

<p>3. Study on Qualities and Competencies to Be Fostered in Students through School Education Leader: YAMANE Tetsuo, NIER Deputy Director-General</p>

(1) Purpose and Aim of Study

This study explores basic approaches to determining the types of qualities and competencies that need to be fostered in school education in the present climate of social change and rapid transformation of the environment for school education, and considers what kinds of evidence and methods can be presented to substantiate the need for such qualities and competencies. The study aims thereby to become a basic resource to inform the development of educational policy into the future.

(2) Outline of Research Results

- The study reviewed the Courses of Study, the Cumulative Record of Education, and reports of the Curriculum Council for the period from 1947 to 2003, in order to identify changes in the types of qualities and competencies demanded of school education in Japan over this period, and the backgrounds and issues informing these demands.
- As regards the types of student qualities and competencies that should be fostered through school education, the current situation in 14 different countries was analyzed and a research report produced. Relevant documents were translated and compiled for use in the research.
- It was confirmed that the key competencies advocated in OECD's DeSeCo center on the development of capacities to apply knowledge and skills, and are thus closely related to the aims of this study.
- A questionnaire survey of elementary and lower secondary school principals and parents/guardians was conducted concerning the types of qualities and competencies that school education should foster in children. Many of the responses to this survey highlight the importance of developing interpersonal relationships.

- Materials concerning the thinking behind the EU core competencies and the current status of curriculum development centered on those competencies in Northern Europe were translated and presented as reference materials for research. The study was also able to use questionnaire survey results and case studies from other countries to shed light on the types of qualities and competencies to be fostered in school education.

The three-year term of the study proved to be too short to enable sufficient identification of grounds and methods for substantiating the necessity of the qualities and competencies to be fostered in school education, and particularly the methods to be used to foster those qualities and competencies.