

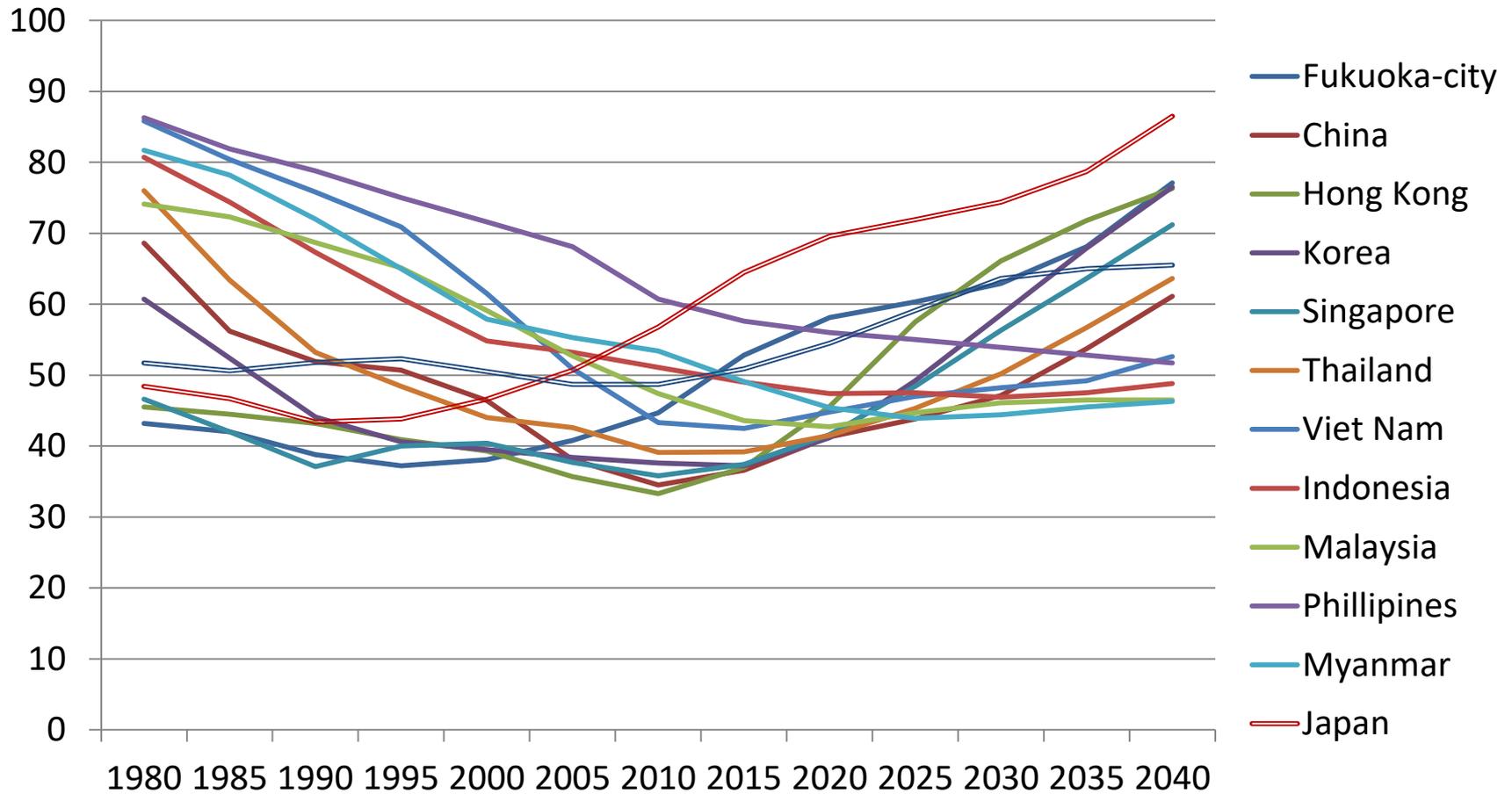
APRU Workshop, Action Research for Age-Friendly Community
10:30-12:00, 9 Sept., 2017. University of Tokyo

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



UN, World Population Prospects: The 2015 Revision.

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.

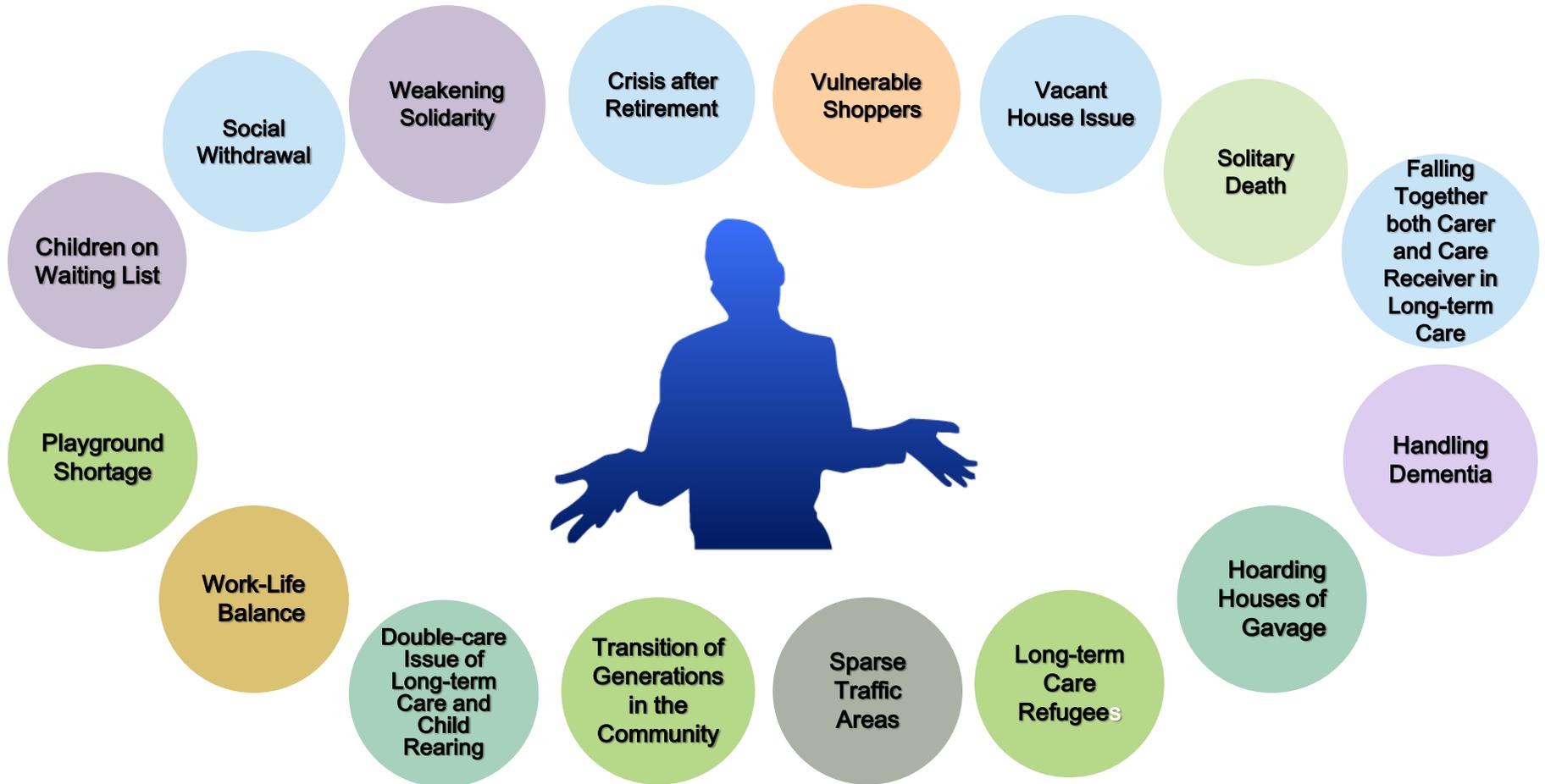
Agenda: How Can Fewer Youngers Support More Seniors?

- “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?



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.

