Towards a Home Economics in the Era of the 100-Year Life

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1. Home Economics and the Era of the 100-Year Life

We are now in an age of rapid social change driven by dramatic increases in human longevity, a phenomenon referred to as the “Era of the 100-Year Life.” The implications go far beyond life expectancy to encompass qualitative changes in how we live. Indeed, the societal shift we’re experiencing may be seen as unprecedented in human history.

In order to effectively adapt, we must fundamentally rethink almost every aspect of societal life—e.g., how we learn, work, share familial responsibilities and interact with our surrounding communities. This process is essential to creating nurturing environments that foster well-being and empower individuals to lead fulfilling, meaningful lives over longer lifespans.

Amid these shifts, evolving conceptions of the human life course—the foundational premise underpinning home economics research and practice—are profoundly reshaping the discipline itself. By recognizing emerging trends and embracing innovative perspectives, this paper considers how home economics education can contribute to realizing a 100-year life era in which all people enjoy richer, more fulfilling lives across their extended journeys through life.

(1) What is the Era of the 100-Year Life?

In 1947, two years after the close of World War II, average life expectancy in Japan was 50.06 years for men and 53.96 years for women, while the percentage of those 65 and older (the elderly) stood at just 4.9%. Since then, Japan has successfully engineered a remarkable "longevity revolution”; at the close of the 20th century average life expectancy had increased by over 30 years. The latest figures show that in 2022, average life expectancy was 81.47 years for men and 87.57 years for women.

But perhaps the most important statistic is that the elderly now account for 29% of Japan's population, the highest rate in the world. Similarly, the percentage of elderly far exceeds that for Japan's children (ages 1–14) who account for just 12% of the population; this gap is the world's largest. In short, these imbalances are not just a matter of concern but indicative of a demographic crisis. Indeed, Japan appears to be facing challenges no other country has ever been forced to grapple with.

Looking at the number of centenarians—individuals aged 100 and older—we also find significant change. In 2022 there were 90,526 centenarians (88.6% of whom were women). By 2050 this figure is projected to reach 532,000, meaning that one in 200 Japanese will be 100 years old or older. On a positive note, in recent decades the physical and cognitive abilities, as well as the overall health of elderly individuals, have improved markedly, allowing Japanese to not only live longer lives but to achieve a healthier longevity.

The advent of the Era of the 100-Year Life signifies more than just increased longevity and an aging population. As the Japanese government recently put it, "This is no longer the Showa Era" (Cabinet Office, 2022), a reference to the period 1926-89 during which Japan rose from defeat in WWII to become an economic superpower. Here, the government was recognizing that the emergence of a new Japanese demography calls for a fundamental rethinking of the lifestyles and social systems established during the pre-World War II era of a 50-year life, and the postwar economic boom's era of the 70-year life.

Table 1-1. The Era of the 100-Year Life: Changes in Social Indicators

Year		1930	1960	1990	2020
Percentage of employed persons by industry	Primary Industry	49.7	32.7	7.1	3.3
	Secondary Industry	20.3	29.1	33.3	23.4
	Tertiary Industry	29.8	38.2	59.0	73.4
Average life expectancy (years)	Male	44.87	65.32	75.92	81.56
	Female	46.54	70.19	81.90	87.71
Survival rate to age 75 (%)	Male	14.81	36.12	63.04	76.03
	Female	22.10	51.47	79.85	88.18
Total Fertility Rate (TFR)		—	2.00	1.54	1.33
Unmarried	Male	1.68	1.26	5.57	28.25

individuals at age 50 (%)	Female	1.38	1.88	4.33	17.81
Household Composition: Married couples with children (%)		—	38.2	37.3	25.0
Household Composition: Single-person households (%)		—	16.1	23.1	38.1

Source: Created by the author based on data from the National Institute of Population and Social Security Research's "Population Statistics."

As shown in **Table 1-1**, the structure of Japanese employment has shifted dramatically, changing from primary and secondary to tertiary industries. The nuclear family household—typically consisting of a married couple with children and considered the norm from the 1960s through the 1990s—is in decline, while single-person households are increasing. Attitudes toward marriage have also diversified, reflected in an increase in the number of single adults. Finally, Japan's total fertility rate (TFR) remains well below the population replacement level. In short, the model family structure and concomitant way of life that many Japanese took for granted have largely disappeared, and we find ourselves now living in an era without clear social examples to follow.

