

Since 1972

- *Understand each other*
- *Leave nobody out*
- *Make friends*

<http://www.seisagroup.jp>

to be continued...



In Pursuit of Further Educational Evolution

SINCE 1972

Yasuo Miyazawa

Founder and Chairman, SEISA Group

Born in 1949 in Machida-city, Tokyo, as the youngest of four brothers. A voracious reader with a mischievous mind, and people called him "unique." Opened the "Tsurugamine Seminar" cram school in 1972. Starting with just 2 students, in one generation, established the SEISA Group, which runs educational institutions from kindergarten to university.



SEISA Group : 40 Years of History

When I reflect back on the past 40 years, I remember about the happy moments I shared with numerous people as we overcame our countless obstacles.

My journey began with just 2 students. Through them, I learned and I must have grown up a bit. But there are so many things lined up ahead that I have no time to rest. My mission is to think of how to create what's necessary in our society, and try to come up with some sort of solutions to accomplish them.

I am not an educator. I interact with people and create appropriate environments for them. In other words, I want to be the person who thinks of ideal educational environments and creates them. Most of us tend to say, "This is how education should be done," but I strongly believe that we should start exchanging ideas about what kind of educational methods and environments would make the students excited. For the longest time, our educational approach was not accepted by our society, but when it became a standard method in Japan in a certain educational division, I could not express how glad I was that our students and I never gave up. Yet we still get rejections and attacks on daily bases. To those people, I want to say, "Do something yourself!" They need to evaluate what's missing in them, what's needed, and take action, instead of criticizing other people. They should start with small steps, with things that they can handle, and then they can work their way up.

We, grown-ups, should not make the students fit into a framework that's convenient to us, but instead, we should take initiative and take responsibility in providing the best environment for them. The other day, some of our TsuruSemi and SEISA graduates came to visit me and said, "If I had not gone to SEISA, I have no idea what would I have been doing now." Our graduates have overcome their various obstacles and have entered different career paths such as working as a teacher, company employee, doctor, professor, president of a company, world champion boxer, racer, journalist, and patisserie (one of the best in Japan). Some graduates, who could not re-adjust to society, have been slowly gaining back their energy. The children are the ones who gave me the power to keep going, and they have taught me so much. What I have learned from them is my asset that I'm most proud of. Through interaction with the children, I was able to spend precious time with them. If I give up, if I stop, I won't be able to keep the promises I made with them. As long as I live, I will keep moving forward to be able to contribute to our society.

ブータン アシ・ケサン・ワンモ・ワンチュック王女のメッセージ



On the historic occasion of the 40th Anniversary of the SEISA Group I would, first of all, like to extend my heartiest congratulations to Mr. Miyazawa and the SEISA family. I am deeply impressed with your achievements in the past 40 years, and would like to offer my best wishes for the continued success and growth of the SEISA Group.

I have known Miyazawa-san as a good friend for the past 20 years and I am grateful for all the support he has provided to the people of Bhutan.

Miyazawa-san and I recently signed the Ashi Kesang - Miyazawa SEISA Scholarship, under which we send two talented Bhutanese high school students to study at one of the SEISA schools. I am very pleased to know that we have our first scholarship students in Japan, studying and experiencing Japanese life at SEISA.

Also, the SEISA Group and the Royal Thimphu College have been conducting short-term students exchange programs under a Memorandum of Understanding that was signed in 2010. Through the program we have about 10 students and faculty members visit each other's country to learn about the history, culture and traditions of the respective countries.

These are some of the exchange activities between SEISA Group and Bhutan. I strongly believe that such a mutually beneficial partnership will help to build a stronger bridge of friendship between the two countries.

It is my earnest hope that the SEISA Group will continue its contributions to make a better society under the dynamic leadership of Mr. Miyazawa and the tireless dedication and excellent teamwork of all the SEISA family.

With my best wishes & Tashi Delek!

HRH Ashi Kesang Wangmo Wangchuk

星槎グループの記念すべき40周年に際し、宮澤様と星槎グループの皆様にご心からお祝い申し上げます。40年間の星槎グループの多大なる業績に深く感銘すると共に、今後の更なるご発展とご成功を祈念いたします。

宮澤様と私の交友は20年間に及びますが、この間に宮澤様がブータンのためにしてくださった様々なご支援に感謝いたします。

近年では、宮澤様と私は「アシ・ケサンー宮澤星槎奨学金」を設立し、毎年ブータンから2名の優秀な高校生を星槎の学校に留学させることが可能となりました。今年、最初の奨学生2名が派遣され、彼らが星槎で様々なことを学び、体験していることを嬉しく思います。

また、星槎グループとロイヤル・ティンブー・カレッジは2010年に覚書を締結し、短期交換留学プログラムを実施しています。同プログラムでは、約10名の学生と教職員がお互いの国を訪問し、それぞれの国の歴史や伝統文化について学んでいます。

これらは星槎グループとブータンの交流の一部に過ぎませんが、このような互恵的なパートナーシップが、両国の友好関係をより強固なものにするであろうと確信しています。

宮澤様の力強いリーダーシップの下、星槎グループの皆様の不断の努力と優れたチームワークによって、より良い世界づくりへの貢献が続いてゆくことを心から祈念いたします。

タシ・デレ！（おめでとうございます）

HRHアシ・ケサン・ワンモ・ワンチュック王女



Family of HRH Ashi Kesang Wangmo Wangchuk with Mr. & Mrs. Miyazawa (at Welcome Party held at Oiso Prince Hotel in January 2012)

Hajime Inoue
Greetings from the Executive
Director of SEISA Group



A Chain of Smiles

SEISA is able to honor its 40th anniversary with the help from all of our supporters. In the past 40 years, the world population grew 1.8 times, the amount of electricity usage in Japan increased by 1.4, and the number of active nuclear power plants increased by 8.3. It's been a fast paced period with big reforms.

When I reflect back on the past years, I am reassured that "it's been the years that we've been supported by all of you." Japanese is a beautiful language and the word for "appreciate" also has a meaning of "it's a miracle." The past 40 years were just filled with "appreciations," which were miracles just as the word connotes, and I would like to re-express my appreciations to all of you. Once again, thank you very much.

The SEISA raft lead by Yasuo Miyazawa is made by all sorts of logs, but they are so tightly lashed that it would go across the wide ocean and the wide Milky Way. Many different types of crew members get on the raft, and the raft would tip over if they all concentrate on one side. The raft may look crooked and unbalanced but, we learn from our students and we try to fix the balance of the raft as we respond to societal needs. This is how we gear our raft and continue our journey.

Now there are many people in Japan and outside of Japan, who live their lives with the heart of SEISA. SEISA Group runs about 20 corporate bodies with 70 plus operation bases in Japan to make our group's philosophy come true. Our purpose is not to expand our group. Our expansion is a result of the group trying to respond to societal needs, and trying step forward to create what's missing and with Miyazawa's "never give up" spirit, we just keep going little by little with the belief that we could do more.

This 40th anniversary is a great opportunity for us to recheck SEISA's heart. We always say to each other, "It's okay to change forms, but SEISA's core philosophy never changes." It is just like any living creature in which the cells change forms all the time but the body as a whole that embodies the cells is the same entity. It is actually the nature of living creatures to change forms to adjust to their surroundings, and the same applies to SEISA, which changes form according to what the society needs. We suggest new options to society, and try to do what we can do to spread a chain of smiles.

"A Chain of Smiles." To make this chain happen, I would like to ask you for your continued support and understanding. Thank you very much.

The Heart of SEISA, the Heart of Soccer

Yasuhiko Okudera

Chairman of Board of Directors, Yokohama FC
Principal, Okudera Sports Academy
Inducted into the Japan Football Hall of Fame
as Japan's First Professional Soccer Player

"Leave nobody out." "Understand each other." "Make friends."

