

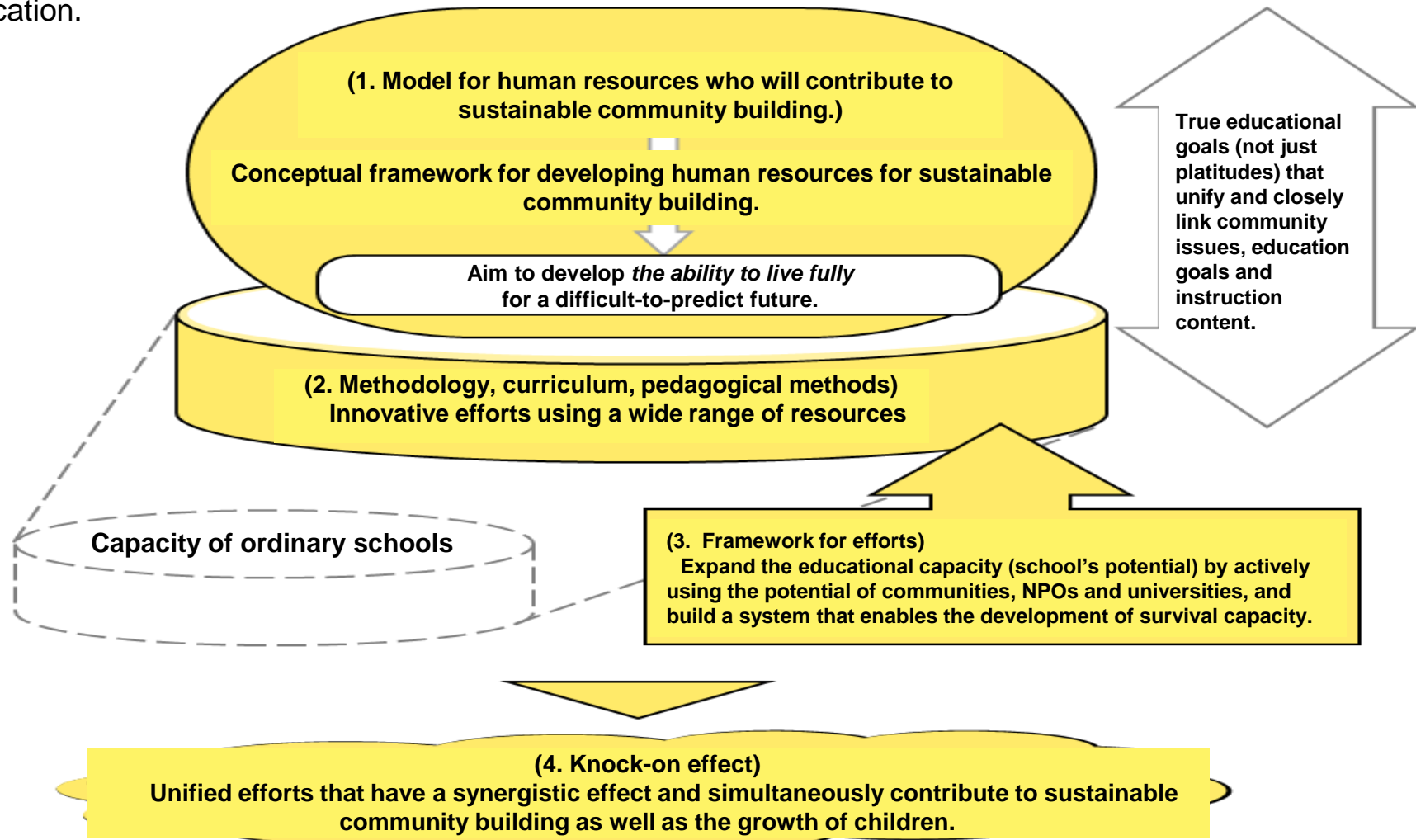
Main Lessons Learned from Examples of *Creative Recovery Education* in Tohoku

○ Transformation of Values ... Develop with a future orientation rather than restoring the past

Reconstruction from the disastrous earthquake and the nuclear power plant accident is difficult using only the knowledge and experience we have gained in the past. Education should also be advanced with a future orientation rather than just going back to the models of the past.

○ The reconstruction of Tohoku and Japan depends at the end of the day on education and learning.

