

PROJECT

Research on Establishing the Foundation for an Innovative Lifelong Learning Environment through Diverse Partnerships

FY2014 - FY2015

Outline

1. Background

This project was implemented over a two-year period from April 2014 to March 2016 as a project of the Department for Lifelong Learning Policy Research of the National Institute for Educational Policy Research. The promotion of coordination and cooperation in the areas of mobilizing resources in the local community and networking has long been recommended in environments conducive to lifelong learning with a particular focus on schools. For example, in the Second Basic Plan for the Promotion of Education (adopted upon Cabinet decision in June 2013) published in 2013, one important goal for the future was set as “the establishment of a framework of partnership and cooperation between schools and local communities such as through the initiatives of School Support Regional Headquarters and the After-School Classes for Children in every school district”. Moreover, “The Direction of Coordination and Cooperation between Schools and Local Communities for the Realization of Education in a New Era and Regional Revitalization, and Future Promotion Measures”, a report compiled by the Central Council for Education in May 2015, laid out the goal of creating a mechanism for coordination and cooperation with the departments in charge of school education and the departments in charge of social education, and for coordination and cooperation between the schools in the region, and in order to be able to shift from “assistance” to “coordination and cooperation”, and from “individual activities” to “integration and networking”, the following three factors were underscored as necessary requirements: (i) the capacity to coordinate, (ii) diversification of activities and (iii) continuity of the activities. In developing such a mechanism, the report also made reference to training and allocating a sufficient number of “regional coordinators” to serve as an interface between the schools and the community as well as the need for an “administrative coordinator” to oversee the regional coordinators, as well as strengthening of the existing functions.

The project incorporated surveys and research in order to examine the functions and roles of the government, businesses, NPOs and other actors with respect to the kind of coordination and cooperation thought to have merit in expanding and improving schools as well as other environments for learning in the region, and to comprehend the existing situation of coordination and cooperation with the government, businesses and NPOs; and also clearly identified the benefits and challenges of

coordination and cooperation. The purpose of the project was to be able to create an innovative learning environment, which would serve as the core for a lively and vibrant region capable of solving regional and social issues through the use of local learning resources.

The abovementioned report on coordination and cooperation between the schools and the local communities describes the promotion measures, which mainly focus on the schools, but it should be noted that the people and organizations, which serve as an interface for the coordination and cooperation highlighted in the report play a vital role not only for the schools, but carry equal weight in all scenes of learning. The project began before this report was published, but with respect to the functions and roles relating to the post of the “administrative coordinator” mentioned in this report, the focus was on rethinking the role of social education officers and on intermediary organizations to coordinate the NPOs and other groups. Moreover, since the inclusion of companies that have been implementing CSR initiatives in education, as a learning resource, presents the perfect opportunity to learn extensively about the real world, a look at the benefits and challenges of coordination and cooperation from the perspective of the role and social responsibility of companies, which previously was not a topic fully discussed, warranted merit.

With the abovementioned objective in mind, the project utilized surveys targeting the government, businesses and intermediary organizations, and examined previous case studies both of Japan and other countries, considering the various possibilities.

Definition of terms

“Partnership”

Multiple organizations or groups forging a cooperative relationship as equal partners in order to carry out a common objective, and in this project, shall be synonymous to “coordination and cooperation” depending on the context.

“Environment for lifelong learning”

An environment comprising not only schools, the home environment, and the local community but also produced in collaboration with local businesses, schools and institutions of higher education public facilities, NPOs, etc. for the purpose of promoting learning with various goals at different stages of life.

