

TSUNAGU We are together



The English digest edition
translated by
high school students of Iwate
⌘
students of Iwate University

A Record of
the East Japan Great Earthquake and Tsunami
~ lessons for the next generation ~



A Message From President of the Iwate Board of Education

Three years have passed since the East Japan Great Earthquake and Tsunami caused a calamity to Iwate, on March 11, 2011. It took away from us so many lives and precious things. Many people living in the coastal areas of Iwate were forced to live in shelters, their homes damaged or swept away.

In terms of school education in Iwate as well, 98 students, teachers and school staff are dead and 19 are still missing. It is an unbearable sadness for me personally. Now, I would like to express my deepest condolences to those who were victimized by the tsunami.

In the coastal areas, some school buildings, facilities of social education and cultural properties were damaged by the tsunami. Some schools were forced to move to other temporary school buildings. Some schools functioned as shelters for the evacuees of the neighboring communities, where the teachers and students were engaged in management of the shelter, and they overcame great hardships.

March 11th was just before the commencement ceremonies in Iwate. Some days after the tsunami, delayed commencements were held. They were not well prepared but the evacuees, who lived in school gyms and buildings as shelters, congratulated the students upon their graduation. I am sure these unusual commencement exercises must be unforgettable throughout the lives of the students. I am also convinced that a school can only function properly when the school and its community work together.

We, the people of Iwate, are proud of the teachers and school staff who devoted themselves selflessly to the lives and wellbeing of students and evacuees.

We are going forward toward reconstruction steadily, thanks to an abundance of support from all over the world. However, even now when three years have already passed, we face a myriad of problems: Some students are still studying in temporary school buildings or in classrooms of other schools. We also face long-term problems such as mental care for the students and school staff who survived the tsunami disaster.

In this situation I feel it our important responsibility to record the facts and efforts that the Iwate Board of Education has been making since the disaster happened, and to pass the lessons on to the following generations.

Since the disaster, we have been working on many projects: We created “the Education

Program for Reconstruction of Iwate”, established a fund called “Iwate-no-manabi-kibokin” (Fund for the Study with Hope in Iwate), which aims to support the study of students who have lost parents, and so forth.

These projects and activities are not sufficient for the revitalization of Iwate yet, but the decision of freezing the teachers’ regular transfers in the spring of 2011 was made so as to enable the teachers and school staff in the tsunami-affected areas to remain in the area to help their students and work for the recovery. We also have a strong collaboration among schools, homes and communities, as a treasure of “movement of education-development” which has been carried out for a long time. This enables us to move forward slowly but steadily.

We have published this record, thanks to the cooperation of municipal boards of education and teachers of local schools. The title “Tsunagu” implies our intention to pass the lessons on to the following generations, including our deep gratitude to many who have supported, those sufferers from the disaster, etc. We have also posted this record on the homepage of the Iwate Board of Education, hoping not only educators in Iwate but educators all over the nation, administrators and researchers will read it and learn from it.

It will be my great pleasure if this book can be of help for the education for disaster mitigation at schools all over the nation, and in fact, throughout the world.



Masaru YAEGASHI

President of the Iwate Board of Education

March, 2014

Quelques mots d'introduction

Trois ans se sont écoulés depuis le grand tremblement de terre du Tohoku qui a eu lieu le 11 mars 2011. Le tsunami qui en a résulté a pris la vie et les biens de nombreuses personnes de la préfecture d'Iwate. A ce jour, beaucoup vivent encore dans des préfabriqués.

Au sein des écoles aussi, des élèves et des personnels d'éducation ont péri : 98 sont morts et 19 sont toujours portés disparus. Je veux une nouvelle fois renouveler mes prières pour le repos de leur âme.

De nombreux bâtiments ont été détruits le long de la côte : des écoles, des patrimoines culturels... Des écoles ont vu transférer leurs classes dans des préfabriqués. Les écoles qui ont servi de refuge après le tsunami ont dû garder ce rôle pendant une longue période, les enseignants et les élèves acceptant de collaborer pour la gestion de leur école en tant que refuge.