These three promises of SEISA are exactly what the heart of soccer is. Soccer, just as any other sports, involves winning and losing. Recently, there seems to be a tendency to not be so concerned about winning and losing for children's development, but it is a crucial skill as a person to be able to think what it is that you need to do to win and to be able to work hard to get the result you want. Also, children realize limitations on what they can do just by themselves, notice the importance of their teammates and develop an appreciation to the people who support them. Soccer is a team play. Soccer has a lot of elements that are essential for people to develop in order to live in society. Through soccer, I would like to help children to be able to take responsibility of their actions and to be able to develop into a person that could contribute to society. 10 years ago, my wish came true when I met SEISA president Miyazawa, and established Okudera Sports Academy. When I see the children spend 3 years of their high school years with us and graduate with a clear future goal, I feel confident that Miyawa and I are aiming for the right thing.

I wish to keep working as a member of SEISA and use soccer as a mean to interact and create relationships with our students.

Live Your Life to Your Fullest

Tokiko Kato
Singer

Former UNEP Goodwill Ambassador
Director, Kamokawa Nature Kingdom
Visiting Professor, SEISA University

This is what I wish for the young people. Japan is wavering, and so is the world. It is time to initiate things yourself with your unique ideas. That's what's most important. The young generation holds the key to change things. Everyone has their own talents that have infinite possibilities. We need an education that could pull such talents from the students. When SEISA Gakuen just started, it was a school built just for the sake of two high school students. SEISA is the school that doesn't get caught on rigid regulations, and that's what we need in this society today. I am looking forward to seeing what kind of young adults would come out from SEISA.

In the past few years, I've been involved with SEISA and made a lot of wonderful memories. This year, I asked SEISA's Taiko

Drumming group and choir to participate in my recordings. Their performance could be heard on my new album "Kazeuta" which will come out in November. It has an interesting story for those who are trying to live in this complicated and confusing era. Let's sail the raft! I would like to give a big round of applause for Mr. Miyazawa for his 40 years filled with excitement and struggle, and would like to give cheers to the upcoming dream!

The Warmth that's been Nurturing Lots of Young Adults

Masahiro Kami

Doctor
The Institute of Medical Science Research Center,
Tokyo University Professor
Doctor of Medical Science

I've been working with SEISA's Foundation for Global Children in Soma city, Fukushima, since the Great East Japan Earthquake. We wouldn't have been able to continue our practice without SEISA Group's support. I would like to take this opportunity to express our gratitude to SEISA Group. As I started working with SEISA Group, I felt a really strong "magnetic force." With Yasuo Miyazawa, the president of SEISA, at the head of the group, extraordinary teachers showed up one after another and got our local community involved. This phenomenon was most clearly seen during our interactions at our "lodge." Along with the SEISA Group, we have rented 8 rooms on the 2nd floor of a building, and those were our "lodge." We are using the rooms as our temporary local residence. Lots of people come to the "lodge." For example, Mr. Yasuhiro Takamura, who is a teacher at Shinchi high school in Fukushima-city, brings his colleagues and students to the lodge almost every night. Local medical practitioners, Olympic medalists, musicians come on regular bases as well. People start drinking at night and the real discussions start. Through these talks, we built up our trust and it leads into taking real action. SEISA teachers are the people who keep this "lodge" running. Everyone who comes to stay at this lodge feels the warmth of the SEISA teachers and is deeply touched by them. And that is why they want to come back again. SEISA Group has a warm heart. It is the warmth that has nurtured so many youngsters. I feel fortunate that I was able to work with SEISA Group, and I wish for the group's many more years of success.

In Celebration of SEISA’s 40th Anniversary

Shigehiro Kiyosawa
Mayor, Ashibetsu-city, Hokkaido

I take this opportunity to represent the citizens of Ashibetsu to extent our sincere congratulations on the 40th anniversary of SEISA GROUP. We would also like to thank SEISA President, Miyazawa, Chairman of Board of Directors, Inoue, and all other members of the group for their exceptional support and cooperation in restoring our city’s education and revitalizing our city. SEISA Group established SEISA Kokusai High School and SEISA University in our city, “for the sake of the children,” which is the group’s basic principle. Ever since, a lot of students have come to our city for schooling purposes. Moreover, SEISA has held lectures and symposiums open to the public as activities to contribute to the local citizens. This summer, SEISA held a Professional Baseball OB Club Baseball Summer Camp, the first attempt in our nation, as a support project for the children in the earthquake-hit area. We deeply appreciate and respect SEISA Group for making this camp happen at our ground.

In the midst of a sluggish economy and our society becoming more and more complex, including people’s relationships, ‘education’ plays a big role. I admire SEISA President, Miyazawa’s accomplishments, and at the same time, I am very much touched by his 40 years of work, in search of how should education be by keeping “The Three Promises: leave nobody out, understand each other, and make friends,” always being “aware” of what’s needed by the students, building a system from kindergarten to university and making sure to be conscious of the global world.

My earnest wish is that all students are equally provided educational environments that they can share their happiness by following SEISA’s ethos of “Materialize what people from society want, find new paths to achieve what is necessary and accomplish them.” Again, congratulations on SEISA’s achievement and best wishes for its continued success.

The ALOHA Spirit

Dr. James Denight
Principal, Waikeawaena Elementary School
Principal, Former Marianas High School (Saipan)

First, I would like to congratulate SEISA Group, 40th anniversary. It is a testament to all the dedicated professionals that make this accomplishment possible. It is Mr. Miyazawa, along with Mrs. Kuniko Sasaki and all the staff and teachers for their unwavering commitment to the students and parents, to provide education and guidance. It is a job well done.

Second, as former Principal of Marianas High School (MHS) I

am happy to say that the SEISA Group along with Marianas High School engaged in a very successful cultural exchange program that hundreds of students and teachers will forever remember. I am also delighted to say that this success has been a long time vision of Mr. Miyazawa, a vision of a cultural program where students are engaged in learning and experiencing cultures different from their own.

Third, the SEISA Hawaii Island Program started the summer of 2007 and it has been fantastic. Since 2007, students from SEISA Group come twice a year to experience the beautiful Island of HAWAII. The beauty of Hawaii is the ALOHA Spirit. The Aloha spirit is about the friendliness of the people, the beautiful landscape of the island, and the historical culture of the land and people.

The SEISA Hawaii group visits Kahakai Elementary School yearly. It is a very memorable experience for all the students. It is the Aloha experience. Students from Hawaii and Japan become one as people, and are excited to learn from each other. This is the mission of SEISA Hawaii Group. I am happy to be part of this mission.

Thank you and please come visit beautiful Hawaii.

My Wish is to be Still with SEISA at its 50th Anniversary

Ken Terawaki
Former Secretariat Deputy Director-General,
Ministry of Education, Culture, Sports, Science and Technology
Visiting Professor, SEISA University

During the 40 years of SEISA history, I’ve been involved for just 10 plus years. But those 10 plus years were incredibly intense. It was around 1998 that I first had a deep discussion with SEISA president Yasuo Miyazawa, the “adventurer” in the private education industry that I’ve heard rumors of. Right before the opening of SEISA Kokusai High School in 1999, he showed up at the Ministry of Education, Science, and Culture, and presented us with his philosophy. At that time, I believe I was the Lifelong Learning Promotion Division Manager in the Lifelong Learning Policy Bureau. We were different from the old-fashion Elementary and Secondary Education Bureau, and were aiming to create a society in which “whenever, wherever, whoever could learn.” The spirit of SEISA, which tried to provide educational environments for the benefit of the learners matched exactly with our purpose. Since then, Mr. Miyazawa and I worked together to achieve what we were aiming for. Mr. Miyazawa from the private organization’s side and myself from the public administration’s side. However, later on, I was chased out of the office due to the increased movement towards

“academic oriented education” and the criticism towards the “pressure-free education.” I have moved to the private organization side, and my philosophy is even more of a close match with SEISA. Now I am working as a member of the SEISA Group to achieve our goals.

