



# TOMODACHI SoftBank Program 2014 Final Report



CENTER FOR  
CITIES+SCHOOLS  
UNIVERSITY OF CALIFORNIA BERKELEY



## Social Entrepreneurs Driving Community Innovation

*Social entrepreneurs may use a variety of strategies to realize their vision for change. Y-PLAN is a strategy that focuses on bringing together different community members to improve the community through innovative solutions.*

### Proof of authentic civic participation

"You mentioned the relatively high housing affordability in the neighborhood, but what would the average rent around this area be like?" "What is the crime rate in this neighborhood? And what kind of crimes are the most remarkable ones?" "What's the height difference between this area along the boulevard and that area far from the transit corridor?"

Nervous but also excited, students welcomed the representatives from the city of Berkeley, Sbeydeh Viveros-Walton (Senior Legislative Aide) and Greg Magofna (Legislative Aide), experienced communicators having engaged in diverse communities in the city of Berkeley and supported the TOMODACHI Softbank Leadership Program since its inauguration in 2012. Held in the second Y-PLAN session on July 23rd, the visit from the office of Tom Bates, Mayor of the city of Berkeley, has been the first "cultural shock" that students experienced. At that time, they had already been informed that they were going to be involved in the revitalization project in

Berkeley, but the presence of the two representatives from the city impressed students that their "participation" was "real". It was being requested and expected from civic leaders who truly cared about and valued the unencumbered viewpoints of youth. After listening to the detail of the project of this year and what the city wanted them to address, students came up with insightful questions. The two representatives answered students' questions making sure their understanding of Berkeley, the project, and the neighborhood students were going to be involved in was solid.

In the past two years, Y-PLAN assigned the areas in Berkeley, Downtown Berkeley (2012) and Telegraph Avenue and its surrounding neighborhood (2013), as the project sites. Both of them are considered political, economic, or cultural "faces" of the city, which attract a considerable number of visitors from the outside. However, the project site of this year, the Adeline Corridor and its surrounding neighborhood, is located at the "edge" of Berkeley with fewer tourist/visitor attractions.

Adeline is, that being said, full of elements that allowed students to expose themselves to deeper urban themes and issues that US communities face, many of which are relevant, if not identical, to the Tohoku context. Adeline is now attracting young professionals moving into the area for its relatively reasonable rent and great access to other locations in the Bay Area. This wave of newcomers, however, is making it difficult for older residents to stay where they used to live. Such a balance, if not a tension, between new and old residents is

not foreign to communities in Tohoku. Many students pointed out the lack of communication between refugees coming into neighboring municipal bodies that had less damage from the earthquake in 2011 and the original residents living in those areas even before 2011.

### Maturity of US-Japan Relationship

Students' visit to and study of the Adeline neighborhood is not only the effective proof of Y-PLAN's emphasis on authentic civic participation, but also reveals the maturity of the US-Japan relationship that has shifted to another dimension. Until recently, cultural

exchange between countries used to be in the way in which a host country invited foreign guests or students to where the host wanted those visitors to look at. Visitors were brought to where they "ought to" see, which were mostly the best or in many cases the "decorated" parts of the host country. However, Y-PLAN TOMODACHI brought students not only to the fanciest part of Berkeley, but to where would help students develop various skills while benefiting the area through valuable inputs from them.

True understanding of a different country would never be possible simply looking at its beauty and comfort, but can only be realized by embracing and comprehending both its positive aspects and intertwined challenges.



Students looked back their Community Mapping activity, in which they walked around the Adeline neighborhood to identify problems in the area. The concept of gentrification, a continuous phenomena occurring in the US urban settings on everyday basis, seemed not so familiar to the participants from Tohoku while something similar must be detected everywhere in Japan. The issue of cultural and racial diversity has also not come to students with actual feelings. In our global settings, however, foreign issues happening today might come into reality in the future of another country. Y-PLAN will continue to address these issues asking students the meanings of those phenomena in a global context.



