



Summary

# Mie Prefecture Educational Vision

~Creating a Brighter Future for Children~



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## Creating a Brighter Future for Children

The Mie Prefecture Board of Education has established the “Mie Prefecture Educational Vision” that outlines the educational direction to be taken in Mie Prefecture over the order to achieve the ideal form we have envisioned for 10 years from now. In this vision, schools, families, and communities work together, serving as the

cornerstone of a society-wide effort to



## Overview

### 1 Basic Philosophy

The “Basic Philosophy” underpinning Mie’s educational approach is explained below. This philosophy permeates the Educational Vision. “We” refers to society as a whole, including schools, families, and communities.

**We believe in our children  
and strive to bring schools, families, and  
communities together as one  
to bring out the great potential in children,  
creating a bright future**

*Uniting Our Strengths to Create a Brighter Future for Our Children*

### We Believe the Nature of Education is “Bringing out the Potential in Children”

Looking at today’s rapidly changing times, we believe the nature of education, which remains unchanging regardless of society’s changes, is “bringing out the great potential in children” , and we have placed this at the center of our basic philosophy.

Every child has in his or herself the power to grow; tremendous potential for rich growth. To bring out this potential in all children, to provide support tailored to each stage of their development, to remove barriers and obstacles to their growth, and to support them such that they can become independent and members of society -- these are the fundamentals of education.

### Our Two Declarations

We have established two principles as the guiding principles of this vision, ideas which everyone involved in education must keep in mind, and put into practice.

#### Believing in Children

**[Resolution 1] We believe in children. We look at things from the mindset of children.**

In order to draw out and cultivate children’s potentials, we do not see children as passive participants to be protected, but as “people with their own opinions who can play active roles of their own accord” .

Based on this view, education in Mie will not be one of “didactic instruction” and “blind rule adherence” , but “cultivating effort” and “having children think about the necessity of rules” . It will be education which believes in the ability of children, and which places importance on instruction which also includes “waiting”.

#### Schools, Families, and Communities Working Together

**[Resolution 2] Although our positions differ, we will work together, with all residents of the prefecture participating in education.**

Children grow and are enriched through what they learn, not only in school, but at home, from nearby relatives, through play with their friends, through their interactions with members of the community, and a wide range of situations.

There are concerns that the influence of the home and the community on education is waning, which make it essential that everyone in the prefecture takes a proactive educational approach to resolving the issues that cannot be handled by schools alone.



## 2 Competence We Wish to Develop in Children

We have organized the qualities that children will need to live in these rapidly changing times into the “competence of independence” and “competence of living with others”.

### (1) Competence of Independence (Competence to Create a Successful Future)

These consist of powers for facing the many issues that children will encounter, and to use their own judgment in overcoming them.

These include strengths and abilities such as “learning power”, “autonomy”, “desire and power to dream”, “confidence, self-respect, and self-affirmation”, “health and physical strength”, and “views of careers and work”.



### (2) Competence of Living with Others (Competence to Build a Future in Living with Others)

These consist of competences for supporting each other and creating a new society through ones interactions with others.

These include strengths and abilities such as “will and attitude of respect for human rights”, “respect for ones own life, and the life of others”, “societal and communication strengths”, “awareness of social norms”, “concern for the good of the community, and desire to participate in society”, “thankfulness and consideration”, “ability to be moved”, and “love of Mie”.



## 3 Basic Policies

Seven “Basic Policies” have been established as fundamental approaches to achieving the “Basic Philosophy”. These seven “Basic Policies” permeate the Vision.

### 1 Cultivate an attitude of acceptance of individual differences, and develop individuality

We cultivate an attitude of acceptance of individual differences and differences in values, increasing our ability to live together. We implement finely tailored education that develops children’s individual abilities on a one-by-one basis.

### 2 Offer consistent education from a child’s point of view

We offer education, from a child’s point of view, based on consistent policies. We promote a consistent approach to children’s growth through coordination of children’s education that spans grade levels and school types.

### 3 Create schools that children find engaging

We promote improvements and initiatives in school and class operation, etc., to create schools that children find fascinating, and conducive to their taking active roles in their learning activities.

### 4 Create community-based schools

We create trusted, community-based schools which work together with communities, supporting each other and helping each other develop further.

### 5 Create environments in which educators are engaged in working with children

We create environments in which, under the leadership of principals, educators can exhibit their creativity and ardor, working with children and dedicating themselves to mentorship.