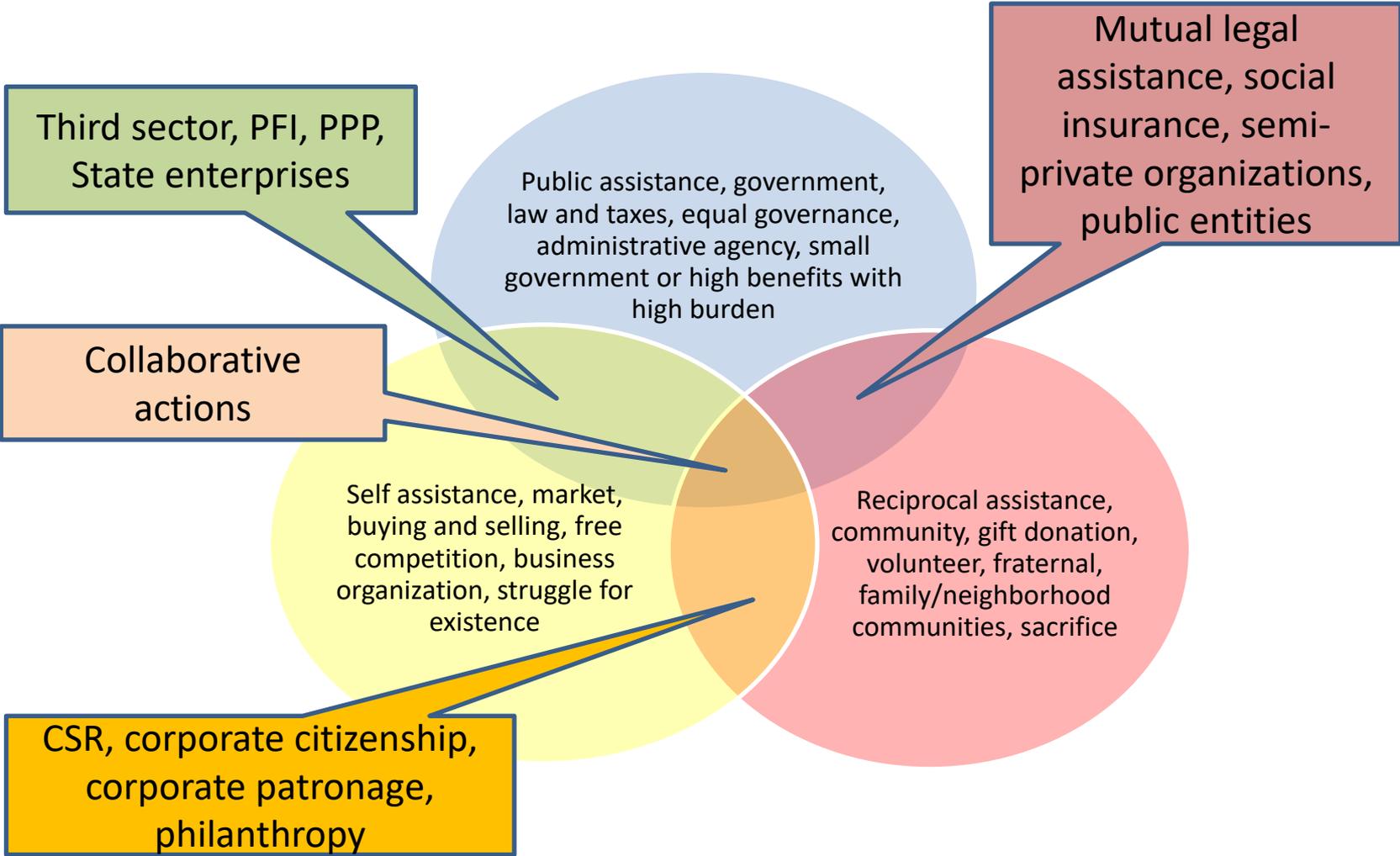
Various Research Methods

- 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



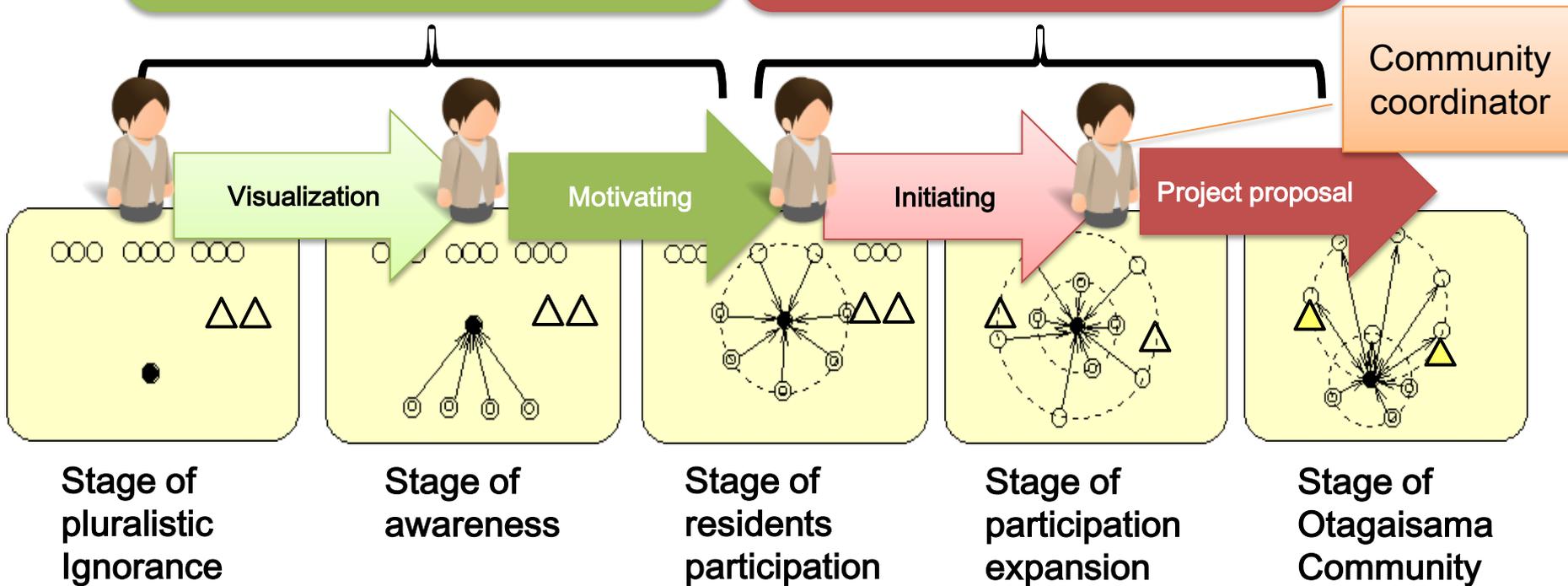
Phase 3: Programming

- 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.)



● One who needs support

○ Residents

△ Corporations

◎ Specialized organization

→ Supporting relation

↔ Mutual support

Structuring Co-relations Capable of Solving Issues with Human Resource Support

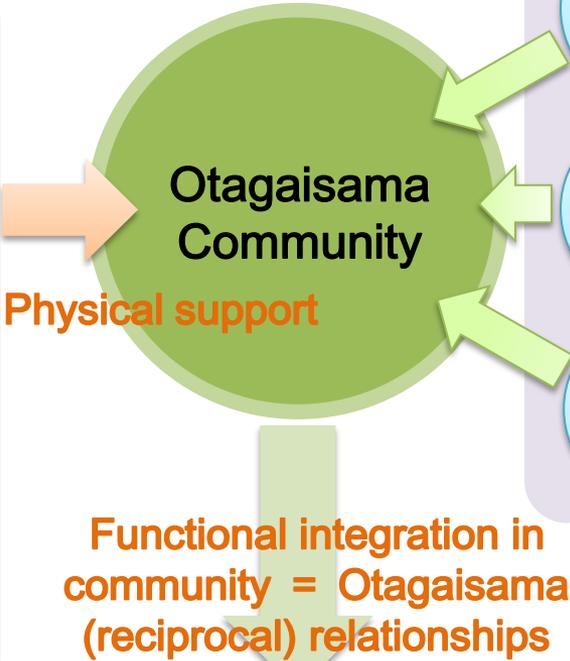
Problems in year 2035 – Aging of City and boomers' junior
Decrease in population, death-ridden society, minimization of family unit.
Problems of local communities in a hyper-aging society over many generations

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

Carried out by Research Group

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



Residents

People living independently from others

Corporations

Enterprises having connection with residents only in business activity

Government

Vertically divided administration not related to other fields

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.

Document: Design for ALL

- 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**”

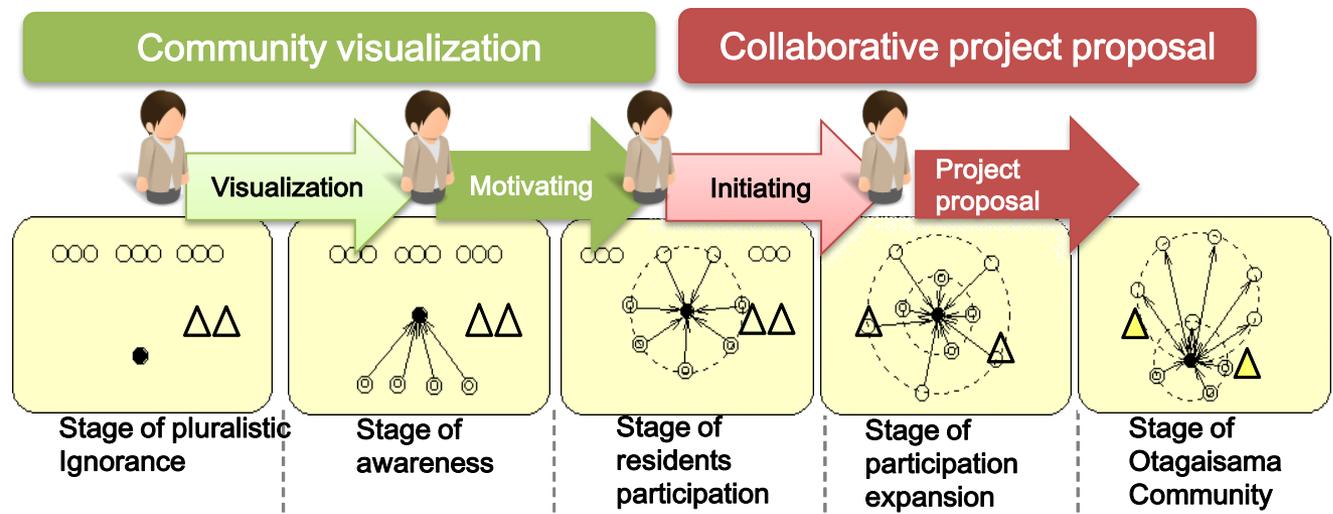
Miwadai School District (detached houses)

- 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 Coordinator	Kanayama School District	Assessment / support (2012.12~2013.8)	Support (2014.1)	Support (2014.7~)	Attainment goal
	Miwadai School District	Assessment / support (2012.10~2013.6)	Support (2013.8)	Support (2014.1~)	Support (2015.6~9)
	Teriha School District	Assessment / support (2014.4~2015.8)	Community status	Attainment goal	
Community Intermediary Function	Community	Support (2014.1)			
	Corporation	Support (2013.8)	Support (2014.1)	Support (2014.8)	Support (2015.2)

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.