De même, les élèves terminant l'école cette année-là qui n'ont pas pu suffisamment préparer leur cérémonie de remise des diplômes, ont pu bénéficier de la bienveillance des réfugiés pour prendre leur envol dans la vie. Je pense que cette cérémonie de remise des diplômes restera à jamais gravée dans leur mémoire. Nos enseignants qui ont travaillé à préserver la vie et le quotidien des élèves et des réfugiés ont pris bien peu de repos ou de sommeil. Ils sont la fierté de notre préfecture.

Nous avons reçu de l'aide de nombreuses personnes, de tout le pays, ce qui a permis la reconstruction du système éducatif dans les zones touchées par le désastre. Malgré tout, trois ans ont passé et des écoles ont encore des préfabriqués pour bâtiments ou bien utilisent des bâtiments qui ne sont pas les leurs. De plus, de nombreux enseignants et élèves ont besoin d'un soutien psychologique. Cet événement a eu d'importantes conséquences qui s'inscrivent dans le temps.

Dans une telle situation, le Conseil d'Education de la préfecture pense qu'il est de son devoir de laisser une trace des efforts déployés pour la reconstruction de l'éducation au sein de la préfecture, ainsi que de laisser à la génération suivante les enseignements reçus par cette tragédie.

Le Conseil d'Éducation a créé des programmes de restauration du système éducatif d'Iwate ainsi que des bourses pour aider les élèves qui ont perdu leurs parents lors de cet événement à poursuivre leurs études.

La reconstruction est encore loin d'être satisfaisante mais, grâce aux efforts communs de tous, cette reconstruction est en marche. Nous avons pu créer ce livre grâce à leur coopération. Le titre de cet ouvrage, « Tsunagu » (« Créer un lien »), signifie que nous souhaitons témoigner pour la génération suivante et remercier toutes les personnes qui ont soutenu les victimes.

Nous serons heureux si ce livre peut contribuer à l'éducation à la prévention des risques naturels au sein des institutions éducatives de notre pays.



Masaru YAEGASHI

Président du Conseil d'Education de la
Préfecture d'Iwate

Mars, 2014

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This publication is based on a book in Japanese about the East Japan Great Earthquake and Tsunami which was published by the Iwate Board of Education in March, 2014. A group of high school and university students in Iwate selected some of the articles and summaries from the original publication and translated them into English with their own comments. .

Japan in the world



Chapter 1: The situation after the East Japan Great Earthquake and Tsunami

This chapter gives us a detailed description of the amount of damage caused by the East Japan Great Earthquake and Tsunami, on 11 March, 2011. It is a well-known fact that an earthquake of magnitude 9.0 shook Japan that day, and many of Iwate Prefecture's cities, towns and villages experienced an earthquake between level 4 and 6. As a result of the earthquake, a tsunami followed, the waves of which were higher than 8.5 meters. The chapter includes numerous tables and images to illustrate the devastation, giving a detailed summary of the earthquake and the tsunami, followed by information concerning different types of damage.

For instance, from this chapter we can learn how many people died in the disaster, how many went missing, and how many homes were destroyed. Furthermore, the chapter also provides information about agricultural and industrial damage.

Later on in this chapter, we can read about education-related damage. We can find a detailed description of how many children and educational staff went missing or passed away in each city, town, or village. Then, the chapter also explains migration in and out of the prefecture triggered by the earthquake, the tsunami, the damage and the tragedy of Fukushima.

As we read on, we can gain an insight into material loss within the prefecture. Information is included about how many school buildings and facilities were destroyed, supported by numerical data and tragic images. After describing the situation of educational buildings, information about the damage of cultural art facilities and social educational facilities is provided. Moreover, the chapter also explains the effects of the earthquake and tsunami on communal training facilities, finishing the list with the damage to cultural assets.

All in all, this chapter gives the reader a shocking and detailed description of the events of 2011 and the damage caused by the tragedy.