In Celebration of SEISA’s 40th Anniversary

Masashi Hayashi
Former Mayor, Ashibetsu-city, Hokkaido

My warmest congratulations to SEISA president Miyazawa and the group on this special anniversary for overcoming multiple obstacles and challenges ever since the opening of “Tsurusemi,” the origin of SEISA Group in 1972, accomplishing educational reforms and building up such a solid status today.

I first met SEISA president Miyazawa in 1996 when I was a mayor of Ashibetsu city. He came to us and talked to us about building a school for children with learning disabilities in our city. We were impressed with his earnest effort and passion and decided to work together with SEISA. Ever since, SEISA built SEISA Kokusai High School’s Main Campus and SEISA University’s Main Campus in our nature-rich city, and not only made great achievements in the field of lifelong learning education and special needs education, but also, one of the group’s philosophy is to make contributions to the local community, and helped our city’s development as well as revitalization. In this global age today, SEISA is active in Japan and abroad, and our deepest wish is that SEISA and Ashibetsu city would continue to be great partners as SEISA continues to further develop.

Lastly, SEISA students have started their journey on SEISA’s raft (the star raft), and I wish for their successful life in a kyosei society, a society in which all people can live in harmony. Once again, my sincere congratulation to SEISA president Miyazawa and all the people involved with the group, for its 40th anniversary and I look forward to the group’s further development in the future years to come.

Congratulation for the 40th anniversary of the SEISA GROUP.

Pierre Littbarski
Former West Germany Professional Soccer Player
(appeared in 3 FIFA World Cup)
First Head Coach, Yokohama FC
Head Coach and other, Sidney FC

Since a long time I have a very close connection to the SEISA GROUP and especially to Miyazawa-San. He gave me a great support when I needed help and became such a good friend. Thank you for me this relationship is a wonderful partnership.

Every summer and winter or when I find time we have great time with the students. I love coming to Japan, but when I can train with the kids in the school, I feel really happy. I hope they enjoy this time as well.

The new soccer ground is fantastic. It is so important that children can do their sport on such a great field.I think, building such training fields, it is very important for the physical education of the Japanese children.

Sport can give you a great balance in life and also is a good motivation, which is a big problem in now’s society. Many people don’t like being active. Sport is giving children an idea, how they can stay healthy in life.

I have a lot of respect for the activities of the SEISA GROUP. These efforts are not only for today, especially for the future of the Japanese society. I wish you a lot of success, and please never forget:

CHILDREN ARE OUR TREASURES !



Aiming for a Peaceful and Affluent “Kyosei” Society –A Society in which people can live together in harmony

Kaoru Yamaguchi
President, The Japan Society for Kyosei Studies
Research Professor, SEISA University

Until August of 1945, I was registered at the special attack corps squad in the navy’s aviation. I was prepared to die for the country but, fortunately, the war ended and I survived. It’s been an unbelievably peaceful 70 years after the war. The first half of those years, in the midst of recovering from the burnt-ruins from the war and developing into a great economic power country, I spent my life for the development of special education. The later half, I got involved with the SEISA Group, helping out in establishing SEISA Kokusai High School and SEISA University. I appreciate Sesia Group for giving me the opportunity to do this life worth job that gave me a reason to live. I am constantly touched by the SEISA university students’ eagerness to learn. Parents and siblings of children with learning disabilities are my most diligent students, and they give me courage and energy. After the war, movements to develop education for mental disabilities, physical disabilities, language/sensory disabilities, autism, and learning disabilities started from the town level, then to the prefecture, and lastly to the government. There’s so much a single person can do, but it is clear from Japan’s past experience and international movements that, as a group, we can create a powerful force. My hope is that SEISA would give importance to this point of view and wish for the further development for the creation of the “kyosei society,” a society in which all people can give in harmony.

SEISA GROUP

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SEISA's Heart

Live Together. Grow Together.

To live together in harmony is an essential attribute for us human beings.
To learn together enriches our heart, to grow together develops trust, and
to live together gives us joy.
Let's keep cultivating our heart to be able to have this spirit.



The Three Promises

These are the promises that are kept by all people involved with SEISA.

Understand
each other

Leave
nobody
out

Make friends

Ethos

Materialize what people from society want, find new paths to achieve what is necessary and accomplish them

Educational Philosophy

Open up new paths for students who need them, and strive to create a world in which all people could live together in harmony.

Educational Goals

Nurture young adults with strong hearts who could care for others even at times of hardship and who could confront hardship with courage and a smile.

The Meaning of "SEISA"

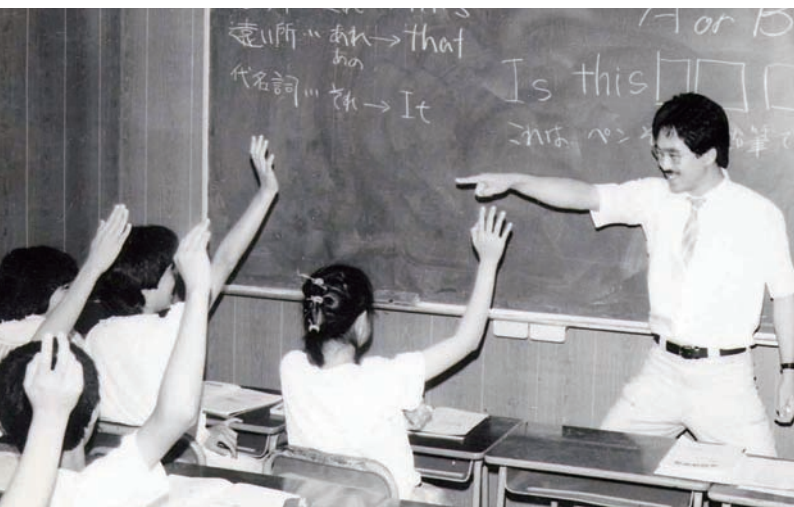
The name "SEISA," comes from a Chinese classical literature, "star raft," which is said to be a raft one rides from the sea to the Milky Way. A raft is built with the combination of long logs, short logs, and all sorts of logs with different hardness, thickness, colors, kinds and properties. The uneven logs can create a solid raft by taking advantage of the different characteristics of each log.

SEISA's philosophy's Kyosei (living together in harmony), coincides exactly with the idea of the star raft. Just as the different kinds of logs make use of their strength and supplement each other to make a strong raft to be able to ride from the sea to the Milky Way, we are in search of a way for people to acknowledge and accept their differences and live together in harmony with nature and different societies.

1972 ~ 1980

History that Began with Two Students

1972.03.21 Established Tsurugamine Seminar
(renamed as TsuruSemi)



SINCE 1972 Tsurugamine Seminar (renamed TsuruSemi)

Children come to us because we are fun – A cram-school that's just like a school

All kinds of students came to Tsurugamine Seminar. Some excelled academically, some suffered from learning disabilities (disabilities which were not yet recognized by the public), and some were getting in trouble at school for being too outspoken. Our role was to set up occasions for each one of these students where they could feel good about themselves. We prepared occasions such as academic occasions, athletic occasions, and occasions related to music. Our students naturally learned to acknowledge and support each other.

Tsurugamine Seminar also led us to develop a new business division. We created the Seminar Publishing Division, which was in charge of developing teaching materials and publishing workbooks/reference books that were written from a unique cram-school's perspective. Our Computer Division cooperated with universities and companies such as NEC, developed academic software for young children, produced equipment to use packet communication, and developed Fujikyu Highland's Shooting Coaster's management system. All these projects were cutting edge technical projects at the time.

