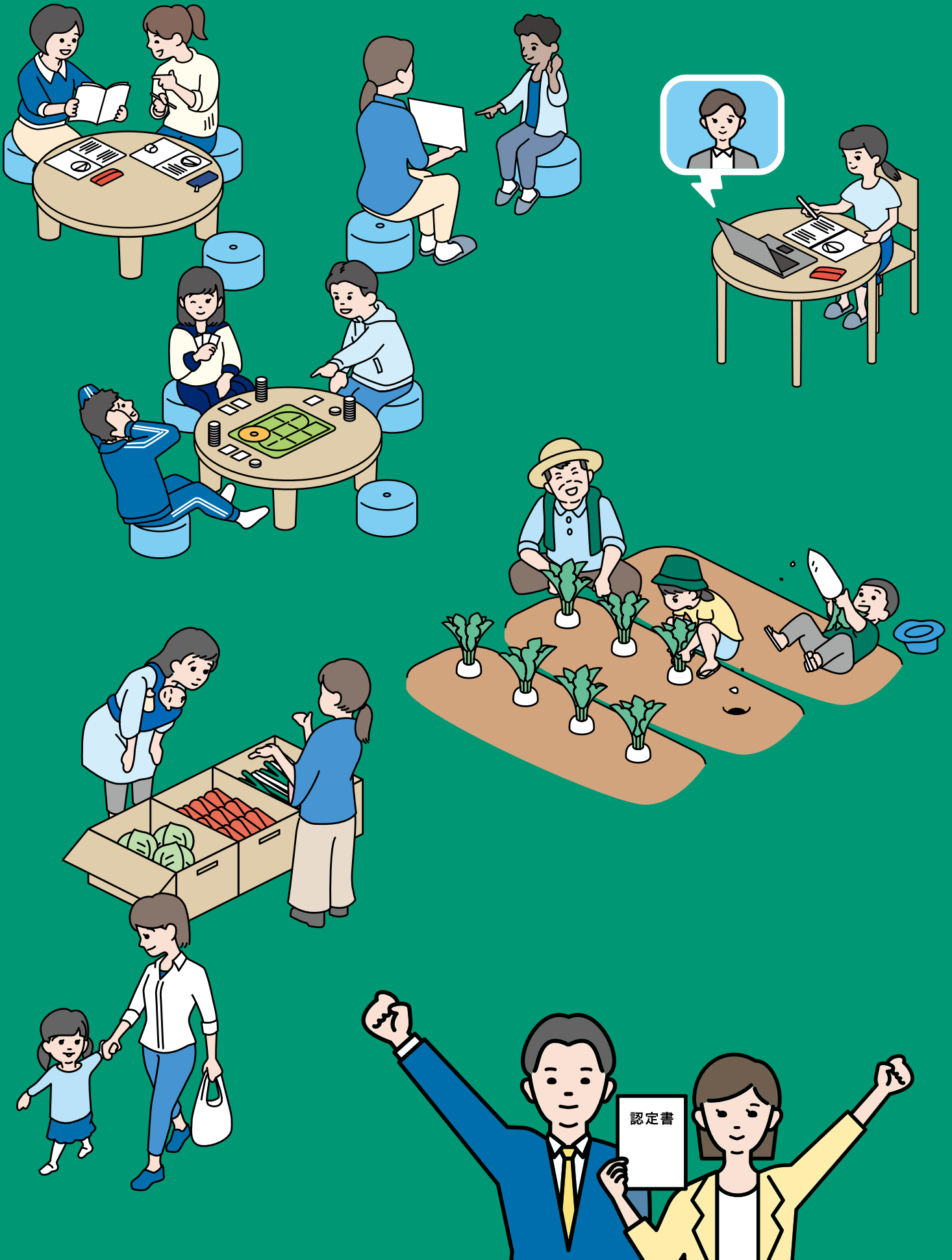


Learning for All

2022.4 -
2023.3





To create a society where
all children believe in their
own potential,
and can pave
the way for their
own life

MISSION

To bring essential solutions to child poverty

Many children face issues that make life extremely difficult for them: poverty, abuse, developmental disabilities, bullying, and living as social minorities.

They are deprived of security.

They are deprived of an environment in which they can believe in the value of their own efforts. They are deprived of the opportunity to realize their own potential.

For such children, giving up has become the default approach.

At Learning for All, which started out in 2010 as an organization providing Study Support Programs, we have come to see from our experience in the field that providing study support alone is not enough to solve this problem.

Today, we have developed a model in which the community can work together to provide multifaceted support until each child becomes self-sufficient. In an attempt to create a society that eliminates poverty and struggle of all kinds for children, we are working to expand this model nationwide and to bring about change to our laws and systems.