Participants enjoyed, learned, and experienced American culture through various activities including the visits to San Francisco, Silicon Valley, and the other parts of Berkeley, community service, homestay, and everyday interaction with their resident assistants and mentors, all of which have made their relationship with America and its people personal and special.



As a part of the Silicon Valley tour, students visited the San Carlos office of SoftBank Telecom America Corp., where they learned how the company operates its business in the United State guided by the employees working in the office.



The strong tie among participants is one of key takeaways from the program, which will sustain as life-long assets for each student. Including the learning process of Y-PLAN, which stresses the value of Community of Practice, the program provided students multiple team-building opportunities.

## Consolidating Students' Tangible Actions Back in Tohoku

While recognizing the reciprocal nature of the program through looking at the impact the participants brought to the city of Berkeley, we should not forget that the primary goal of TOMODACHI SoftBank Program lies in making differences to the communities in Tohoku through participants' active contribution. Titled "Social Entrepreneurs Driving Community Transformation," Y-PLAN this year defined a social entrepreneur as a person who "may use a variety of strategies to realize her/his vision for change," which is aligned to the strategy Y-PLAN is focusing, "bringing together different community members to improve the community through innovative solutions." To materialize the vision for change, the formation of the curriculum put weight on how to consolidate tangible actions once students get back to Tohoku.

Spending the first two weeks solving urban issues in Berkeley with teammates coming from the three prefectures in Tohoku, they acquired skills in addressing the problems that their own home communities are confronting. The third week was then dedicated to develop action plans back in their hometowns, working with peers from the same region or the community sharing same challenges.

CC+S designed a platform of action plan, a way to make sure that students' vision is made concrete by describing how a group will use its strategies to meet its objectives, asking them to clarify the following points:

- What challenges would you like to help solve in your community?
- Why are these challenges important to address?
- Where do these challenges exist? Mark on

the map where your project will take place?

- Who will be potential members of your Community of Practice?
- When will each activity of the project take place?
- How will you accomplish your project? What resources are needed?
- How will you measure success and know your project made a difference?

While the action plan was made usable once they get back to Tohoku, students were also emphasized that an action plan is always a work in progress, requiring them to fit the changing needs of students' group and community.

### Adult Allies Program: New Component for 2014

The development of regional plans was also consolidated by the presence of six adult

allies, educators from Tohoku committed to support the young people when they returned home (two each from Iwate, Miyagi, and Fukushima). They met with the CC + S team for five intensive hands-on workshops to learn about the theory and pedagogical application of the Y-PLAN methodology while actively participating in the Y-PLAN process with ninety-four students. Being an indispensable part of one hundred participants, the six adult allies played an important role as providers of local and regional expertise sharing disaster memories and current living environments with students.

The recruitment of adult allies can also be seen as an expansion of opportunity for educators engaging with youth in Tohoku. The Adult Allies program follows CC+S's long-established strategy to involve educators and local adult supporters in enriching the environment surrounding youth. The Adult



Charrette process allows a group of individuals to come up with ideas and solutions toward their shared problems. Through working on group discussions and a series of analytical decision-making methods such as SWOT and Cost & Benefit, participants will nurture their skills in communication, collaboration, creativity, and critical thinking. Separated from students, adult allies also engaged in their own charrette activity during an intensive Y-PLAN workshop designed by Dr. Deborah McKoy and Dr. Shirli Buss. Irene Inoue, the President of US-JAPAN Council, made a visit to this adult-allies workshop, encouraging the educators from Tohoku to deepen their learning in Berkeley; she also gave a speech in front of students in the evening on the same day, enriching students' understanding toward the history of Japanese American and their century-long contribution to the two countries.



Allies' role will become particularly crucial in consolidating students' participation in post-program activities. Before the end of the three weeks, students and adult allies had settled the time and the place to get together in their communities after their return to Japan; most of those get-together meetings happened within a month after the program.