Overview of the Great Earthquake and Tsunami

2011 East Japan Great Earthquake and Tsunami

| Name of the earthquake | (2011) The Great East Japan Earthquake | | |
|---------------------------|--|---|--|
| Occurrence time and scale | 14:46 on March 11, 2011 | 9.0 Moment Magnitude | |
| Maximum intensity | Magnitude 6 (Ichinoseki City, Yahaba Town, Kamaishi City, Ofunato City, Takizawa Village, Fujisawa City, Hanamaki City, Oshu City) | | |
| Height of the tsunami | Miyako City above 8.5 m-high Kamaishi City above 4.2 m-high | Ofunato City above 8 m-high Kuji Port 8.6 m-high (estimated) | |
| Situation of aftershocks | Above magnitude 7: 6 times Above magnitude 6: 99 times Above magnitude 5: 642 times Above magnitude 4: recorded 260 times (Until March 11, 2012) | | |
| | The aftershocks which focused on Miyagi | | |
| | Occurrence time and scale | 23:32 April 7, 2011 | Magnitude 7.2 |
| | Focus and maximum intensity | Miyagi (38.12.2 degrees north latitude, 141.55.2 degrees east longitude, depth about 66 km) | Magnitude 6 (Ofunato City, Kamaishi City, Yahaba Town, Ichinoseki City, Hiraizumi City, Oshu City) |

On March 11, 2011, a 9.0-magnitude earthquake occurred at the Sanriku Coast of Japan. It was the biggest earthquake on record in Japan and people call it 'The Great East Japan Earthquake'. During the earthquake, the maximum intensity of 7 was recorded in Kurihara City of Miyagi. In addition, in other cities of Iwate, such as Ichinoseki City, Yahaba Town, Kamaishi City, Ofunato City, Takizawa Village, Fujisawa Town, Hanamaki City, and Oshu City, a magnitude 6 earthquake was observed, while earthquakes more than magnitude 4 were recorded in various areas.

This powerful earthquake caused tsunamis, which resulted in 8-meter-high run-ups in Ofunato City, and more than 8.5-meter-high run-ups in Miyako City. The tsunamis smashed over the dikes and attacked the towns, and caused a calamity in Rikuzentakata City and other places.

Furthermore, aftershocks continued intermittently. For example, on April 7, 2011, the aftershocks, the hypocentre of which was off-shore Miyagi Prefecture, were up to magnitude 7.2. Other cities such as Ofunato City, Kamaishi City, Yahaba Town, Ichinoseki City, Hiraizumi City, and Oshu City, suffered shakings of about level 6, which caused additional damage.

Extent of the damage in Iwate Prefecture

Due to the earthquake and tsunamis, there were countless casualties. Mainly in the cities of the south coast (Rikuzentakata City, Ofunato City, Kamaishi City, Otsuchi Town, Yamada Town and Miyako City), the death toll has risen to 4,671, and an additional 4,000 people are still missing. As for the affected buildings, coastal areas lost 22,766 buildings, while inner areas lost 1,794 buildings, 24,560 buildings in total. Furthermore, the industry lost 607.8 billion yen; in particular,

the fishing industry and fishing ports had been severely affected by the disaster. The accident at the Fukushima Daiichi Nuclear Power Plant also brought a negative impact on the catastrophe.

Furthermore, 2,752 public facilities were damaged. The loss is about 257.3 billion yen. Power outages, water, gas and telephone cut-offs also took their toll on the everyday lives of people all over the prefecture, and therefore their recovery was delayed.

The situation of people affected

| Class | Coastal area | Inner area | Total |
|-------------------------|--------------|------------|-------|
| Dead (person) | 4,671 | 0 | 4,671 |
| Missing (person) | 1,169 | 4 | 1,173 |
| Cases of in-house death | 1,123 | 4 | 1,127 |
| Injured (person) | 71 | 135 | 206 |

The situation of houses affected

| | Coastal area | Inner area | Total |
|--------------------------------|--------------|------------|--------|
| The number of houses collapsed | 22,766 | 1,794 | 24,560 |



Rikuzentakata City



Otsuchi Town

Education-related damage: Human casualty

The tsunami caused much damage to the coastal areas, and 90 students died from the tsunami. According to the table, many high school students died. At the time of the tsunami on March 11, 2011, many high school students were having a spring vacation. Thus, they had to take actions for themselves. Some were late to escape from the tsunami. On the other hand, many elementary school and high school

students were at their schools, and they followed their teachers' guidance to evacuate. Thus they were able to escape to safety.