Community Support Network System

■ Community Coordinator

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



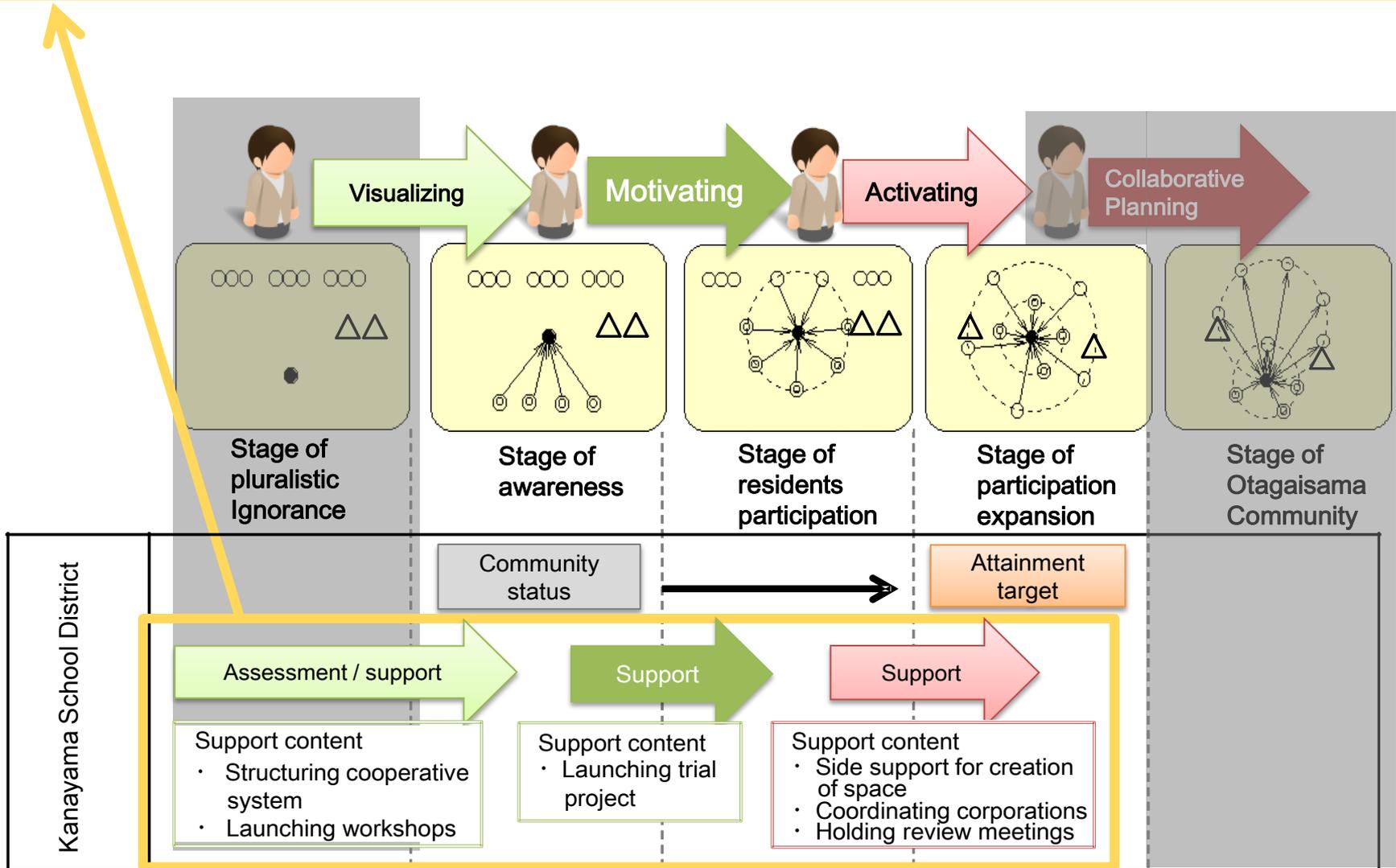
■ Community Intermediary

- 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"



Support for Visualizing Launching workshops

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.

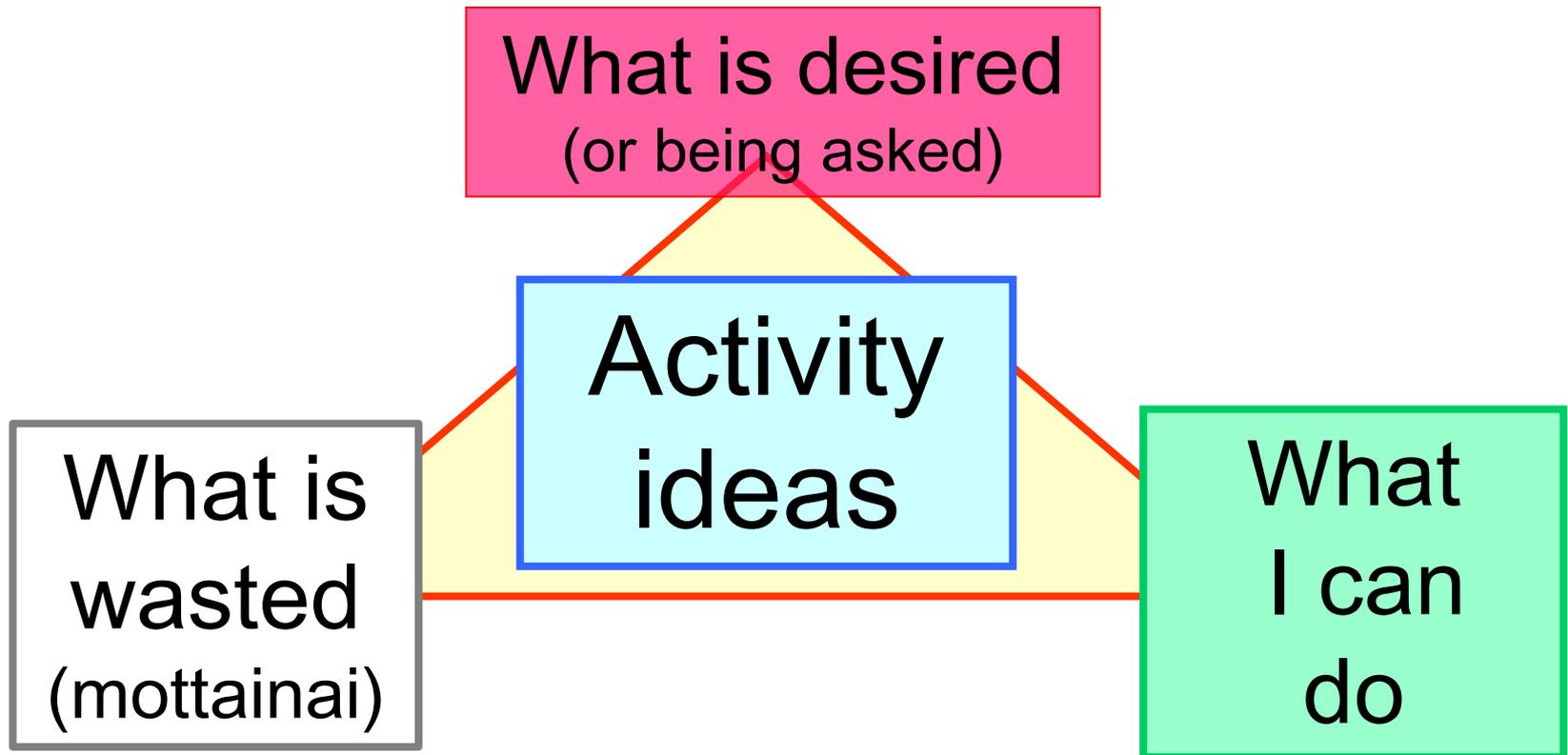
She shared the ideas of community activities.
The purpose of this step is not only to make ideas but also to feel that everybody thinks similar issues.



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

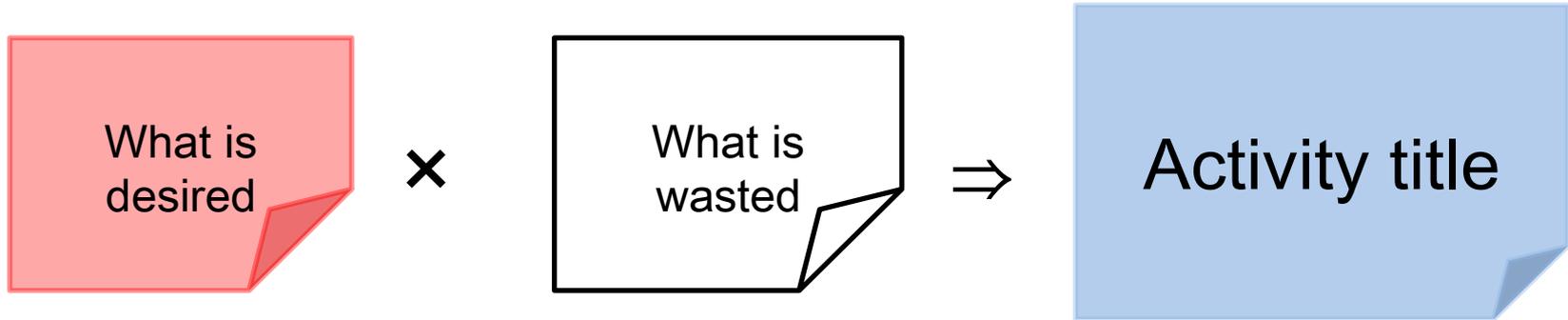
White card



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!



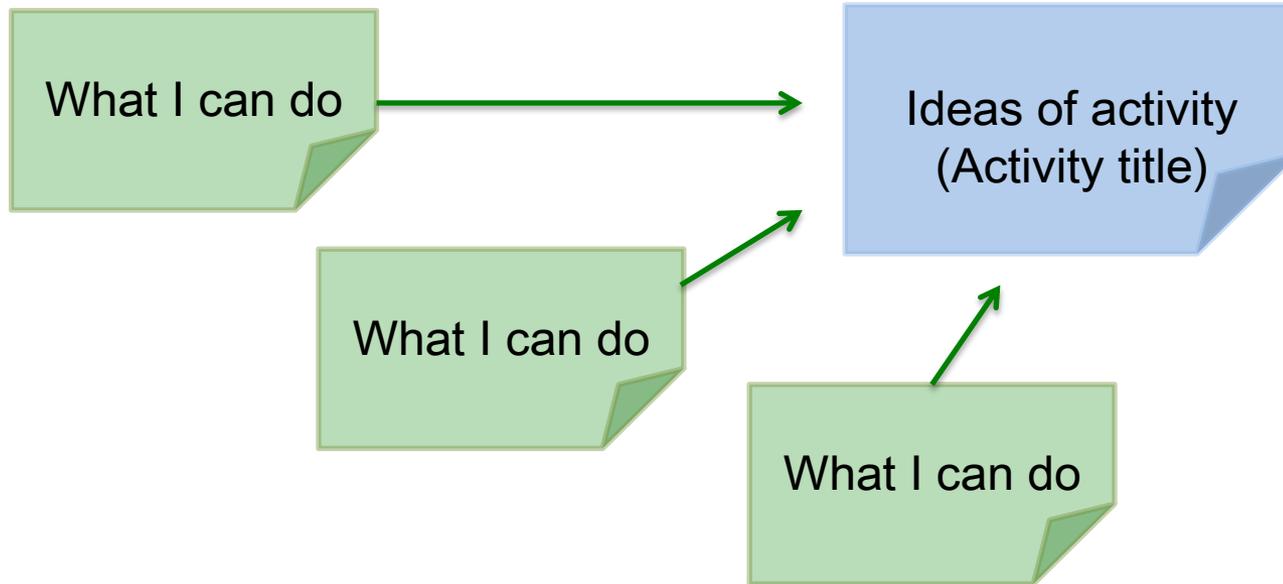
- Red card (what you wish to have = needs or issues)
- White card (what you think is wasted = community resources)

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

Workshop (4): What I can do



■ 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"

12/22 カフェTamariba 振り返り会

落語: 午後の足止め → OK
 高齢者大学でプレゼン
 熱心に聞いて下さり → 終了後お礼帰った...
 福岡大学・地域連携室

満席、座れない人も... 2回車まで来た
 TSUTAYA 連絡ミス... → 次回は忘れないよう
 男女ともに武蔵野図書館へ... 多岐にわたった!!
 おちこんでいる方を来いびかり
 つなぎがぬいど... ← 2階で区別がわかった
 一人でも大丈夫な場にはなった

さらに
 3時くらいまで
 いる企業を

冬場は2階
 がいいのかな?