### Participants' Personal Growth Reassured

As the double bottom line of Y-PLAN, the core educational curriculum, emphasizes the impact of the program has never simply been the improvement of communities young people belong to. Since its inauguration in 2012, individual growth of students has been

posited as the center of TOMODACHI Y-PLAN. Based on the Y-PLAN's 5Cs framework, the program addressed students' abilities in Critical Thinking, Collaboration, Creativity, Communication, and Community Contribution. In addition to the core pedagogy of Y-PLAN, work-based learning, which requires students themselves to come up with solutions to urban and regional challenges through working with peers, several workshops this year provided opportunities for students to further develop the skills mentioned above, particularly approaching public speaking and presentation skills.

The visit to Youth Radio stimulated their creativity by showing the existence of a functional enterprise that is addressing the



Above: During the urban design tour, students belonging to the Housing team visited Swan's Market in Oakland, a preserved public market building now accommodating affordable rental units, a co-housing community, commercial and business facilities, and a small museum for children. Students explored various housing options, interacting with the manager of the property.

Below: Students enjoyed the public space in front of the Ferry Building in San Francisco, a preserved century-old structure utilized both as a water transportation terminal and a commercial facility. Divided into four Y-PLAN groups, Transportation, Public Space, Housing, and Schools/Services/Amenities, students visited several sites depending on their assigned themes.





of media technology. Those who guided TOMODACHI students were mostly high school students who were alumni and had been working as interns or paid-staff.

Creativity was also stimulated through the Urban Inspirational Tour, in which students physically visited inspirational and successful urban design solutions in Berkeley, San Francisco, and Oakland. Experiencing the spaces with all of their senses, they explored the possibilities to apply these ideas to Adeline Corridor and their communities in Tohoku.

## Toward Designing More Sustainable Impacts of the Program

While continuing to work on the program

servicing youth and their home communities in Tohoku with a long-range standpoint, sustainability and tangibility of the program's impact on Tohoku communities could be important measures of success.

The clarification of the program goal(s), which has been to serve the "reconstruction" of Tohoku, might need to transform into what is more relevant, applicable, and in some way beneficial to the rest of Japanese, US, and also the global societies. The themes such as urban-rural dichotomy, intergenerational communication gap, or disaster prevention through youth civic involvement will provide meaningful lessons in empowering youth and their communities not only in Tohoku, but also in the entire Japanese and US societies.

The involvement of Center for Cities and Schools in the earlier stage of the program

such as the recruitment process is also crucial in solidifying participants' learning outcomes and social actions in Tohoku.

The earlier participation of CC+S will also enable it to cooperate with the leaders in diverse sectors in Tohoku. While it has been challenging for students to come up with ideas related to their physical environment such as housing, transportation, and public space, the program can address more tangible aspect of communities in Tohoku with the cooperation of civic partners back in Japan.

Another collaboration might be possible in the field of school education. The 2014 program demonstrated that experienced educators familiar with local contexts could be effective supporters of entrepreneurial youth. A more strategic collaboration with those experts belonging to the educational sector can enrich the upcoming programs in the future. Not only the established educational institutes such as the board of education or existing school systems, emerging community-based organizations might also be where potential partners may be found, given that many of those have already worked in Tohoku since March 11.

In the beginning of September, right after

their return to Tohoku, students commenced a donation campaign for the disaster in Hiroshima, occurred on August 20th, 2014, which eventually collected a significant amount of money in a short period of time. While honoring and prioritizing their home communities in Tohoku, the scope of their action was now proven to be nation-wide with the care of others who are in need. Recognizing how other people in the rest of Japan, the United States, and also the global society have supported them, they've started giving forward what they have received.

As is true in the fields of city planning, education, and also diplomacy, change always takes time. This is what both students and we adult supporters have to remember whenever we conceive something new. However, we should also not forget that no change would happen without the accumulation of small differences. As the program has put emphasis on bringing authentic and tangible changes to the communities in Tohoku since its beginning, visible achievements will keep youth in Tohoku reminded of the fact that their action is always connected to the real world, which will in the long run converge into the course of social changes in the rest of the globe.