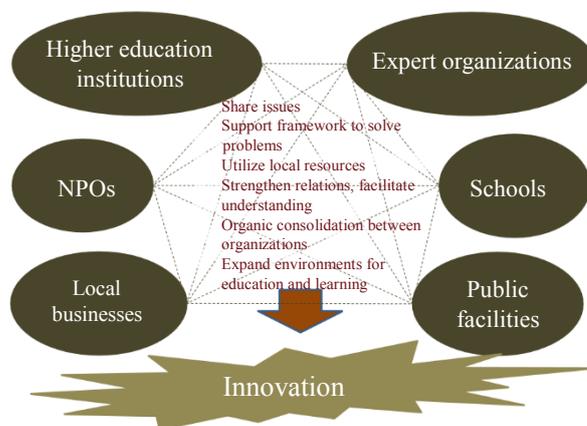
“Innovation”

According to the Third Science and Technology Basic Plan, innovation is defined as “generating new social and economic values with advanced scientific findings and technical inventions combined with human insights”. Peter F. Drucker defined innovation as innovation looks for conscious and systematic

changes (Drucker, 2015, p.11).¹ In this project, innovation is defined as efforts for spontaneous and further improvements to create social value and added value.

A conceptual diagram for the project is shown in Figure 1-1.

Figure 1-1 Conceptual diagram for the project



2. Project Structure

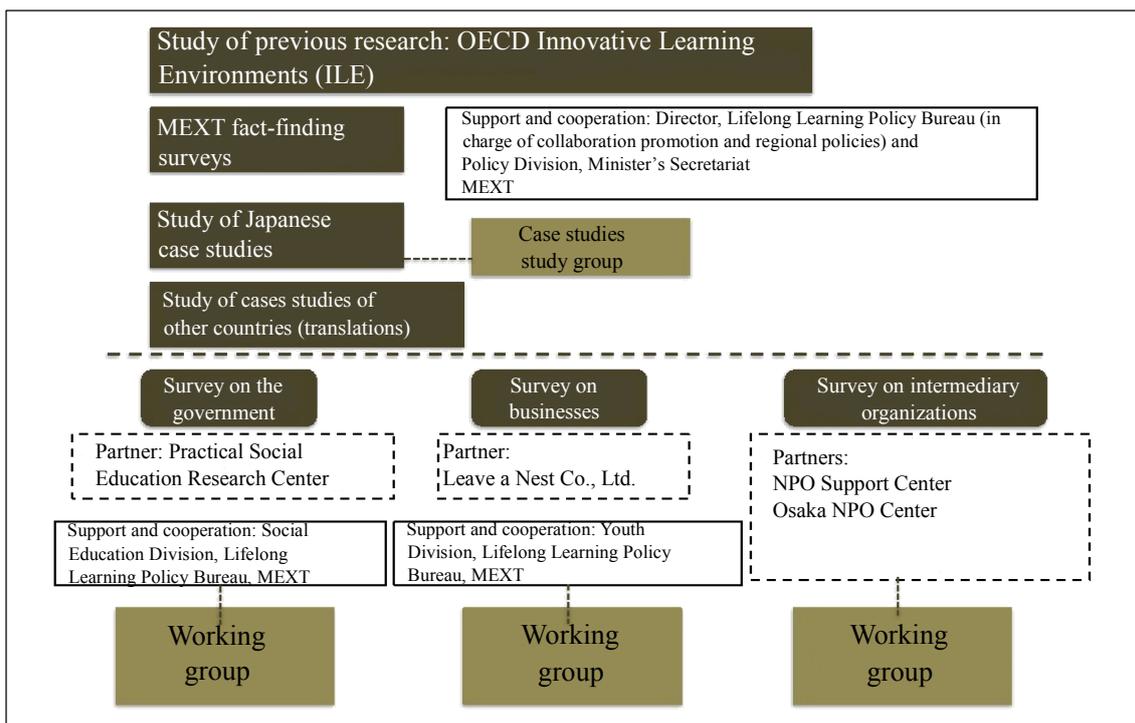
The structure of the project was broadly divided into the following three categories.

- (1) Previous research: (i) a literature survey, (ii) a fact-finding survey on the projects of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and (iii) lectures.
- (2) Case studies: (i) Japanese case studies, and (ii) case studies of other countries.
- (3) Questionnaires: (i) Survey on the government, (ii) survey on businesses, and (iii) survey on intermediary organizations

(See Figure 1-2).