(2) The Era of 100-Year Life and Home Economics

The societal changes mentioned above are forcing a rethink of the kinds of skills and knowledge individuals must possess to be fully productive members of society. According to the Science Council of Japan (2011), "In elementary, middle, and high schools, it is crucial to cultivate the ability to design life plans that will endure in an era of longevity as well as to foster foundational capabilities supportive of the long-lived society." In a similar vein, the Cabinet Office (2018) stated: "In an era of 100-year lifespans, people will no longer live linear lives of 'education, work, and retirement' but rather multi-stage lives. So that people may make the most of this new environment it is vital to foster lifelong education that helps the individual realize, from a long-term perspective, a rich and productive life." Clearly, the ability to proactively design one's own life path is more essential than ever.

The Course of Study guidelines announced in 2017 and 2018 by MEXT(Japan's Ministry of Education, Culture, Sports, Science, and Technology) also set forth new approaches and values that schools must begin to foster: "As the structure of

society and industry change and we transition to a fully mature country, all members of society will need to consider: what kind of future we wish to create; how we can make life in Japan more rewarding for all; how we can continue learning proactively so as to make use of our abilities over extended lifetimes; and how we might collaborate with increasingly diverse groups of individuals" (Central Council for Education, 2016). The guidelines also stress the importance of children's autonomy.

Unfortunately, however, these lofty goals remain far from being realized. Indeed, one important study found that Japanese children lack sufficient ability to apply what they have learned in school to problem-solving in their daily lives (UNICEF, 2017). A more recent study concluded that Japanese youth have limited exposure to diverse environments and groups. They are thus slow to recognize and grapple with mature issues, such as economic inequality, the importance of nature, or the values they wish to represent when collaborating with others (Science Council of Japan, 2020).

Additionally, the percentage of Japanese who believe they can effect societal change through their own actions is low (Cabinet Office, 2018). While most do exhibit a readiness to take on the challenge of protecting the environment, they appear to rarely engage in spontaneous or proactive actions in support of this goal. These are but a few examples of a more traditional mindset that must adapt and change in the years ahead.

2. Teaching the Era of the 100-Year Life: The Key Role of Home Economics

(1) Three Perspectives and Their Foundational Concepts

In the Japanese government's Course of Study guidelines for 2017 and 2018, instruction relating to "The Era of the 100-Year Life" is incorporated into home economics education at all three levels: elementary, junior high, and senior high school (MEXT, 2017, 2018).

At the elementary school level, focus is on how people from different generations, such as children and the elderly, interact within families and local communities.

In junior high school the focus shifts to collaboration and engagement with the elderly and other members of one's community.

At the senior high school level, students are taught from a lifelong developmental perspective. Topics include: the characteristics and challenges of each life stage from infancy to old age; lifelong planning; the physical and mental characteristics of the elderly; the social environment surrounding the elderly; and supporting the dignity, independence, and care of older adults—for example, through learning of the importance of support networks and caregivers.
The above content is structured around three perspectives and their foundational concepts, as shown in **Table 1-2**.

Table 1-2. Three Perspectives and Their Foundational Concepts

Perspective 1: Understanding the Aging Individual	**Foundational Concept: Lifelong Development**
Perspective 2: Understanding the Aging Society	**Foundational Concept: Eliminating Ageism**
Perspective 3: Bridging the Individual and Society	**Foundational Concept: Empowerment**

Source: Created by the author.

The first perspective focuses on how the individual experiences and undergoes aging; lifelong human development serves as the foundational concept. Key learning objectives include: understanding the lifelong development that humans achieve throughout their lives; how to design and live a fulfilling 100-year life, maximizing health and well-being; and empowering individuals to plan for, and plan out, their own futures.

The second perspective is based on a macro view of the aging society. Here, the main learning task involves acquiring the knowledge and skills necessary to better navigate and manage an aging society. To nurture children who can break free from rigid thinking and move society beyond existing frameworks, it is essential to teach about ageism (age discrimination) and how it can be combated at the individual, community, organizational, and societal levels. Relatedly, teachers must be made aware of, so as to guard against conveying, a so-called "hidden curriculum"—that is, unconscious biased messages conveyed by them and other adults. Here, a key principle is that the classroom environment must always be free from bias and supportive of fair and inclusive learning.