Right after their return to Tohoku, on August 20th, the city of Hiroshima suffered from a series of devastating landslides following heavy rain, which is reported to have killed seventy-four lives. Several student groups voluntarily came up with donation campaigns for the victims in Hiroshima, which had eventually involved participants from all the three prefectures. Together with adult allies who provided students with logistic support, the series of campaigns held at several locations in Tohoku collected \$894, 495, which was all donated to Hiroshima Community Chest of Japan.

### Appendix I: Social Action Plan for Tohoku

#### Y-PLAN 「変革のためのソーシャルアクション・プロジェクト」

Y-PLAN では、社会を良い方向へ変革するために起こす行動を「ソーシャルアクション/ Social Action」と呼んでいます。

Y-PLAN の手法を学んだあなたの頭の中には、今、どんなアクションプランがあるでしょうか。「Y-PLAN 変革のためのアクションプラン」を使って、あなたのコミュニティの課題解決を、発想豊かにすすめていきましょう。

#### What challenges would you like to help solve in your community?

あなたはこれから、地域の**どんな課題**に取り組んでいきたいですか？

私たちは大が東北に帰るとき、市民と行政の間でコミュニケーションができていないという課題を解消するために活動したいです。そこで解決を目指すとしていくとして、市役所の方と地域住民が、一緒に食事をしながら深い環境でお互いに意見を交換します。食事では地元の特産物を生かして気軽に地域の食文化に親しんでもらいます。こうすることによって、会議室で話すような堅苦しい雰囲気が消え、人も集まりやすくなります。このようにして私たちは行政と住民のコミュニケーションを実現させ、地域住民の考える理想の町を作る手助けをします。

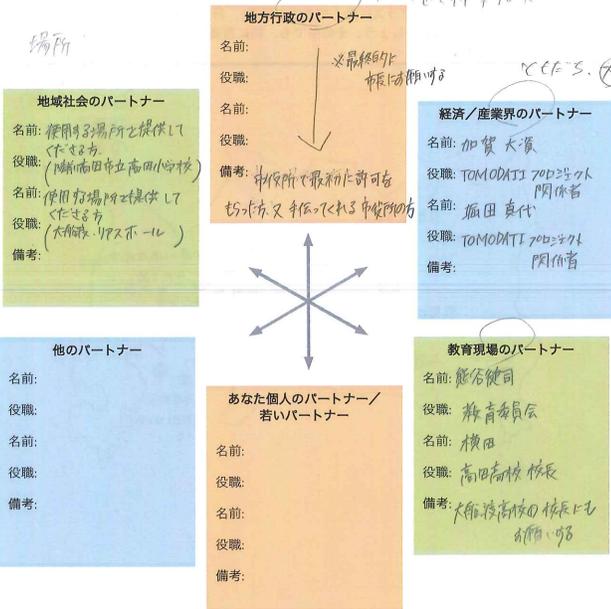
#### Why are these challenges important to address?

その課題に取り組むことが、**なぜ**重要なのですか？

今行政は頑張って復興作業を進めているのですが、私たちや周りの大人たちが欲しいと思う物がなかなか作られる様子がないからです。実例を挙げると、私たちは下校のときに外灯がなく、帰り道が暗いと感じています。道が暗いと不審者に遭遇したり、つまづいたりする危険があります。しかし、誰もそれを言う人がいないから、これからしばらくは外灯が作られることはないと感じています。