Figure 1-2 Overall image of the project

¹ Drucker, P.F., *Innovation and Entrepreneurship*, trans. Ueda, Atsuo (Tokyo: Diamond, Inc., 2015)



The research methods and research content for each category shall be omitted.

2-1 Previous Research

(1) Literature survey (Chapter 2, “Report I”)

A study of previous research on partnerships and innovation relating to social education and lifelong learning was conducted.

(2) Ministry of Education, Culture, Sports, Science and Technology fact-finding survey (Chapter 3, “Report I”)

As part of the previous research, a study was carried out on the actual situation of coordination and cooperation in the projects of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The data was acquired from the “Ministry of Education, Culture, Sports, Science and Technology Post-Project Review (FY 2012)” and through inquiries on the FY 2013 MEXT budget projects. The content of the inquiries to the Ministry of Education, Culture, Sports, Science and Technology were as follows.

(i) Survey period

May 19 (Mon) to May 26 (Mon), 2014

(ii) Survey methods

Inquiries made to each department via the Counsellor of the Lifelong Learning Policy Bureau (in charge of collaboration promotion and regional policies)

(iii) Targeted survey respondents

The bureaus and departments of the Ministry of Education, Culture, Sports, Science and Technology

(iv) Points of the survey

- FY2013 budget projects carried out by the Ministry of Education, Culture, Sports, Science and Technology in collaboration with NPOs and businesses.

(Project name, outline of the project, subsidy recipient, contact information, department in charge)

Note:

- The survey was confined to FY 2013 budget projects.
- These were projects carried out in collaboration with either an NPO or a business, or carried out with the cooperation of both an NPO and a business.
- Excluding industry-government-academia collaboration such as joint research with universities and companies.
- Including cases even if the subsidy recipient was a board of education, local government or university if there was a collaboration between the recipient and an NPO or business.

(3) Lectures (Lecture Transcripts, “Report I”)

For the measures of coordination and cooperation in the area of education, experts who had demonstrated considerable expertise were asked to give a lecture for the purpose of obtaining basic knowledge for the design of the questionnaires.

(i) Public-Private Partnerships in the Use of Cultural Information Resources - Case study of the Chiyoda ward public libraries”, Yoshio Yanagi, National Diet Library Electronic Information Section Librarian

(ii) “Current Status and Future Prospects of Partnerships between the Government and NPOs in Shibuya Ward”, Shiro Kodama, Director of the Educational Promotion Department, Shibuya City Board of Education Secretariat and Yasuaki Sakyo, President of the NPO Shibuya University Network

(iii) “The Education Support Project – Collaboration with Schools through the CSR Initiatives of Businesses”, Kazuhiro Hasegawa, Executive Officer, Leave a Nest Co., Ltd.

(iv) “Methods and Challenges of Connecting Communities, Businesses, NPOs and Other Organizations to Schools – Concept of a Tokyo Regional Education Platform”, Yoko Masuda, Deputy Director of the Lifelong Learning Division, Regional Education Support Department, Tokyo Metropolitan Office of Education and Yoko Katsuki, Representative Director of the *Kite Sensei Purojekuto* (lit. Come, Come Teachers Project)

2-2 Case Studies

(1) Japanese case studies (Chapter 1, “Case Studies”)

Each member in charge of a case study for this project selected, based on their respective expertise, the measures that would be most helpful in terms of coordination and cooperation, and conducted a field survey. In the process of selecting a case study, with respect to the Japanese case studies, even if there was no significant developing relationship such as cooperation, where there were measures indicating collaboration in some shape or form, these measures were broadly interpreted to be projects being implemented through a “diverse partnership”, and therefore were included in the survey.

In total, 34 case studies were collected, and these case studies were classified based on their content into the 10 areas of 1. “Government-led town development”, 2. “Regional vitalization by the citizens”, 3. “Collaborative support”, 4. “Childcare support”, 5. “Provision of teaching materials”, 6. “Youth development”, 7. “Educational collaboration focusing on community centers, libraries and museums”, 8. “Art promotion”, 9. “Regional collaboration by the universities”, and 10. “International cooperation”, and were compiled as a case study collection.