The third perspective connects individual aging with societal aging, bridging the micro and macro. Here, a key theme is how individuals might harmonize personal aspirations for a fulfilling life with the pursuit of a better society. The main learning objective involves proposing and taking action toward building communities in which diverse people respect and support one another, and so are able to work collaboratively to address both local and societal issues.

At the elementary and junior high school developmental stages, the three perspectives should not be directly taught to students as abstract concepts. Rather, teachers and surrounding adults should introduce these foundational ideas by developing learning activities based on "engagement and collaboration." Through such a process, the student comes to gradually internalize the different challenges and opportunities of the aging society. For high school students, who through their earlier education will have already developed foundational skills for connecting with older adults and an aging society, structured learning tasks—organized around integrating the three perspectives—should be introduced so that each student is able to deepen his or her critical and practical engagement.

(2) Understanding Lifelong Development

Let us now examine the foundational concept of lifelong development, which underpins Perspective 1, Understanding the Aging Individual. As stated in the government's high school curriculum guidelines: "Human beings continuously undergo physical and mental changes from birth to death, developing by overcoming challenges at each life stage" (MEXT, 2017). This passage reminds us that home economics' focus should not be limited to the kind of change referred to by terms such as "growth," which implies upward progress or improvement, primarily during the first half of life. Rather, the discipline encompasses human development over a lifetime, including transformative periods where individuals stop doing—often because they're unable to continue doing—key activities once taken for granted. In this way, home economics is supportive of the ongoing process whereby the individual acts to fulfill his or her potential at each life stage.

In short, whether through elementary and junior high school learning activities involving collaboration with older adults, or high school studies that address planning, managing, and analyzing modern life across all of its stages, the concept of lifelong development serves as a critical and foundational framework.

A key idea to emphasize here is that the driving force behind successful lifelong development is proactive agency—the willingness to actively engage with and shape one's environment through daily interaction. Passivity, in the sense of merely responding to external change, is rarely constructive. It is through the practice of intentional living—the conscious effort to understand one's own conditions, regularly reassess one's surrounding environment, and interact with those who make up said environment—that robust lifelong development becomes possible.

Viewing the individual through the lens of lifelong development gives new meaning to some of the basic aims of home economics education, such as learning about food and cooking, clothing and sewing, or budgeting and household management. While the importance of these life-sustaining activities is often emphasized in terms of maintaining health, achieving a comfortable living, and fulfilling one's role as a family member, adopting the perspective of lifelong development allows us to connect them to something broader: proactive engagement with one's environment as part of a complete and fulfilling life.

The study of cooking or sewing, for example, can be made more enriching in several ways. Students can be taught to consider where ingredients or fabrics originate or the impact their extraction has on the environment, leading to greater social awareness. Further, while such activities can be engaged in individually, they are particularly suited to communal settings and cooperative effort. In short, many practices taught through home economics should not be regarded as mere utilitarian skills. More broadly, they provide opportunities to cultivate creativity, sharpen problem-solving acumen, and engage in self-expression. In this way, their teaching reinforces the fundamental idea that lifelong development is rooted in active participation in life's routines.

A second critical insight that home economics can help accentuate is that individuals at different stages of life—children, the elderly, those with illnesses, injuries or disabilities—are all connected as part of the larger, lifelong development process. Respecting others as fellow human beings who, like us, are continually developing and adapting fosters an understanding of the inherent right of all people, regardless of life stage, to pursue well-being. Such awareness then becomes a driving force for collaborative efforts to create the tools, infrastructure and support systems necessary to uphold this right and see it realized.

Lastly, the lifelong development perspective helps us move beyond so much shallow thinking which overemphasizes individual strength and self-reliance. Instead, it transforms the traditional concept of "independence" into one that is realized through relationships, through the process of mutual recognition and support where differences are acknowledged and accommodated. This foundational outlook—applying empathy and critical inquiry to others—is essential for fostering deeper understanding in areas like child development, family dynamics, and community engagement. And it underscores the role home economics education must play in the creation of a nurturing society that values and supports, collectively, the lifelong development of every individual.