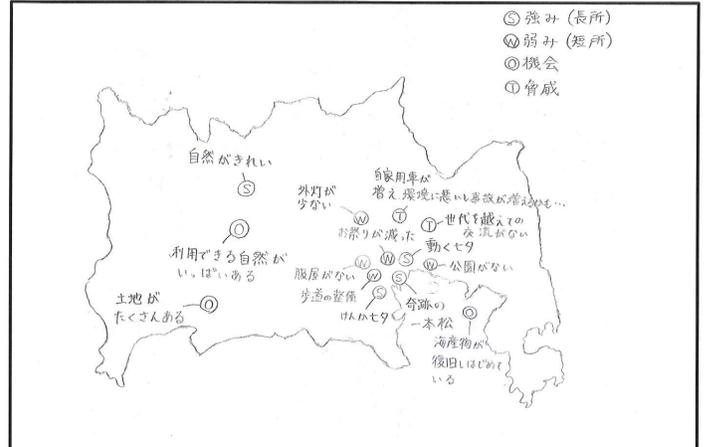
**Who** will be potential members of your Community of Practice? These are people who will be your allies, partners, and support system as you go forward and take further action in your community.

あなたの実践コミュニティには、**どんな人**が加わりますか？ここに記すのは、あなたの仲間、パートナー、サポート体制として、地域社会でのあなたの今後の行動を支えてくれる大事な人たちです。



**Sketch a map** of the current environment in the parts of your community affected by the project. Include strengths, weaknesses, opportunities, and threats, etc. Below the map, describe two of the most important aspects of the map.

このプロジェクトから何らかの影響を受ける場所の現状を、手書きの地図で表現してみましょう。また地図の上から、この地域の強み(現在確認できる長所)、弱み(現在確認できる短所)、機会(今後プラスに働くであろう要素)、脅威(今後マイナスに働く恐れのある要素)に目印を入れましょう。その中でも、特に重要だと思うことを2点、詳しく説明して下さい。



きそうなものを書き出してみましょう。例) 公衆トイレ改修のために必要なら0時間の肉休労働や、ボランティアをしてくれる人への食事の準備など

食材の持ち寄り、会場提供、イベント参加

**How** will you measure success and know your project made a difference?

あなたは「成功」をどのように測りますか？「上手くいった/上手くいっている」と言える基準は何でしょうか？あなたのプロジェクトが地域に着実に変化をもたらしている、といえるのはどのような時でしょうか？

「成功」の基準	インパクト (プロジェクトがもたらす影響) の測り方
市民側が20人参加	自分たちの広報から20人集めれば上出来だと思えた。20人も体験してくれば口コミのインパクトがある可能性は高い。 100 × 成り見率 × 成り見率 2000 × 0.5 × 0.002 = 20
殺しの有状市民の意見に1つでも気づいてくる。	成功例が出たことで、今後の参加者増加が見込める。
80%以上の方に気づかされた感じになる。	本音を言わないで済ませない。このプロジェクトの目的を、達成すれば今後の活動の巨大化も見込める。

An action plan is a way to make sure students' vision is made concrete. It describes how a group will use its strategies to meet its objectives. A good action plan will describe specific actions or changes that will occur, and all of the smaller actions needed along the way and will anticipate newly emerging opportunities and barriers. During the program, it was also stressed that an action plan is always a work in progress, requiring them to fit the changing needs of their group and community.

## Appendix II: Keynote Posters Putting Together Action Plans for Tohoku

Using Keynote, students prepared presentations to effectively convey their ideas to audience. Y-PLAN posits these presentation opportunities not as a goal, but as part of the process in which they acquire skills necessary to take action in Tohoku. A clear and powerful presentation including its visual representation will be crucial which participants plan to gain supporters for their projects.