Suffering of students from public kindergarten to high school

| Town/City | Kindergarten | | Elementary school | | Junior high school | | High school | | Special needs education school | | Total | |
|---------------|--------------|---------|-------------------|---------|--------------------|---------|-------------|---------|--------------------------------|---------|-------|---------|
| | Dead | Missing | Dead | Missing | Dead | Missing | Dead | Missing | Dead | Missing | Dead | Missing |
| Oshu | | | | | | | 1 | | | | 1 | 0 |
| Ofunato | | | | | | | 7 | | | | 10 | 0 |
| Rikuzentakata | | | | 1 | | | 19 | 3 | 2 | | 37 | 4 |
| Sumita | | | | | | | 1 | | | | 1 | 0 |
| Kamaishi | 2 | 1 | | | | | 3 | 2 | | | 10 | 3 |
| Otsuchi | | | | | | | 3 | 3 | | | 8 | 3 |
| Miyako | | | | 2 | | | 6 | 1 | | | 7 | 3 |
| Yamada | | | | 1 | | | 2 | | | | 4 | 1 |
| Kuji | | | | | | | | | 1 | | 1 | 0 |
| Noda | | | | | | | 1 | | | | 1 | 0 |
| total | 2 | 1 | | 4 | | 0 | 43 | 9 | 3 | 0 | 80 | 14 |

Some students lost their parents, and so it became important to provide them with long-term support to meet their specific, often dire, situations.

The number of orphans and children without a parent, across age

| Age | Coast | Inland | Total |
|------------------------|-------|--------|-------|
| Orphan | 92 | 2 | 94 |
| Child without a parent | 461 | 20 | 481 |
| Total | 553 | 22 | 575 |

The number of orphans and children without a parent across various kinds of schools

| Age | Orphan | Child without a parent | Total |
|---------|--------|------------------------|-------|
| 0 - 5 | 3 | 65 | 68 |
| 6 - 11 | 27 | 146 | 173 |
| 12 - 14 | 30 | 102 | 132 |
| 15 - 17 | 27 | 130 | 457 |
| 18 - | 7 | 38 | 45 |
| Total | 94 | 481 | 575 |

The staff of the boards of education suffered tremendous losses as well. In the case of Rikuzentakata, the president of the Board of Education and 63 city servants perished, which made it impossible for the educational administration to function for some time.

Human loss of members of the city boards of education

| Town/City | Dead | Missing |
|---------------|------|---------|
| Rikuzentakata | 41 | 3 |
| Kamaishi | 3 | 1 |
| Yamada | 1 | |
| total | 45 | 4 |

Education-related damage: Material loss

Prefectural educational facilities located near the sea or along the river suffered devastating damage, such as being completely destroyed or washed away by the tsunami. 73 out of 83 prefectural school facilities were damaged, and their loss was about 1,700,000,000 yen. For example, Takata Senior High School suffered about 753,000 yen worth of damage. The tsunami came to the third floor of the school building and its school gymnasium was destroyed by the tsunami.

Moreover, as for school buildings managed by municipal authorities, 374 school facilities of



The building of Takada Senior High School and its schoolyard

29 cities, towns and villages sustained damage. 215 elementary schools, 114 junior high schools and 33 kindergartens were damaged, among many other buildings. These losses amounted to about 18,300,000,000 yen. Akasaki Elementary School in Ofunato City is one example of municipal schools that fell pray to the East Japan Great Earthquake and Tsunami. The school suffered a total damage of about 1,580,000 yen and almost all of the school buildings were destroyed. The swimming pool was buried by lots of sand and waste.



The school building of Unosumai Elementary School in Kamaishi City

The amount of damage of school facilities

| Installation personnel | Institution classification | number of institutions | Number of damaged institutions | amount of damage (1,000yen) |
|-----------------------------------|--------------------------------|------------------------|--------------------------------|-----------------------------|
| Prefectural facilities | junior high school | 1 | 1 | 1,500 |
| | high school | 68 | 60 | 1,690,399 |
| | special needs education school | 14 | 12 | 19,626 |
| | total | 83 | 73 | 1,711,525 |
| Municipal governments' facilities | elementary school | 392 | 215 | 11,392,145 |
| | junior high school | 189 | 114 | 6,640,929 |
| | kindergarten | 60 | 33 | 211,571 |
| | School lunch common kitchen | 69 | 12 | 65,295 |
| | total | 710 | 374 | 18,309,940 |
| total | | 793 | 447 | 20,021,465 |

Education-related damage: Cultural, artistic and social facilities

The 2011 East Japan Great Earthquake and Tsunami destroyed many buildings in the disaster-affected areas. The pictures and the table show the damage to cultural and artistic facilities. The table shows that half of the entire cultural and artistic facilities were damaged. Some of the damage was small, such as breaking of glass and lights, while other damage was much more serious, such as falling of all the ceilings and breaking of steel structures. The

location of a facility—the geomorphology of the place where a facility is located—caused different damage. The buildings in the coastal areas were hit by the tsunami and suffered larger damage than those farther inland. Along the coast, some facilities were damaged while others were swallowed by the tsunami. The amount of damage reached 6.5 billion yen in Iwate Prefecture alone.

