

July 13, 2025

Statement for the 68th Conference of the Japan Association of Home Economics Education

The Japan Association of Home Economics Education issued the following statement for the 68th Conference.

In a society that strives for the realization of well-being for all, home economics education has long provided a field where children and students can explore and grow toward achieving well-being through practical, hands-on activities. In the coming era of digitalization and Digital Transformation, home economics education holds the potential to play an even greater role. Furthermore, to make this new digital era a truly humane society, the perspective of home economics—which views and puts well-being into practice from the standpoint of the individual, families and communities—is essential.

For a long time, the Japan Association of Home Economics Education has viewed the lack of a suitable environment for home economics education to fully fulfill its crucial role as a significant issue. Immediately after the 67th conference in July 2024, the association issued a "Letter of Request: Request for Clarification of the Role of 'Home Economics' Education and Enhancement of its Environmental Foundation in Primary and Secondary Education—To Secure Learning for the Realization of Well-being." This letter requested the continuation of home economics as a required subject in elementary, junior high, and senior high schools. The letter continues with the request of the securing 35 class hours per school year for "Home Economics field in Technology and Home Economics" in junior high schools, maintaining 4 credits for "Home Economics" in senior high schools, and placing full-time teachers with a general teaching license for the subject ⁽¹⁾.

At the December 2024 association annual meeting, we held a symposium on the same theme as the previously issued letter of request. It was intended to deepen discussions on the role of home economics education in achieving well-being. At this 68th conference, we organized a symposium and round table discussions on the theme of "Home Economics and Well-being." We explored how students and teachers perceive and strive to achieve well-being through home economics, and we also presented reports on practical teaching methods from a well-being perspective to better demonstrate the potential of home economics education.

Building on the continuous activities of our association, we are now at a stage where home economics education must more proactively develop its educational practices to realize the well-being of each individual child, as well as that of their family life, community, and society as a whole. Under the consistent positioning of home economics education from elementary through high school, in line with its core principles, we will continue to advance our

research and practices.

To this end, we must pursue to advocate for the enhancement of the foundational environment for home economics education. In the ongoing discussions for the revision of the Course of Study, the direction is leaning toward separating the "Technology" and "Home Economics" fields within the "Technology and Home Economics" subject in junior high school, driven by the expansion of information education. In response, the Japan Association of Home Economics Education made a board decision and publicly released a "Letter of Request: Regarding Class Hours for 'Technology and Home Economics' in Junior High School." Currently, the combined two fields of "Technology and Home Economics" have been allocated 70 class hours in the first year, 70 in the second year, and 35 in the third year, which has resulted in a critical shortage of time to ensure the necessary learning for students. Going forward, we request that discussions on the enhancement of the home economics field proceed in parallel with the discussions on the technology field. We are advocating the need to secure a sufficient number of class hours (35 hours per school year) to establish home economics as an independent subject and to ensure stable learning conditions for students in each grade ⁽²⁾.

In the forthcoming full-scale deliberations on the revision of the Course of Study, we will strongly urge a sincere and fundamental debate about the optimal structure of the curriculum. We believe this is essential to ensure home economics can fully play its role in contributing to the well-being of students and the creation of better lives, while also collaborating with other subjects to advance primary and secondary education in a comprehensive manner.

Notes:

- (1) Letter of Request: Request for Clarification of the Role of 'Home Economics' Education and Enhancement of its Environmental Foundation in Primary and Secondary Education—To Secure Learning for the Realization of Well-being. (July 26, 2024)
- (2) Letter of Request: Regarding Class Hours for 'Technology and Home Economics' in Junior High Schools. (June 15, 2025)