VALUES

Children First To approach issues from the child's point of view

Change for All To keep evolving to find essential solutions

Inspire for All To provide learning opportunities for all involved

Collaborate for All To realize new creations by connecting with each other

3 Approach

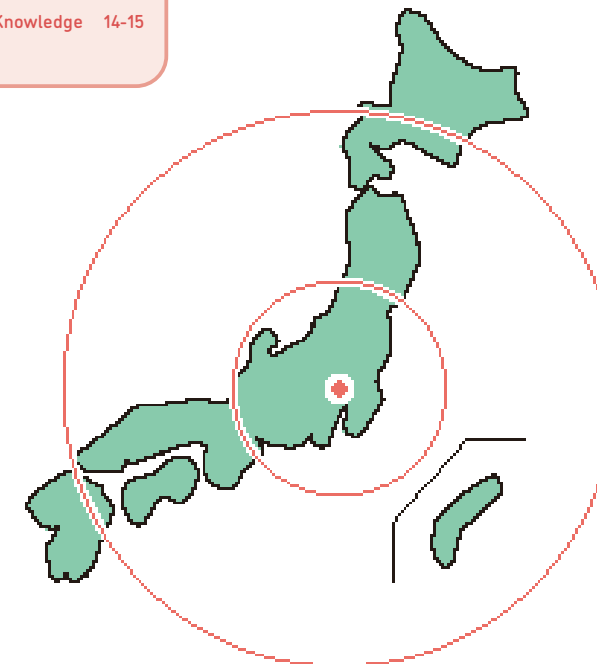
We do all we can to consider problems from the perspective of the child who needs our help right now. We also strive to make serious efforts to change the very structure of society itself. Both of these philosophies are essential in order to create a new and better future. We work together with like-minded people to achieve essential solutions to issues through a three-pronged approach.

Approach 2

Expanding Knowledge 14-15

Expanding our network

Despite the laudable efforts of many individuals and organizations, the quantity and quality of support provided to children is insufficient in Japan today. LFA shares its practical expertise in the field of child support to support organizations and enterprises throughout the country. By networking with others, LFA aims to expand its network of the Community Collaborative Model for the Comprehensive Support of Children.



Approach 1

Providing direct support for children

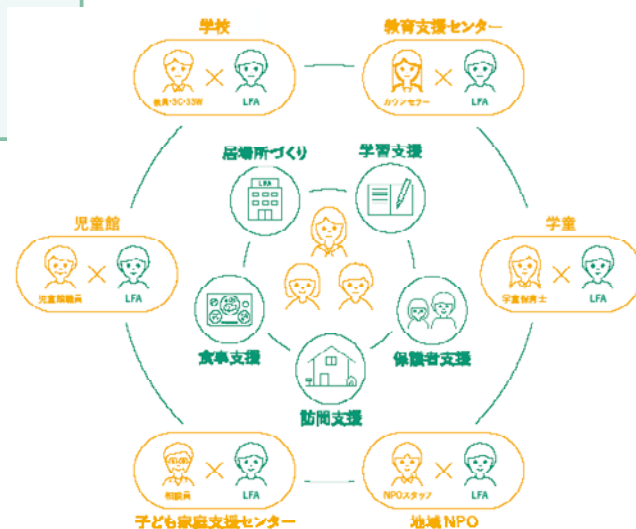
Safe Spaces Program 8-9
Meal and Food Supply Program 10
Home-Visit Counseling
Counseling Support for Parents
Study Support Program

Community Collaborative Model for the Comprehensive Support of Children

We aim to create a network of adults from all walks of life to ensure that children in need of support are not overlooked and that they are connected with those who can help them at an early stage.

We provide necessary support to children from ages 6 to 18, in accordance with their stage of growth.

This is what we have dubbed the "Community Collaborative Model for the Comprehensive Support of Children".



Creating a community support network

Providing comprehensive support for children

Examples of support provided by LFA

LFA flexibly develops a wide range of support services to meet the needs of children aged 6-18.

LFA support centers in 2022

Pref.	City / Dist.	Locations
Tokyo	Katsushika-ku	20
	Itabashi-ku	4
Saitama	Toda City	6
Ibaraki	Tsukuba City	6
Hyogo	Amagasaki City	1



Safe Spaces Program



Study Support Program



Meal and Food Supply Program



Home-Visit Counseling



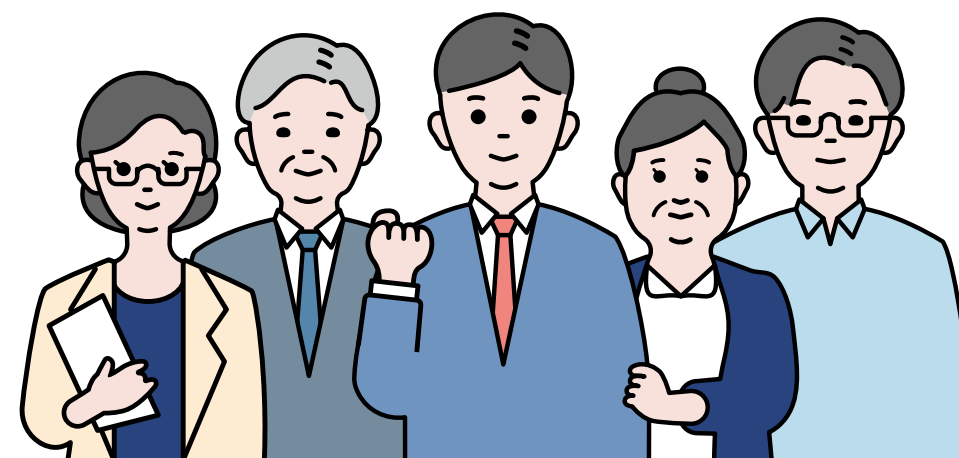
Counseling Support for Parents and Guardians

Approach 3

Leading social change

Policy Proposals 16
Public Awareness 17
Personnel Training 18
Media Exposure 18

No one can doubt the importance of our mission to provide support to children in need. However, to solve fundamental issues, we need to shape public opinion and change social structures. Through its own child support activities and by networking with other support organizations nationwide, LFA strives to raise public awareness of the issues, to provide personnel training, and to create policy proposals.