Developing children's problem-solving capacity in order to achieve long-term reconstruction is the responsibility of education.



July 19, 1996 Central Council for Education

We believe that what children will need is the **ability and qualities to discover problems on their own, learn, think and judge autonomously, act and make better solutions** regardless of how much society changes. They also will need to have rich inner lives and **hearts full of emotion, be considerate to and cooperate with others** while maintaining personal discipline. It goes without saying that healthy bodies and stamina are indispensable if they are to live robust lives. We named this type of quality and ability ***a zest for living during the rapidly changing society to come***, and believe that cultivating these qualities in a balanced manner is important. ... We believe the following types of perspectives are particularly important when cultivating a ***zest for living***.

- (a) Bolstering partnerships among schools, families and local communities as well as education in the family and local community.
- (b) Increasing children's opportunities for enriching life and nature experiences
- (c) Developing school education that prioritizes the development of a zest for living ...

A Look at Pre-disaster Tohoku and the Future of Regions Around Japan

Aging rate in municipalities on the seacoast

National Average Aging Rate (%)	23.1
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Iwate Pref.	Aging Rate (%)
Hirono town	30.5
Kuji city	26.4
Noda village	30.1
Fudai village	31.5
Tanohata village	33.9
Iwaizumi town	37.8
Miyako city	30.9
Yamada town	31.8
Otsuchi town	32.4
Kamaishi city	34.8
Ofunato city	30.9
Rikuzentakata city	34.9

Miyagi Pref.	Aging Rate (%)
Kesennuma city	30.8
Minami Sanriku town	30.1
Onagawa town	33.5
Ishinomaki city	27.3
Higashi Matsushima city	23.2
Matsushima town	30.9
Rifu town	16.3
Shiogama city	27.5
Shichigahama town	21.6
Tagajo city	18.4
Sendai city	18.6
Natori city	19.1
Iwanuma city	19.8
Watari town	23.4
Yamamoto town	31.6

Fukushima Pref.	Aging Rate (%)
Shinchi town	26.9
Soma city	25.5
Minami Soma city	26.6
Namie town	26.7
Futaba town	27.1
Okuma town	21.0
Tomioka town	21.1
Naraha town	25.9
Hirono town	23.8
Iwaki city	25.1

2010 Basic Census Data

The crisis engulfing Japan

← Mutually linked →

○Rapidly decreasing birthrate and aging of population

- Decline in number of women of childbearing age (Compared with 2010, population is expected to decline by 30% to 90 million, of whom 40% will be over the age of 65, by 2060.)
- Size of the economy will shrink; tax revenue will decline and social insurance costs will expand
- **Society as a whole will lose vigor**

○Advancing Globalization

- Mobilization of people, things, money and information
- Full-fledged advent of a “knowledge-based society”
- Increasingly intense international competition due to the growing prominence of emerging nations
- Deindustrialization as production sites are moved overseas
- **Japan’s international presence is shrinking**

○Changes in employment environment

- Changes to lifetime employment and seniority pay
- Corporations have less internal capacity to train employees
- **Increase in unemployment and casual employment**

Accelerated and becoming more prominent due to the Great East Japan Earthquake

○Changes to local society and families

- Weakening of safety net through connections and mutual support in local society
- Diversification of values and lifestyle
- **Increasing isolation of individuals and declining awareness of social norms**

○Reproducing and solidifying disparities

- Advancing economic disparity → education disparity → Reproduction and solidification of education disparity (Intra-generational and intergenerational)
- **Declining individual consciousness and social stability**

○Changes in wealth

- Questioning the pursuit of wealth thus far through mass production and mass consumption, while an enormous number of global-scale problems that must be tackled by humanity as a whole, such as the above situation, the environment, food, energy, and ethnic and religious conflict, within.

【Lessons from the Earthquake (hints for breakthroughs)】

- Think and act independently based on accurate assessment of circumstances and do not give up
- Restore future-oriented innovation and engage in society building
- Create environments conducive to ensuring learning of needed skills
- Recognize importance of links among people, communities and countries and of coexistence between humans and nature

Second Basic Plan for the Promotion of Education

Overview of first section General Statement

Four Basic Policy Directions for Education Administration

- 1. Developing social competencies for survival**
~Active and independent power to work toward autonomy and collaboration in a diversified and rapidly changing society~
- 2. Developing human resources for brighter future**
~Lead and create change and new values, people who can lead in each field of society~
- 3. Establishing learning safety net**
~Wide range of learning opportunities accessible to anyone ~
- 4. Creating vibrant communities based on strong bonds**
~Society encourages growth of people who then build society in a virtuous cycle ~

The crisis engulfing Japan

(Accelerated and becoming more prominent due to the Great East Japan Earthquake)

On the other hand...