### 6 Utilize local educational resources

We utilize the beautiful nature and rich history and culture of Mie Prefecture, and its many people, active in a wide range of fields, in the education of our children.

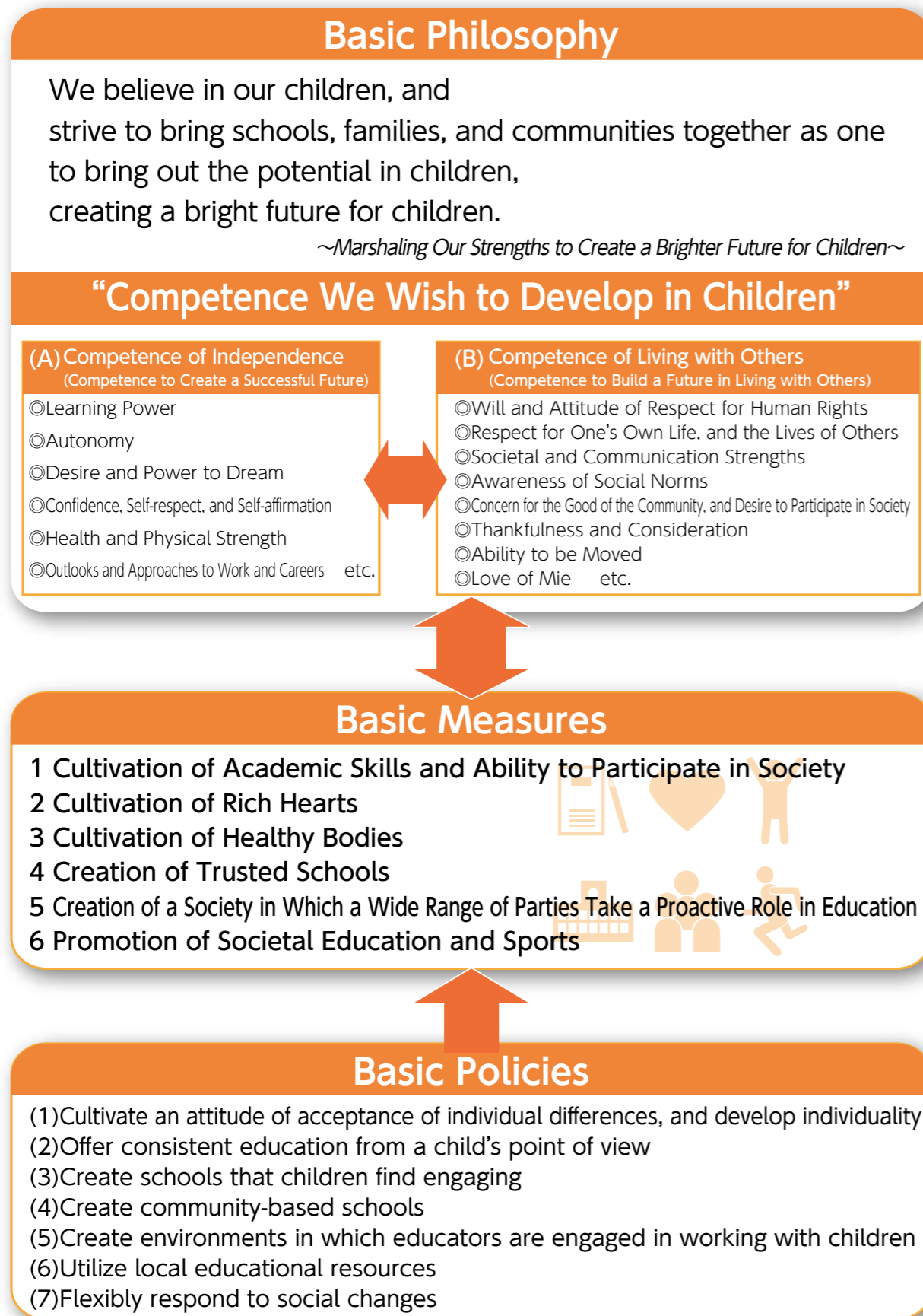
### 7 Flexibly respond to social changes

We implement an educational approach accurately and flexibly responding to the changing social conditions which affect education, such as declining birth rates and the aging of society, globalization and internationalization, and our increasingly information-based society.