Highlights of Our 2022 Activities

1

Providing direct support for children

Direct support for 1,356 children

In FY 2022, LFA supported a total of 1,356 children through its various programs including the Safe Spaces Program, Study Support Program, and Home-Visit Counseling. We also placed increased focus on hiring social workers, and provided in-depth support in cases that required more collaboration and individualized involvement, through such means as making additional support visits and establishing separate classes for children in need.



2

#Providing direct support for children #Expanding our network

New base opened in Amagasaki, and training for public-private collaboration carried out.

In May 2022, LFA opened our first base in the Kansai area in Amagasaki City, the home town of our Representative Director, Lee Hyungsik. LFA also provided training for Amagasaki City staff and staff of private organizations that support children in the city.



3

#Expanding our network

Confirmation of the continuation of grants to four organizations by the Goldman Sachs Community Collaborative Fund for the Comprehensive Support of Children.

The Goldman Sachs Community Collaborative Fund for the Comprehensive Support of Children was launched last fiscal year to provide financial and non-financial support to children's aid organizations across Japan. Funding has already been provided to four organizations, with four selected for continued funding.

See p.14

See p.16

4

#Leading social change

The "Child Rearing Support Center Service", modeled after the Safe Spaces Program, becomes a statutory program.

The Child Welfare Act was revised in June 2022, leading to the establishment of the "Child Rearing Support Center Service", modeled after the Safe Spaces Program. In the future, it is expected that children's spaces will spread throughout Japan, as it will be possible to implement such programs with less burden on local governments and private organizations.

5

#Leading social change

Released the video entitled "Children Are...", to raise awareness of issues pertaining to children in need.

Aiming to provide an opportunity for people to learn about and think about the issue of child poverty, the video "Children Are..." was produced, and released in December, to coincide with the new "Giving December" initiative. The video takes ordinary scenes from children's daily lives and contrasts two aspects: the "impression on the surface" and the "reality that could be behind that impression".



See p.17

We became a certified NPO!



A certified NPO is a corporation that is recognized by the local government authority as having "higher public interest in objective criteria" than ordinary NPOs.

#Providing direct support for children

Safe Spaces Program

The service provides safe spaces for children from elementary to high school age (6 to 18 years old). We provide support tailored to each child's individuality and the situation of his or her guardian.

Number of supported children:108
* Actual number in FY 2022

For elementary school students

5 days a week in a form similar to an after-school activity for relearning lifestyle habits, playing, and study support.



For junior/high school students

3 days a week for truant students or children lacking a sense of belonging at home or school.



In FY 2022, in addition to providing safe spaces and supporting the establishment of basic lifestyle habits, we also provided many opportunities for off-site activities and work experience.

Spring

Inter-site softball tournament

We obtained permission to use a local high school field and held a softball tournament with children from various locations. This has led to interactions across locations, with calls to make the event a regular one, and even the introduction of other sports such as basketball.



Children's voice

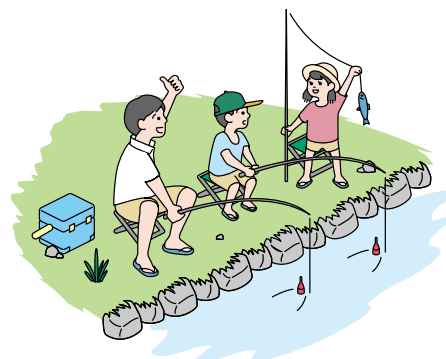


I skimmed stones for the first time. I used fire for the first time. I saw a steam train for the first time. I peeled potatoes for the first time. I ate more meat than ever before.

Summer

Summer Camp

We staged an overnight summer camp in response to children's requests to go camping during the summer vacation. The children spent time fishing, having barbecues, star gazing, and spending the night in tents – all activities they wouldn't normally get to enjoy!



Field trip to an athletic facility Autumn

We crossed ropes and scaffolding as high as the third floor of a building and slid down a 50-meter zip line. It was refreshing to be in the forest, screaming at the top of our lungs, sometimes crying in fear, and trying to see how fast we could move through the obstacle course.



Making New Year's decorations

Winter

We made chopstick rests using mizuhiki, a traditional Japanese wrapped decoration, and shimenawa (sacred straw rope) decorations. The children were motivated by learning about the different types of decorations and the reasons for displaying them. Tying the mizuhiki into a knot is something that even adults find difficult, but they showed great perseverance. The difficulty of the task only made the children more satisfied when they managed to complete it.



Work experience

1 | Car racing game production at Polyphony Digital!

