



Educational effects of OECD Tohoku School on students

- Greater ability to debate forcefully and achieve
- Deepened feelings for region and Japan
- Improved ability to think constructively and critically
- Dramatic improvement in ICT technology skills
- Building inter-local relations
= Toward mutually empowering relations

I watched my town being swept away by the tsunami, and couldn't tell whether it was real or a hallucination.

2011
3.11

震災がおきて、
自分たちの町が津波で
流されていくのを見て、
現実なのかと覚悟の
が分からなかった。

I graduated so I'm separated from teachers and my friends who move out. But I decided to do my best for the first year at junior high school.

卒業式があって転校し
てしまっている友達や先生
とも分れることにな
ってかなり悲しかった。
でも来年度から中学校
一年生として新たなスタ
ートをきることになった
から頑張ろうと思った。

中学校生活が始まり、
知らない人達と一緒に
クラスで勉強して初めは
少し戸惑ったけど、生活し
ていくうちにだんだん
なで学校が楽しくな
っていた。

I was a bit confused when my junior high school life began, but I was able to fit in and started to enjoy it.

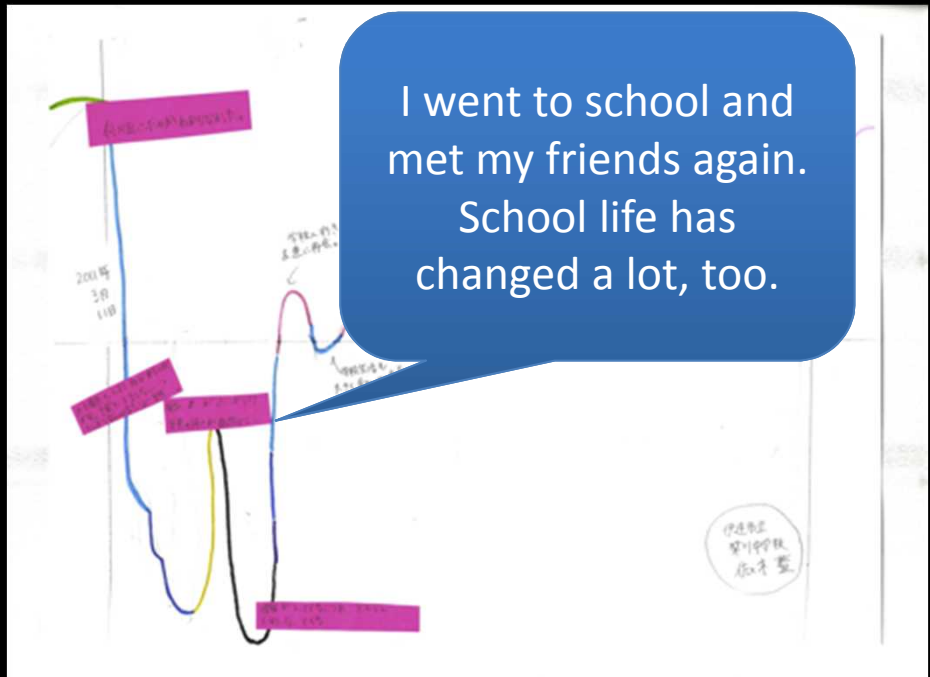
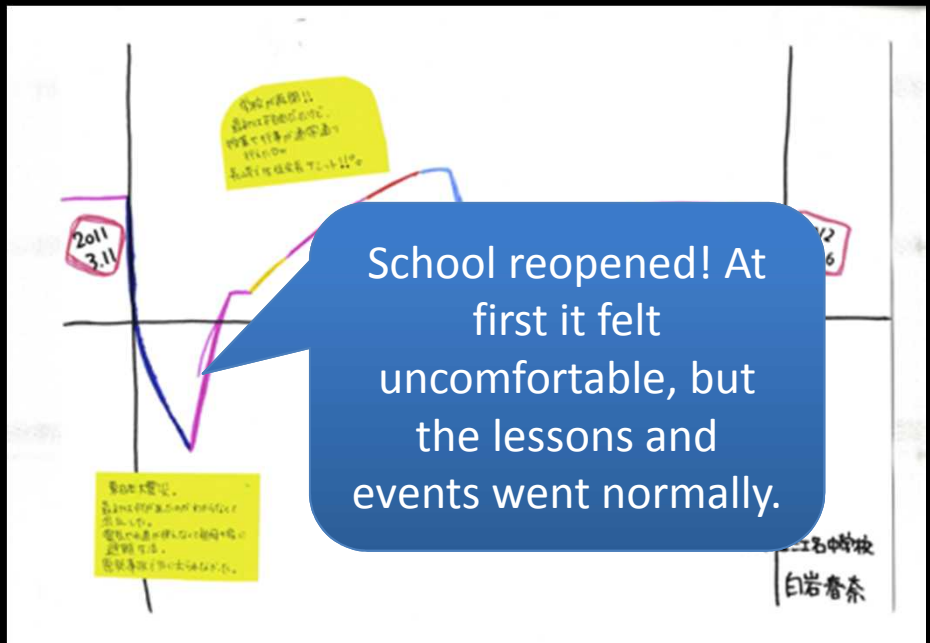
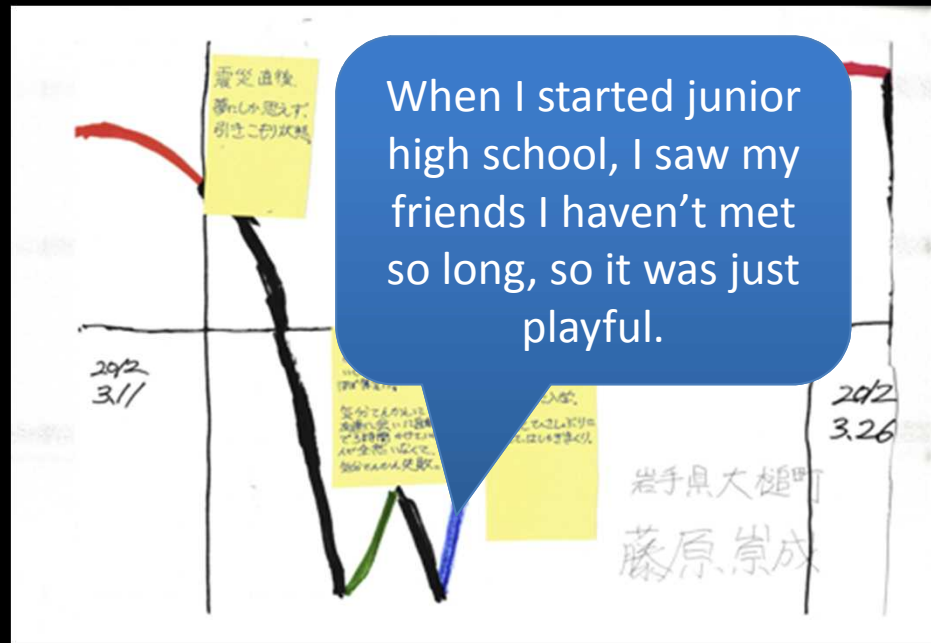
文化祭と体育祭があって
体育祭は応援活動と
文化祭では最優秀賞を
とってとても楽しかった。
その後も何も問題なく
生活して、たまたま卒業式
が近付いていた。

中学校の卒業式があって
今年度も終わるんだなあ
という気持ちの反面来年
度から新一年生という気
持があまり強まっていた。
でもこの東北スクールを通
じていろいろな人と交流を
深めたいと思いました。