**STANDUP!**  
~Let's create a difference in Fukushima city~

**WHAT**  
若者の意見が反映されない環境

**WHY**  
未来を担う若者が多くいる事から、その若者達の意見を聞くことが、これからの社会をもっとより良い方向へ導く事が出来るから

**HOW**  
私達のプロジェクトを市に聞いて貰う機会を作ろう!!  
例: [change.org](http://change.org)などのサイトを使ってみる

**WHO**  
対象  
福島市  
誰とやるか  
・福島市の高校生  
・change.orgのメンバー  
・Softbankさん  
・家族・親戚  
・先生 (例: 久美子さん 牛来さんなど)  
・市内の大学生 (例: 福島大学のボランティア団体)  
・TOMODACHI生 (例: メディア関係と交流がある人)

**MEMBERS**  
Arisa Otsuki Taiko Kikuchi  
Keisuke Suzuki Saeko Suzuki  
(Natsumi Iimura)  
(Masayuki Gorai)  
(Kumiko Furuyama)

**WHEN**  
帰国後、プランを明確にした後、アクションを起こす!!

**SHORTEN THE DISTANCE**  
Group Members: Uran Suzuka Ayano Syouya Masashi  
Prefecture: Iwate

**what**  
行政と住民のコミュニケーションがとれてない

**WHO**  
行政と市民

**WHY**  
自分達から行政に意見を出さず行政側も市民の意見を積極的に聞いてくれないからまた、自分や周りの人達が欲しいと思うものができる様子が無いから

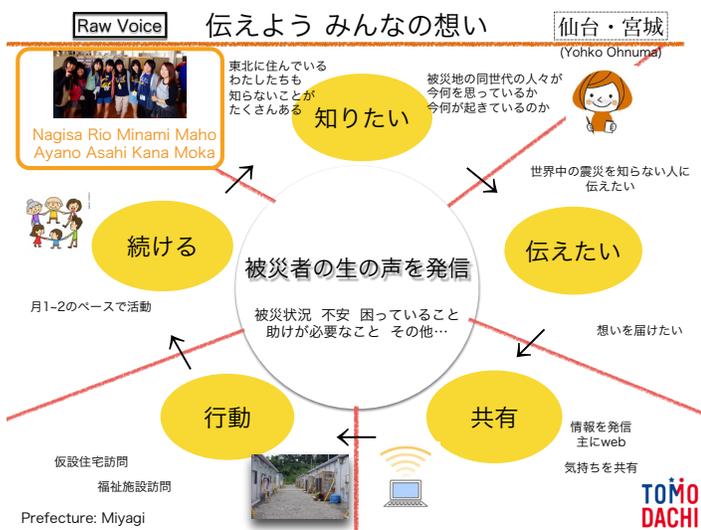
**解決策**  
行政と市民との溝を埋める  
・意見を言いやすい場を設けて楽しく意見交換出来る機会を作る

季節毎に自分達で旬の食べ物を食べながら意見交換をする  
・イベントを企画 開催

陸前高田市 大船渡市

**Fukushima:** Students from Fukushima city addressed the challenge for young people in their community to have a voice on a city level, identifying concrete ways in which they propose action - one of which is to use [change.org](http://change.org).

**Iwate:** Students from Rikuzen Takata found the problem of their community in the lack of sufficient communication between civic leaders and residents, which students believe is slowing the recovery of the community's physical urban space.