In cooperation with Project KIBO, a general incorporated association with the mission of "creating inspiring experiences for every child," we visited the Tokyo studio of Polyphony Digital Inc. which produces the Gran Turismo series of realistic driving simulators. The children were given a tour of the game production site and had the opportunity to experience the creation of a racing game. The children received a lecture from employees and tried their hand at programming, thinking about the difficulty level of the races and the worldview of the game. At the end, they drove their cars on a course they had programmed themselves.



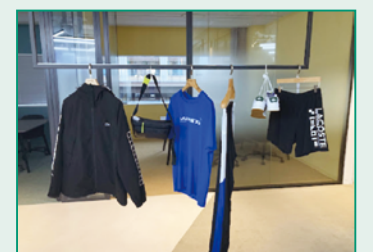
It was a lot of fun! I was amazed at how intricate the programming was. The race could be completely changed just by slightly changing one measurement on the weather scale.

Children's voice



2 | Fashion coordinating at Lacoste!

The children visited the office, where they got to see a product display and participate in a full-body fashion coordination event. The children could also see how clothes are designed and produced, which gave them an idea of what it is like to work in the real world.



#Providing direct support for children

Meal and Food Supply Program

Nutritious meals are essential for children to grow up healthy. On behalf of parents and guardians who have financial difficulties or are busy with work, we provide food support for children in a variety of ways, from children's cafeterias to food pantries and grocery deliveries.



Total number of meals provided: 2,199 meals

The children's lively voices have returned! Kodomo Shokudo (Children's Cafeteria)

The children's cafeteria had switched to only distributing boxed lunches due to the COVID-19 pandemic, but with restrictions gradually easing, the children have been allowed to gather and play together once more, both outside in the park and inside playing cards. The children, who had not seen each other for a while, had a lot of fun together.



Food pantry, now offering a Halal food option

We appreciate the cooperation of various companies and organizations that have enabled us to distribute foodstuffs again. This year, we were also able to start providing halal food.* Many of the children and families attending LFA's centers have foreign roots, and there are many types of food that they are not allowed to eat for religious reasons. Since they cannot read Japanese, it is difficult for them to check food labels, so they have not been able to use the food pantry much. The provision of halal food, which is difficult to find in Japan and tends to be expensive, brought great happiness and allowed for greater connections with the families we help.

*Halal food: Food that is permissible under Islamic law



#Providing direct support for children

Home Visit Counseling

Number of Home Visits: 12

We provide carefully-considered support for children who are unable to come to one of our bases directly for various reasons. We determine what their individual needs are, and listen to their current situation and problems or spend time playing with them to allow them to eventually step into society with confidence and peace of mind.



Example of Home Visit Counseling

A girl was referred to us who had not attended school from the fourth grade of elementary school, and her guardians were concerned about a lack of social ties. They consulted with the school and were introduced to LFA by a school counselor. LFA started to provide home-visit counseling. Initially, the girl's guardians expressed a desire for the girl to go to school, or to get up in the morning and do what she wanted to do, but they were unable to understand what it was that was holding her back.

By carefully and deliberately encouraging the girl to verbalize what was happening in her life and sorting out her problems, we were able to help her to finally talk about her experiences for the first time. As a result, she has been able to control a greater range of her own emotions and behaviors, and can now handle waking up or looking after the home on her own. Her current goal is to be able to go to school and talk to her school counselor.

#Providing direct support for children

Counseling Support for Parents and Guardians



In order to support children, the support of parents is also essential.

We utilize a variety of means such as LINE messaging, email, phone, and face-to-face communication, and not only discuss daily issues but also introduce support systems and provide connections to contact points.

We also conduct parental meetings in order to connect parents with each other.

Study Support Program

We operate free study support centers in cooperation with communities and schools for children from 4th grade to high school age (9 to 18 years old). We are committed to quality and continuity, and university student volunteers who have undergone an original training course act as teachers and work closely with children who have daily learning challenges.

Number of children supported: 175
* Actual number in FY 2022

Study Support Program at Schools

One-on-two or one-on-three exclusive teacher guidance sessions, provided once a week across a 3-month program, implemented 4 times a year



For junior/high school students

One-on-one tutoring twice a week for children who are not attending school or who are unfamiliar with the Japanese language.



In FY 2022, a program for "separate room schooling", which had been conducted as a voluntary program, was budgeted as a municipal project and its need was recognized.

***"Separate room schooling":**
Children who have significant learning delays or who are not attending school spend time or attend classes in a classroom or infirmary that is separate from the classrooms where other students are present.

Support in regular classesson



- 1 to 2~3 exclusive teacher guidance to eliminate learning delays
- Once a week for 3 months, 4 times a year
- Mainly taught by university students

Support in regular classesson



- While the goal is to eliminate learning delays, it also serves as a place for children who are not attending school.
- Children also eat school lunch together. Held once or twice a week for 3-5 hours a day.
- Mainly handled by LFA staff

Example case of a girl in a separate class

The separate class allows for more time to get to know the child.
A girl with foreign roots was connected with us after the school asked if we could provide support, not only for children who were not attending school, but also for children who needed a more hands-on approach, such as Japanese language support. The child, who was in the second grade at the time, did not even know the words for "classroom" or "pencil case". I felt that she might have various anxieties and difficulties in going through her school life in such a situation. The first day she came to a separate class, I asked her, "What do you like?" and she told me, "I like studying. Japanese is difficult for me, but I enjoy learning." So, we decided to practice together the Japanese she said was enjoyable. Additionally, I talked with her about many things using translation software



and pictures, hoping that her anxiety would fade. After about a year, her homeroom teacher told me that she had started to raise her hand and even make presentations in class. Through my involvement with her, I felt that the child's own ability to grow was amazing! In the future, we would like to expand the separate class program to create an environment in which children can fully demonstrate their own wonderful qualities.