1. Government-led town development	5
2. Regional vitalization by the citizens	5
3. Collaborative support	3
4. Childcare support	2
5. Provision of teaching materials	2
6. Youth development	5
7. Educational collaboration focusing on community centers, libraries and museums	6
8. Art promotion	3
9. Regional collaboration by the universities	2
10. International cooperation	1
Total	34

(1) Case studies of other countries (Chapter 3, “Case Study Collection”)

The cases studies were selected from the Inventory of 38 OECD Innovative Learning Environments (ILE) Innovative Cases with no bias in terms of region or content, and seven case studies were translated and published.

The necessary procedures were followed to obtain permission from the OECD Headquarters via the OECD Tokyo office in order to be able to publish the translations.

The seven cases studies were as given below.

1. The Royal Children's Hospital, Melbourne (Australia)
2. Yuille Park P-8 Community College (Australia)
3. Community Learning Campus, Olds College (Canada)
4. Kuopio Culture Path Program (Finland)
5. The Jenaplan School of Jena (Germany)
6. Itinerant Pedagogical Advisers: Nezahualcoyotl School (Mexico)
7. Seville - CEIP Andalucía (Spain)

2-3 Surveys

(1) Survey on the government ("Report II")

The survey on the government targeted prefectures and municipalities and was carried out in the form of a comprehensive survey. The details of which are as given below.

(i) Survey period

July 31 (Fri) to October 2 (Fri), 2015

(ii) Survey methods

The survey was conducted through posting a request letter along with the questionnaire and asking the respondents to post them back, as well as through distribution and collection of the same questionnaire via the Internet (survey company: ASTJ Co., Ltd.). A reminder was given by telephone to the targeted organizations during the survey period.

(iii) Targeted survey respondents

The targeted survey respondents at the time of July 1, 2015 were the local governments (47 prefectures, 1,737 municipalities).

The breakdown for the number of questionnaires distributed, number of responses and the valid response rate by local government size is as shown in Figure 1-3.

(iv) Points of the survey

- I. Overview of the local government
- II. Department in charge
- III. Personnel
- IV. Enactment of ordinances, etc.
- V. Development of plans for lifelong learning and social education
- VI. Social education committee meetings, establishment of a lifelong learning council, and participation of young people in the development process
- VII. Content of education-related projects
- VIII. Actual situation of coordination and cooperation with companies and NPOs, etc.

IX. Benefits and challenges of coordination and cooperation with companies and NPOs, etc.

X. Distinctive examples

(v) Status of distribution and collection of the questionnaires

Prefectures

Number of questionnaires distributed	47
Number of questionnaires collected (recovery rate)	46 (97.9%)
Number of valid responses (valid response rate)	45 (95.7%)

Municipalities

Number of questionnaires distributed	1,737
Number of questionnaires collected (recovery rate)	1,296 (74.6%)
Number of valid responses (valid response rate)	1,289 (74.3%)

Note: The “recovery rate” is the ratio of the “number of questionnaires collected” to the “number of questionnaires distributed”. The “number of valid responses” is the number obtained by excluding the deficient questionnaire responses from the “number of questionnaires collected”, and the “valid response rate” is the ratio of the “number of valid responses” to the “number of questionnaires distributed”.

Figure 1-3 Number of questionnaires distributed, number of responses, number of valid responses and the valid response rate by local government size

		Number of questionnaires distributed	Number of responses	Number of valid responses	Ratio to the overall responses (%)	Valid response rate (%)
Prefectures		47	46	45	---	95.7
Municipalities	1. Cabinet order-designated cities	20	14	14	1.1	70.0
	2. Core cities	45	41	41	3.2	93.2
	3. Special ordinance cities	39	24	24	1.9	74.4
	4. Cities other than those in 1, 2 and 3	686	555	551	42.7	79.4
	5. Special wards of Tokyo Prefecture	23	21	21	1.6	91.3
	6. Towns	742	528	525	40.7	70.9