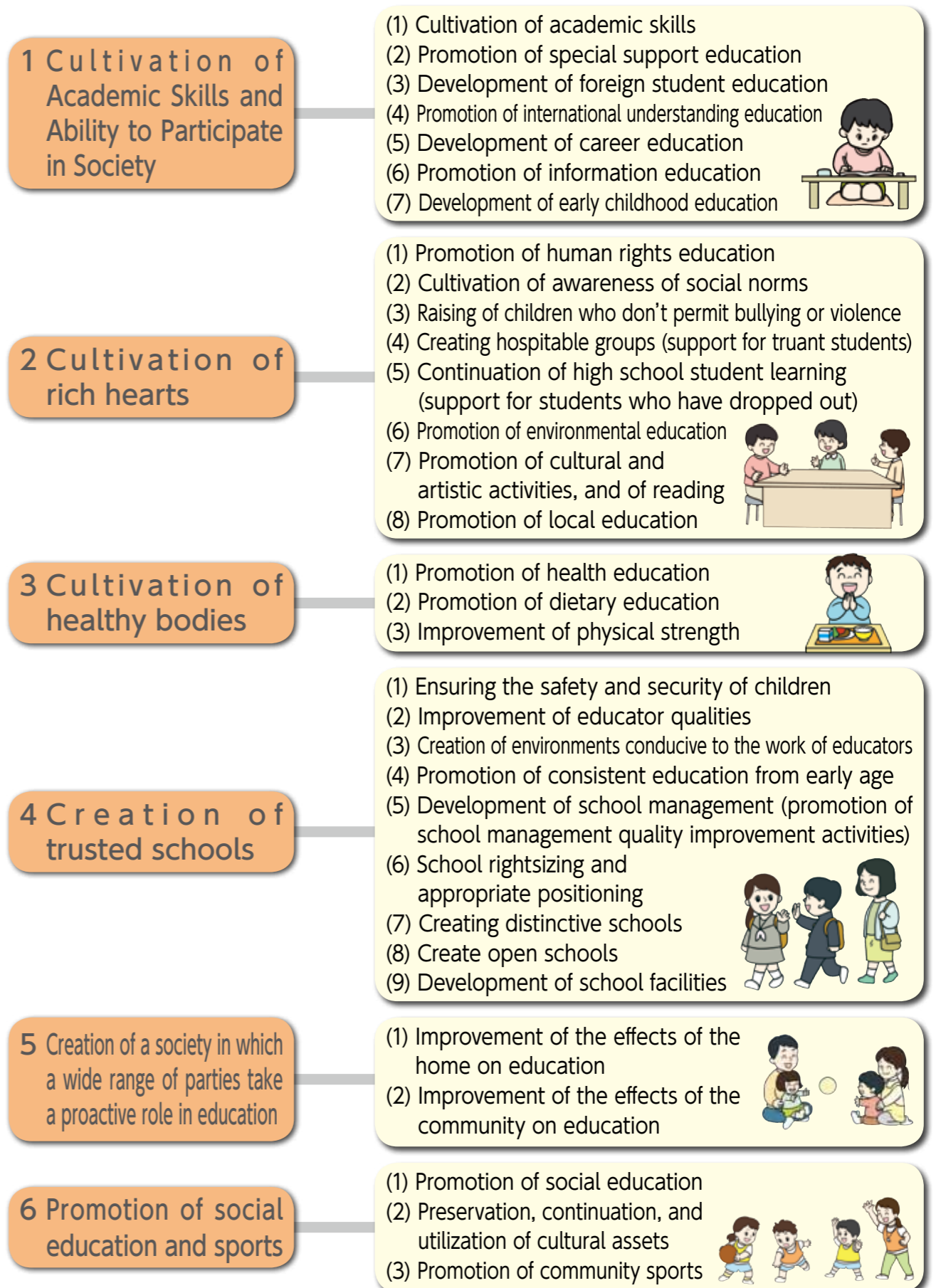




## Framework of the Vision (Concept Diagram)



## Detailed Breakdown Measure Framework



# 1. Cultivation of Academic Skills and Ability to Participate in Society

## 1. Cultivation of academic skills

We place importance not only on “what was learned” , but “how it will be applied” as well. We will promote a consistent “Mie Education” approach, cultivating problem-solving abilities and the ability to learn with others and thereby help each other reach new heights.

To parents and guardians

Watch over the studies and lives of children, recognizing their efforts, and offering them encouragement, in order to increase their drive to learn, and establish learning as a habit.