Summary of the damage to cultural and artistic facilities

| Founder | No. of facilities | No. of damaged facilities | Amount of damage (1,000yen) |
|---------------|-------------------|---------------------------|-----------------------------|
| Iwate | 1 | 1 | 1,256 |
| Morioka | 4 | 1 | 6,689 |
| Shizukuishi | 1 | 0 | |
| Takizawa | 1 | 0 | |
| Yahaba | 1 | 1 | 2,772 |
| Hanamaki | 2 | 1 | 238 |
| Tono | 1 | 1 | 1,417 |
| Kitakami | 1 | 1 | 37,597 |
| Nishiwaga | 1 | 0 | |
| Oshu | 4 | 4 | 62,102 |
| Ichinoseki | 2 | 2 | 12,131 |
| Ofunato | 1 | 1 | 9,492 |
| Rikuzentakata | 1 | 1 | 909,980 |
| Kamaishi | 1 | 1 | 4,350,000 |
| Miyako | 1 | 1 | 1,200,00 |
| Yamada | 1 | 0 | |
| Kuji | 2 | 0 | |
| Hirono | 1 | 0 | |
| Ninohe | 2 | 0 | |
| Ichinohe | 1 | 0 | |
| total | 30 | 16 | 6,596,674 |

As for social facilities, 174 out of 654 were damaged in Iwate Prefecture. In the inland regions, the damage was smaller, such as falling of ventilators, and breaking of glass by the earthquake. There were cracks in walls and damage to water supply pipes. However, in the coastal areas, the damage was devastating, caused by both the earthquake and the tsunami. Of course, this great earthquake and tsunami damaged not only many facilities but also the hearts of people in the disaster-affected areas. Their spirits will never completely recover from this disaster, but it is hoped they will be able to



Completely destroyed Rikuzentakata Civic Center

live in a better environment from now.

Ichinoseki City has many facilities that were damaged by the earthquake. This area saw some of the biggest damage in the inland areas of Iwate. Meanwhile, the cities and towns in the coastal areas suffered quite a large amount of damage. In particular, Rikuzentakata City suffered the largest amount of damage, totaling about 1,522,900,000 yen. It is essential to learn not only various ways to protect people living in those regions, but also how to teach disaster prevention education for the following generation.



Completely destroyed Kuji Underground Aquarium

Education-related damage: Cultural assets

Damage to cultural assets

There are two concerns regarding damage to cultural assets: one is the damage to the tangible cultural assets mainly in the southern part of the inland area, while the other one is assets being washed away or stained by sea water, and the damage to the tangible and intangible cultural assets caused by the tsunami in the coastal areas.

In the inland area, much of the damage consisted of cracks on the ceilings and walls, and some images of Buddha were broken because they fell due to the earthquake. In Rikuzentakata City on the coast, the tangible assets were completely washed away, and the museum was under water, up to the roof. The amount of damage it suffered is tremendous.

Particularly serious damage

| | |
|----------------------------------|--|
| National government designation | A famous sight "Takata-no-Matsubara" (Takata-Pine-Covered-Shore) was swept away, leaving only one single pine tree. |
| | The tangible cultural asset "Suisen Brewing Factory" was washed away. |
| | The tangible folk cultural assets "Fishery Tools of Rikuzentakata" were broken / stained with sea water / washed away. |
| Prefectural designation | The tangible cultural asset "Yoshida's House" was completely destroyed / washed away. |
| | The tangible cultural asset "Yoshida's Document" was stained with sea water / partially washed away. |
| Municipal government designation | The tangible cultural assets that were exhibited in Rikuzentakata Museum were damaged / washed away. |
| | The tools of the intangible folk cultural assets belonging to the coastal areas were washed away. |
| | The cultural assets of Otsuchi Town were destroyed by the tsunami and the accompanying fires. |

This is a “Miraculous Ipponmatsu (Single Pine)”

When the earthquake occurred, almost all of the pine trees were destroyed, leaving this single tree. So people started to call this pine tree, “Miraculous Ipponmatsu (Single Pine)”.