7. Villages	182	113	113	8.8	62.1
Total	1,737	1,296	1,289	100.0	74.3

- Cabinet order-designated cities: cities designated by a Cabinet Order having met the requirement of a city with a population of 500,000 or more.
- Core cities: cities designated by a Cabinet Order on the basis of a proposal having met the requirement of a city with a population of 200,000 or more.
- Special ordinance cities: cities which are currently special ordinances cities, having been so designated at the time of the abolition of the special ordinance city system (enforced on April 1, 2015) in accordance with the Act for Partial Amendment of the Local Autonomy Act (Act No. 42 of 2014). Cities designated by a Cabinet Order on the basis of a proposal having met the requirement of a city with a population of 200,000 or more.

(2) Survey on businesses (“Report III”)

The survey on businesses was conducted targeting businesses involved in CSR initiatives in education. The details of which are as given below.

(i) Survey period

August 7 (Fri) to September 30 (Mon), 2015

(ii) Survey methods

The survey was conducted through posting a request letter along with the questionnaire and asking the respondents to post them back, as well as through distribution and collection of the same questionnaire via the Internet (survey company: ASTJ Co., Ltd.). A reminder was given by telephone to the targeted organizations during the survey period.

(iii) Targeted surveyed respondents

The number of businesses involved in CSR initiatives in education was 274. In specifying the target businesses, the businesses were chosen from companies which had won a) the “Japan Youth Award” of the Ministry of Education, Culture, Sports, Science and Technology; b) the “Education CSR Award” of Leave a Nest Co., Ltd.; c) the “Corporate Philanthropy Award” of the Japan Philanthropic Association; d) the “Japan Partnership Award” of the Partnership Support Center; or e) the “Career Education Award” of the Ministry of Economy, Trade and Industry, as well as companies selected from the “2015 CSR Companies Overview” (Toyo Keizai Inc.) for implementing CSR initiatives in coordination or cooperation with schools, universities or social education facilities (libraries, community centers museums, etc.).

(iv) Points of the survey

- I. CSR initiatives in education
- II. CSR initiatives in education mainly targeting young people
- II. Interest in education-related projects, case examples of distinctive CSR initiatives in education, opinions

(v) Status of questionnaires distributed and collected

Number of questionnaires distributed	247
Number of questionnaires collected (recovery rate)	123 (49.7%)
Number of valid responses (valid response rate)	123 (49.7%)

Note: The “recovery rate” is the ratio of the “number of questionnaires collected” to the “number of questionnaires distributed”. The “number of valid responses” is the number obtained by excluding the deficient questionnaire responses from the “number of questionnaires collected”, and the “valid response rate” is the ratio of the “number of valid responses” to the “number of questionnaires distributed”.

(3) Survey on intermediary organizations (“Report IV”)

The survey on intermediary organizations was conducted targeting organizations and groups acting as an “intermediary organization”. The details of which are as given below.

(i) Survey period

January 30 (Fri) to February 24 (Tues), 2015

(ii) Survey methods

The survey was conducted through distribution and collection of the questionnaire via the Internet (survey company: MyVoice Communications, Inc.). A reminder was given by telephone to the subject organizations during the survey period.

(iii) Targeted survey respondents

The number of intermediary organizations across the country was 529 (see Figure 1-4 for the breakdown by prefecture).

In the process of selecting the target organizations, a list was compiled based on data relating to intermediary organizations as of December 2014 given in (i) the “Japan NPO Support Center List” published by the Japan NPO Center, (ii) the “Intermediary Organizations List” published by the NPO Support Center and the “Intermediary Organizations List” published by Osaka NPO Center.