**気仙沼さきてけさいん!!**  
1) 地元を知ろう!!  
2) 人を呼び込む

**HOW & WHERE?**  
パンフレット ポスターの作成 → 公共施設など

気仙沼観光 (復興市や被災地) ハスで帰毛

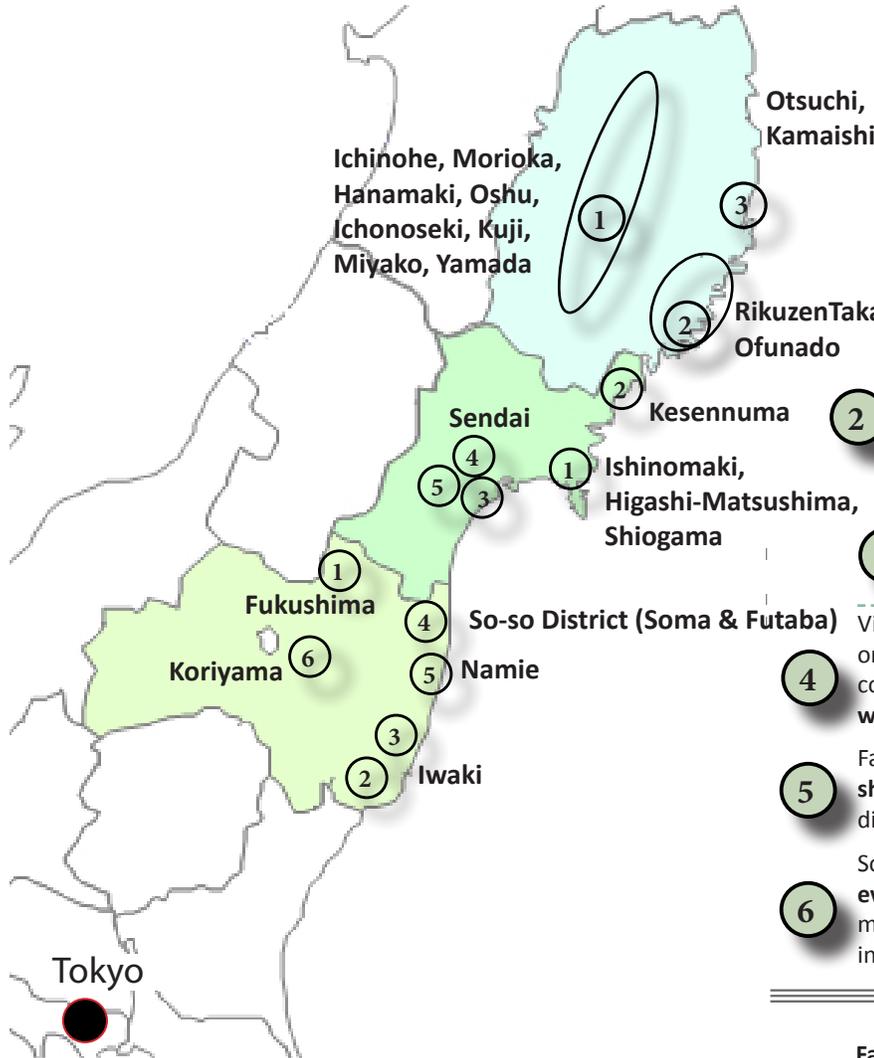
実際に来てもらい、体験してもらって、現在広まっている風評被害などの誤った認識を正したい

バスで仙台から出発 気仙沼到着 フェリーで大島 漁業体験 (地引き網や潮干狩りなどで獲った海産物を現地の人と調理してお昼ご飯として食べる)

**Miyagi (Sendai region):** A group of students focused on those living in Temporary Housing, articulating the issue of misinformation and lack of public knowledge of the "raw (true and real) voices," especially targeting high school students in Temporary Housing as the area to concentrate Action Plan efforts.

**Miyagi (Coastal areas):** Students from Kesenuma strategically linked their goal of highlighting and increasing people's knowledge about the town's fishing industry and food culture, suggesting Oshima, an island belonging to the city with a plenty of natural attractions, as a potential site for their pilot project.

## Appendix III: Social Action Contents by Region



**1** Close the information gap between **inland and coastal** regions and people / community.

**2** Shorten the distance between **the civic sector and residents** by providing opportunities for both sides to get to know each other and build relationships.

**3** Promote the growth of the local economy by **hosting events** and providing opportunities to learn about the strengths and resources of the community, leading to increase **tourism, businesses, and jobs**.

**1** Connecting people situated at different parts of Miyagi by providing a **website** informing the public about activities and projects run by TOMODACHI alumni.

**2** Build a creative **informational booklet** addressing the needs of different generations, which will not only be useful for tourists but also for locals to get to know more about their community.