(3) Eliminating Ageism

The foundational concept underlying Perspective 2: Understanding the Aging Society is the elimination of ageism (age-based discrimination). In daily life, many individuals face prejudice and discrimination based on factors beyond their control; the most common examples are racism (racial discrimination) and sexism (gender discrimination). Ageism is often referred to as the third form of discrimination and can be seen as stemming from narrow, one-sided views of the elderly due largely to ignorance—for example, the belief that older adults' abilities are of little use in modern society (Butler, 1991). Prejudice, discriminatory behavior, and the harboring of stereotypes based solely on an individual's advanced age are evident in various areas of modern society, including interpersonal relationships, the workplace, and communal spaces. These biases are also prevalent in media, such as on TV and in film. Ageism can be seen in biased notions such as "many elderly people live in the past" and in an aversion to or desire to avoid the aged: "the best place for the elderly is somewhere they won't bother anyone" or "I don't want to spend much time with the elderly" (Harada, 2020). It can even lead to feelings of disdain, where seniors are looked down upon as those in physical and mental decline.

Ageism originally emerged as a concept through efforts to affirm the dignity and rights of older adults. But in a related, and welcome, development ageism's scope has been reinterpreted and broadened to include prejudice against the young. For example, there is discriminatory thinking that automatically links youth with immaturity. In the workplace, such biases can lead to young employees being taken advantage of and their rights disrespected. It is thus important that all forms of age-based discrimination be taught, discussed and critiqued.

Home economics is a discipline that teaches the activities of daily life and how they connect to family, community, material goods and one's surrounding society. It is thus crucial for children to become aware of and develop a sound understanding of the myriad groups that make up their society—people of different ethnicities, ages, socio-economic backgrounds, races, and religions—as well as the discrimination many of these groups have faced and continue to encounter. In this context, in its discussion of ageism and our aging society, home economics should never foster simplistic, short-term solutions that seek only to pacify or "cheer up" older adults. Rather, the primary goal must be to discard fixed assumptions and grasp current realities from a scientific and objective standpoint. Through this process the elderly come to be seen by students as diverse individuals who continue developing throughout life's later stages. Youth are then able to build meaningful relationships with the elderly and to appreciate, for example, the gift of wisdom based on experience that only the elderly possess. As a result, a desire to be truly helpful and supportive of older adults emerges organically.

To be sure, eliminating the ignorance and bias towards age that drive ageism is no easy task. One way to approach this challenge is to foster an accurate understanding of the processes that occur during normal aging. Physical transformation and a decline in certain physiological functions (in the absence of major disease) are natural, and progress at varying speeds depending on the individual. Such change is a universal, continuous occurrence that begins at birth and persists throughout each individual's life. It cannot be avoided or erased. But it can be understood, embraced and appreciated.

Understanding normal aging leads to a constructive perspective that sees the individual within the context of all life stages. These stages do not exist independently; rather, the conditions of one stage give rise to and support the next. Thus, in an important sense, life stages remain connected to one another and form a complex continuum which shapes the entire individual.

Learning about these perspectives enables students to gain an understanding that helps reintegrate relationships fragmented by age. By acquiring a viewpoint that sees issues affecting both youth and the elderly as lifelong human concerns, students experience a shift in perspective: young and old are recognized as full individuals who are continuously developing and capable of sharing common insights and experiences. This, in turn, strengthens cooperative bonds. In this

approach we find the foundation for intergenerational solidarity and the path to ending ageism.

Eliminating the ageism ingrained in individuals, communities, and societal systems, and freeing ourselves from fixed ways of thinking, does more than just enable a proper understanding of an aging society. It leads to a fuller understanding and appreciation of diversity, the rethinking of rigid gender norms, the strengthening of intergenerational relationships, and greater social inclusion and access for all. These are all crucial undertakings that will contribute to building the collaborative, inclusive society we envision.

(4) Empowering a Society of Constructive Coexistence

For the third perspective, Bridging the Individual and Society—which connects perspectives on the aging individual with those on our aging society—the foundational concept is empowerment. This is not only a key concept in home economics' foundational discipline of domestic science (IFHE, 2008) but also serves as a critical framework within home economics practice. At the individual level, "empower" refers first and foremost to the ability to realize one's inherent potential. For our purposes, it further refers to youth who have acquired a lifelong development perspective free from ageism. Such an enlightened mindset empowers the young to be active, constructive agents who nurture and even energize those around them, and who are cognizant of the remarkable potential that exists within their communities.