(iv) Points of the survey

- I. Overview of the organizations
- II. Support given to NPOs, etc.
- III. Status of diverse coordination and cooperation
- IV. Status of coordination and cooperation in the area of education

(v) Status of questionnaires distributed and collected

Number of questionnaires distributed	529
Number of questionnaires collected (recovery rate)	133 (25.1%)
Number of valid responses (valid response rate)	132 (25.0%)

Note: The “recovery rate” is the ratio of the “number of questionnaires collected” to the “number of questionnaires distributed”. The “number of valid responses” is the number obtained by excluding the deficient questionnaire responses from the “number of questionnaires collected”, and the “valid response rate” is the ratio of the “number of valid responses” to the “number of questionnaires distributed”.

Chart 1-4 Number of intermediary organizations by prefecture

No	Name of prefecture	Number of groups	No	Name of prefecture	Number of groups	No	Name of prefecture	Number of groups
1	Hokkaido	13 (4)	17	Ishikawa	5 (2)	33	Okayama	6 (1)
2	Aomori	3 (2)	18	Fukui	6 (1)	34	Hiroshima	8 (0)
3	Iwate	10 (3)	19	Yamanashi	3 (1)	35	Yamaguchi	10 (2)
4	Miyagi	12 (6)	20	Nagano	9 (2)	36	Tokushima	4 (1)
5	Akita	5 (0)	21	Gifu	12 (2)	37	Kagawa	4 (1)
6	Yamagata	7 (2)	22	Shizuoka	16 (4)	38	Ehime	12 (5)
7	Fukushima	17 (4)	23	Aichi	31 (6)	39	Kochi	3 (2)
8	Ibaraki	7 (1)	24	Mie	17 (2)	40	Fukuoka	21 (6)
9	Tochigi	11 (3)	25	Shiga	11 (7)	41	Saga	13 (2)
10	Gunma	11 (5)	26	Kyoto	19 (4)	42	Nagasaki	4 (1)
11	Saitama	17 (3)	27	Osaka	33 (11)	43	Kumamoto	7 (2)
12	Chiba	23 (4)	28	Hyogo	18 (5)	44	Oita	3 (0)
13	Tokyo	47 (11)	29	Nara	5 (0)	45	Miyazaki	2 (0)
14	Kanagawa	29 (6)	30	Wakayama	5 (2)	46	Kagoshima	7 (2)
15	Niigata	7 (2)	31	Tottori	2 (0)	47	Okinawa	8 (1)
16	Toyama	3 (1)	32	Shimane	3 (1)		Total	529 (133)

Note: Figures in parentheses () are the number of respondents

3. Research Organizations

The research was divided as follows (names given in the Japanese alphabetical order).

3-1 Previous Research

(1) Literature survey (Chapter 2, “Report I”)

Takako Aoyama (Associate Professor, Faculty of Contemporary Business, Yamanashi Gakuin University)

Ryogo Ogino (Assistant Professor, Institute of Gerontology, University of Tokyo)

(2) Ministry of Education, Culture, Sports, Science and Technology fact-finding survey (Chapter 3, “Report I”)

Satoko Imamura (Executive Coordinator and General Manager for Management Support, University of Tokyo)

Kumiko Iwasaki (Senior Researcher, Department for Lifelong Learning Policy Research, National Institute for Educational Policy Research)

Keisuke Otani (Director, Traditional Culture Division, Agency for Cultural Affairs, former Director of the Coordination and Community Affairs Division, Lifelong Learning Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology)

(3) Lectures (Lecture Transcripts, “Report I”)

(* Supplied by the Secretariat)

3-2 Case Studies

(1) Japanese case studies (Chapter 1, “Case Study Collection”)

Takako Aoyama (Associate Professor, Faculty of Contemporary Business, Yamanashi Gakuin University)

Toyohisa Inoue (Professor, Faculty of Education, Fukuoka University of Education)

Satoko Imamura (Executive Coordinator and General Manager for Management Support, University of Tokyo)

Kumiko Iwasaki (Senior Researcher, Department for Lifelong Learning Policy Research, National Institute for Educational Policy Research)

Ryogo Ogino (Assistant Professor, Institute of Gerontology, University of Tokyo)

Fuyuko Kanefuji (Professor, Faculty of Human Science, Bunkyo University)

