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♭ Developer implemented town management for crime prevention</td>
<td>• Approach through residents who are also employees of developer corporations</td>
<td></td>
</tr>
<tr>
<td>♭ Not involved in supporting community activity, thinking that it is government’s role</td>
<td>• Approach through Teriha Volunteers (elderly nursing facility volunteers) from activity of Island City No-retire Healthy Town Council</td>
<td></td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♭ Island City No-retire Healthy Town Council was organized with local corporations (hospitals, nursing facilities, AABC)</td>
<td>• Approach through UDCIC</td>
<td></td>
</tr>
<tr>
<td>♭ Launched “healthy life course”</td>
<td>• Approach through Teriha Volunteers (elderly nursing facility volunteers) from activity of Island City No-retire Healthy Town Council</td>
<td></td>
</tr>
<tr>
<td>♭ Urban Design Center Island-City (UDCIC) launched in 2012 with Kyushu University</td>
<td>• Approach through UDCIC</td>
<td></td>
</tr>
</tbody>
</table>

Teriha School District
OUTPUT OF RESEARCH: SUPPORTIVE SKILLS AND ORGANIZATION
Development of Support Flow

• Preparation of manuals of support work by community coordinator and community intermediary function
• Re-organization of manuals by incorporating support procedure, tool usages or checklists during results compilation period to provide the research results as universally applicable model

Down Lord Page (Language : Japanese)
http://active-aging-community.info/?p=692

(1) Method of Visualizing Community
- Supports community and corporations to view their issues not as "outside problems" but "their own" to begin acting on them
- Community coordinator takes the lead in giving support

A: Give data
B: Meet people
C: Walk in town
D: Think of direction of activity
E: Motivate people to act for community

Start of community activity

(2) Method of Collaborative Action
- Promotes communication between corporations and community so that they start working for a cooperative project
- Community intermediary function takes the lead in giving support with community coordinator

F: Review the activity
G: Match corporation with relevant community issues
H: Share a vision common to community and corporation
I: Plan a cooperative project of community and corporation

Step 1
Step 2
Step 3
Step 4
Step 5
Step 6

For Community
- Offers information on community / social issues (Holding forum, salon)
- Conducting community visit program

For corporation
- Matching corporation with relevant community issues

Start of cooperative project
Relationship which allows residents to collaboration from privatization

**Evaluation of specific business matters**

- Make a meal and eat together
  - One-coin cafeteria
  - Eat breakfast together
  - Cooking class where the elderly teach high school students
  - Free lunch provided to various classes of the Miwadai area

- Community cultural festivals
  - Provide residents with the opportunity to take part in (or observe) cultural festivals sponsored by high schools
  - Learn through culture and sports
  - High school students participate in school district events
  - Annual events are held alternately by local communities and high schools
  - Tug of war tournament between districts and/or with high schools

- World
  - Building of mutual teaching relationships
  - Smart-phone lessons
  - Stories about the elderly’s experiences
  - Crafting with the elderly
  - Old tales with the elderly
  - Learn about local community history
  - Learn about festivals of various districts

**Creation of opportunities and a place to belong**

- Dispatch educational counseling
  - Radio calisthenics
  - Schools run by local communities
  - Gathering places using vacant houses
  - Shops run by local communities

- Cleanup activities
- Elderly men at nursery schools
- Community broadcasting station
- Human resources dispatch companies organized by local communities

**Done with collaborative actions!**

Public assistance, government, law and taxes, equal governance, administrative agency, small government or high benefits with high burden

Self assistance, market, buying and selling, free competition, business organization, struggle for existence

Reciprocal assistance, community, gift, donation, volunteer, fraternal, family/neighborhood communities, sacrifice
EVALUATION OF SUPPORTIVE ACTIONS FOR STAKEHOLDERS
Logic Model

Components

- Residents
  - People living independently from others

Program Activities

- Prepare participants list (Guidance)
- Investigate community issues / resources
- Hold workshops and analyze results
- Obtain advice from expert WS

Output

- Able to identify key persons
- Community issues / resources are identified
- Priority activity ideas and activity leaders are identified
- Community activity (participated by corporations)

Initial Outcomes

- Getting chance to think again about region or community
- Creating opportunities for residents to get together
- Grasping requests through "Community" regarding community activity

Intermediate Outcomes

- Able to carry out preliminary work for forming community gathering
- Able to discover purpose of community activity and key players
- More participate in community activity

Long-term Outcomes

- Achieving "Otagaisama Community" where community and corporations work in cooperation
- Community: Maintaining the quality of life including safe, secure, healthy and rewarding life
- Corporations: Developing "Aging In Place" market
- Local Government: Formulating aging community policy / Active Aging

Method for Collaborative Action

- (1) Prepare prototype
- (2) Conduct trial (Cooperation with corporations)

Method for Visualizing Community

- Setting up specific initiatives for project proposal
- Grasping needs and requests of community
- Recognizing "Otagaisama (reciprocity) through information sharing and awareness
- Cooperating in solving community issues
- Setting up a base or key community and working for realizing "Otagaisama Community"
How do we evaluate our supportive actions?: Depending Characteristics of Stakeholders.