The Origin of SEISA "Tsurugamine Seminar"

— It originated in a single room that belonged to a kindergarten —

In 1972, I started this cram-school by mere chance. It was located in Tsurugamine, Asahi-ku, Yokohama. The name "Tsurugamine Seminar" came from its location, and we started out with just two students. Nobody had imagined that this "TsuruSemi," the origin of SEISA Group, would grow to an organization with about 2,500 people involved. The number of students grew faster than expected, but we made sure we kept our lessons individualized to suit each student's progress, and most important of all, we created an environment in which all our students could interact with each other and become friends. "Understand each other," "Leave nobody out,"

and "Make friends." The three promises of SEISA existed even then. TsuruSemi's individualized teaching method and detailed analysis of the students' strength and weakness, led most of the students to pass the entrance examination of the school of their choice. The number of students going on to higher education was increasing at that time, which means we were responding to the societal needs as well. The educational program that we had conducted through trial and error could be said it was the first educational program in Japan that was designed for students with learning disabilities, and it has become the base of our current SEISA Group.



Shigeru Kobayashi
SEISA Group
After graduating from university,
worked as an instructor at
TsuruSemi. Currently takes an
active part at SEISA Group's
main office.

TsuruSemi was just a blast

When I was a high school student, I went to TsuruSemi with some of my friends from extra-curricular activities. The lessons filled with side stories were definitely exciting, but I never missed any of the events such as the field trips and camping events. At a field trip's orienteering, I didn't really pay attention to the instructions on how to use the compass and I just went into the woods of Hakone. I almost got myself lost in the woods. I am proud to be a member of the SEISA Group, and to be able to work for the sake of the children's smiles.

1981~1990

◆ It would be great to have a school like this!
Let's make our own School.

- 1984 Opening of Miyazawa Gakuen (renamed SEISA Gakuen)
Assigned by the Minister of Education
- 1985 Establishment of Kokusai Gakuen School Corporation
- 1986 Opening of Perterpan Kindergarten
- 1987 Opening of Yokohama International College of Social Welfare

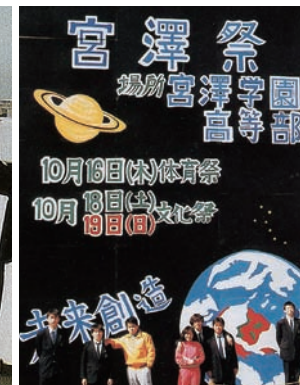


The First Independent Technical Education Institute "Miyazawa Gakuen High School Division"

— The Outcome of an Innovative Idea and Power of Realization —

At the time we established Miyazawa Gakuen, shortage of schools was a big problem and there were a lot of students who didn't have a school to go to. Then, "Let's build our own school!" was our natural solution to the problem. However, building a school was not an easy task and we tackled the issue from multiple directions. Our hope in achieving our goal was the innovative idea of creating an independent technical education institute. Such institutes are formerly set up within a company to provide education for the employees, so our idea was something that was never been done in the past. Since our idea was so unique, we faced a lot of barriers as we tried to get approvals for the establishment of the school, but with the help of the people and schools that supported our idea, and with our persistent negotiation, we made progress towards the realization of our school. In December of 1982, we

achieved our first step by establishing the Miyazawa Gakuen High School Division as a "supporting school" that belonged to Tokyo Tech High School of Science and Technology, and this didn't require the school to be assigned by the Ministry of Education. Our school campus was just a room in a rental building in front of Tookaichiba station (along the Yokohama line- train line). Later on, we continued to negotiate with the Ministry of Education to have our school approved as an independent educational institute. Our approval finally came in 1986, and the first technical education institute "outside of a company" was born in Japan. "It would be great to have a school like this," was our wish that led us to create Miyazawa Gakuen. When the school actually opened, it provided flexible and stimulating education for the students and filled the students' school life with excitement and adventures.



SINCE
1984

Miyazawa Gakuen High School (renamed SEISA Gakuen)

Opening the path for Technical Education Institute students to have the right for student discount train passes

Technical education institutes stated on Article 45-2 (present Article 55) of the School Education Law are educational institutes that reside at technical facilities, but we established the first independent technical education institute. We kept our high school distance education curriculum, and incorporated a flexible full-time curriculum, so that the students could spend their time on learning things that interests them, instead of having to focus most of their time on the core subjects. Later on, a lot of independent technical education institutes were built. Furthermore, because of Miyazawa Gakuen's great effort, technical education institutes, even though they are not official "schools" stated on Article 1 of the School Education Law, got the right to distribute "student discounted train passes." This also led to allow non-accredited schools to do the same.



Masaaki Doshida
Miyazawa Gakuen (renamed SEISA Gakuen)
First graduating Class
Kokage Cha-ya (Restaurant and Patisserie),
Aoba-ku, Yokohama
Owner, Head Pastry Chef, Award winner of
several Patisserie Chef Contests and Western
Pastry Contests

What I've learned at Miyazawa Gakuen is what is letting me keep going now

When I entered Miyazawa Gakuen on its first year of the opening of the school, the school building was not ready yet so we had to go to a cram-school to borrow their classrooms. Honestly, my first impression of the school was, "Is this really a school?" I was a bit on the naughty side and rebellious, and it feels like just yesterday that I received strict but loving guidance. I have now become a Chef Patisserie, and work at the chef's kitchen every day, but I would like to always remember what I've learned and experience at Miyazawa Gakuen, and try my best to bring smiles to my customers.

1981 ~ 1990

SINCE
1986

Peterpan Kindergarten

The acquaintance and promise made with a little girl

When I went to check out a kindergarten that was about to close, I met a little girl and this acquaintance with this little girl became my motivation to establish Peterpan Kindergarten. She had a mild mental disability and used to come to this kindergarten but since the kindergarten was no longer running, she no longer had a place to go. It was hard for her to be accepted at other kindergartens due to her disability. Through our conversation, I could feel that she really wanted to go to kindergarten so the next moment, I was telling her, "Don't worry. I will do something for you." It was a promise I made with her that I could not break. As we started our process to rebuild the kindergarten, unbelievable obstacles were waiting ahead of us but we were determined to overcome them. Finally, in 1985, we were able to rename the former school corporation as "Kokusai Gakuen School Corporation," and the following year, we were able to re-open the kindergarten under the new name "Peterpan Kindergarten." Currently, Peterpan Kindergarten is well trusted and actively involved with the local community.



Yoshika Oowada
Peterpan Kindergarten Teacher

Having a great time teaching at the kindergarten I graduated from

I went to Peterpan Kindergarten when I was a child. My most memorable memory is the "Hamster Run Away Incident." All the teachers and students looked around all over the school and couldn't find it, and when we were about to give up, somebody found it inside a "school supplement box." My teacher loved animals and the three years I spent at the kindergarten were just filled with such exciting days. Currently I'm working next to this teacher who I loved and it makes me very happy. I want to give back to Peterpan by passing on what I've learned from my teachers to the children that I'm working with right now.

SINCE
1987

Yokohama International College of Social Welfare

Getting ready for an Aging Society

Care facilities for the elderly are common in these days; however, in 1987, people were not so concerned about the coming aging society and there were very few social welfare schools. I felt a sense of danger that we must quickly train social workers to be able to provide care for the elderly. The uncooperative attitude of the person in charge at the prefectural government of Yokohama, fired us up to take quicker actions, and that helped us to get approval in a short period of time. This is how Yokohama International College of Social Welfare established a certification program for people to become a certified care worker, and was approved as the "First Training School." We are now one of the oldest social welfare schools and most of our graduates are working in Kanagawa prefecture as core workers in the field of social welfare.