Hiroshi Sasai (Director, Department for Lifelong Learning Policy Research, National Institute for Educational Policy Research)

Tomoko Sato (Assistant Professor, Graduate School of Education, University of Tokyo)

Aki Suhara (Deputy Director, Educational Media and Information Policy Division, Lifelong Learning Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology)
Yurie Sonobe (Researcher, Interfaculty Initiative in Information Studies, University of Tokyo)
Yoshihiro Tatsuta (Professor, Faculty of Humanities and Sciences, Kobe Gakuin University)
Yuka Nakamura (Researcher, Consumer Co-operative Institute of Japan)
Toru Fukumoto (Senior Researcher, Department for Lifelong Learning Policy Research, National Institute for Educational Policy Research)
Tomoaki Matsuo (Senior Researcher, Department for Elementary and Secondary Education Research, National Institute for Educational Policy Research)
Hideki Maruyama (Associate Professor, Center for Global Discovery, Sophia University)
Kazuyoshi Yashiki (Senior Researcher, Department for Educational Policy and Evaluation, National Institute for Educational Policy Research)
Hiroko Yutaka (Director, Idesto, Business Design Company and Instructor, Faculty of International Studies, Meiji Gakuin University)

(2) Case studies of other countries (Chapter 3, “Case Study Collection”)

Ryogo Ogino (Assistant Professor, Institute of Gerontology, University of Tokyo)
Yoshihiro Tatsuta (Professor, Faculty of Humanities and Sciences, Kobe Gakuin University)
Yuka Nakamura (Researcher, Consumer Co-operative Institute of Japan)

3-3 Points of the Survey

(1) Survey on the government (“Report II”)

(i) Partner: Practical Social Education Research Center, National Institute for Educational Policy Research

(ii) Support and cooperation: Social Education Division, Lifelong Learning Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology (cooperation in the survey)

(iii) Working group members:

Masayuki Inoue (Supervisor for Social Education, Practical Social Education Research Center, National Institute for Educational Policy Research)

Satoko Imamura (Executive Coordinator and General Manager for Management Support, University of Tokyo)

Kumiko Iwasaki (Senior Researcher, Department for Lifelong Learning Policy Research, National Institute for Educational Policy Research)

Fuyuko Kanefuji (Professor, Faculty of Human Science, Bunkyo University)

Sonoko Kanda (Director for Social Education, Social Education Division, Education Department, Nishitokyo Board of Education)

Yukie Komatsu (Senior Researcher, Department for Lifelong Learning Policy Research, National Institute for Educational Policy Research)

Tomoko Sato (Assistant Professor, Graduate School of Education, University of Tokyo)

Yoshihiro Tatsuta (Professor, Faculty of Humanities and Sciences, Kobe Gakuin University)

Hiroko Tezuka (Special Researcher, Practical Social Education Research Center, National Institute for Educational Policy Research)

(2) Survey on companies (“Report III”)

(i) Partner: Leave a Nest Co., Ltd.

(ii) Support and cooperation: Youth Education Division, Lifelong Learning Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology (cooperation in the fact-finding survey and participation as an observer in the working group)

(iii) Working group members:

Kumiko Iwasaki (Senior Researcher, Department for Lifelong Learning Policy Research, National Institute for Educational Policy Research)

Haruna Kusu (Director, Human Resources Development Division, Leave a Nest Co., Ltd.)

Sachiko Kodaira (Senior Researcher, NHK Broadcasting Culture Research Institute, Japan)

Shinji Kondo (Chief Editor, “Social Education”, Public Welfare Department, Nippon-seinenkan)

Midori Sakaguchi (Professor, Department of Sociology, Meiji Gakuin University)

Yurie Sonobe (Researcher, Interfaculty Initiative in Information Studies, University of Tokyo)

Yoshihiro Tatsuta (Professor, Faculty of Humanities and Sciences, Kobe Gakuin University)

Kazuhiro Hasegawa (Executive Officer, Leave a Nest Co., Ltd.)