To bring out and develop the potential that children inherently possess, it is crucial to set appropriate challenges. In today's world, where issues related to the elderly and aging societies abound, youth are inundated with information offering one-size-fits-all, often pat solutions. However, such news-worthy items should never become the main subject of students' learning tasks. If focus is solely on the problems and challenges present in contemporary society, and the knowledge and skills taught are merely for solving these issues, then home economics learning becomes overly narrow and simply a way of adapting to the status quo. What youth need, as active participants in the Era of the 100-Year Life, is the opportunity to explore, free from the constraint of existing frameworks, new values, actions, and lifestyles that have potential to bring about positive social transformation. This involves students contemplating what constitutes a desirable way of life, learning to see and connect the interrelationships between various

aspects of daily life, and exploring strategies for better living. Here, the questions and activities developed by teachers are of great importance. For example, guiding children to reexamine privileges they likely take for granted and providing hints or encouragement that helps them think beyond fixed ideas and societal frameworks will help to draw out their full potential.

While rapid urbanization over the past 100 years has transformed communities in positive ways (e.g., higher material standards of living) a downside has been the fragmenting of local connections and, for so many, the weakening of interpersonal relationships. Rebuilding communities has thus become a pressing issue. To this end, it is vital to empower youth to become bold and innovative thinkers capable of realizing more cooperative and holistic societies. Through this process, children's education and empowerment can be a catalyst for constructive social change.

3. The Paradigm Shift Brought About by Home Economics Learning in the Era of the 100-Year Life

Thus far we have reviewed how home economics teaching can broaden children's views and values and help them acquire new capacities for action. Let us consider these points more extensively through the example of their learning about interaction and collaboration with older adults.

Table 1-3. Individual and Community Formation: A Comparison of New and Old Home Economics Approaches

	Home Economics in the Era of the 100-Year Life	Previous Home Economics Approaches
Criteria applied to the elderly	Mainly: Social and cultural aspects of aging "until now," "present," "from hereon"	Age level, with emphasis on physical and mental limitation "until now," "present"
Images of the elderly	Diverse individuals in various stages of lifelong development.	Polarized images. Either: Vibrant individuals who can work with and be active among youth; or, Individuals in need of support and care.

Societal role of the elderly	**Active members of society who can fulfill multiple roles.** **Seen as capable. Focus is on what the elderly *can* do.**	Elderly associated with role as grandparents. Individuals of a "different generation." Often seen as passive. Focus is largely on what the elderly *cannot* do.
Interactions between youth and the elderly	Proactive, continuous.	Usually in response to the elderly's particular needs. Occurs sporadically, often at events or on special occasions.
Distance between youth and the elderly	Close and within the community. A vital part of societal networks.	Elderly often removed from the community and not a part of societal networks.
Activities	Elderly are equal members of a symbiotic society where all people's abilities are respected and put to constructive use. Mutuality. Emphasis is on discovering each individual's potential and the potential of the community as a whole.	Emphasis is on creating special occasions for the elderly and assisting them or else asking them to do limited tasks. Relationships are fragmented, unidirectional.

Source: Created by the author

As shown in **Table 1-3** , traditional learning frameworks have often treated the elderly as a homogenous group defined by simple indicators such as age, physical limitation or "mental state," or by the general roles they may fulfill, such as grandparent or senior community member. From such instruction, some students have come to see older adults through a polarized lens and only in relation to the young and middle-aged—i.e., either as active individuals who can mostly "keep up" or as ones dependent and in need of assistance. However, in emerging home economics practices better tailored to the Era of the 100-Year Life, criteria for understanding the elderly have expanded markedly. Older adults are now being seen and studied in the context of their entire life journey—their past, present, and future. This positive change has broadened students' thinking, fostering an awareness of older adults as diverse individuals rather than simply members of a homogenous "other" group.

The shift in perspective—from defining older adults through rigid, preconceived notions to focusing on their life experiences, histories, values, and individuality—is positively transforming home economics teaching. For example, young people

are learning to think beyond the one-directional relationship of "helper" and "helped" to see the possibility of connection that is reciprocal, collaborative and based on mutual respect and benefit.

Looking at the issue from a somewhat different angle, we can say traditional home economics lessons were based on viewing older adults as passive beings; that is, activities might be structured around what the elderly *cannot* do. However, new paradigms which emphasize recognizing older adults as active individuals with diverse personalities, values, and life trajectories place focus on what the elderly *can* do—which is considerable. Activities once limited to special occasions and so fragmented and sporadic—i.e., events such as a “Senior’s Day”—are being transformed into more continuous, everyday engagements. This helps students come to see older adults as a natural, integral part of their everyday landscape.