2012
3.26

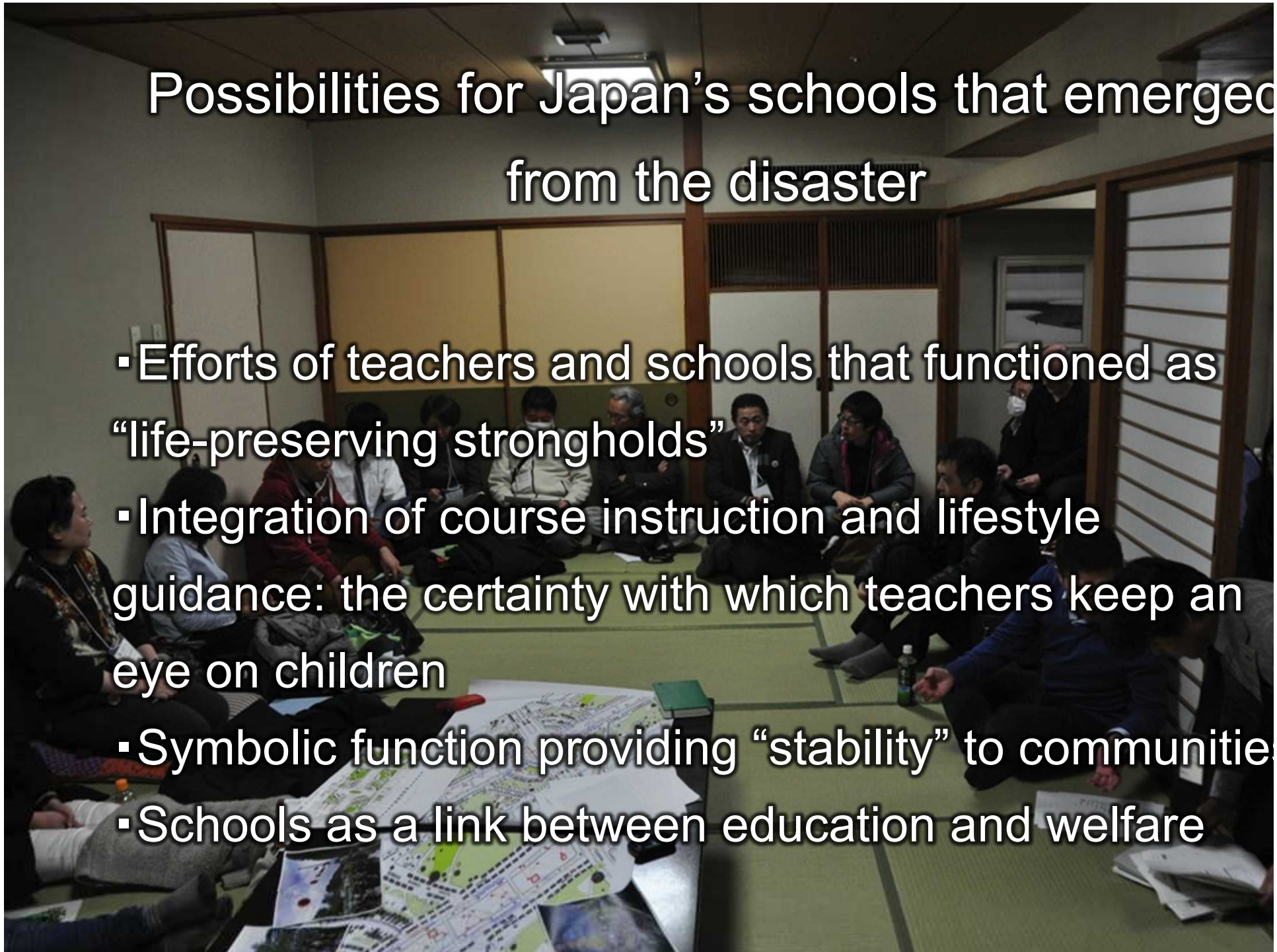
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Possibilities for Japan's schools that emerged from the disaster

- Efforts of teachers and schools that functioned as “life-preserving strongholds”
- Integration of course instruction and lifestyle guidance: the certainty with which teachers keep an eye on children
- Symbolic function providing “stability” to communities
- Schools as a link between education and welfare