Hiroko Yutaka (Director, Idesto, Business Design Company and Instructor, Faculty of International Studies, Meiji Gakuin University)

Toyoko Mizusawa (Project Section Chief, Youth Education Division, Lifelong Learning Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology) * Observer

(3) Survey on intermediary organizations (“Report IV”)

(i) Partners: NPO Support Center and Osaka NPO Center

(ii) Support and cooperation: No support or cooperation from any particular organization or group

(iii) Working group members:

Toyohisa Inoue (Professor, Faculty of Education, Fukuoka University of Education)

Kumiko Iwasaki (Senior Researcher, Department for Lifelong Learning Policy Research, National Institute for Educational Policy Research)

Ryogo Ogino (Assistant Professor, Institute of Gerontology, University of Tokyo)

Yoshihiro Tatsuta (Professor, Faculty of Humanities and Sciences, Kobe Gakuin University)

Yuka Nakamura (Researcher, Consumer Co-operative Institute of Japan)

Nobuhide Horino (Executive Director, Osaka NPO Center; Executive Director, Kansai NPO Alliance)

Rieko Yoshikawa (Advisor, NPO Support Center)

4. Research Results

The research results were compiled into a total of five volumes comprising the following four reports and the case study collection.

(1) Report I: General statement

Report I gives an overview of the entire research, and through consolidating previous research based on the literature survey and the fact-finding survey on the projects of the Ministry of Education, Culture, Sports, Science and Technology, makes recommendations from research findings based on the project as a whole, and gives the opinions of the relevant parties in the project (committee members) on the educational effects and social outcomes derived through partnerships. In addition, lecture transcripts and conference journals were included as additional materials.

(2) Report II: Survey on the government

Report II gives a summary of the survey results by prefecture and municipality, the measures and projects of the local governments by prefecture and municipality as well as the department in charge, the status of development of a promotion system by the local governments, details of the participation of young people in government, the content of educational projects, the actual situation of coordination and cooperation between the boards of education and companies or NPOs, the benefits and challenges of coordination and cooperation, and discusses the role of social education officers owing to the importance of having specialist administrative staff, and concludes by presenting possible policy implications. In addition, the survey form itself and simple tabulations were included as additional materials.

(3) Report III: Survey on businesses

Report III gives a summary of the survey results from the survey on businesses, an analysis broken down by industry, details of CSR initiatives in education mainly targeting young people, the current situation and challenges of lesson curriculum development through coordination and cooperation between businesses and schools, social education measures and government issues related to the CSR initiatives in education implemented by businesses, and discusses issues related to collaboration with companies and NPOs, and concludes by presenting possible policy implications. In addition, the survey form itself and simple tabulations were included as additional materials.

(4) Report IV: Survey on intermediary organizations

Report IV gives a summary of the survey results from the survey on intermediary organizations, a description of the intermediary organizations, the framework of the survey, a summary of the survey results, the basic situation of the intermediary organizations, the characteristics of the support given to the NPOs, etc., the situation of coordination and cooperation, and discusses the situation of coordination and cooperation in the field of education, and concludes by presenting possible policy implications. In addition, the survey form itself and simple tabulations were included as additional materials.

(5) Case studies: cases studies of Japan and other countries.

(i) Japanese case studies

First, an overview of Japanese case studies was given, followed by 34 case studies, which were categorized into the 10 areas of 1. “Government-led town development”, 2. “Regional vitalization by the citizens”, 3. “Collaborative support”, 4. “Childcare support”, 5. “Provision of teaching materials”, 6. “Youth development”, 7. “Educational collaboration focusing on community centers, libraries and museums”, 8. “Art promotion”, 9. “Regional collaboration by the universities”, and 10. “International cooperation”. Based on these categories, the Japanese case studies were organized according to the points at issue.

(ii) Case studies of other countries

First, a commentary was given on the case studies of other countries, followed by seven case studies, which were selected from 38 OECD Innovative Learning Environments (ILE) Innovative Cases, translated and then published.