【Japan's various strengths】

- Diversified culture, arts and superior sensitivity
- Science and technology; basic technology for making things
- Diligence, cooperative spirit, consideration for others
- High average basic knowledge and skill
- Human connections

Lessons from the Earthquake

Assessment of First Plan

Future Direction of Society

Autonomy

Lifelong learning society enabling the growth of each individual's individuality and ability and the autonomous realization of a fulfilling life.

Creation

Lifelong learning society enabling the creation of new values through autonomy and collaboration.

Collaboration

Lifelong learning society conducive to respecting the diversity of individuals and society, to taking advantage of the strength of each, to mutual support, to mutual enhancement, and to participation in society.

July 14, 2013 Government of Japan

(Learning from the disaster)

By experiencing a disaster of an unprecedented scale, we seem to have also found hints and clues to overcome the crises that we now face. Examples include the importance of:

- **the ability to grasp a situation accurately, to think and act proactively, and to not give up, even in the face of adversities**
- **nurturing human resources to strive to restore and build a future-oriented society, with innovative creativity to create new social and economic values**
- **improving the educational environment where every child and youth, regardless of the region of residence and/or economic background, can learn and acquire necessary skills and knowledge in a safe environment, including quakeproofed facilities**
- **the bonds and ties between peoples, regions, and countries, as well as coexisting with nature**

Receiving a great deal of support and cooperation from domestic and overseas sources, a trend for creating new models for education geared toward reconstruction has begun in many areas in Tohoku with a focus on local residents. Such efforts give us suggestions regarding the nature of Japan's education for the future. We need to support the development of this type of future-oriented education model not just in the areas hit by the earthquake but throughout Japan.

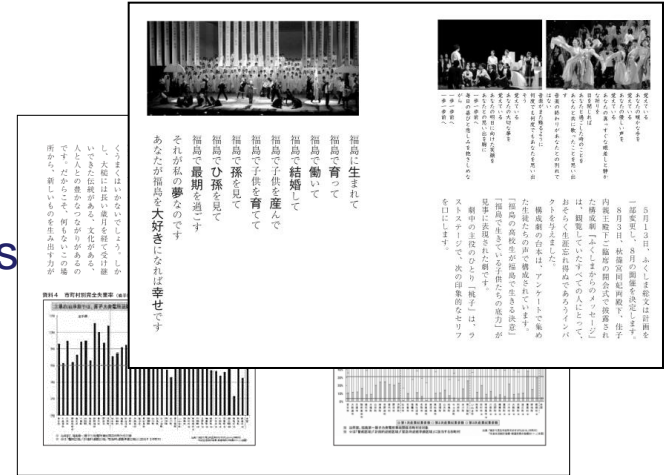
Various types of support, including the holding of events, enabled children to have a strong awareness of their ties to society, something they were unable to glean from ordinary coursework.

The fact that this support took place outside the normal curriculum was a great lesson for understanding the capacity to survive in society. Although challenges remain, such as the number of class hours, we would like to use these lessons for school education during ordinary times as well.

**Miyagi Prefecture School Superintendent Hitoshi Takahashi
November 18, 2012
Creative Recovery Education Association**

Education of Hope

Compiled by Creative Recovery Education Association, Ministry of Education, Culture, Sports, Science and Technology
To be published on March 11, 2014 by Toyokan Publishing



Chapter 1 Presentiments of a *New Learning* based on Testimony of People in Affected Areas

**Chapter 2 Children who Transformed Sadness into Hope
— Numerous wonderful stories**

Chapter 3 Structure of a Future-Oriented Education Model from Tohoku

Chapter 4 Creative Recovery Education to Rejuvenate Communities around Japan

Chapter 5 Education of Hope -- Discussing Future Education in Japan

Book sales to be donated to creative recovery efforts in Tohoku.