Example case from a Community Center

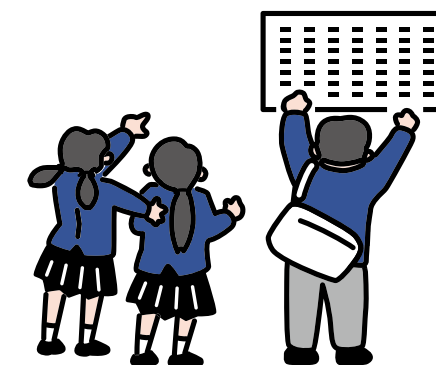


A boy was in the second grade of junior high school at the time when we started our involvement. He was about to enter the third year of junior high school and needed to start thinking seriously about entrance exams, but he had hardly studied for any tests and had not turned in any assignments. One day, when we did some work on thinking about high school, he told us what he wanted to do in high school: "I

want to join the pop music club," and "I want to go to a school where the events are fun," he told us. When we asked him what he wanted to do from now on, he wrote down what he wanted to do in all subjects. In subsequent study support programs, he sometimes told us that he tried to study at home and brought us assignments at school. On the other hand, he sometimes told us, "Sometimes I feel like studying at home, but I only have a shared desk with my brother, so I don't have a place where I can study at my own pace." Hearing this, we understood that he just hadn't had the time or place to think carefully about further education or study, and that he really wanted to try and do his best in his own way. We will continue to be involved with such children on a daily basis through our study support programs so that we can help them find what they want to do, support their desire to do their best, and draw out their strengths and their true feelings.

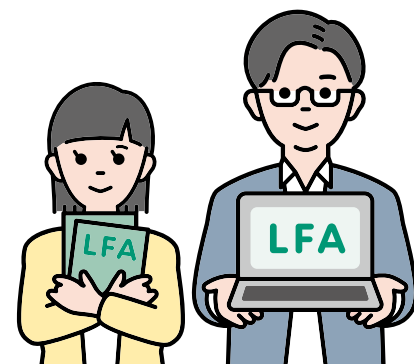
2022 the educational status of children

Toda	High school applicants: 3 / No. passed: 3
Tsukuba	High school applicants: 5 / No. passed: 5
Katsushika	High school applicants: 8 / No. passed: 7 University applicants: 1 / No. passed: 1 Vocational school applicants: 2 / No. passed: 2



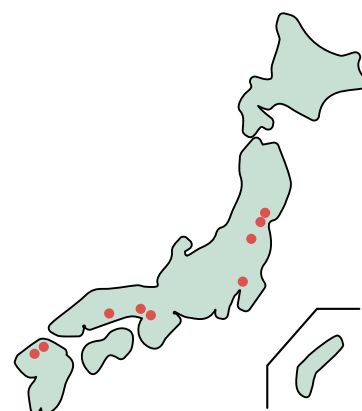
Knowledge Deployment

In Japan today, despite the efforts of people and organizations involved in child support, the reality is that both the quantity and quality of support are still insufficient. LFA provides the practical support know-how that we have cultivated to other child support organizations and companies all over the country. By working to build a network that connects those providing child support with each other, we are working to promote the nationwide deployment of the "Community Collaborative Model for the Comprehensive Support of Children."



Goldman Sachs Community Collaborative Model for the Comprehensive Support of Children

The Goldman Sachs Community Collaborative Fund for the Comprehensive Support of Children was established in May 2021 with the aim of building a comprehensive system to identify, connect, and support children with difficulties in the community at an early stage, and to establish a community collaborative model for their comprehensive support. Organizations identified for support receive not only monetary funding, but also training that meets their needs and opportunities for interaction with other grantee organizations. In August 2022, Type B grants for four organizations were completed and their results were reported. In addition, the decision was made to continue Type A grants to support four organizations.



● Grants for 9 groups nationwide

~Results of grant recipients~ Asuiku, a non-profit organization that provides support for children in Sendai City



Through the Goldman Sachs Community Collaborative Fund for the Comprehensive Support of Children, we provided online learning support to a total of 604 children over the course of a year. Furthermore, we conducted a survey involving 29 financially challenged households, which underscored the effectiveness of using online services. The survey report influenced the decision to incorporate online learning support into Miyagi Prefecture's Child Study and Life Support Program. Consequently, this support feature is now part of the program commissioned by Miyagi Prefecture.

Child Support Navi

The online platform Child Support Navi, launched in 2021, allows child supporters nationwide to share their know-how and support each other. It publishes a wide range of knowledge-sharing articles on subjects such as child support, NPO fundraising, and organization building. It has also hosted talk events by experts in the field of childcare and child support.