同じ重か
 人がESCOK

・TELTEL おしゃべり目的になてきた
 ・友人達の誘われ人数増え
 ・企業のEメール
 ・おみやげ行き!!

本日の売上: 6700円!! 米4.5升
 3kg → 1kgのみのみれ
 アラスカ産. 別の料理教室ながら
 かなり 送ってもらったもの + 買出し

注文ヒリ どうある?
 ⇒ 自分で立つ ウォークマン
 ⇒ 今後 現金+ヒリ方法も
 健康相談... 個室のヒリ 一人で行って...
 深刻な個性は個性人
 ・スワットの最終整理済
 ⇒ 自分だけ、20人増えたら
 600人
 のりし学園 ⇒ ニーズがわかってきた
 ⇒ 140. 5. 20人
 下着売って5. 13. 20人?
 出席が売った

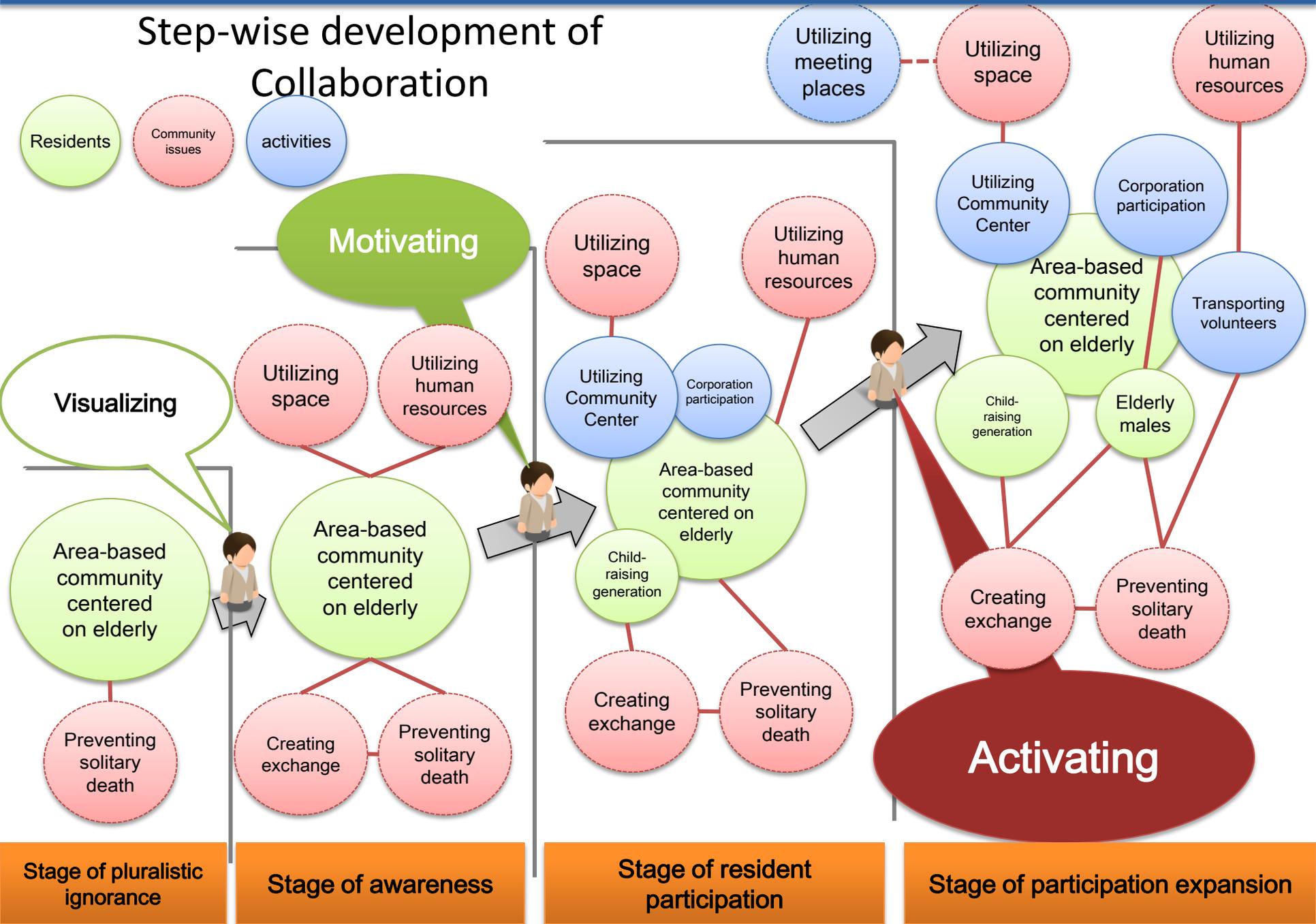
課題

竹+制
 注文票

遅く
 遅く

600人
 1000人

Step-wise development of Collaboration



Stage of pluralistic ignorance

Stage of awareness

Stage of resident participation

Stage of participation expansion

Collaborators at Community Cafés

July 2014 ~ March 2015

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

[Visualization support]

Developing methods of all generation hearing

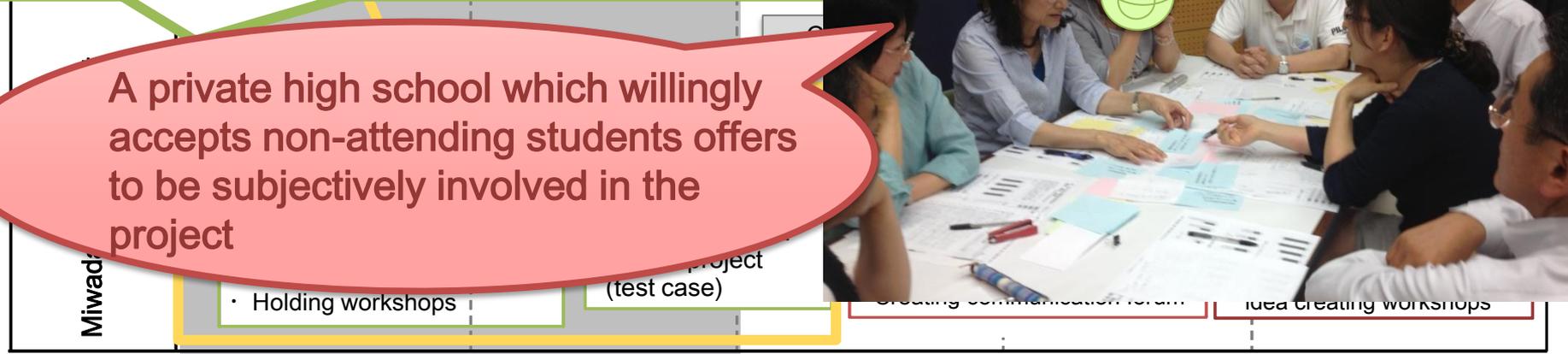
- Conducting hearing from residents / corporations introduced by targets, and preparing diagram of needs and resources

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

- 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

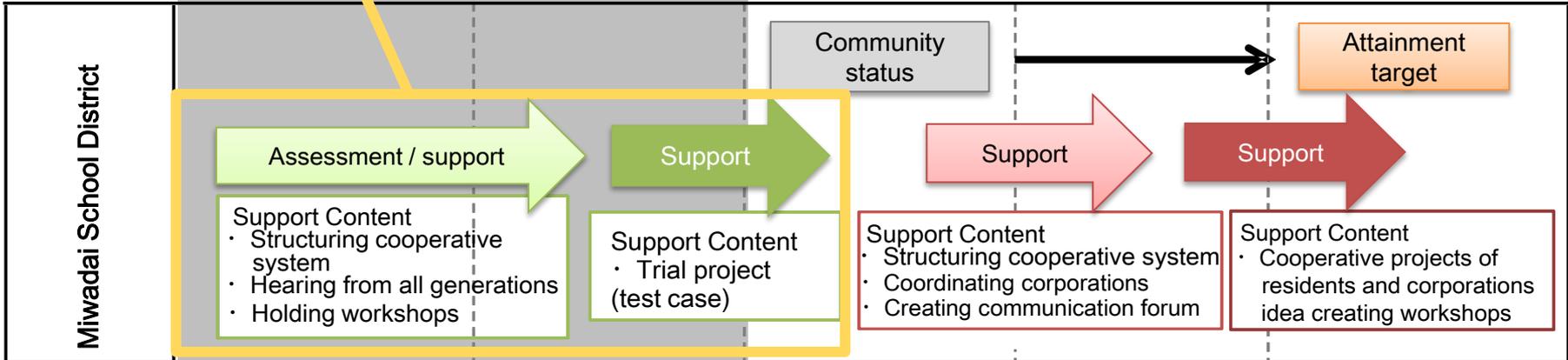
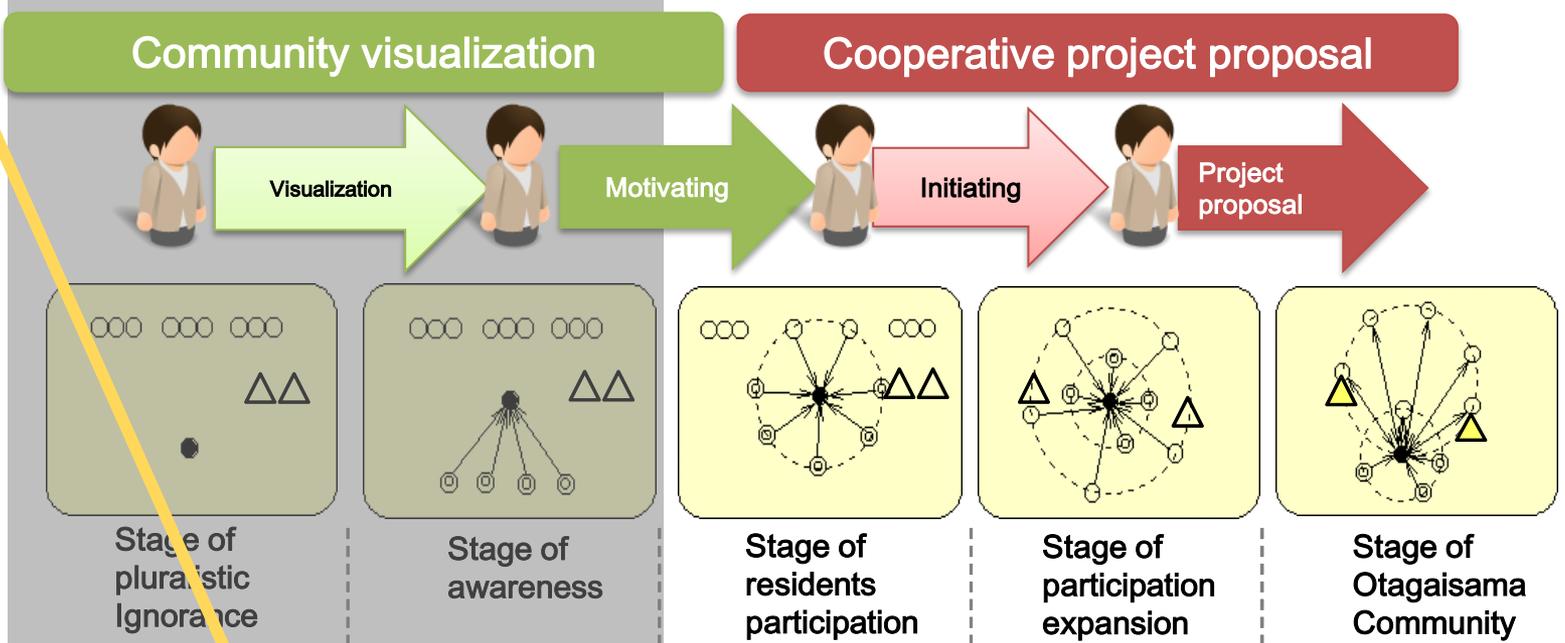
A private high school which willingly accepts non-attending students offers to be subjectively involved in the project