Hiroaki Yonemura
Yokohama International College of
Social Welfare (7th Graduating Class)
Social Welfare Corporation Kaifu-
kai Home Care Center Director

The precious experience I had at the seminars decided my career

What kind of support is necessary to help people with disabilities to live comfortably in their own community instead of a care facility? This kind of support system is no longer rare today, but these kind of topics were already being discussed at the seminars at Yokohama International College of Social Welfare. In 1993, when I was taking courses at the college, Administration decided on what welfare service each individual was eligible for, so there were no lesson on the methodology on how to make appropriate care plans for people in need of service. We created our own discussions sharing our ideas on what kind of support service would be beneficial in society, and this experience set my future career path. Currently, I manage a care center and we have a voluntary study group constructed by our staff members, as well as non-staff members to talk about the functions of our care center facility and how to cooperate with the local communities not just regarding short-stay programs.

1991~2000

SEISA Interacting with Students All Over Japan

- 1993 Opening of SEISA Gakuen High School Division Subaru School
- 1995 1995 Establishment of Yokohama-Bhutan Friendship Association
Opening of SEISA Gakuen High School Division Aoba School
- 1997 Opening of SEISA Gakuen High School Division Shonan School
Opening of SEISA Gakuen Junior High School Division



SINCE
1993

SEISA Gakuen Subaru School – Aoba School (renamed SEISA Gakuen Hokuto School)



Meeting the Diverse Needs of Children

In order to respond to the big societal problem of dealing with students with school refusal since the 1980s, we proposed a technical education institute that could provide the flexibility of learning through distance education as they completed the standardized curriculum at their own pace. As a result, many technical education institutes were established to suit the needs of these students and broadened the educational options for students with school refusals. Students with learning disabilities are also of concern in the world of education these days, and we have also proposed a similar institute to suit the needs of these children who suffer in specific areas of education due to their disabilities and need special accommodation to overcome them. We have proposed a technical education institute that incorporated social skill training and vocational training. Consequently, many such technical education institutes were established, and once again, we helped widen the educational options for students with learning disabilities, which is said to have the prevalence of 6-10%.

A New Challenge “SEISA Kokusai High School”

— Children Making a New Culture —

After the opening of “Miyazawa Gakuen,” we have continued pursuing our goal of providing suitable education for children suffering from school refusal and minor learning disabilities. As a result, we opened “Miyazawa Gakuen High School Division Subaru School” (1993) and “Miyazawa Gakuen High School Division Aoba School” (1995) which allowed us to give a friendly and even more suitable atmosphere for the students. Our only concern was that even though we didn’t want to be tied up to the standardized curriculum, we had no choice but to follow it because “Miyazawa Gakuen” was running as a technical education institute which belonged to another distance education school. Therefore, our new project, “The Creation of the Real School,” began. This is

the beginning of the “Kokusai Gakuen Education Institute SEISA Kokusai High School” We had multiple obstacles to overcome before we could open our new school, but with the help of Ashibetsu city in Hokkaido, where they were ready for a reformation, and with strong faith, we were able to open our new school in 1999. This is the time when the name “SEISA” started to be used publicly for our schools. SEISA Kokusai High School’s biggest characteristic was the use of “Learning Centers.” Unlike the other distance education high schools, we created a “space” for the children to make friends, instead of a classroom for them to learn. As of now, there are 16 learning centers all over Japan, and our centers are expanding year by year.



SINCE
1999

SEISA Kokusai High School

Revolution toward a Student-Oriented Future

SEISA Kokusai High School offers a new student-oriented style concept for high schools in Japan. Students are able to design their school life to match their individual lifestyles, interests and situations through a choice of a 1 day, or even less, to 5 days a week on-campus program. This enables us to accept various types of students, some of whom have to work for economic reasons, some of whom might have communication or developmental differences, and so on.

(continued on page18)



SEISA Kokusai High School (Ashibetsu Hokkaido)

History

1991~2000

- 1998 Establishment of LD Consultation Center, Kanagawa
Opening of SEISA Gakuen College Division
- 1999 Opening of SEISA Kokusai High School
Establishment of Sapporo, Kanagawa, Fukui, Oosaka Learning Centers
Establishment of Hoshi-No-Shima (Agricultural Production Corporation)
- 2000 Establishment of Futuro (NPO)
(LD Consultation Center, Counseling)
Establishment of SEISA Kokusai High School Kooriyama Learning Center



SINCE
1999

Agricultural Production Corporation: Hoshi-No-Shima

Our agricultural production corporation, Hoshi-No-Shima, is located in Ashibetsu-city, Hokkaido and it is 68 hectare wide (about 90 soccer fields). SEISA students come here as a place for an integrated learning place with a focus on hands-on agricultural studies. Students experience driving a huge tractor, riding on the back of a pickup truck, and all sorts of other things that they could only experience in the wide fields of Hokkaido. "Wow, it's huuuge." "This is how asparagus grow!!!" The field gets filled with excitement. We also try to contribute to the revitalization of the community by creating tourist farms on areas with great geographic conditions such as the hilly areas with gorgeous scenery, and by creating community gardens for the reconstruction of the local farming industry. Our main products are: potatoes, pumpkins, and corns. We promote environmental clean up and clean industry to respond to our consumer's increasing awareness for health and food safety.



SINCE
1999

SEISA Kokusai High School

(continued from page17)

SEISA Kokusai High School is the first and only High School that has district-core centers (16 centers as of 2014) authorized by the Ministry of Education, Culture, Sports, Science and Technology. With these centers and campuses (5 campuses as of 2014), SEISA now covers the whole nation of Japan. It has also received official permission from the concerned government to explore SEISA education in foreign countries (54 countries as of 2014).

Though based on the regulation of an on-line learning high school, SEISA Kokusai High School is multi-directional, including on-campus and on-line program options, and it is so ground breaking an example that about 100 new high schools have been established with the exact same style as ours. In this way, SEISA Kokusai High School is also recognized as one of the schools that has changed the history of education in Japan for the better.



Fukui District Core Center



Natsuki Shimizu
SEISA Kokusai High School
Yokohama Kamoi Learning Center
Class of 2001
Free Diving World Championship Japan
Representative

My friends gave me courage

My friends from SEISA support me, cheer for me, and make a special place for me. But, it's up to you to whether to make the first step or not, to dive into the world you want to be. SEISA gave me the opportunity to discover the world of "ocean" and that's how I was able to change. I was not good at communicating with people and I used to not like interacting with people. As I learned how to accept each other, I changed, and I am now to a person who loves interacting with people.

2001~2010

◆ From Age 0 – 87 ! A Place for Interaction Without Age Boundries.

- | | |
|---|---|
| <p>2001 Establishment of SEISA Social Welfare Organization
Opening of Nogawa Minami-dai Nursary School
Opening of Okudera Sports Academy
Opening of Fukuoka Learning Center (SEISA Kokusai High School)</p> <p>2002 Opening of Toyama Learning Center (SEISA Kokusai High School)</p> | <p>2003 Opening of Aoba-dai Kindergarten
Opening of Hamamatsu Learning Center (SEISA Kokusai High School)</p> <p>2004 Opening of Socio-technical Advanced Courses at SEISA Kokusai High School
2004 Opening of SEISA University
Opening of Sendai, Tachikawa, Hiroshima, Okinawa Learning Centers (SEISA Kokusai High school)</p> |
|---|---|



SINCE 2004 SEISA University The Establishment of the Life Network Science Department

A great impact to the existing distance education universities

Our Life Network Science Department allows students to take courses in the field of education, social welfare, environmental studies, and international relations. Moreover, for the convenience of our students, we have an on-line based educational curriculum without any limitation on enrollment period, without any minimum number of courses that they must take, and tuition is based on the number of courses enrolled. We have demonstrated a model of a life long education institute, and made a large impact on other existing universities. At SEISA University, we offer a "one-stop" program for practicing teachers to learn more about the issues related to learning differences and learning disabilities. We have also established a licensure program that provides advanced studying on special needs education in attempt to increase the number of adults (mainly educators and guardians) who could understand the needs of the children that SEISA has been involved with. Our on-line curriculum that allows students to obtain a teacher's license in the field of special education (from kindergarten to high school), and to gain more knowledge on special needs education from educational and psychological perspectives, is in great need among practicing teachers and our number of students increased dramatically. On-line universities that were established after SEISA University, have greater tendencies to have departments related to child development, or to modify their departments to children related departments.