Examples of article subjects:

- Creating a society where adults can cooperate to help children
- Supporting children's choices of career path
- Developing a flow for responding to reports of abuse



- Unique users: 2,936 people/month
- Number of articles: 170
- Number of events: 9
- Number of event participants: 367

Public-Private Cooperative Training

Following the establishment of a new Safe Spaces base in Amagasaki City in 2022, we held the "Amagasaki City Child Support Onakama Project" on five separate occasions for the staff of the local government and private support groups who are working on the front lines of child support in Amagasaki City. The impetus for this initiative was the fact that LFA's Representative Director Lee Hyungsik was formerly a member of the Youth Work Promotion Department of the Council on Youth Issues in Amagasaki City. Although we are in different positions as members of local government and private support groups respectively, we aim to deepen our understanding of each other and further strengthen the cooperative system of child support in Amagasaki City by undergoing the same training. We plan to continue this project in 2023 in cooperation with the City of Amagasaki.

Implementation details for 2022

Type	Details
1 Training	Project kick-off
2 Training	Child poverty, outreach
3 Inspection	Visit to a child support group in Kyoto City
4 Training	Cooperation between welfare and education
5 Training	Project review

Voices of participants



I was able to meet participants from various places and discovered that they were thinking and worrying about similar issues. I would like to continue to work as a "resource" to support children in the future.



I learned again that both public and private support groups have a similar awareness of the issues.

Policy Advocacy

LFA actively engages in awareness-raising and policy advocacy activities on issues based on the knowledge gained through its own activities and collaboration with child support groups nationwide.

The "Child Rearing Support Center Service", modeled after the Safe Spaces Program, becomes a statutory program.

The Child Welfare Act was revised in June 2022, leading to the establishment of the "Child Rearing Support Center Service", modeled after the Safe Spaces Program. Based on its past practice of child support, LFA proposed and conducted a study session on key points for providing the Community Collaborative Model during the period before and after the enactment of the Act Establishing the Children and Families Agency and the Child Welfare Act. These activities contributed to the establishment of the service as a statutory category.

In addition, as a result of the high evaluation of LFA's activities, Representative Lee was appointed as a member of the Investigational and Research Project Review Committee on the Safe Spaces Program and a temporary member of the Cabinet Secretariat's Council of Experts for the Study of General Principles of Children. Area Manager of the Children's Support Service Department, Eito Uchihara, was appointed as a temporary member of the Children's Family Council Subcommittee. In the future, we will continue our policy advocacy activities aimed at achieving a more effective system.

Survey and project evaluation in collaboration with the University of Tokyo

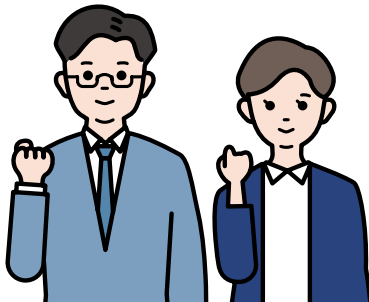
We have conducted project evaluation activities to empirically understand the characteristics and effects on children of the Community Collaborative Model for the Comprehensive Support of Children. The purpose of these activities is to further evolve and develop this model.

FY 2021

FY 2022

FY 2023

We launched an education-research partnership program with the University of Tokyo to promote collaborative research aiming to eliminate childhood poverty and social disparity.



On March 9, 2023, we held a joint public symposium on the issue of child poverty with the University of Tokyo's Graduate School of Education. At the symposium, the importance of collaborative research between LFA and the University of Tokyo was stressed. Presentations and discussions were held to expand this collaborative work more in the future, by emphasizing why "collaboration between practice and academia (understanding real life in the field and applying it to research)" is important and needed.

A large-scale survey was conducted on the actual status of the Community Collaborative Model for the Comprehensive Support of Children. A symposium will be held in March 2024 to share the results of this survey.



Public Awareness



The awareness-raising video "Children Are..." is released.

The video "Children Are..." was produced and released to encourage people to learn and think about the issues of child poverty. The video was created from a problematic awareness of the fact that "in everyday life, child poverty is hard to see and hard to personalize as a social issue". This issue is one that LFA constantly faces while working to solve child poverty. The video captures casual scenes from children's daily lives, contrasting two aspects: the "impression on the surface" and the "reality that could be behind the impression".

Seminars & Lectures

We have conducted seminars on the theme of social issues for a total of approximately 560 people from 11 companies. Training was conducted in a variety of formats, ranging from level-specific training for new recruits or seniors, to spontaneous participatory training on a wide range of SDGs and social issues. The LFA has also actively engaged in spreading awareness of social issues through lectures at universities and events, such as at the University of Tokyo and Taisho University.

Examples

- New employee training
"Understanding social issues affecting business as a member of society"
- Training for seniors
"Applying the resources and skills you have acquired up until now to the issue of solving social problems"

Voices of corporate training participants



"Relative poverty will never be solved easily. But we are aiming to create an environment in which 100 million people can start to think about the issues and take action." These words left a deep impression on me. First of all, I thought that I would like to do what I can do myself, and even after this project is over, I hope that I will be able to continue to take some action.