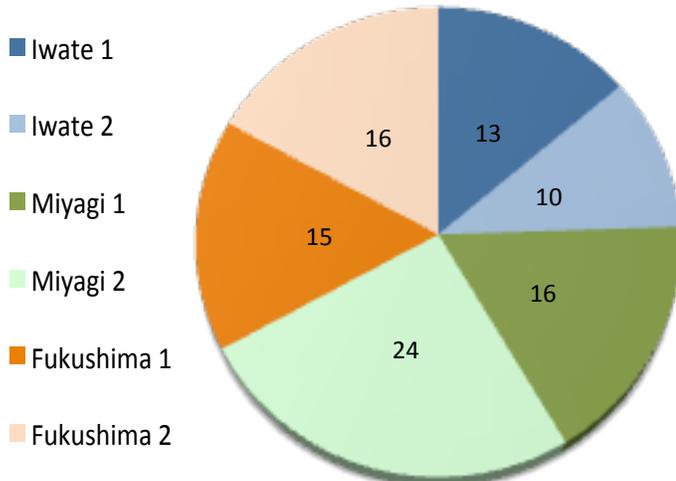
**3** **Organize a tour** for people outside of the community to realize the attractive features of the area such as seafood, rich fishery culture, and beautiful natural settings.

**4** Visit temporary housing communities regularly (one or twice a month) and spread the word about current conditions of people affected by tsunami through a **website**.

**5** Facilitate a **space for local high school students to share their disaster experience** and information for disaster prevention

**6** Solidify the binding of the community through **sports events** at a local Baseball Stadium where community members can also share their disaster experiences and information for disaster prevention.

## Participants' Population Size by Regional Group



**1** Facilitate a **space for youth in their community to publicize their voices** and inform the local civic decision process.

**2** Visit **temporary housing communities** and facilitate **sports events** to enhance the communication among residents and between different generations.

**3** Spread the word about current conditions and everyday lives of people who live in the city and **improve the conditions of existing public spaces by adding some artistic features**.

**4** Create **gathering opportunities** for people who evacuated from their original hometown to other areas to solidify the community tie as former Namie residents.

**5** **Preserve and spread the rich culture and history** of youth's hometown including its traditional festivals, crafts, and food, even though they can't go back to the location right now.

**6** Educate **locals about the strengths, attractiveness, and resources of their community** by providing background information on current revitalization efforts and events especially by youth.

Appendix IV: Y-PLAN TOMODACHI 2014 Berkeley Project Descriptionp

**Y-PLAN  
TOMODACHI  
2014**

Social Entrepreneurs  
Driving Urban Innovation

**Project Overview**

**Innovating the Adeline Corridor**

The City of Berkeley was recently awarded a \$750,000 Priority Development Grant from MTC to launch a comprehensive redevelopment effort of the “Adeline Corridor,” in South Berkeley around the Adeline and Ashby Bart station. The project’s goals include local jobs, improved safety, historic preservation, cohesive streetscape design, public art and assessing the role that the Ashby BART parking lot could play in achieving community goals. Creating better connectivity between the greater South Berkley neighborhood and Ashby BART, Downtown Berkeley and the East Bay corridor.

**Clients**

**Mayor Tom Bates**, City of Berkeley

Sbeydeh Viveros, City of Berkeley  
Greg Magofna, City of Berkeley

**Project Question**

**What can the City and community of Berkeley do to improve the attractiveness of the Adeline Corridor for working, doing business, living, and having fun?**



**Community & Housing for Everyone**

What types of housing and community services can the City of Berkeley provide to meet the needs of the local community and future residents of the Adeline Corridor, as well as encourage patrons and visitors from the larger community?



**“Getting Around” Cities**

What policies and physical improvements can the City of Berkeley/AC Transit/BART make to promote multi-modal transportation and increase accessibility, connectivity and patronage to, from, within the Adeline Corridor?



**Schools, Services & Amenities**

What programs, services, and urban design features can the City of Berkeley and local community create or strengthen to improve overall quality of life and encourage business development along the Adeline Corridor?



**Public Space**

What policies/strategies and physical improvements can the City of Berkeley and local businesses make to create attractive and dynamic public spaces for people of all ages and abilities\* along the Adeline Corridor?