SEISA University – A Place Where You Can Receive Lifelong Education

— Beyond Generations, Gender, Ethnicity, Nationality, and Disabilities —

We need adults who can understand children. In order to have such understanding adults, we need an open and flexible educational environment in which adults could receive meaningful education. This is the main purpose of building our university. In 2004, the realization of this idea, led to the birth of a distance education university, SEISA University.

The concept of establishing a university was there since the very beginning when I started our first cram-school. It took us close to 30 years to make our dream come true. Our university's distinctive feature is that we provide higher education to all kinds of people who are eager to learn, regardless of generation, gender, ethnicity, nationality and disability. "Whoever, whenever, and wherever," is our university's motto. During the intensive schooling periods, students from all over Japan

come to our main school campus located in Ashibetsu city, Hokkaido, and learn more about SEISA's core concept of "Interactive Schools."

By providing this kind of interactive environment to the students, it serves as a human resource development institution where people acknowledge each other, encourage each other, and grow together.



SEISA University (Ashibetsu campus)



Kayo Sakai
SEISA University Graduate

Even after graduating from SEISA University, I keep searching for the meaning of "kyosei" (live together in harmony) as I do my daily work

I entered SEISA University because I wanted to have a prosperous life by earning more knowledge about things that interested me in everyday life, instead of earning more things.

At the university, it was a great stimulation for me to see such a wide variety of people with different age, gender, and occupations, taking their studies seriously, and I was able to make a lot of friends.

I would like to make use of what I've learned at SEISA University, and be involved in the "kyosei" related activities as a volunteer.

History

2001~2010

- | | |
|---|---|
| <p>2005 Opening of SEISA Junior High School
Opening of Toubetsu/Yokohama Kamoi Learning Centers (SEISA Kokusai High School)</p> <p>2006 Opening of SEISA High School
Opening of Aobadai Nursery School
Establishment of SEISA Educational Laboratory (NPO)
Opening of Atsugi Learning Center (SEISA Kokusai High School)
Opening of SEISA Kokusai High School, Advanced Courses for Care Work</p> <p>2007 Opening of After School Kids Club (Akuwa)
Opening of Yokohama Port Side School and Oomiya School (SEISA Gakuen)
Establishment of SEISA General Educational Laboratory
Establishment of Da-ko-on (NPO)
Opening of West Fukuoka Learning Center (SEISA Kokusai High School)</p> <p>2008 Opening of After School Kids Club (Hara, Komabayashi, Yagami, Yamashita Midori-dai)</p> | <p>2009 Opening of SEISA Shonan Oiso Campus
Opening of After School Kids Club (Moegino)
Opening of SEISA Kokusai High School, Advanced Courses for Nursery Teacher License</p> <p>2010 Establishment of Japan Space Weather Association Co., Ltd
Establishment of Foundation for Global Children
Establishment of Sin-SEISAKUza Theater Group (NPO)
Establishment of SEISA University Obihiro Satellite Center
Establishment of SEISA Takao Campus
Establishment of SEISA University Developmental Clinical Center
Establishment of SEISA Kamimori Kami Research Center
Opening of After School Kids Club (Tanimoto)
Establishment of SEISA Shonan Stadium
Establishment of SEISA Training Center, Nakai Kitada Dormitory</p> |
|---|---|

SINCE
2005

SEISA Junior High School-High School

A school that adjusts educational curriculums according to the students' capacities

The "special zone" system was created to support students with school refusal and other disabilities (making the mandatory education curriculum more flexible for schools accommodating students with school refusals and other disabilities). We worked with the city of Yokohama to define the detailed educational contents to be taught, applied to be able to use the "special zone" system, and created the first junior high school in Japan which we could plan individualized curriculums for our students. In the past, students were forced to learn pre-determined educational contents at a standardized speed, but we were able to provide an environment in which students could learn at their own pace.



SINCE
2007

Da-ko-on (NPO)

Children's passion led to the establishment of the NPO and the best Japanese Drumming Group in Japan

The students started to practice wadaiko (Japanese drumming) to perform at the cultural exchange program in Saipan. When they returned back from Saipan, they wanted to continue practicing and created their own taiko drumming group. Their aim was to do "performances that would touch people's heart," and named their group "Hibiki." Eventually, the group became an official club, Wadaiko "Hibiki," and toured around to spread their power, energy and laughter.

Some wanted to continue their drumming activities even after their graduation, and having "Hibiki" as their base, created the NPO "Da-ko-on" which focuses on traditional cultural succession, interactional activities through wadaiko, and development of educational social welfare activities. In 2011, they participated in the Kumagaya Dome All Japan Contest and won first place in the "group taiko" section.



SINCE
2009

SEISA Shonan-Oiso Campus

A village inside a school – The Concept of the Meto Pema Village -

SEISA-Oiso campus is located at a hill of "Mandai Koyurugi-no Mori," part of a vast tract of green land, 15 minutes away from Oiso station. It's at an environment full of greens and fresh air. There's also a FIFA approved turf soccer field, as well as other training facilities. Our aim is to "Create a Village Inside a School," another innovative trial in Japan. A school is at the center of the village, and educational, medical and social facilities interlinked with each other. Children, young adults, elderlies, people with and without disabilities, regardless of their age, gender or nationality, live together and support the development of the children. The name of the village is "Meto Pema Village." "Meto Pema" comes from a Bhutanese word which means "lotus flower" that represents knowledge and charity. The village in Oiso is our first trial and we would like this concept to spread all over Japan.

2011~

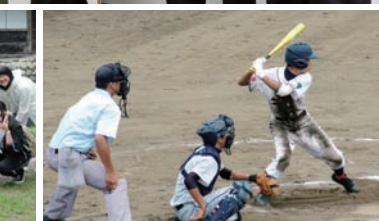
◆ For the Sake of the People that Need It! For the Sake of the Children in the World!

- | | |
|---|--|
| 2011 Opening of SEISA Gakuen Hokuto School | 2011 Opening of After School Kids Club
(Fujigaoka, Sakamoto, Hi Yoshidai) |
| Opening of Twinkle Kaminogawa Nursery School | Establishment of Ronaldinho Foundation |
| Establishment of SEISA Gakuen Shonan School Sports Course | 2012 Establishment of SEISA Shonan Oiso Comprehensive
Community Sports Club |
| Establishment of Obihiro Local Youth Support Station | Opening of SEISA Nagoya Junior High School |
| Opening of SEISA Nagoya Campus | Opening of SEISA Inatori Research Center |

SEISA Shonan Oiso Comprehensive Community Sports Club

SEISA Shonan Oiso Comprehensive Community Sports Club was established in SEISA Group's educational institution to serve as a comprehensive sports club to promote community health and youth-physical activities. The club offers athletic activities such as the OSA soccer club, women's soccer, ground golf, gymnastics, and yoga. Our club captain is Mr. Yasuhiko Okudera, who played at the top German football league, the Bundesliga, as the first Japanese professional soccer player. Our technical advisor is Mr. Pierre Littbarski, a former East Germany player, who also supports our club management. Our wish is to put emphasis on the development of several sports, as well as, to do more community based activities that could contribute to the

local community and build a close relationship with the community. We hope to grow to become a club that everybody in the community would love.