Main Initiatives

- Promotion of consistent “Mie Education” from preschool age
- Promotion of small-group instruction
- Improvement of leadership abilities of educators
- Enhanced coordination with families and communities, etc.

## 2. Promotion of special support education

We will cultivate a mindset of mutual respect between children with disabilities and those without. We will also enrich the support and guidance whose objective is further bringing out the individual abilities of children with disabilities, so that they may become more independent and participate more fully in society.

To parents, guardians, and members of the community

Help children with disabilities bring out their potentials, so they may live more proactive lives as part of the community.



Main Initiatives

- Creation of a consistent support structure, from early age to graduation
- Enrichment of guidance and job assistance
- Increase of educator specialization
- Establishment of special support schools

## 3. Development of foreign student education

Our approach to foreign student education is based on the principle that “each and every foreign student is an indispensable member of society” . We will coordinate with the community to promote education targeted at their abilities of self-expression.

To members of NPOs and companies

We appreciate your cooperation in the society-wide creation of an education support network, and the establishment of an environment in which foreign children can feel secure in their studies.



Main Initiatives

- Enrichment of Japanese language education
- Support for learning of knowledge and abilities necessary to function as member of society
- Establishment of school leadership structure
- School enrollment guidance and consultation, and support for education track selection measures
- Promotion of multicultural education

## 4. Promotion of international understanding education

We will raise people who will receive the trust of international society. In order to accomplish this, we will cultivate an attitude of respect for differing cultures and concepts of value, the ability to think on a global scale, and the communication abilities of children.



To parents, guardians, and members of the community

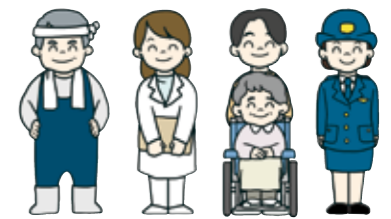
Through the promotion of grass-roots community-based international exchange, and living together with people of other countries, let us create a society of multiple cultures working together.

Main Initiatives

- Promotion of international understanding and enrichment of international exchange activities
- Cultivation of English communication skills
- Enrichment of foreign language activities in elementary schools
- Improvement of qualities of English educators, etc.

## 5. Development of career education

We will cultivate positive outlooks and approaches to work and careers, as well as the basic qualities and capabilities required of professionals. To do this, we will convey the “value of work” , while implementing systematic measures such as creating opportunities for children to experience working in various occupations.



To parents and guardians

Share responsibility for household work with your children, creating opportunities for them to learn about family work, and discuss with them the meaning, joys, and rigors of working.

Main Initiatives

- In-depth career education throughout educator activities
- Promotion of organizational and systematic career education
- Promotion of coordination with families, communities, government, etc.
- Promotion of vocational education which takes advantage of specializations
- Job placement support

## 6. Promotion of information education

We will provide the appropriate information needed by children to take proactive roles in the future’s advanced information society, and cultivate their ability to select appropriate information and make use of that information. We will also promote information morality education, such as guidance regarding the use of mobile phones, etc.



To parents, guardians, and members of the community

In order to allow children to use mobile phones and computers safely and effectively, adults should also learn how to use them, and establish rules governing their use by children.

Main Initiatives

- Cultivation of information utilization skills
- Enrichment of information morality education
- Improvement of ICT usage teaching abilities of educators
- Enrichment of school ICT environments

## 7. Development of early childhood education

We will promote the coordination and cooperation of nursery schools, daycares, families, and communities. Through a wide range of play-based experiences, we will establish a foundation for children to lead their lives as better people.



To parents, guardians, and members of the community

Early childhood is a very important stage, as it is the formative period which shapes children as human beings through the rest of their lives. Cooperate with nursery schools and daycares in order that children may live emotionally healthy and physically healthy lives.

Main Initiatives

- Improvement of qualities and abilities of nursery school and day care staff
- Promotion of coordination between nursery schools, preschools, and elementary schools
- Creation of next-generation education sites open to the community
- Promotion of government measures related to early education



# 2.Cultivation of rich hearts

## 1.Promotion of human rights education

In accordance with the "Mie Prefecture Human Rights Education Basic Policy", we take a prefecture-wide total approach to human rights education. We nurture children's abilities to protect their own human rights, as well as the human rights to others.



### To residents of the prefecture

Please cooperate in the creation of an environment where children can feel that each and every one of them are important as individuals.