These developments mark a paradigm shift whose positive impact on children and youth should not be underestimated. Meaningful interaction with seniors stimulates within children the capacity for creative and independent action, while also deepening their general knowledge. The young gain a special satisfaction through assisting others and contributing to their wellbeing. For the elderly, instead of their immense potential being neglected it is put to productive use—imparted to the young—and even celebrated. Consequently, seniors gain a new sense of purpose, pride and satisfaction, naturally becoming more socially engaged. All age sectors benefit as the impacts of cooperative exchange ripple throughout society.

As alluded to above, depending on their age children are naturally limited in how deeply they can engage in the practices mentioned here. But a key goal of sound home economics teaching should always be to instill in youth an approach—a constructive way of thinking about oneself, one’s society, and others—that is internalized and so carried forward into adulthood.

The transformative process we seek begins with introducing to students the art of questioning, of learning to consider one’s own lifelong journey by objectively examining oneself, asking what kind of life and lifestyle one desires, and identifying the life goals one wishes to achieve. Instructors should then expand the process by having students critically examine family, community, and society. The goal is for students to begin to see the linkages between the personal and

social, empowering them to begin thinking about how to improve and invigorate social institutions.

This pedagogical shift, spurred by a new emphasis in home economics on lifelong development and constructive interaction with the elderly, extends beyond profoundly impacting students. It also transforms educators, collaborating adults, and older individuals themselves. Home economics education itself undergoes a profound evolution, its scope broadened considerably, its potential to effect positive change markedly enhanced.

4. The Future of Home Economics Education: Toward the Realization of Sustainability

Thus far we have explored the positive role home economics education can play in the Era of the 100-Year Life. The new teaching approaches outlined above can help empower youth to learn and act on their own, enabling them to contribute to the enrichment of their communities. Such active engagement in daily life—interacting with and influencing one's surrounding environment—is fundamental to human lifelong development and so also a reaffirmation of the significance of our field.

While the above discussion has focused on children and adults in Japan's aging society, the insights gained are not limited to this topic alone but extend to other areas of home economics. In today's society, disparities in living conditions arise due to factors such as age, gender, income level and degree of family cohesion; this creates challenges to cooperation and mutual understanding across different socio-economic strata. It is thus important to maintain a long-term perspective which embraces the overarching values, mentioned above, that we wish to see take root throughout all sectors of society.

Thus, we might broaden our discussion further by considering how the challenge of child rearing fits into this paper's main themes. Over the past half century or so, the socialization of raising children has evolved to the point that various once-unimaginable options now exist, granting adults considerable freedom of choice. Consequently, the approach many parents reflexively take is to ask: "How can I take care of my children each day so as to be efficient and save time?" Or, "What is the most effective way to divide and share parental responsibilities?"

But this is a superficial approach and not a starting point we should encourage. Before addressing how to overcome specific challenges around parenting we might consider why child rearing is so often considered burdensome in the first place. If we return to the original goals of parenting from a humanistic perspective, shouldn't we be able to envision a society in which parenting is not regarded a burden? In such a world, gendered division around child rearing would dissolve and childcare no longer framed as a binary choice between familial effort and market solutions. Instead, childcare would become more of a collective, inclusive endeavor. This approach also shifts the discourse on addressing Japan's declining birthrate from mere burden reduction to the broader pursuit of human flourishing. We can imagine birth rates climbing in a society where the fair division of child rearing responsibilities between men and women turns what might once have been an obligation to be negotiated into more of a cooperative, constructive familial activity.

Japan, like many other nations, faces a multitude of challenges: income inequality, social exclusion, high rates of child poverty, and stark gender disparities as detailed in the Gender Gap Report. We must thus strive to concretize values of human wellbeing and dignity, expanding them from our immediate relations to society as a whole. The young, in particular, must be given the tools and opportunities to reflect on and enrich their own lives. This will then allow them, as a matter of course, to interact more constructively with other members of their respective communities—people of different generations, genders, socio-economic positions, cultures, races and religions, as well as those with disabilities. In short, we seek to foster a society where all participate and where all are committed to ensuring that "no one is left behind."

In the Era of the 100-Year Life youth can, and must, be taught to think beyond achieving material stability in their own lives to encompass exploring and working for the flourishing and sustainability of family, community, and society. A broad, inclusive, progressive home economics education, one that transcends traditional models, has an essential role to play in this noble, and vital, endeavor.

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