

16th OECD/Japan Seminar

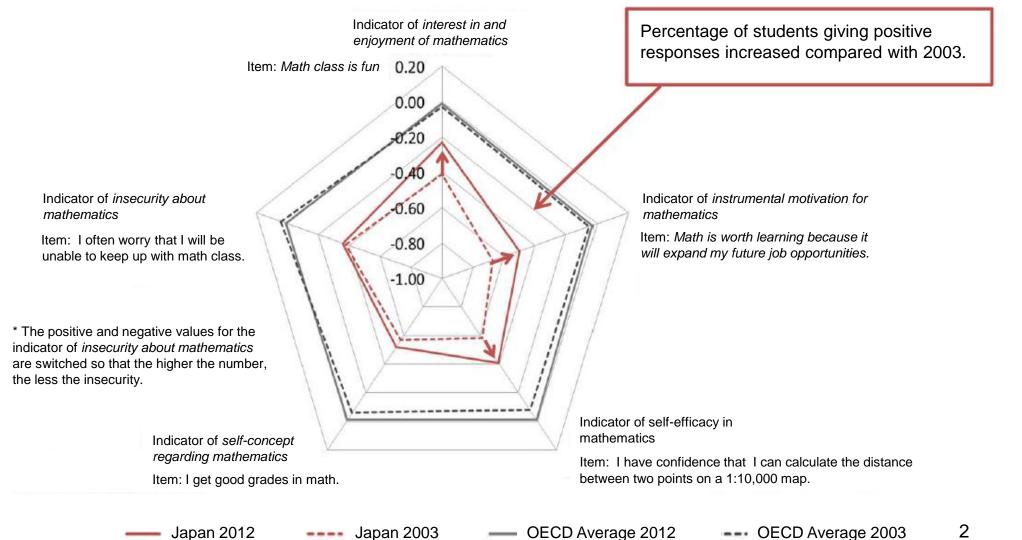
Education of Hope

~Tohoku's efforts at creative reconstruction education ~

February 9, 2014 Kihei Maekawa

Director-General Elementary and Secondary Education Bureau Changes in Learning Motivation Boost Mathematical Literacy (from PISA 2012)

Significant increase in positive responses for three indicators: interest in and enjoyment of mathematics; instrumental motivation for mathematics; and feeling of self-efficacy in mathematics.



O The large role played by teachers at schools that became evacuation shelters

- School reopenings and relationship with community
 In Okumamachi, Fukushima, schools were central to sustaining the community.
- Schools with close ties to the community have important functions in times of emergency
- At the same time, problems long faced by schools and communities come to light.

Q: Was the transition to becoming a local autonomous organization as a shelter smooth? (Principal) (Twenty schools that had been set up as school (Twenty schools that had not been set up community headquarters.) as school community headquarters.) Couldn't say There was confusion: There was Smooth: 35% either way: 5% 0% confusion: 40% Couldn't say either way: 25% Smooth: 95% (Based on a survey of 40 elementary and middle school principals in Miyagi Prefecture.)

Iwaki Student Council Presidents Summit (Iwaki, Fukushima Prefecture)

All middle school student body presidents work closely together in order to develop the future leaders of Iwaki in 20 or 30 years. They continue to participate after graduation as senior student council presidents.



Main endeavors:

- Send students to Hiroshima, Nagasaki, South Korea and the U.S. The students gain a wider perspective while also conveying news of their hometown's recovery.
- Raise money to help build schools in rural areas of Thailand that provided support after the disastrous earthquake.
- Leadership training from 22 top executives of global corporations
- Participate in nationwide student council summit, OECD Tohoku Schools, etc.

Collaborative Schools: Onagawa Kogakkan School, Ohtsuchi Ringakkan School (NPO Katariba)

These after-school facilities were provided by government officials, parents, townspeople, NPOs and others in the community for the children who lost places to go after school due to the disastrous earthquake of March 11, 2011. They also support schools' career education (workplace experience, experiential learning on school trips).



June 2011

A young lad with no place to go lies on the road to study next to temporary housing.

Some 60% of middle school students and 30% of elementary school students in Onagawamachi as well as 70% of middle school students in Ohtsuchimachi attend collaborative schools.

Imbuing scholastic aptitude and providing a place to go

Community problem-solving Hig study tov

High school town guides

Workplace experience at global corporations









To those who will create a new era, driven by the feelings for what they lost in the earthquake

Steps toward Committee to Consider Onagawa Education

- Boards of education, local elementary and middle schools, residents and NPOs worked together to consider future education in the community and established the Committee as a base for implementation.
- They split into nine task forces, with an elementary or middle school teacher heading up each task force. Academics and NPOs participate in all groups as members.
- Serving as a base for teachers to face local problems and put into practice independent, collaborative and creative learning.