### Main Initiatives

- Promotion of "schools with a rich sense of human rights"
- Promotion of initiatives targeted at individual human rights issues
- Promotion of "communities which value human rights"
- Enrichment of educational opportunities related to community universal design

## 2.Cultivation of awareness of social norms

We convey the importance of obeying rules and respecting others, while also valuing the role of learning on ones own. We cultivate children's awareness of social norms throughout society, during not only ethics classes, but also a wide range of opportunities.



### To residents of the prefecture

Adults should reflect on their own behavior, and strive to act even more morally, working together with schools, families, and communities to cultivate awareness of social norms in children.

### Main Initiatives

- Cultivation of an awareness of social norms throughout school education
- Promotion of appropriate and firm direction and guidance, and activities for self-improvement, etc.
- Promotion of ethical education in coordination with homes and communities, etc.
- Enrichment of volunteer activities

## 3.Raising of children who don't permit bullying or violence

We cultivate children's abilities to think and act on their own, in order to increase their sensitivity to human rights, and their ability to solve problems on their own. We steadfastly protect victims, and take swift and appropriate action.



### To residents of the prefecture

Let us raise our individual voices and act to eliminate bullying and violence from the adult world, creating a society in which people may live in peace and security.

### Main Initiatives

- Support for self-motivated children's activities
- Initiatives for the improvement of communication abilities
- Early stage identification and handling of bullying and violence
- Promotion of coordination with families, communities, and related organizations
- Handling of Internet bullying

## 4.Creating hospitable groups (support for truant students)

We promote the creation of enjoyable schools which all children can attend in comfort and safety. We work together with other organizations, providing support from a children's perspective, in order that truant children may participate in society.



### To those providing support for truant students

Please ask children what they want to do, take time to listen to them, without merely forcing the adult perspective on them, and decide what type of support to offer.

### Main Initiatives

- Promotion of appealing schools and classes
- Development of education consultation systems both inside and outside schools
- Support for truant students

## 5.Continuation of high school student learning (support for students who have dropped out)

We make high school life more meaningful by enriching junior high school guidance counseling and creating appealing senior high schools. We provide support for the reorientation of children who wish to change their future course of action.



### To parents and guardians

Please value the interests and aptitudes of junior high school children while consulting with them regarding which senior high school to attend.

### Main Initiatives

- Enrichment of junior high school course guidance and information provision by senior high schools
- Enrichment of educational guidance, and creating more distinctive and appealing educational guidance
- Enrichment of education consultation structures, and appropriate utilization of school transfer systems

## 6.Promotion of environmental education

We cultivate in our children, who will be the standard bearers of the next generation, a proactive attitude towards environmental conservation and creation. In order to do so, we, as a society, offer a variety of environmental learning opportunities as part of community activities and daily life.



### To parents and guardians

Through environment-friendly habits, such as water conservation, power conservation, and garbage reduction, raise the environmental consciousness of our children.

### Main Initiatives

- Promotion of environmental education in schools
- Promotion of environment-friendly school design
- Enrichment of opportunities to consider environmental problems

## 7.Promotion of cultural and artistic activities, and of reading

We promote cultural, artistic, and literary activities which cultivate rich emotional sensitivity and sentiment. We promote, throughout society, a variety of cultural and artistic activities, and initiatives to bring children and books together, establishing reading habits.



### To parents, guardians, and members of the community

Please cooperate in the cultivation of children's emotional sensitivity through measures such as opportunities to experience authentic cultural arts, and family and communal "reading times".

### Main Initiatives

- Enrichment of opportunities to experience authentic cultural arts
- Enrichment of cultural activities, through coordination with communities
- Enrichment of opportunities for presentations by children
- Enrichment of reading activities
- Effective utilization of school libraries

## 8.Promotion of local education

We promote the use of local assets, such as our nature, culture, and people, in local education. We cultivate children's love of their homeland, and their desire to contribute to their communities, while valuing increased community vitalization.



### To parents, guardians, and members of the community

Please pass Mie Prefecture's cultural heritage on to the children, and cooperate in the local education performed in schools and communities.

### Main Initiatives

- Development of teaching materials related to local communities and Mie Prefecture
- Promotion of local education together with local communities
- Promotion of hands-on activities which make use of local mountain and fishing assets
- Development and utilization of a new prefectural museum

# 3.Cultivation of healthy bodies

## 1.Promotion of health education

We cultivate children's abilities to improve the health of their minds and bodies. We coordinate with medical institutions, etc., to enrich our health guidance and consultation offerings, handling a wide range of health issues, such as allergies and mental health.