SHOWCASING 2: MIWADAI-CASE

Case Study (2)- Miwadai School District

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



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...



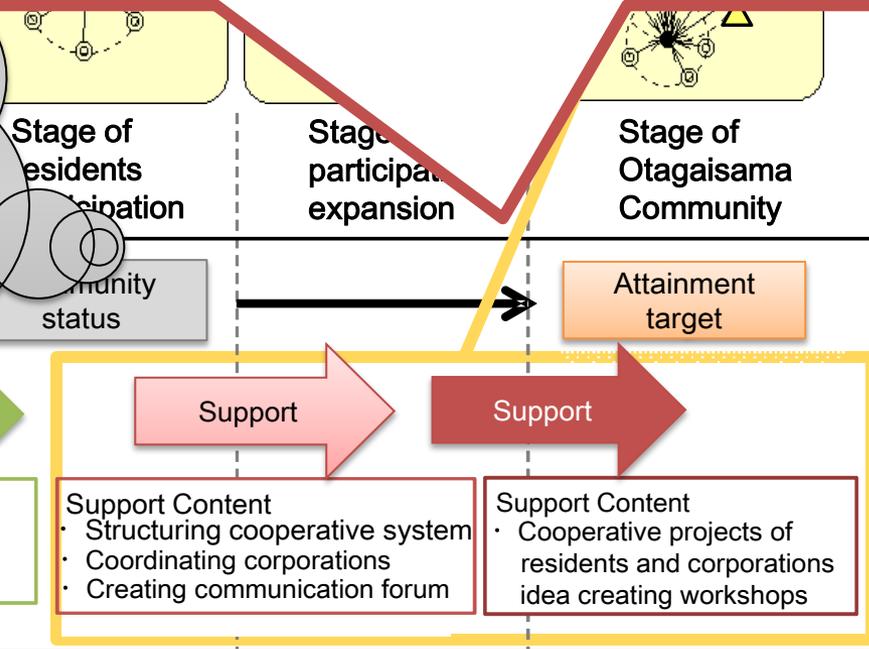
Support and motivating for corporation was given, but it didn't go well.

- Not enough vision sharing even inside corporation
- Not having community viewpoint
- Not enough fund / human resources from one corporation

Miwadai School

- Structuring system
- Hearing from all generations
- Holding workshops

Support Content
• Trial project (test case)



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



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

	Stage of participation		Stage of Ottagaisama Community
	Initial status	⇒	Support by Community Coordinator
		⇒	Current status
Residents	<ul style="list-style-type: none"> • Detached house residential area from 40 years ago • Community activity continuing since 1970's • Demonstration test done for community bus service • Lack of next generation activity leaders 	⇒	<ul style="list-style-type: none"> • Participating in residents exchange at Community Center • Hearing done for all generations in community • Holding workshops • Finding issues common to residents and corporations • Drawing out initiatives for solution
Corporations	<ul style="list-style-type: none"> • Looking for sustainable projects in conjunction with each community strategy • Not being able to pinpoint the contact spot with residents activity 	⇒	<ul style="list-style-type: none"> • Focusing on NPO supporting school providing unique education for non-attending students and graduates, offering proposal on possibility of cooperating with community
Government	<ul style="list-style-type: none"> • Simply relying on voluntary school district activity • Hesitant to structure new relationships 	⇒	<ul style="list-style-type: none"> • Requesting involvement of Regional Support Dept. or Social Welfare Council
			<ul style="list-style-type: none"> • Accepting non-attending students of project school as volunteers for elderly salon activity • Working as lecturers of a free-selection class called "World" in high school
			<ul style="list-style-type: none"> • Exchange trial between students and residents • Considering setting up vocational training facility open to residents in connection with renewing the school building
			<ul style="list-style-type: none"> • Regional Social Welfare Council is considering the cooperation case between the elderly and school with non-attending students as a new community support project

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

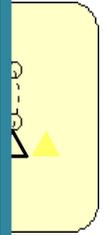
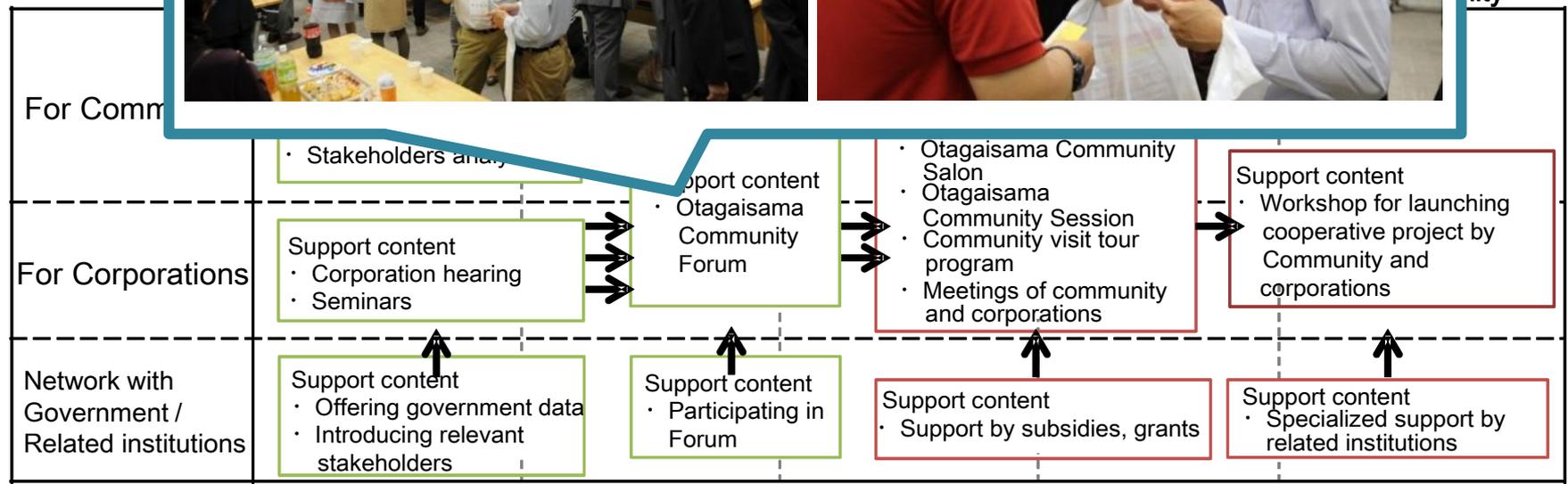
Government: Makes proposals for future residents activity support, community welfare activity or new community support projects

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



ama
nity

Development from Forum: Corporations developing new projects

Urban Renaissance Agency Kyushu Branch

Community / corporations	Before participation	⇒	Today
	<ul style="list-style-type: none"> Not knowing what a corporation can do for the serious issue of aging in apartment complex community Not knowing what to do in cooperation with other corporations or universities for solving the issue 		<ul style="list-style-type: none"> Community Salon / Café managed in cooperation with university, other corporations and municipality FCOOP products tasting party or delivery sales from Soeda Town City Hall and Michinoeki (Road Station) is planned to prevent solitary death, assist shopping and improve satisfaction of residents. (Place)· Kanayama Complex Community Center (Jonan Ward, Fukuoka City) Hoshinohara Complex Community Center (Sawara Ward, Fukuoka City)