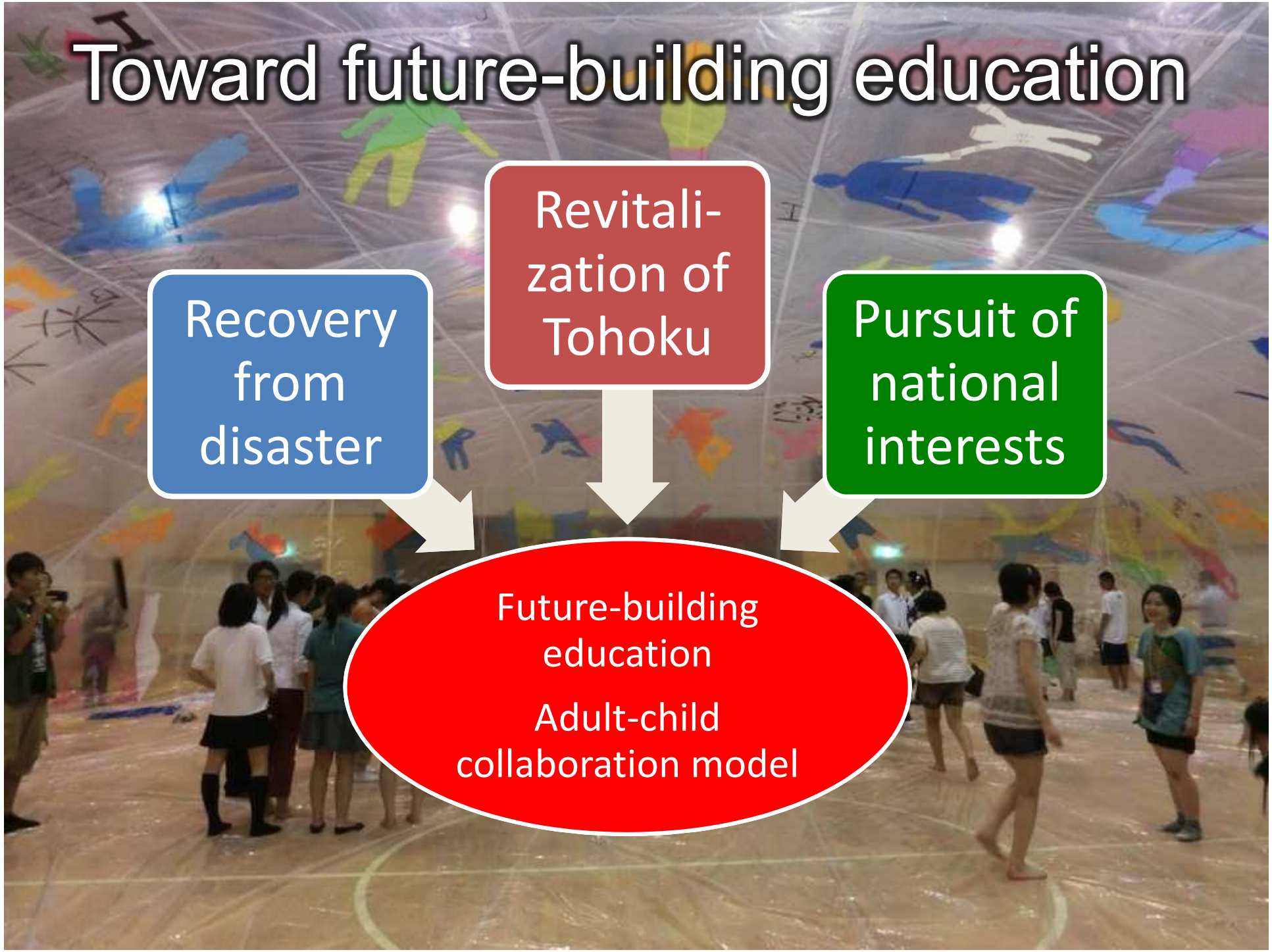
Toward future-building education

Recovery
from
disaster

Revitali-
zation of
Tohoku

Pursuit of
national
interests

Future-building
education
Adult-child
collaboration model



Students in disaster areas with different disaster experiences meet

Different school years collaborate

Feeling closer to foreign countries on a student level

Balance between sexes

Students and teachers collaborate as equals

Utilizing a wide range of communication tools

Disaster areas (Tohoku) and non-disaster areas (outside Tohoku) interact

Initiatives by different ministries and sectors

Policy, research and field intersect

Industry-government-academia collaboration

Creating innovation in education

Establishment of Innovative Learning Laboratory (ILLab)

- Child support programs, OECD Tohoku School, education recovery support for 8 towns and villages in Futaba municipality, etc.
- Need for long-term recovery support, responsibility as a regional university
- Long-term vision of region, Tohoku and Japan

Innovating Learning Laboratory
(ICT, international cooperation, recovery education, project learning, teacher training, to education reform laboratory)

- Creation of disaster restoration curriculum
- Put 21st century style personnel development model into practice, share the results with public education
- Disseminate around Japan and overseas as a model for education reform