### To parents and guardians

It is important to establish healthy habits from a young age to maintain ones mental and physical health throughout ones life. Please make constant efforts to ensure that your children live healthy, regular lives

### Main Initiatives

- Promotion of education about life
- Enrichment of consultation systems
- Promotion of health guidance
- Enrichment of coordination between schools, families, and communities, etc.

## 2.Promotion of dietary education

We convey to students accurate information about food, cultivating their ability to establish healthy dietary habits. In order to do this, we will work together with families and communities, utilizing hands-on activities, etc., to promote dietary education, which also leads to the cultivation of rich sensitivities.



### To parents and guardians

Please provide dietary education in the home as well, obeying the three health pillars of diet, exercise, and sleep, making sure that children are early to bed and early to rise, and that they eat breakfast, as well as making meals an opportunity for family communication.

### Main Initiatives

- Enrichment of dietary related guidance
- Enrichment of school meals
- Awareness raising for families
- Enrichment of nutrition guidance education and support systems

## 3.Improvement of physical strength

We establish daily exercise habits in order to create healthy bodies for our children. In order to do this, we continue to value competition and recognize effort, while cultivating the enjoyment of exercise.



### To parents and guardians

Call on children to exercise once a day in order to foster a love of exercise, and participate together with them in exercise and sports.

### Main Initiatives

- Improvement of educator qualities and class approaches
- Continued implementation and effective utilization of the new physical fitness test
- Exercise environment establishment
- Enrichment of extracurricular exercise activities

# 4.Creation of trusted schools

## 1.Ensuring the safety and security of children

Schools, families, and communities will work together to create safe, secure environments in which students may study. We also enrich our safety related education, such as disaster prevention, crime prevention, and traffic safety education, nurturing children's ability to protect themselves from danger.



### To members of the community

In order to ensure the safety and security of children, each person should do what they can under the banner of "members of the community working together to protect the children of the community" .

### Main Initiatives

- Cultivation of risk awareness and enhancement of risk management
- Enrichment and promotion of safety education and guidance
- Promotion of disaster prevention education focusing on helping oneself and helping each other
- Establishment of safe and secure environments
- Enrichment of school excursion support

## 2.Improvement of educator qualities

We link educator training, hiring, and workshops, cultivating teachers with "a sense of drive and mission" , "problem solving abilities based on specialist knowledge" , "well-rounded character" , and "the ability to think about things from a child's perspective" .



### To universities and other higher educations, and businesses

Please continue to assist, in universities and higher educations, in cultivating future teachers who fit the ideals Mie has for educators. Please continue to assist, in businesses, in receiving educators for social training.

### Main Initiatives

- Coordination between educator training institutions and education boards
- Implementation of educator hiring with an emphasis on the educator as a person
- Implementation of diverse workshops and lectures, and ensuring of training opportunities
- Vitalization of on-the-job training

## 3.Creation of environments conducive to the work of educators

We promote initiatives to ensure that educators have the time to interact with children, in order to enrich our educational system which places value on every individual. We also promote workplaces in which educators feel a strong sense of drive and motivation.



### To parents, guardians, and members of the community

Please proactively cooperate in providing support to schools, using your wide range of knowledge and experience, in order to ensure that educators have time to interact with children.

### Main Initiatives

- Work streamlining and efficiency improvements
- Utilization of external human resources and retired educators
- Creation of structures for handling difficult issues
- Support for physical and mental health management of educators



### 4 .Promotion of consistent education from early age

Our schools coordinate with each other, from early childhood through senior high school, promoting carefully crafted education based on consistent principles. We undertake initiatives such as the consideration of structures for smoothly and accurately passing over information essential for personally tailored guidance.



To parents, guardians, and members of the community

Let us coordinate between all schools, members of the community, and guardians, in order to create a network and advance measures for raising children until they are ready to take their place as members of adult society.

Main Initiatives

- Coordination between nursery schools, daycares, elementary schools, junior high schools, senior high schools, and special support schools
- Promotion of coordination and cooperation with families and communities
- Coordination between senior high schools and universities

### 5 .Development of school management (promotion of school management quality improvement activities)

We reevaluate current conditions from the perspectives of children, parents and guardians, and members of the community, and strive to implement continuous improvements, in order to create schools which match with our ideals. This enable schools to strive to become even better schools on their own.



To parents, guardians, and members of the community

We value the perspectives of children, parents and guardians, and members of the community, in our promotion of creating even better schools, and in this we request your understanding and proactive cooperation.