#Leading social change

Personnel Training

305 university students received training at LFA and worked as volunteers for the Study Support and Safe Spaces Programs. Those who received volunteer training still have links with each other as alumni of the program, and are now providing leadership in solving social issues such as child poverty in a variety of industries.



No. of university students participating in the Study Support Program: 119
No. of university students participating in the Safe Spaces Program: 186
* Data from 2022

#Leading social change

Media Exposure

家庭の事情や貧困と学力の関係について
子どものために大人ができることは



In FY 2022, LFA conducted a total of 10 media interviews (4 web, 3 newspaper, 1 radio, and 2 magazine), using these opportunities to communicate the current situation of children and LFA's approach.

Date	Media type	Media name
25 May, 2022	Web	Soctama.jp
9 June, 2022	Newspaper	Nihon Keizai Shimbun
22 June, 2022	Newspaper	Asahi Shimbun
23 June, 2022	Radio	Asahi Shimbun Podcast
8 August, 2022	Web	Seijiyama
22 August, 2022	Newspaper	Ryukyu Shimpo
21 September, 2022	Magazine	SPUR
1 November, 2022	Web	Asahi Shimbun Digital
20 February, 2023	Web	Nikkei Teletto Daigaku
27 February, 2023	Newspaper	AREA

2022 Media Exposure (selected)



SUPPORTERS

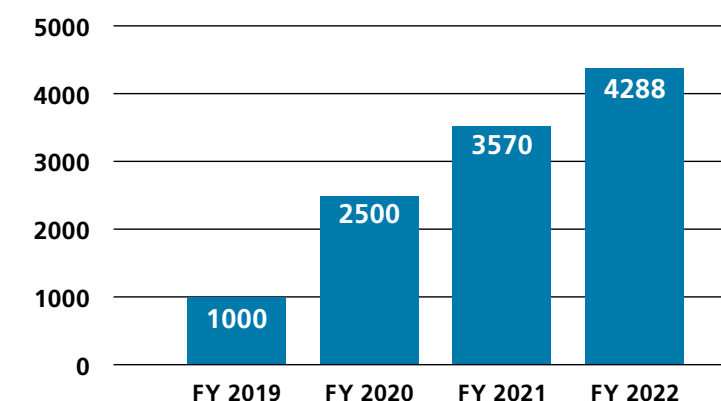
In FY 2022, the support we received from more than 4,000 individual supporters and nearly 100 companies/organizations was integral to our efforts in carrying out our various projects.

Individual Supporters

In FY 2022, many people took an interest in our activities, with approximately 4300 individuals supporting our programs.

*As of March 31, 2023

Number of individual supporters by year



Voices of individual supporters



I feel that they use a logic-based approach, but also have the passion to help children at a practical and emotional level. I am so impressed by what they have achieved.



It is wonderful to see how they are steadily putting their words into action, not only in their individual practical work, but also in their efforts to move society forward.

~"#First Donation" Campaign~

With December positioned in Japan as a donation month (Giving December), we have planned an awareness campaign with the aim of creating a society in which donations to worthy causes becomes more commonplace. We wanted to spread the word about what donations can do and their significance to society by sharing the thoughts and experiences of people who have made their "first donation", to express the value of this wonderful first step. This was carried out through SNS messaging and the staging of certain events. At one event, one of the speakers said, "Even just a drop of water, when gathered together with others, becomes a drop of hope. I believe that each person's power is small, but we can create a wave when we come together."

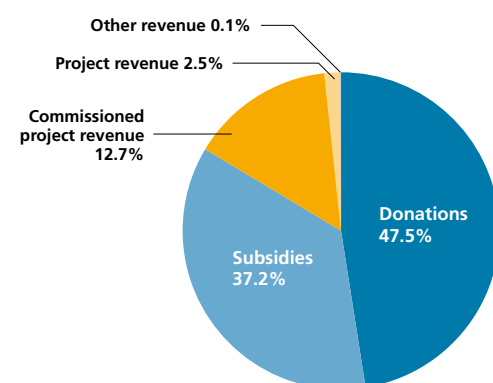


*This campaign has already finished.

Income and Expenditure Report

Income

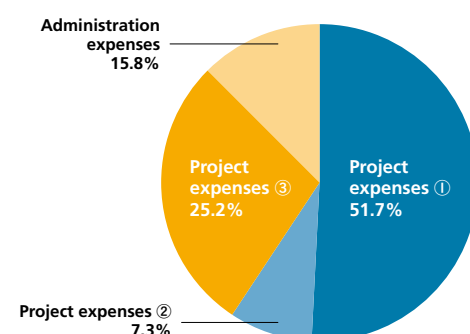
	Field	Total (yen)
Income	Donations	213,341,415
	Subsidies (from organizations and companies)	167,028,374
	Commissioned project revenue	56,900,046
	Project revenue (awareness project income)	11,541,031
	Other revenue (miscellaneous income)	392,938
	Total	449,203,804



Revenue in FY 2022 was approximately 450 million yen, a 14% increase over the previous year. Income consisted of donations of 210 million yen (about 48%), subsidies of 160 million yen (about 37%), and project revenue of 68 million yen (about 15%). Although subsidies with time limits had accounted for the highest percentage of revenue until FY 2021, due to an increasing number of individual supporters and supporting companies, donations increased 36% over the previous year and constituted the highest percentage of revenue. We make effective use of donations that are not tied to a specific project and continue to provide flexible support according to the needs of the children. In FY 2023, we adopted a fund distribution policy for dormant accounts as part of our network expansion policy. As a result, the percentage of our income made up of subsidies will temporarily increase significantly, but we hope that individuals and companies will keep supporting us with donations that have no restrictions on their use or time limits.