• Really, residents, service providers, administrators, and staffs of non-profit organizations are concerned to communities with each principle of right way of behavior.

• However, they are positioned in a context of concerning and specializing to an issue as 4 types of social character: Bystander, Critic, Victim, and Innovator.
How was the method for support assessed?

Community stakeholders

A community coordinator recognizes the state of awareness of stakeholders who are involved in local communities and also considers the personal involvement and competence of specialization, aiming to be an innovator together with stakeholders.

- **Awareness of the concerned:**
  - Low

- **Competence of specialization:**
  - High

- **Problems:**
  - are understood to be our own by the community coordinator
  - are recognized to be unsolvable alone

- **Problems:**
  - methods can be found to solve them
  - are recognized to be solvable reciprocally

- **Bystander**
  - Problems:
    - are understood to be our own
    - cannot be solved alone
    - can be solved reciprocally

- **Critic**
  - Problems:
    - are understood to be our own
    - cannot be solved alone
    - can be solved reciprocally

- **Innovator**
  - Problems:
    - are understood to be our own
    - cannot be solved alone
    - can be solved reciprocally

- **Worried about Trouble**
  - Problems:
    - methods can be found to solve them
    - are recognized to be solvable reciprocally
Communication Transforming

• In order to step up a stage of community involvement, appropriate support action will be able to change all stakeholders into high concerned and specialized positioning toward an issue through communications.
Change of Communication by Stakeholders 1

• From Pluralistic Ignorance to Awareness

**Bystander:** ”No concern” → ”It may not a somebody else trouble. “

**Critic:** ”It is not a right way.” → ”It will be much better to do alternatively.”

**Victim:** “ I don’t Know what to do.” → ”Not Just me”

**Innovator:** ”Something must be done.” → ”We need any supporter.”
Change of Communication by Stakeholders 2

- From Awareness to Participation

**Bystander**: ”It may not a somebody else trouble.” → “I will attend in a meeting.”

**Critic**: ”It will be much better to do alternatively.” →”I will advise it concretely.”

**Victim**: “Not just me”→”I will looking for my compassionate one.”

**Innovator**: “We need any supporter.”→”We will start up a place where anyone can meet.”
Change of Communication by Stakeholders 3

• From Participation to Expanding Participation

**Bystander:** “I will attend a meeting.” → ”I will introduce someone.”

**Critic:** ”I will advise it concretely.” → ”I will counsel you personally.”

**Victim:** ”I will looking for my compassionate one.” → ”I will be able to rely on a person/body.”

**Innovator:** “We will start up a place where anyone can meet.” → ”We will set up chances for talking about anything with much more participants.”
Change of Communication by Stakeholders 4

• From Expanded Participation to Planning of a Project

**Bystander:** ”I will introduce someone.” → ”It may be my affair in sometime.”

**Critic:** ”I will counsel you personally.” → ”You will be able to follow up your project.”

**Victim:** ”I will be able to rely on a person/body.” → ”I will be able to support people facing same problem.”

**Innovator:** ”We will set up chances for talking about anything with much more participants.” → ”We will propose a project for creating shared value.”
Evaluation for frame analysis of stakeholders

<table>
<thead>
<tr>
<th>Awareness of the concerned</th>
<th>A-1</th>
<th>A-2</th>
<th>A-3</th>
<th>A-4</th>
<th>A-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerning activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voluntary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerance to change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Against Authoritarianism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To red tape system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affirmative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competence of specialization</th>
<th>B-1</th>
<th>B-2</th>
<th>B-3</th>
<th>B-4</th>
<th>B-5</th>
<th>B-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not have</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative power</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Execution ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation and verification of methods based on frame analysis of the awareness of the concerned and the competence of specialization

[Assessment standards and statement examples]

<table>
<thead>
<tr>
<th>Awareness of the concerned</th>
<th>Level</th>
<th>Assessment standard (Nature of statements)</th>
<th>Statement examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>Declares implementation of improvement ideas</td>
<td>“Next time I will do this… / We will discuss it again”</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Proposes solutions</td>
<td>“Wouldn’t it be better if…”</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Suggests necessity of discussion</td>
<td>“I would like to think / I will ask others”</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Shares issues or awareness</td>
<td>“I wondered what to do / I was in trouble”</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Shares the impression of participation</td>
<td>“This and that happened / I think it was good”</td>
</tr>
</tbody>
</table>