Main Initiatives

- Support aimed at creating a richer lineup of initiatives
- Training for those in managerial positions
- Cultivation of central figures
- Holding of networking events, etc., for the sharing of actual case examples
- Enrichment of school evaluations

### 6 .School rightsizing and appropriate positioning

As the number of children falls, it is important to have a perspective of maintaining and improving the vitality of educational activities. We advance measures to ensure appropriate sizing and positioning of schools, in accordance with their types, while taking into account the feelings and opinions of the community.



To members of the community and residents of the prefecture

We continue to listen to your opinions as we work to reorganize and vitalize prefectural senior high schools, and we appreciate your continued cooperation.

Main Initiatives

- Support for municipal boards of education
- Promotion of senior high school rightsizing and appropriate positioning
- Support for long-distance school commuting, etc.

### 7.Creating distinctive schools

We work to make senior high schools more distinctive and appealing, and make improvements to the school entrant selection system, etc., placing emphasis on "responding to the varied needs of students" and "students actively selecting schools and engaging in studies" .



To members of the community and residents of the prefecture

To create schools which respond to the varied needs of students, and which are distinctive and appealing, we need your wide-ranging opinions, and appreciate your cooperation.

Main Initiatives

- Promotion of more distinctive, appealing senior high school education
- Flexibility in part time and correspondence education enrollment types
- Implementation of appropriate senior high school entrant selection
- Promotion of consistent education through junior and senior high schools

### 8.Creating open schools

In order to create a richer set of educational activities, we promote, among other things, the participation of parents, guardians and members of the community in school operations. We work towards the creation of an open school structure, one with the community, which takes advantages of what the community has to offer.



To parents, guardians, members of the community, and residents of the prefecture

Please offer your frank opinions regarding school operations so that we can better promote the creation of schools open to the community. We look forward to your active participation.

Main Initiatives

- Utilization of community schools, etc.
- Utilization of community educational strengths
- Return of educational assets to the community
- Enrichment and permeation of school evaluation system

### 9.Development of school facilities

We work to develop school facilities that are "safe, secure" , "easy for anyone to use" , "able to flexibly respond to change" , "environment-friendly" , and which "harness local culture" .



To members of the community

Schools are places for children to learn, and also serve important roles as evacuation sites in the case of disasters. Please use school facilities appropriately when using them in community activities, etc.

Main Initiatives

- Promotion of earthquake resistance
- Safety measures and lifespan extensions for facilities
- Barrier-free facility creation
- Installation of solar power generation facilities



# 5. Creation of a society in which a wide range of parties take a proactive role in education

## 1. Improvement of the effects of the home on education

We promote efforts to improve home educational strengths, and support for those efforts, throughout society. Schools serve as the first places people can turn to for consultation, and provide a richer array of education for deepening understanding of families and their roles.

### To parents and guardians

- Raising children is a wonderful endeavor that shapes the world of tomorrow. Please convey to children the beauty of living positively.
- A proper upbringing is a gift to a child. Please work together with children in creating household rules, etc.

### To members of the community

More and more families feel insecure about childrearing. Provide encouragement and support to households throughout your community.



### Main Initiatives

- Promotion of coordination between schools, families, and communities, etc.
- Support aimed at creating a richer lineup of exchange and consultation opportunities
- Sending a message of the importance of home education in order to achieve its further enrichment
- Promotion of overall societal understanding
- Enrichment of education concerning children's future role as parents to the next generation

## 2. Improvement of the effects of the community on education

We work to create conditions conducive to the protection and raising of children, not just by households with children, but society as a whole, by reaching out to members of the community. We also make active use of the efforts of the members of the community in school education.

### To parents, guardians, and members of the community

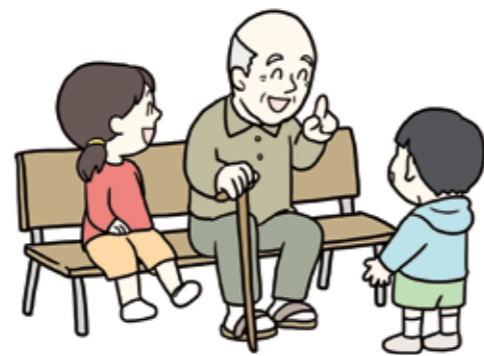
Please put the results of "learning" to good use, and participate in community creation and school support initiatives.