It is a symbol for the people because it could bear the power of the tsunami. In this way, it gives the people courage.

Also, it offers a lesson for the people. ‘We shall never forget about the East Japan Great Earthquake and Tsunami as long as it stands there, forever.’



The Miraculous Single Pine of Takata-Pine-Covered-Shore



Completely destroyed Prefectural Takata-Pine-Covered-Shore Activity Center



Completely destroyed Rikuzentakata Civic Gym

Chapter 2: Emergency measures taken in connection with the disaster

This chapter describes the emergency measures of the Iwate Board of Education, from the time when the disaster happened to when schools resumed their educational services. It was a disaster, the scale of which no one had ever experienced.

First, the Iwate Board of Education had to collect information about the damage to schools. However, there was no telephone service, and they were short of gasoline for cars. What they did during this hardship was described.

One administrative decision they took was to freeze the personnel transfers of teachers in the academic year of 2011, so that teachers could continue to support their students who suffered from the great disaster.

Next, the Board of Education made a project for restarting the schools, which had suspended their usual function. Some school buildings were damaged by the tsunami, some schools were used as shelters for the evacuees. Many students lost their homes, very precious family members, and things. However, the Board believed that students should be provided an education as their right. The kind of support provided in such unusual circumstances, was described.

A huge amount of support from other prefectural governments, citizens, volunteer groups in Japan and all over the world were offered. To arrange this support is another issue that the Board of Education took care of. For example, Hirosaki City presented Noda Village with a bus, and Neyagawa City presented Rikuzentakata City with 100 heating appliances. Not only aid supplies but many public workers and psychological counselors came to Iwate, too. Also, great websites were built, on which aid requests could be made and supporters could offer a wide variety of assistance.

A tremendous amount of measures were taken in the middle of such a chaotic situation. The need was unbelievably diverse and urgent, but it was amazing that people worked so hard and helped each other.

Initial actions taken after the disaster by the Iwate Board of Education

This section describes the Iwate Board of Education's first actions in response to the tsunami. The Board established a Tsunami Task Committee as soon as the tsunami occurred, which first confirmed the safety of students and teachers in the disaster area, and then gathered information about damage to school buildings.

Many schools along the coast became temporary shelters for residents who had lost their homes. Since many school-age residents living in those places attended those schools, teachers of the disaster area were asked to perform volunteer tasks. To support these teachers, the committee sent here many volunteer teachers from other areas. Many of the schools were used as shelters like this, as they also prepared to reopen. With the help of the volunteers, children could continue receiving care, despite the hardships of being homeless.

For example, on March 17 and 18 (a week after the tsunami), the board asked for volunteers among the high school teachers working at inland schools, and more than the expected number of teachers volunteered. One group of volunteers stayed at a school in the disaster-stricken area for three nights, taking care of their own food and sleeping arrangements. The board provided buses and gasoline. Volunteer teachers helped not only students but also their families

and citizens of the area.

The Board of Education lent three satellite cell phones to the offices on the coast so that the boards located inland could communicate with the schools in the areas, when the regular telecommunication network was out of service. Also, cell phones were lent to teachers at 63 schools on the coast from April to July. The prefectural Board cooperated with municipal boards of Educations to reopen schools.



The damaged school building of Takata High School



The gym of Yamada High School. The headquarters was set up on the stage.

Initial actions taken after the disaster by the boards of education of cities, towns, villages

This section describes how municipality boards of education coped with the disaster at that time.

One impressive point was the staff of boards of education visiting schools and striving to grasp the damage and current situations, because we can imagine that they needed to come up with ways quickly to prioritize and to cope with the problems for the sake of the schools—the students and teachers.

Some boards of education and schools devised ways to develop systems for sending letters or notes. On the other hand, a slight difference between inland areas and coastal areas arose. The staff could grasp situations of human suffering of all schools within a week the latest in inland areas, but it took about two weeks in some coastal areas.