SINCE
2012

SEISA Nagoya Junior High School

A School that could grow together and contribute to the community

With the opening of SEISA Junior High School in Yokohama, there's been an increase movement for establishing similar junior high schools at specific cities designated by government ordinance and municipalities. In the midst of this movement, Nagoya city in Aichi prefecture, invited private educational institutions to re-use the building of a closed school in the city for the purpose of building a school specialized for students with school refusal. SEISA Group's Kokusai Gakuen Education Institute applied for this project and was selected among all the other rival corporations. This is how we established SEISA Nagoya Junior High School in April of 2012.



SEISA Nagoya Junior High School

NEWS

Yasuhiko Okudera: Inducted into the Japan Football Hall of Fame

Hew out a new path for the development of soccer in Japan.



SEISA Group Okudera Sports Academy (OSA) president, and SEISA Shonan Oiso Comprehensive Community Sports Club captain, Mr. Yasuhiko Okudera was inducted into the Japan Football Hall of Fame, and an induction ceremony was held. Mr. Okudera was the first professional soccer player who was accepted in the top German football league, the Bundesliga, and played a total of 235 games, scoring 25 goals. He was nicknamed the "Oriental computer," and led the team to win the championship. He also made a great contribution to the sport in Japan.

◀ With Her Imperial Highness Princess Takamado
(At the Japan Football Hall of Fame Induction Ceremony)

2012~2013

2012 Opening of After School Kids Club (Onda)
Establishment of Hakone Sengokuhara Comprehensive
Community Sports Club
Opening of SEISA Sapporo Momiji-dai Campus
Opening of SEISA Hakone Sengokuhara Campus

2013 Opening of Twinkle Seya Nursery School
Opening of Twinkle Kunugi Nursery School
SEISA Momiji Junior High School
SEISA Sapporo Education Center

SINCE
2012

SEISA Hakone Campus

Making the nature-rich town a place where people could come and interact with each other

In a land where it is rich in natural beauty, surrounded by the Hakone mountains, marshes and meadows, we built SEISA Sengokuhara Campus in Hakone Sengokuhara in October of 2012, reusing the former site of Sengokuhara Junior High School. At the campus, in addition to building the SEISA University campus, we have set up a FIFA approved turf soccer field, residential facilities to be able to conduct overnight sports training camps, and club houses. We are using the campus as our base to create a community where people could meet, interact, and learn through educational, cultural and athletic activities.



SINCE
2012

SEISA Sapporo Momiji Campus

Creating a campus where people could gather, share and grow together

We reused the site of "Former Sapporo Momiji-dai Public Elementary School" to build SEISA Sapporo Momiji Campus. "A campus where we could gather, share and grow together," is our theme and we discussed our purpose with the local community ahead of time, so our students and local people helped renovate the building to get it ready to use. Starting with our regular classroom lessons, hands-on lessons, and schooling for our university students, we are aiming to create "a SEISA spirited school and a SEISA spirited culture" at our new Northern Japan base.



SEISA Sapporo Momiji Campus

SINCE
2013

SEISA University Graduate School

Reform education in Japan from the "kyosei" point of view -Life Network Science Department

10 years after the establishment of SEISA University, SEISA University Graduate School of Education was opened at the Shonan Oiso Campus. It is an on-line based graduate school for students all over Japan who are interested in learning at SEISA about the deeper issues of education. Centers for schooling are available all across Japan. The Graduate School builds upon the concepts taught at SEISA University's Life Network Science Department, continues the integrated learning style which is essential to understanding "kyosei," and provides learning experiences at a graduate school level. We believe that making sense of research conducted from a "kyosei" perspective, and applying them to the field of education, is what we need for education reform in Japan.

(*kyosei means to "live together in harmony")



SINCE
2013

SEISA Sapporo Education Center

Promoting educational activities through multi-generation interaction at the North Capital

SEISA Kokusai High School Sapporo Learning Center began its full-fledged activities as it moved its location to SEISA Sapporo Momiji Campus, which opened in 2012. Our students participate in local events as staff members, organize sports and cultural events to interact with their local community and learn the essence of education that can't be learned through textbooks.



SEISA Sapporo Education Center also opened across from Sapporo Station at the same time the Learning Center moved to Momiji Campus. It is now functioning as a center that conducts classes in small group settings to improve communication skills. It serves as an optional educational environment for students with school refusals, offers after-school programs, and tries to maximize its usage to provide new opportunities. It is affiliated with the Momiji Campus and provides a comprehensive education from elementary school to high school in our North base.

2014~

2014 Japan Professional School of Education
SEISA Momiji Junior High School

SINCE
2014

Japan Professional School of Education

Creating a Kyosei Society and training professionals in the field of education

Japan Professional School of Education is not a graduate school of education. It is the only professional graduate school in Japan in the field of education, and it became affiliated with SEISA Group's higher education institutions. For the realization of a kyosei society, educators must continue to learn throughout their lifetime and pass on the foundations in creating the new kyosei era to the next generation. We provide weekend schooling, short-term intensive courses as well as on-line courses, and work together with SEISA University Graduate School to make possible for professionals to learn while keeping their current jobs. We are education pioneers, trying to make on-campus and on-line curriculums as seamless as possible in the higher education level.



SINCE
2014

SEISA Momiji Junior High School

"Children First" –A school that creates a positive cycle

We give individual attention to all of our students to find out what are their strengths, weakness, current needs and future needs, and guide them to be able to take charge and create positive cycles, breaking their tendencies to fall into negative thinking. We offer "achievement based classes," visualize students' status through "Individualized Education Program," and set up activities to learn about their "local culture" so that they can find a way to connect to their society. Our goal is to create a school that the students could have fun, take initiative and allow them to learn what they really want to learn.

Preparing for the 2020 Tokyo Olympics – Paralympics

Start a Chain of Smiles Among the People Who Come Visit Japan
Through People-to-People Interaction

*Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind.
The goal of Olympism is to place sports at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.
(Olympic Charter, 2011)*

As SEISA continues to pursue our philosophy, we are preparing activities towards the 2020 Tokyo Olympics-Paralympics.

Incorporating the Olympics Spirit into Our Educational Activities

Learn the spirit of sportsmanship and the Olympic Charter, introduce Japanese culture and cheer for all the athletes coming to Japan as part of SEISA's educational activities, create schools/centers to be used as the base for local activities, and spread the excitement of the Olympics.



Creating Environments for the Olympic/Paralympic Participants

Cooperate with appropriate domestic and international institutions to create environments in which people, regardless of their disabilities, could participate and interact with each other.

The Meaning of the Olympics in Relation to SEISA's Philosophy

The Olympic Charter (see above) prevails the spirit of fair play, and it shares a similar philosophy with SEISA which promotes a society where people could live together in harmony. SEISA, as part of the process of pursuing its philosophy, will contribute to the 2020 Tokyo Olympics by encouraging people to interact with each other and by creating as many smiles as possible.