### To parents and guardians

Please work together with other parents and guardians, and members of the community, and participate in initiatives for community-wide raising and guidance of children.

### To companies

Please provide your cooperation in activities such as onsite workplace experience opportunities and career lectures in order to further cultivate the social nature of children.



### Main Initiatives

- Improvement of the effects of the community on education through the participation of community residents
- Promotion of and support for creation of activity spaces for children after school, on weekends and holidays, etc.
- Promotion of community-based support for schools
- Return of educational assets to the community

# 6. Promotion of societal education and sports

## 1. Promotion of social education

We strive to enrich community social education activities. We also promote coordination between school education and social education, realizing the twin objectives of cultivating children with rich hearts, and contributing to more meaningful lives of the community members.



### To members of the community

Please use the wide range of social educational facilities available, and the activities they offer, increasing ones attachment to and pride in the community. Please help cultivate rich hearts in our children.

### Main Initiatives

- Holding of lectures, etc., linked with school education in social education facilities
- Creation of opportunities for personal cultivation and the sharing of information
- Recognition of social education initiatives
- Enrichment of social education facilities

## 2. Preservation, continuation, and utilization of cultural assets

We promote the utilization of cultural assets in school education through measures to allow children to "experience" these cultural assets. We also promote the understanding of cultural assets by all residents of the prefecture, and strive to create an appealing community which makes use of these cultural assets.



### To parents and guardians

Cultural assets are teaching materials that span the generations. In order to foster children's love of and pride in their home, please go out together with them and experience the cultural assets Mie has to offer.

### Main Initiatives

- Preservation and continuation of cultural assets
- Supply of information regarding cultural assets
- Coordination with school education
- Support for cultural asset utilization

## 3. Promotion of community sports

We promote lifelong sports participation through wide area sports centers and integrated community sports clubs. Through consistent training from the junior level, and the training and securing of instructors, we strive to promote competitive sports.



### To members of the community

Let us create and cultivate "integrated community sports clubs" as centers for community sports, and actively participate in sporting activities.

### Main Initiatives

- Utilization of wide area sports centers
- Providing of sports opportunities
- Competitiveness improvement measures
- Sports facility development and operation

# What We Wish from “Families”

~ Carrying Out Ones Role as the Starting Point of Education ~

- ◆ Please provide a warm environment that children can always turn to.
- ◆ As the “starting point” of education, please provide support for your children, that they may establish basic lifestyle habits and grow, both in body and in spirit.
- ◆ Many aspects of school education, such as the creation of study and exercise habits, are greatly aided by the cooperation of families. Please establish strong ties with schools, and help further their educational effects on your children.
- ◆ Please understand the importance of the efforts of PTAs and Kodomo Kai, and participate in their efforts.



# The Role of “Schools”

~ Creating Trusted, Open Schools ~

- ◆ Schools cultivate children’s “powers of independence” , and “powers of cooperative living” .  
In order to do that, they work to create school environments in which children can study in comfort and safety.
- ◆ Educators feel a strong sense of drive and purpose, and work to bring out the boundless potential in each child.
- ◆ Schools strive to be trusted schools which are open to the community.



# What We Wish from “Communities”

~ Community-Wide Educational Participation and School Support ~

- ◆ Please offer children a variety of opportunities for exchange and new experiences, in order to cultivate their well-rounded characters.
- ◆ Provide community-wide support for schools, and encouragement for childrearing and family education.
- ◆ Companies, please work to create work environments which are supportive of childrearing. Use your special knowledge and skills in taking a proactive approach to participating in educational activities.
- ◆ Universities and higher education, return educational resources to community children and schools, and support the enrichment and development of compulsory education and senior high school education.



## Realizing the Vision

Let Us Combine the Strengths of Schools, Families, Communities, and Government

In order to realize the Basic Philosophy behind the Vision, it is vital that schools, families, communities, and the government share the same mindset, collaborating and cooperating in order to assist with the growth of children. Schools and the government play their own parts, but there are also things we wish to ask of families and members of the community.



# The Role of “Government”

~ Creating a High Quality Educational Environment ~

- ◆ The government supports schools in order to enrich the education available to children, creating high quality educational environments.
- ◆ They establish plans whose objectives are the realization of the Vision, and provide necessary advice and direction to schools and educators.
- ◆ They work to engage parents, guardians, members of the community, and members of industry, in educational activities, and provide support for that participation.
- ◆ They provide high quality organizational management in order that the entire system, including schools, functions smoothly.