Some boards of education couldn't support schools immediately. Nevertheless, they needed to come up with ways to do so soon. In particular, important points of consideration were as follows.

To visit each of the schools once a day and implement health security measures, for example to prevent infection.

To negotiate the schedule and emergency repair preparations for the graduation ceremonies.

It is necessary to clarify the role of teachers and city officials.

Citizens can be proud of how the boards of education dealt with the disaster. The staff did their best for their students and schools. The readers of these responses will certainly be changed by the lessons learned, and they can continue to tell it to the next generation, so the memories will be preserved forever.



The damaged office of Rikuzentakata City Board of Education



A school bus of Kamaishi City

Contribution: *Tomorrow we will thrive* by Yamada Town's Board of Education

This section explains a story based on the experience of the Superintendent of Education in Yamada Town, Mr. Iwafune. One is very impressed by his quick response to the emergency and good decision-making after the East Japan Great Earthquake and Tsunami. All of the people who lost their valuable things were so desperate. However, on the early morning of March 12th Mr. Yamada had his staff visit each school on foot and give directions to the principals to encourage them. He believed that every member of the Board of Education and the schools had to think about what to do. Mr. Iwafune described three points: First, immediately after the disaster, he felt that it was important to believe in each other. In the middle of the calamity, when there were many fires and explosions, he spent a long night in his office worrying about students, and he thought they should believe in each other. Second, one or two weeks later, he believed that it was important to understand students and to care for them. He visited schools repeatedly, held special meetings with the principals, and shared information.

He also paid attention to the students' and the teachers' mental condition. He advised each principal to smile in front of the teachers and students, to keep them from being sad. Third, from 3 weeks after the tsunami to the time

schools reopened, he felt that it was important for everyone to move forward together. Thanks to many people and their help, the schools reopened quickly. He was sure this quick reopening was possible because the schools cooperated with the surrounding communities and because all of the people in the area were always compassionate toward each other.



The sports festival which students were looking forward to



The refugees living in half of the school yard made the sign to congratulate and cheer the students

Actions taken by the schools

When the earthquake occurred, as a primary measure, most of the schools instructed the students to "go under the desk," and to "hold the legs of the desks", or "take a low posture next to a big pillar and act according to the place and instruction". Later as a secondary measure, using the school public address system, microphones, and loud voices, more than 90% of the schools had students then escape to the school ground.

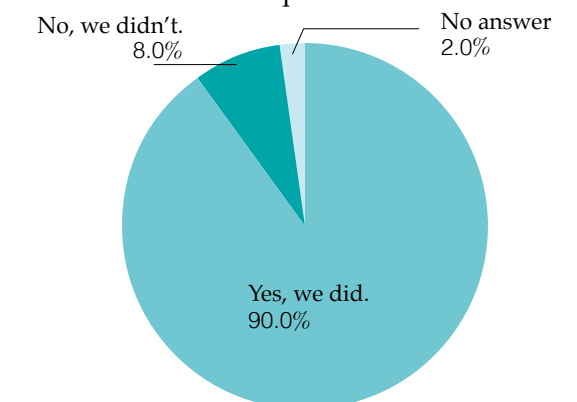
The schools estimated that students would drown from the tsunami, so they had them escape to the rooftops of schools and upper floors. There are schools that didn't believe they would be affected by the tsunami, but they were, nonetheless.

90% of all schools had already a risk management manual to use when an earthquake occurs. Schools could thereby move fast to evacuate. But these manuals didn't consider situations when students were out of school, and they did not state what the duty of teachers would be after taking secondary measures, either. These are points that are to be improved.

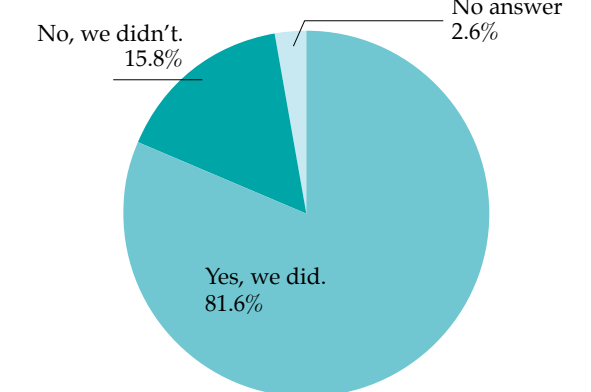
80% of schools that estimated they would be overcome by tsunami, and those that had really been damaged by the tsunami, had instructions concerning evacuation in case of a tsunami in their risk management manuals.

