

17. Study on Formulation and Assessment of Local Government Social Education Plans

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

(1) Purpose and Aim of Study

With the revision of the Basic Act on Education and the inclusion of provisions stipulating a Basic Plan for the Promotion of Education, revision of social education plans and appropriate evaluation of such plans will become issues for local governments when they are determining basic plans relating to measures for the promotion of education. Consequently, based on analysis of examples of current local government social education plans, this study develops a range of planning tools for the promotion of social education, including planning perspectives, plan formulation methods, suggestions for structure and content, implementation goals, result indicators, and assessment methods.

(2) Outline of Research Results

Taking support for household educational functions as a model, a working group established under the Research Committee developed procedures for formulating social education plans, together with evaluation systems and indicators. Using support for household educational functions as an example, the group summarized general features applicable to planning in other fields of social education.

- To provide assistance with the actual process of drawing up social education plans and evaluation indicators, the working group integrated the following seven items relating to planning procedures and indicator-setting into a single planning scheme and diagrammatically demonstrated the relationship among the items.
 - i) Creating a framework
 - ii) Examining the relationship between tentative objectives for low-level items (administrative tasks) and the effects and outcomes envisaged
 - iii) Examining the relationship between evaluation perspectives/indicators for mid-level items (foundations for measures) and tentative objectives

- iv) Examining the relationship between objectives for mid-level items (foundations for measures) and tentative objectives for top-level items (measures and direction for measures)
- v) Examining the relationship between evaluation perspectives/indicators for top-level items (measures and direction for measures) and tentative objectives
- vi) Examining evaluation perspectives/indicators for top-level items (measures and direction for measures), examining overall consistency
- vii) Evaluating plans (measures, programs, etc.)
- The social education plan evaluation structure was summarized and diagrammatically demonstrated according to the following four stages:
 - i) Program results from implementation of administrative tasks (outputs)
 - ii) Direct effects of programs
 - iii) Achievement of program objectives (medium-term outcomes)
 - iv) Extent of achievement of objectives for measures
- Since there was a need for a theoretical framework for future social education planning that could be communicated to other local governments, the working group compiled a generally-applicable theory for evaluating local government plans comprised of the following two elements: plan objectives and evaluation, and plan evaluation perspectives and methods.