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

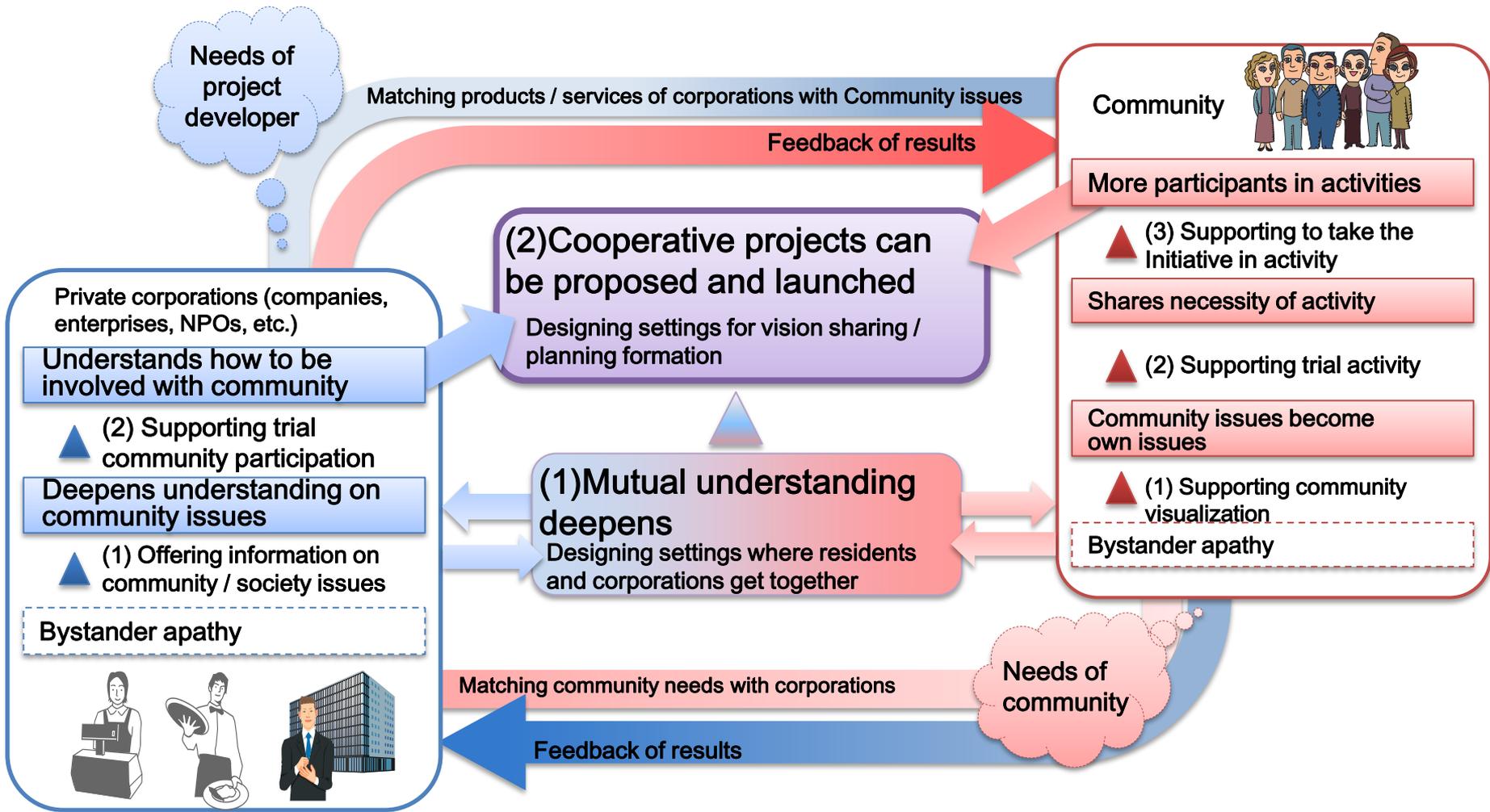
TSUTAYA Fukuoka Tenjin Store

Community / corporations	Before participation	⇒	Today
	<ul style="list-style-type: none"> Considering how to handle “discarded books” that cannot be displayed but still readable Desiring to collect second hand books kept in community households Thinking it is necessary for future projects to help residents to recognize importance of reading books and establish reading culture 		<ul style="list-style-type: none"> “Community Center Mini Library Project” implemented Offering 300 books to each center to be displayed. Setting up a collection box in Community Center to accept unnecessary books <p>Planning to set up Mini Library at all 146 Community Centers in the City in 5 years</p>



▲ Mini Library at Sunoko Community Center (Chuo Ward, Fukuoka City)
(Source: Fukuoka City, "Chuo Ward Information Center")

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

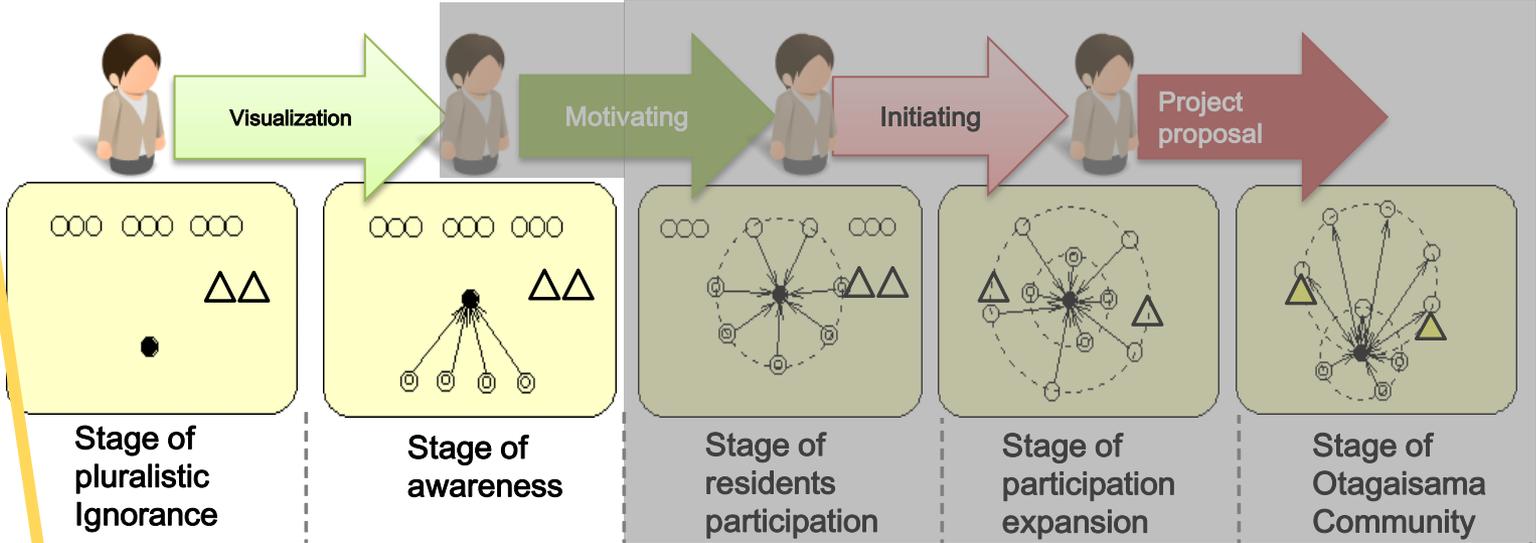


SHOWCASING 3: TERIHA-CASE

Implementing support for empowering importance of looking at 2030's

Community visualization

Cooperative project proposal



Teriha School District	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;">Community status</div> <div style="border: 1px solid gray; padding: 5px;">Attainment target</div> </div>
	<div style="border: 2px solid yellow; padding: 10px;"> <div style="border: 1px solid green; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Assessment / support</p> </div> <div style="border: 1px solid gray; padding: 5px;"> <p>Support content</p> <ul style="list-style-type: none"> • Structuring cooperative system • Hearing from all generations • Launching workshops • Study tour </div> </div>

Implementing support for empowering importance of looking at 2030's

Community v



Visu

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Stage of pluralistic Ignorance

Community status

Asses

Support content

- Structuring coop
- Hearing from all
- Launching work
- Study tour

Teriha School District

[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”

Stage of pluralistic ignorance		Stage of awareness			
Initial status		⇒	Support by community coordinator	⇒	Current status
Residents	<ul style="list-style-type: none"> • Developed 10 years ago • Low and super-high housing complexes are co-existing • Interested in PTA or hobby activity • Community based council and activity are not organized 	⇒	<ul style="list-style-type: none"> • Approach through Community Center for proposal of workshops 	⇒	<ul style="list-style-type: none"> • A few are participating in workshops • After the workshops, going on study tour on UDCIC, model school district of aged community through Community Center
	<ul style="list-style-type: none"> • Developer implemented town management for crime prevention • Not involved in supporting community activity, thinking that it is government’s role 	⇒	<ul style="list-style-type: none"> • Approach through residents who are also employees of developer corporations 	⇒	<ul style="list-style-type: none"> • Project proposal or activity expansion for Japanese version of CCRC for realizing “Healthy Future City Project”
	<ul style="list-style-type: none"> • Island City No-retire Healthy Town Council was organized with local corporations (hospitals, nursing facilities, AABC) • Launched “healthy life course” • Urban Design Center Island-City (UDCIC) launched in 2012 with Kyushu University 	⇒	<ul style="list-style-type: none"> • Approach through Teriha Volunteers (elderly nursing facility volunteers) from activity of Island City No-retire Healthy Town Council • Approach through UDCIC 	⇒	<ul style="list-style-type: none"> • Organization of community council in the school district that has not been organized until today