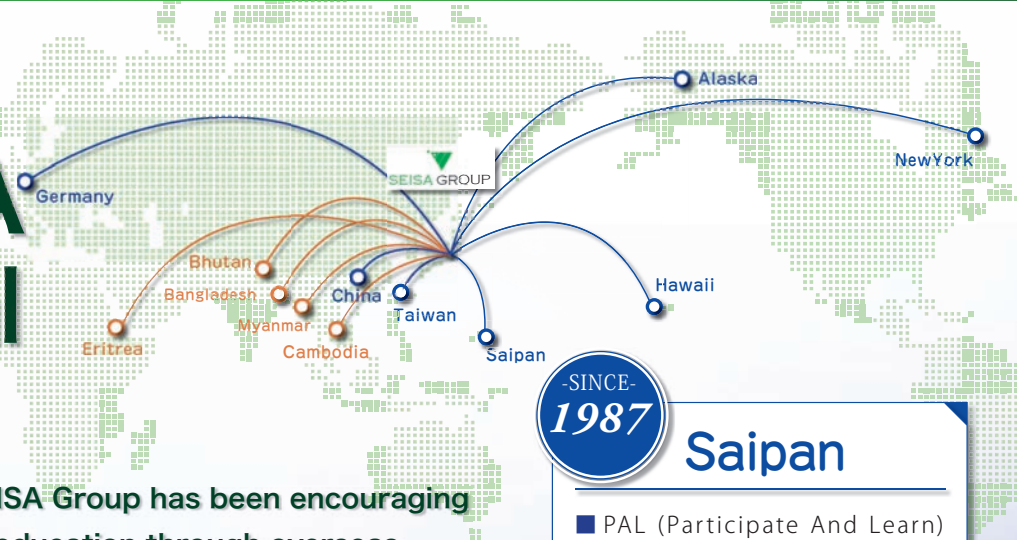
On June 23, 2014, SEISA University signed a partnership agreement with the Tokyo Organising Committee of the Olympic and Paralympic Games.

The purpose of this partnership is to advocate Olympic education, to build up excitement for the Olympics, to create a cooperation system to support the Olympics, and to provide human resource as well as educational aspects support.

◀ Formal Agreement Signed by SEISA University

From SEISA to the Global World

Since the very beginning, SEISA Group has been encouraging international understanding education through overseas school trips, study abroad, and homestay programs. In 2011, we have established the Foundation for Global Children to promote support for the children all over the world.



-SINCE-
2002

Alaska

- Memorandum of Understanding with International Arctic Research Center, University of Alaska Fairbanks
- Support learning of students specializing in Space Engineering

-SINCE-
2004

Germany

- Sport academy soccer team study trip programs
- Pen friends exchange with St. Angela-Schule, Hessen

-SINCE-
2013

China

- Memorandum of Understanding with universities to develop an exchange and mutual cooperation program
- Cooperation especially to explore ways to care for the elderly and to nurture children, including teacher training

-SINCE-
2012

Taiwan

- Memorandum of Understanding with national and private universities to build up links, especially to explore ways to care for the elderly

-SINCE-
1987

Saipan

- PAL (Participate And Learn) program with Marianas High School (A sister school link authorized by the Commonwealth government in 1994)
- An exchange program cultivating world peace and a comprehensive historical understanding

-SINCE-
2007

Hawaii

- Learning directly from nature and culture with friends to appreciate the importance of nature and life

-SINCE-
2013

NewYork

- Homestay program with Northport High School
- Experience the diversity of people and cultures through learning about world peace



FGC ~Foundation for Global Children~

In Japan, since the Great East Japan Earthquake, we've been providing continuous support to the local communities. We are also very much conscious of global health, and our overseas activities are done mainly in the Asian continent. We review public hygiene to save more children's lives and set up medical and educational environments to care for their mental health.

-SINCE-
1990

Bangladesh

- Reorganization of the state-run broadcasting station in 1990
- Support for the Agrasara-complex (orphanage, school, etc) by setting up a garment factory with Yabepro Cutting, Japan for economical support and vocational training



-SINCE-
1993

Bhutan

- Memorandum of Understanding with Royal Thimphu College to develop an exchange program. Support in the field of medical care and education, agriculture, sanitation, sports and entertainment, etc.



-SINCE-
1993

Eritrea

- Activities for the betterment of education and sanitation for children
- Supporting the training of athletes to participate in the 2020 Tokyo Olympics/Paralympics games



-SINCE-
2013

Myanmar

- Support for improvement of medical/educational environments, including the study tours of young people to Japanese technical schools/industries, the donation of ambulance vehicles with radio equipment, school health programs etc.



-SINCE-
1998

Cambodia

- Assisting the establishment of medical and educational environments for children
- Supporting vocational schools for people with physical hardships due to mine explosions



Bhutan

FGC ~Foundation for Global Children~

- MoU between Bhutan's first private college, RTC (Royal Thimphu Collge) and SEISA. Conduct students exchange programs.
- Invite junior high school/ high school students to Japanese high schools (mainly to SEISA) through Ashi-Kesang -Miyazawa SEISA Scholarship.
- Provide supplies to set up medical and educational environments at the mountain districts.
- Support the Medical College Project ran by the government as the Japanese delegation by helping out on some aspects such as the planning, and fundraising (ODA from Japan).
- Support the agricultural training abroad program to Japan, as well as building an agriculture school in Bhutan.
- Send track and field coaches to train for the 2020 Tokyo Olympics/Paralympics.



with the family of HRH Ashi Kesang Wangmo Wangchuk with many years of personal friendship



with H.E. Lyonchhen Tshering Tobgay (March 2014)

Myanmar

FGC ~Foundation for Global Children~

- Develop programs to train IT technicians and support setting up IT environments.
- Provide water purification equipment, train doctors, nurses, and public health workers.
- Support setting up medical and educational environments.
- Donated 2 ambulances to be used as mobile clinics as well as emergency care (especially for expectant mothers).
In addition, we have built an antenna tower to serve as a base station to enhance wireless communication with the ambulances.
- Support the government-ran school health program by teaching the students to develop good sanitation habits such as hand washing and brushing teeth, and consequently improving the sanitation of the whole community.



with children living at an orphanage in Nay Pyi Taw



with Dr. Thein Thein Htay, deputy minister of Ministry of Health (right, November 2013)

Support Activities After the Great East Japan Earthquake

FGC ~Foundation for Global Children~

Ever since the Great East Japan Earthquake on March 11, 2011, Foundation for Global Children has been sending daily necessities to the areas affected by the earthquake. Even now, we are continuing our support activities at the local communities. Currently, we have our main base in Soma city, Fukushima, for the "rebirth of educational and medical facilities," and we provide mental and emotional care for the students.

Educational Environment Support Unit

A mental care team, the "Soma Follow Up Team," was formed by SEISA Univesity instructors, SEISA Group teachers who have experience dealing with children with school refusals, psychologists, school counselors, and physicians, to help provide mental care for the children. At the same time, we have also constructed a children's support network.

Medical Support Unit

Having Professor (Project) Masahiro Kami's research unit, from the Institute of Medical Science, The University of Tokyo, Division of Social Communication System for Advanced Clinical Research Center, as our core group, and other research groups such as the Kameda General Hospital (Kamogawa city, Chiba prefecture), and the Yokohama City University Hospital (Yokohama city), and SEISA Group cooperate with each other to conduct informational meetings regarding radiation and consultations regarding health.

Starting a Project In Obihiro City Inviting 5,000 Children From Fukushima Prefecture

Children from Fukushima prefecture will be invited to do outdoor activities and hands on experiences on livestock processing at Tokatsu/Obihito area where it is surrounded by Mother Nature. The overnight stay programs will be scheduled during the school vacation time such as the summer, winter and spring vacation. Obihiro city and FGC will be working together to plan and conduct the program.



FCG's Activities (As of December 2013)

Counseling conducted by the Support Unit for Educational Environments

Students, teachers, guardians, etc...
About 3800

Information Sessions regarding radiation held by the medical support unit

Citizens, teachers, medical staff, etc...
About 3,400

Health Check Up Health Related Counseling Etc...

About 3,000

SEISA Group Organization Chart

Meto Pema Village Project
<Seisa Shonan Oiso Campus>

As of 2014/04

