

16. Study on the Role of Social Education Coordinators and Methods of Enhancing Their Skills

Leader: BABA Yujiro, Director, Practical Social Education Research Center

(1) Purpose and Aim of Study

To develop training programs to enhance the skills of coordinators who support learning and promote social education.

(2) Outline of Research Results

- Based on the program elements outlined in the fiscal 2007 research reports *Skills Required of Coordinators* and *Program Model for Coordinator Training*, this study developed model training programs in three fields: home education support (Niigata Prefectural Lifelong Learning Promotion Center: Up-Skilling Seminars for Home Education Supporters), school support (Lifelong Learning Division, Shimane Prefectural Board of Education Secretariat: Regional Coordinator Training Course), and regional platforms (Social Education Section, Education Planning Department, Education Bureau, Fukuoka Prefectural Office: Coordinator Training Program for Fukuoka Lively Senior Citizens' Activity Center Project). These model training programs took account of circumstances in each region.

In particular, the study focused on the following four points necessary for the development of model programs:

- i) Overall program composition and organization
 - ii) Selection of learning methods
 - iii) Topics, content, learning methods, and considerations in instructor selection
 - iv) Perspectives and methods of evaluating achievement of objectives
- We improved part of the program composition model created in fiscal 2007, and categorized the skills required by coordinators according to 16 learning themes in six areas.
 - Focusing on target participants, learning content and methods, and duration and frequency of training, we examined specific program organization.
 - The extent to which coordinator training objectives have been attained

can be assessed by analyzing the outcomes achieved by coordinators' activities in the region, and to this end it is important to examine both training and results in order to evaluate and verify the entire training process. We presented a method for examining this process from the perspectives of attaining elements (knowledge and skills) required of training programs and coordinators and of achieving change in the region.

- We also presented model programs for training home education support coordinators, school support coordinators, and regional educational platform coordinators.
- Guidance was provided on methods of utilizing composition models to deal with a range of trainee levels, different forums for training activity, and various learning methods.