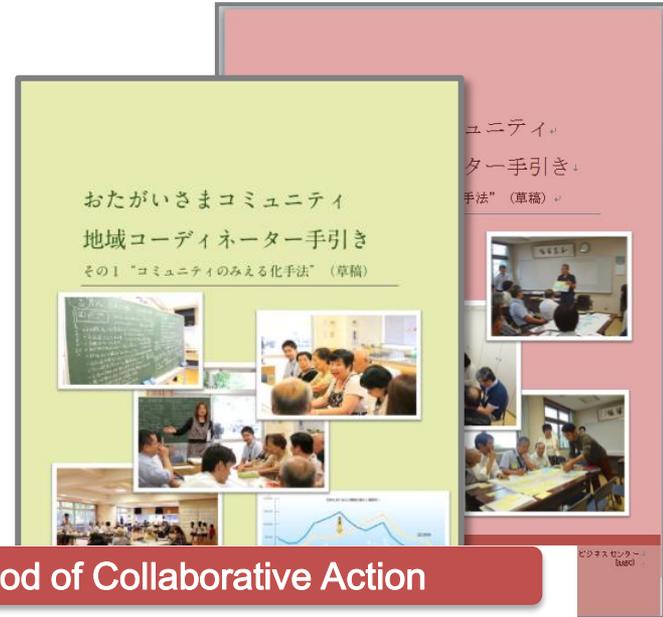
**OUTPUT OF RESEARCH: SUPPORTIVE
SKILLS AND ORGANIZATION**

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>

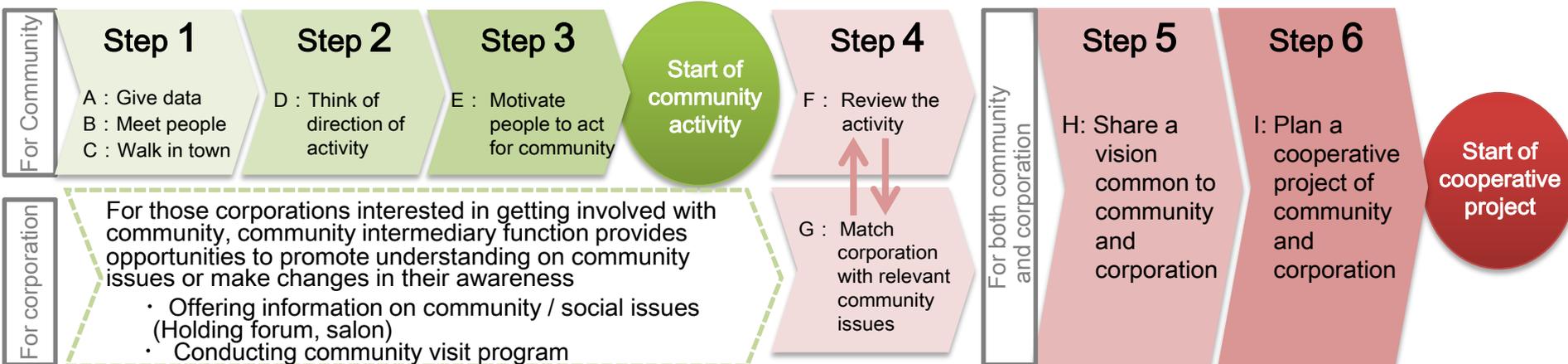


(1) Method of Visualizing Community

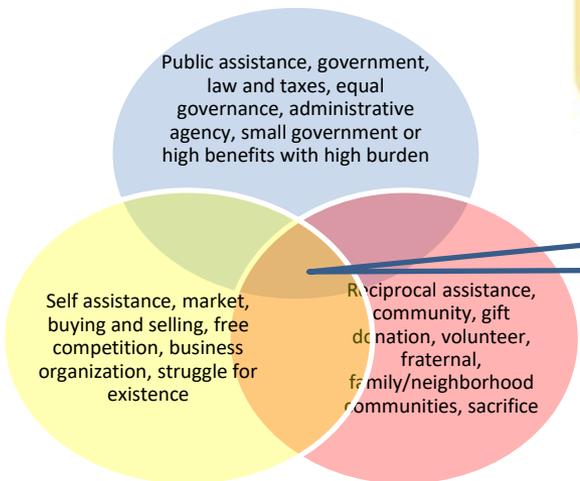
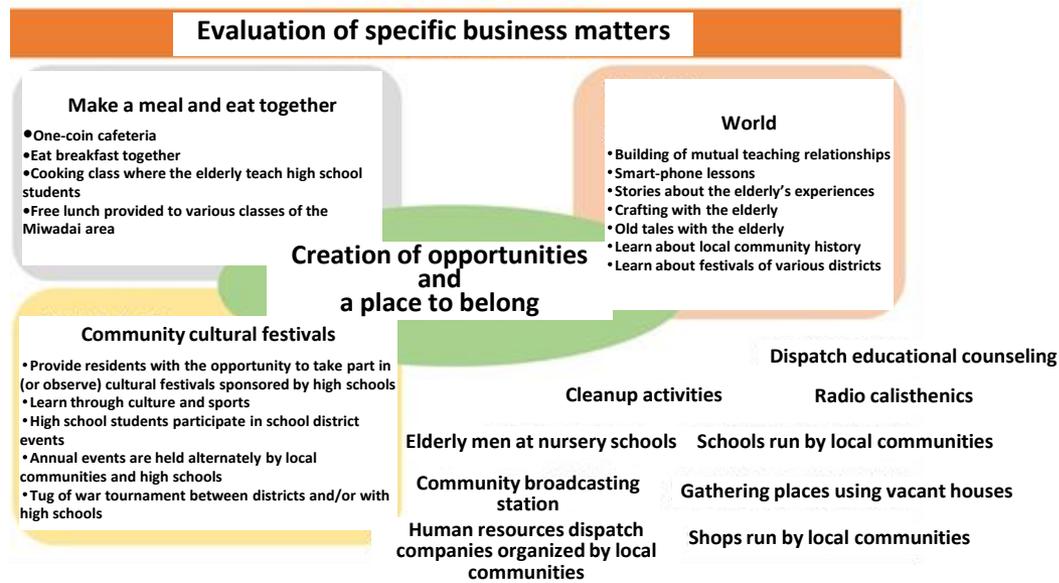
- Supports community and corporations to view their issues not as “outside problems” but “their own” to begin acting on them
- Community coordinator takes the lead in giving support

(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



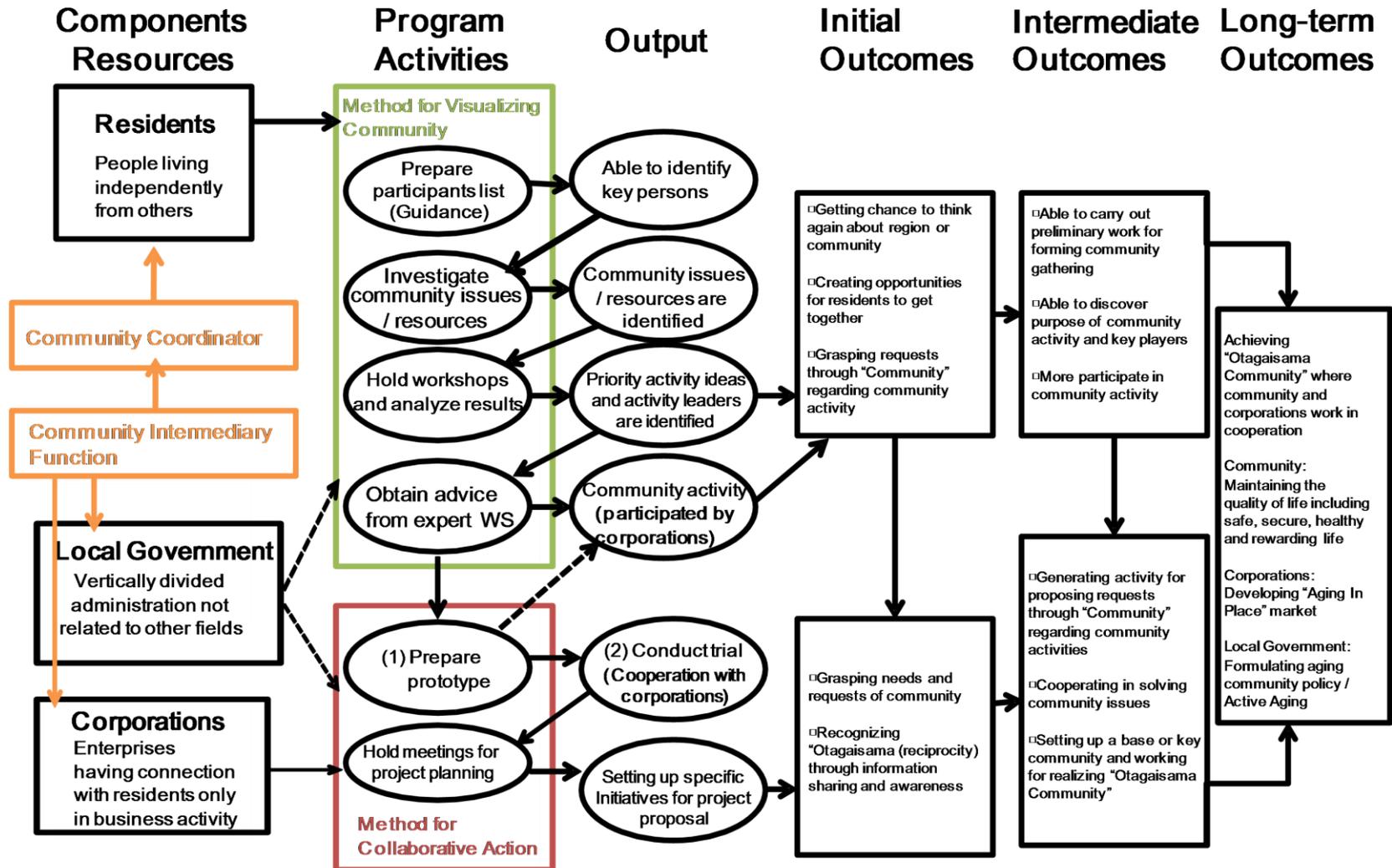
Relationship which allows residents to collaboration from privatization



Done with collaborative actions!

EVALUATION OF SUPPORTIVE ACTIONS FOR STAKEHOLDERS

Logic Model



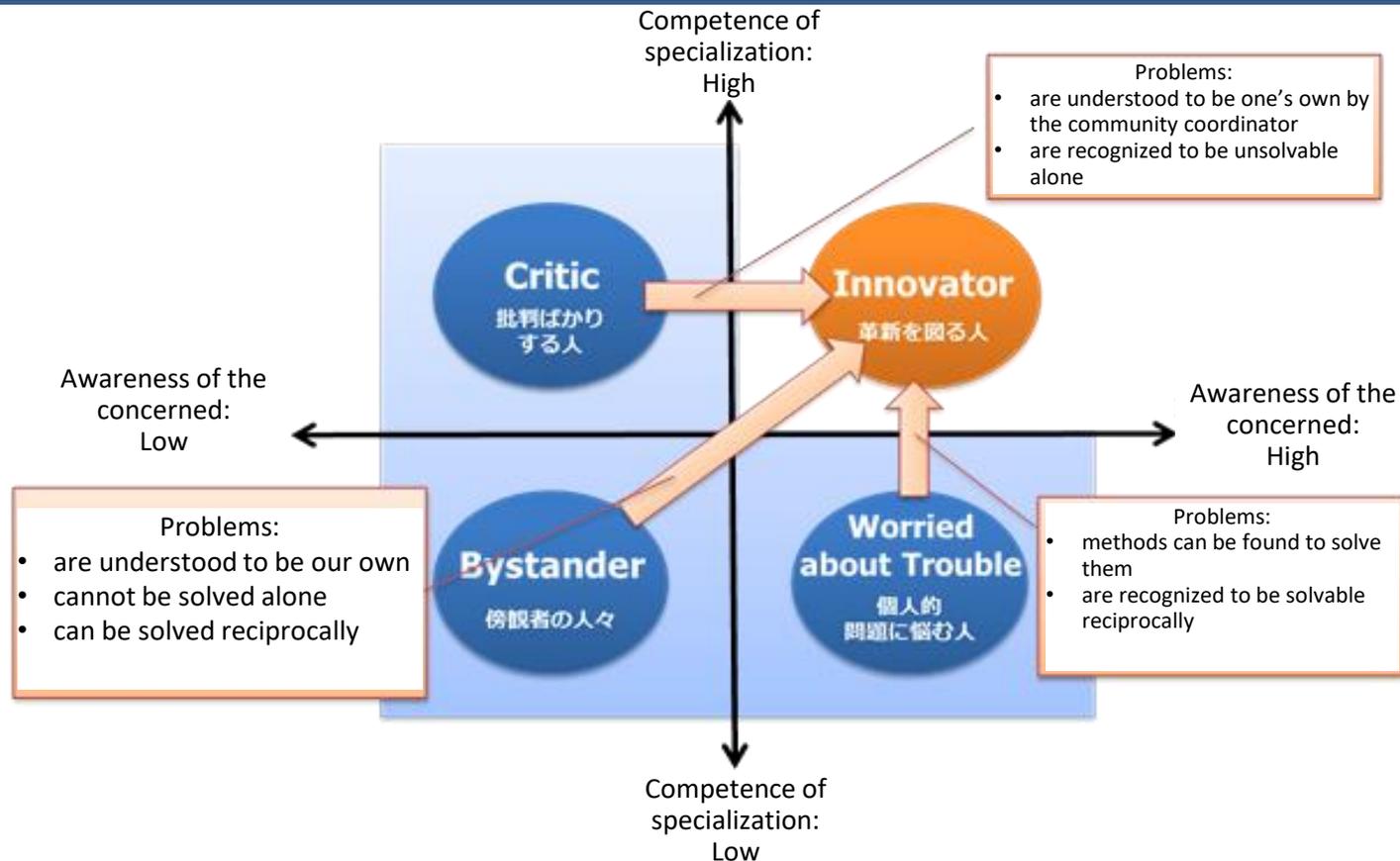
How do we evaluate our supportive actions? : Depending Characteristics of Stakeholders.