[Results of discussion analysis (all participants)]

*The result of the 5th meetings is omitted here as sound recording is not available, and thus analysis is impossible.*
Community Coordinator developing criteria for analyzing behavioral mode of key persons

- Visualizing criteria of key person characters which has been conducted on personal feeling of individual evaluation
- Making it easier to realize the approach for community involvement

[Analysis criteria for behavioral mode]

<table>
<thead>
<tr>
<th>Awareness of the concerned</th>
<th>Level of specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>B-1</td>
</tr>
<tr>
<td>For activity Voluntary ↑</td>
<td>Connections Many ↑</td>
</tr>
<tr>
<td>Passive ↓</td>
<td>Future plan Have ↑</td>
</tr>
<tr>
<td>Negative ↓</td>
<td>Comprehension High ↑</td>
</tr>
<tr>
<td></td>
<td>High ↑</td>
</tr>
<tr>
<td></td>
<td>Low ↓</td>
</tr>
<tr>
<td>A-2</td>
<td>B-2</td>
</tr>
<tr>
<td>For activity Positive ↑</td>
<td>Imaginative ability High ↑</td>
</tr>
<tr>
<td>Negative ↓</td>
<td>High ↑</td>
</tr>
<tr>
<td></td>
<td>Low ↓</td>
</tr>
<tr>
<td>A-3</td>
<td>B-3</td>
</tr>
<tr>
<td>Tolerance for change High ↑</td>
<td>Planning ability High ↑</td>
</tr>
<tr>
<td>Low ↓</td>
<td>High ↑</td>
</tr>
<tr>
<td></td>
<td>Low ↓</td>
</tr>
<tr>
<td>A-4</td>
<td>B-4</td>
</tr>
<tr>
<td>Against Authoritarianism</td>
<td>Execution ability High ↑</td>
</tr>
<tr>
<td>Strong ↑</td>
<td>High ↑</td>
</tr>
<tr>
<td>Weak ↓</td>
<td>Low ↓</td>
</tr>
<tr>
<td>A-5</td>
<td>B-5</td>
</tr>
<tr>
<td>For bureaucratic way of work</td>
<td></td>
</tr>
<tr>
<td>Negative ↑</td>
<td></td>
</tr>
<tr>
<td>Affirmative ↓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Changes in key persons in target area (schematic)]

High level of specialization

Resident B

Corporation A

Low level of specialization

Resident A

Weak awareness of the concerned

Strong awareness of the concerned
OUTCOMES
Fukuoka-city is acknowledged of new aging issues: How important Creating Shared Value is

In 2014, Fukuoka-city planned “General Vision Regarding Health and Welfare for Older Persons” with backcasting from 2040.

Its perspective was adopted as Fukuoka-city General Plan of Health and Welfare in 2016.

Also, Fukuoka-city Advanced Healthy City Strategies are recognized, and it was announced as The “Centenarian City Fukuoka” Proposition.

Based on these plan, Fukuoka Directive Council start up “Health Lab Project,” “Care-Tech-Pitch,” and “Test Bed of Health Check Toilet Censor.”
75+ residents living with alone occupied 42% in older persons. Our community café project is continuing. Recently, new collaboration with University was started. University students are researching and advising nutrition programs to older residents with professor’s leading and house-developer’s cooperation.
High school students and community residents are working with each other in school and house of older residents for supporting with each other.

High school has open “Mama’s Cafe” for providing lunch and snacks not only for students but also for community residents.

“Mama’s Café” is managed by a non-profit organization, which is organized for graduated students of this school.
In developing residential area, people and corporations are looking forward to establish a futuristic healthy town. At first, corporations established a council for lifelong healthy town, and gave health lectures for residents.

Now, residents are trying slow jogging and health fair. Also residents and corporations established promotive committee for healthy city, and registered to global network of healthy cities.

Some residents participate in test bed activities of a health-check company using toilet.
Thank you for your Attention

Please send me your additional question, ogawat07@yahoo.co.jp

Please use this email address for inquiries.
MAIL: research1@kerce.or.jp

KYUSHU ECONOMIC RESEARCH CENTER
Denki Bldg. Kyosokan 5F, 2-1-82, Watanabe-dori, Chuo-ku, Fukuoka 810-0004 JAPAN
Tel: +81-92-721-4905 Fax: +81-92-721-4904 Web: http://www.kerc.or.jp/

Please check our project website http://active-aging-community.info/