Expenditure

	Field	Total (yen)
Income	Project expenses ① Providing direct support for children (on-site support)	222,089,310
	Project expenses ② Expanding our network (sharing knowledge)	31,449,895
	Project expenses ③ Leading social change (advocacy and awareness)	107,990,960
	Administration expenses	67,562,865
	Total	429,093,030



LFA operates its projects based on three approaches: (1) “providing direct support for children”, including the Study Support Program, Safe Spaces Program, and the Meal and Food Supply Program; (2) “expanding our network”, including sharing knowhow and management of key knowledge sites, and (3) “leading social change”, including activities to spread awareness of issues through the media, personnel training, and policy advocacy. Current expenditures increased 12% from the previous year to 420 million yen, but the ratio of project expenditures has not changed from FY 2009 (approximately 52% for direct support and 32% for indirect support and policy advocacy).

About Us

Establishment July 23rd, 2014

Location Royal Apartments Building 404, 5-1-1, Shinjuku, Shinjuku-ku, Tokyo, Japan

Number of employees 51 permanent staff, 24 outsourced workers, 39 interns
(*As of July 18, 2023)
We are working on the following three projects to bring essential solutions to child poverty.

Description of activities
1 〈Providing direct support for children〉
Practical implementation of the Community Collaborative Model for the Comprehensive Support of Children by providing support for children with difficulties aged 6-18, from the earliest stages until they become independent. This process involves the use of such initiatives as the Safe Spaces Program, the Study Support Program, the Meal and Food Supply Program, Counseling Support for Parents, and Home-Visit Counseling.

2 〈Expanding our network〉
Management of a knowledge-sharing platform for the nationwide development of the Community Collaborative Model for the Comprehensive Support of Children

3 〈Leading social change〉
Public awareness, personnel training, and advocacy activities through on-site support and networking with national child support organizations

History

2010 Study Support Program launched (as one of the projects undertaken by the current “Teach For Japan”, a certified non-profit organization)

2011 Study Support Program in Kita-ku, Tokyo, receives the Best One Kita-ku Innovation Plan Award

2014 Learning for All established as an NPO

2016 • Safe Spaces Program launched (as the first element of the Project to Respond to Child Poverty of The Nippon Foundation)
• Meal and Food Supply Program, Counseling Support for Parents, and Public Awareness Activities launched
• Representative Director Lee Hyungsik elected as Director of the National Council of Child Poverty and Study Support Organizations

2018 • Community Collaborative Model for the Comprehensive Support of Children launched to provide continuous support to children from 6 to 18 years old
• Received the 5th Excellent NPO Grand Prize and Problem-Solving Award
• Representative Director Lee Hyungsik selected in Forbes’ “30 UNDER 30 JAPAN 2018”
• Started a know-how expansion project to share knowledge of LFA with other organizations

2019 Started a Safe Spaces Program for junior high and high school students

2020 Started and released a needs assessment survey for families supported during the Covid-19 pandemic

2021 • Started operation of “Child Support Navi”, a knowledge-sharing platform
• Established the Community Collaborative Fund for the Comprehensive Support of Children
• Signed an agreement with the University of Tokyo’s Graduate School of Education to collaborate on educational and research exchange programs

2022 • Attained certified NPO registration
• Representative Director Lee Hyungsik selected as a member of the Investigational and Research Project Review Committee on the Safe Spaces Program
• Representative Director Lee Hyungsik becomes a member of the Child Data Collaboration Guideline Investigative Committee of the Children and Families Agency
• Representative Director Lee Hyungsik becomes an advisor to the Tsukuba City Advisory Council for the Promotion of Child Policy

Executive Officers



Representative Director | 李炯植
Born in 1990 in Hyogo. Graduated from the University of Tokyo’s Faculty of Education, and completed a postgraduate degree at the University of Tokyo’s Graduate School of Education. Founded Learning for All as a non-profit organization in 2014, and assumed the position of Representative Director. So far, he has provided support to over 10,500 children in need through the Study Support Program and the Safe Spaces Program. He is the Vice-Representative Director of the National Council of Child Poverty and Education Support Organizations. In 2018, he was selected as one of Forbes’ “JAPAN 30 under 30”. Selected as a member of the Investigational and Research Project Review Committee on the Safe Spaces Program in 2022



Director | 熊平美香
President of Showa Women’s University Career College, she holds an MBA from Harvard Business School.



Director | 大越一樹
Partner at Bain & Company Japan, he holds an MBA from HEC Paris, France.



Director | 鈴木 栄
Representative Director of the General Incorporated Associations Social Investment Partners and Japan Philanthropic Advisory, he holds a Ph.D in Physical Chemistry from the California Institute of Technology.

Auditor | 渡辺伸行
Partner at TMI Law Offices, he is a graduate of Waseda University School of Law and New York University School of Law.