- 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.



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."

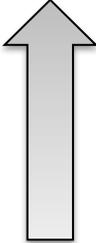
Innovator: "We will set up chances for talking about anything with much more participants." → "We will propose a project for creating shared value."

Evaluation for frame analysis of stakeholders

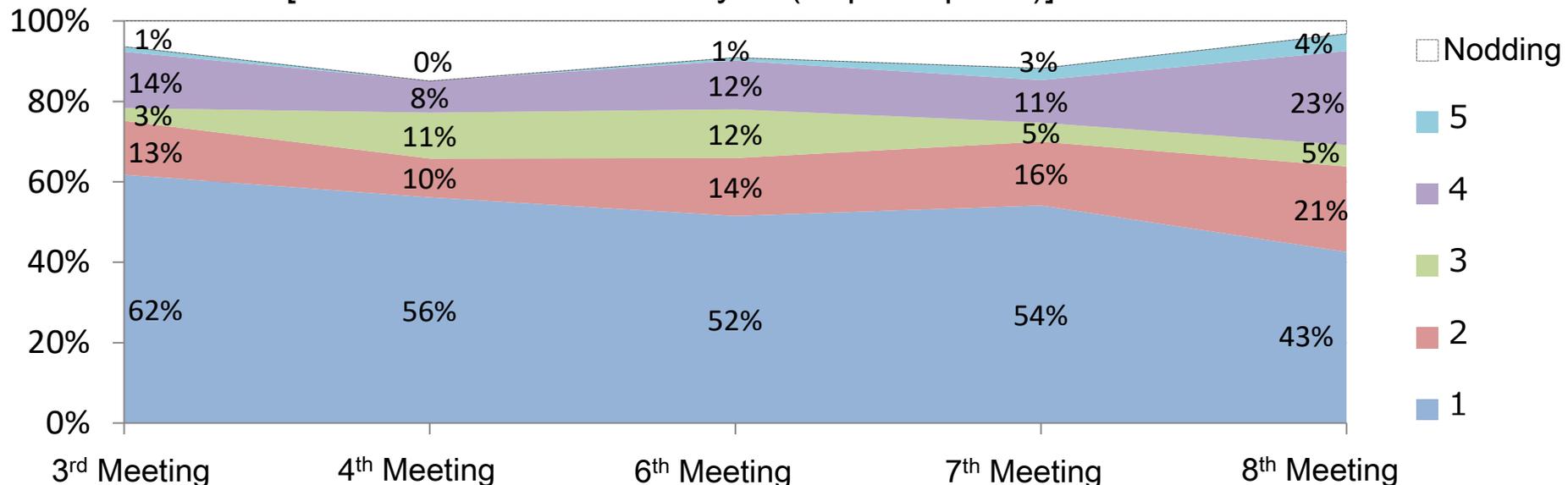
Awareness of the concerned					
A-1	A-2	A-3	A-4	A-5	
Concerning activities Voluntary ↑ Passive ↓	Concerning activities Positive ↑ Negative ↓	Tolerance to change High ↑ Low ↓	Against Authoritarianism Strong ↑ Weak ↓	To red tape system Negative ↑ Affirmative ↓	
Competence of specialization					
B-1	B-2	B-3	B-4	B-5	B-6
Connections Many ↑ Few ↓	Future plan Have ↑ Not have ↓	Comprehension High ↑ Low ↓	Creative power High ↑ Low ↓	Planning ability High ↑ Low ↓	Execution ability High ↑ Low ↓

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]

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

[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 5

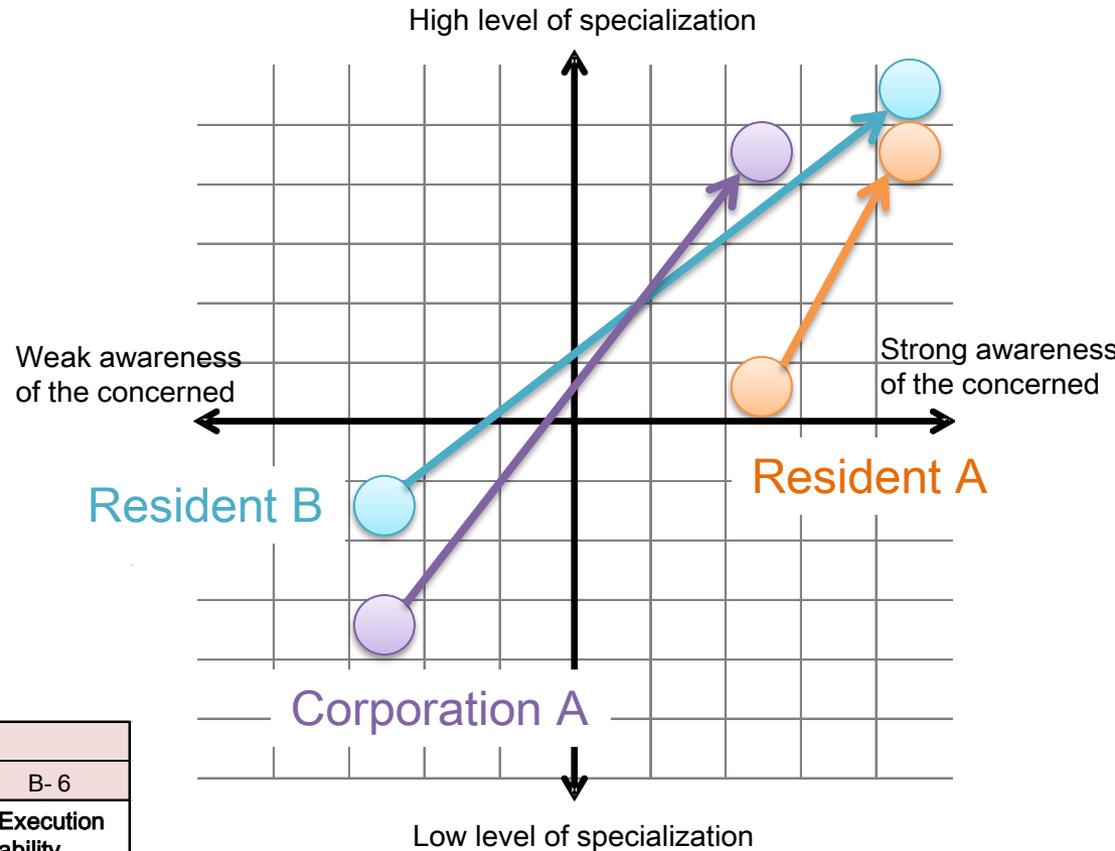
Community Coordinator developing criteria for analyzing behavioral mode of key persons

- 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]

Awareness of the concerned					
A-1	A-2	A-3	A-4	A-5	
For activity Voluntary ↑ Passive ↓	For activity Positive ↑ Negative ↓	Tolerance for change High ↑ Low ↓	Against Authoritarianism Strong ↑ Weak ↓	For bureaucratic way of work Negative ↑ Affirmative ↓	
Level of specialization					
B-1	B-2	B-3	B-4	B-5	B-6
Connections Many ↑ Few ↓	Future plan Have ↑ Not have ↓	Compre- hension High ↑ Low ↓	Imaginative ability High ↑ Low ↓	Planning ability High ↑ Low ↓	Execution ability High ↑ Low ↓

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



OUTCOMES



福岡 100 人生100年時代の
健康社会モデルをつくる
100のアクション

2017/10/19日(木) 14:00～17:00

平成29年度第2回都市セミナー

『LIFE(ライフ) SHIFT(シフト)』人生100年時代をどう生きるか
～自分らしいキャリアデザインの描き方～



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.





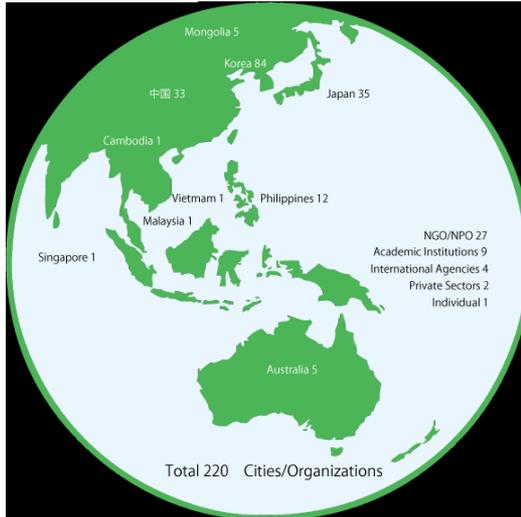
High school students and community residents are working with each other in school and house of older residents for supporting with each other.



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@kerc.or.jp

KYUSHU ECONOMIC RESERCH 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/>