Number 1 Task Force	School Administration/Management Task Force
Number 2 Task Force	Educational Motivation Task Force (Kokorozashi Kyoiku Suishin Bukai)
Number 3 Task Force	Scholastic Aptitude Enhancement Task Force
Number 4 Task Force	Stamina/Health Enhancement Task Force
Number 5 Task Force	Mental and Moral Education Task Force on Bullying, School Absenteeism, Student Counseling and Mental Care
Number 6 Task Force	Crisis Management, Disaster Mitigation/Prevention Education Task Force
Number 7 Task Force	Special Needs Education Task Force
Number 8 Task Force	Lifelong Learning/Collaborative Education Task Force
Number 9 Task Force	Sports/Stamina Task Force

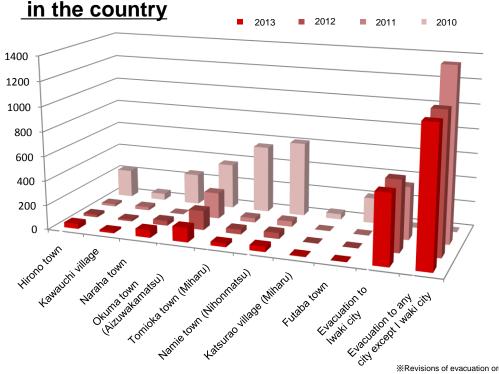
Vision for Education Rebuilding in Futaba County, Fukushima Prefecture

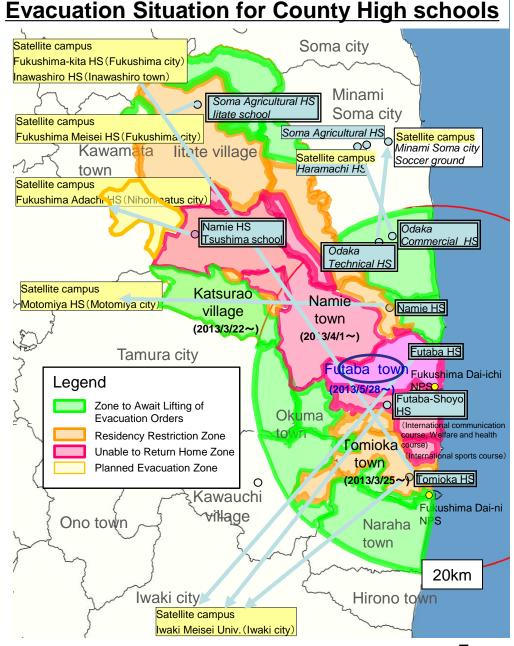
School Attendance Rates within the County

O Kindergarten 9.1 %
O Elementary school 11.5 %
O Middle school 13.9 %
O High school 26.8 %

(Including attendance at newly opened schools at new locations.)

Number of students attending middle schools





*Revisions of evacuation order and warning zones due to the May 7, 2013, decision to create the Nuclear Emergency Response Headquarters. (Futabamachi)

Schemata for Future Education Rebuilding Vision for Futaba County in Fukushima Prefecture

Contribute to the reconstruction of Futaba County and to the building of a sustainable community and develop human resources who can play active roles nationwide and internationally.
 Reenergize the community through practical learning for children and tie it in to reconstruction.

Basic Policy on Futaba Education Rebuilding

- ① Promote appealing education for Futaba County that makes use of the lessons learned from the disastrous earthquake and nuclear power plant. disaster.
- ② Develop personnel with *strengths* that can contribute to the reconstruction of Futaba County and to the building of a sustainable community.
- ③ Strengthen ties with Futaba County with a focus on education, based on the idea that the children taking refuge around the country are all the children of Futaba.

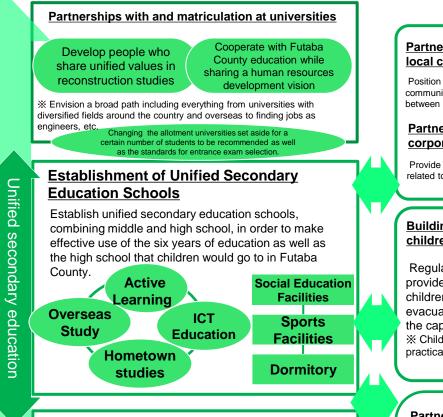
Education unified for all stages

- ④ Create a synergistic relationship between education and community reconstruction that enables the practical learning for children to help energize the community.
- ⑤ Create a new model for education from Futaba County and diffuse it around the prefecture and the country.

Education based on educational value goals and curriculum unified through all stages of education

Develop human resources who can take on the long-term reconstruction of Futaba County and can contribute to the nation and the world.

Introduce problem-solving learning (active learning) and overseas study while developing the capacity to learn autonomously, to think and to put ideas into practice.



Establish and maintain kindergartens and elementary schools that can accept refugee children

Consider establishment of kindergartens and elementary schools that will be able in the future to support existing town and village schools while accepting children from zones that have taken on many refugee children and from low-radiation zones in the county.

Partnerships between schools and local communities

Position schools as the nuclei of local communities and create a synergistic effect between education and community reconstruction

Partnerships between corporations and NPOs

Provide human resources and financial support related to industry-building in Futaba County.

Building ties between refugee children and residents

Regularly and continually build ties and provide fora for the gathering of children going to school outside the evacuation zones while strengthening the capacity to contact them. % Children plan and implement as a form of practical learning.

Partnerships between the kindergartens, elementary and middle schools

established by towns and villages Consider each town and village school

taking on each other's students. Partner with unified secondary education (middle and high) schools.

Move forward with a deliberative body composed of eight towns and villages in Futaba County, the prefectural and central governments, while Fukushima Prefecture and the central government provide support.