

Title: Kihon no Ki: A Modular Senior Learning Program for Community Revitalization in a Marginalized Housing Complex in Japan

Research Overview

This study analyzes “Kihon no Ki,” a modular learning program in a marginalized Japanese housing complex. Using 15-minute sessions for older adults familiar with short-form digital media, the program transforms seniors from service recipients into active community agents, offering a scalable model for revitalization in super-aged urban environments.

Purpose of Study

In super-aged societies, marginalized housing complexes (known as genkai danchi) face severe challenges of social isolation and physical decay. Traditional lifelong learning programs often struggle to engage these residents effectively, as they typically rely on homogenized, lecture-style frameworks that position seniors as passive recipients of care rather than active contributors to their community. This study examines “Kihon no Ki,” a practical learning initiative implemented at Zengyo Danchi in Fujisawa, Japan. The program is structured around four life domains—social participation, well-being, preventive health, and end-of-life preparation—delivered through 15-minute modular “life-hack” sessions. This design ensures cognitive accessibility and immediate practical application for residents.

Research Methods

This study employs practice-based analysis of “Kihon no Ki,” drawing on program documentation (curriculum design, lecturer composition, governance structure) and implementation records from sessions held in August 2024 and November 2025. The analysis focuses on how program design and cross-sector governance jointly enable the shift from passive recipient to active community agent.

Results and Discussion

The program’s novelty lies in its modular delivery format specifically designed for older adults familiar with short-form digital media. By moving away from conventional academic lectures to compact, high-impact modules, it facilitates a more flexible and inclusive learning environment. Furthermore, the program is sustained by a cross-sector governance model involving universities, NPOs, and local government, which integrates professional expertise with grassroots community needs.

The findings suggest that this modular approach effectively shifts seniors from service recipients to agents of community revitalization. It demonstrates that educational interventions can be a powerful tool for urban revitalization by empowering older adults to address local challenges autonomously. This program provides a practical and scalable pedagogical model for aging urban environments globally, demonstrating that cross-sector

governance between academia, NPOs, and local government can effectively address the structural challenges of marginalized aging communities.

Keywords: older adult learning, pedagogical model, super-aged society, marginalized community, shared leadership