However, since the waves were so much higher than expected, students of these schools had to move to places even higher than those identified as evacuation points in the manuals, to escape from the tsunami. Also, after the disaster, it took a long time to check the situation of students and their parents. These are points that are to be improved.

Providing the risk management manual for earthquake



Providing the risk management manual for tsunami



Case 1: The Miracle of Kamaishi by Kamaishi Municipal Kamaishi-Higashi Junior High School

A big earthquake occurred at 14:46 on March 11, 2011. At that time, all the classes were over for the day in Kamaishi-Higashi Junior High School. Some students were doing club activities, other students were preparing for the graduation ceremony. Many students were dotted at various places around the school.

When the earthquake occurred, the vice-principal tried to give students instructions to go outside for safety. But, the earthquake caused blackouts, so he could not use any broadcast equipment. He tried to use a handheld microphone to give instructions, but he did not have to use it: he saw all the students gathering outside of the school already. When the earthquake occurred, they protected themselves from danger in each place and waited for tremors of the earthquake to stop. After the tremors stopped, they gathered together in the schoolyard. They acted on their own judgment. After that, one teacher gave instructions to escape to a designated area, so all the students started running to the evacuation area.

Unosumai Elementary School was next to the junior high school. At the elementary school, the classes had not yet finished, so all the students were still there. After the tremors stopped, the teachers gave instructions to their students to move to the third floor. They saw

junior high school students running towards the evacuation area, so teachers decided to follow the junior high students. They started running to the evacuation area, too. Junior high school students served as a good model for the elementary students.

They ran to the first evacuation area, "Gozaisho-no-sato". Teachers called out the students' names, and found all the students had got there in safety. It seemed the evacuation was completed safely. But, an old woman nearby found that the cliff of the mountain behind the building was collapsing. She thought, "I have



never seen this mountain collapse, since I was born. It must be the writing's on the wall..." and quickly alerted the teachers and students at the first evacuation site.

Therefore, the vice-principal asked one teacher whether they could use the second evacuation area. The teacher ran to the second evacuation area, and sent an OK signal. All the people waiting at the first evacuation area started to run to the second evacuation area.

Events happened quickly, and there was not a moment to waste. Junior high school students held hands with elementary school students and ran together. Students found nursery school toddlers and nursery teachers were escaping the danger, and the students ran with them. About 600 children evacuated together. The neighbors saw children were evacuating, and they started running together, too.



Going to the second evacuation area with elementary school students.

All the students reached the second evacuation area. They slowly turned around and looked, and what they saw was their school and hometown being swallowed up by the waves. The first evacuation area was inundated, too, within five seconds after they had left.

About 600 students at Kamaishi-Higashi Junior High School and Unosumai Elementary School were under school management at the time of the tsunami assault. Junior high school students ran about 1 kilometer hand-in-hand with elementary school students. All students survived the tsunami safely in this way.

Through this experience, it is apparent that disaster prevention education is very important. Even now, a strong intuitive feeling exists that we have responsibility for protecting students' lives.



The tsunami approaching the second evacuation area

Measures related to educational facilities which had become evacuation shelters

After the earthquake occurred, many people living in the neighborhood, travellers, and those without transportation gathered in education facilities. 262 of these buildings became emergency shelters. Because of the large number of people, the facilities took them in regardless of being officially designated or not.

Every helping hand was appreciated at the shelters. Teachers selflessly devoted all their energy and time for controlling the situation. For smoother operation, they divided the refugees into groups, designating a leader for each group. Teachers had many duties: distributing food, making rules, etc. Volunteer students were also helping there.

However, there were numerous difficulties. They had to stay at the shelter for 24 hours a day, even at weekends. Also, cooperating with the police, the self-defense army, the dwellers of the shelter and the mass media took a lot of their time. Still, despite these difficulties, they did a great job.

As temporary houses were built, the number of refugees decreased. In the inland areas, some shelters were closed in April, while in the coastal areas some facilities continued to serve as shelters even after schools reopened.

All the shelters were closed on August 31st.



The gym of Yamada Senior High School, as shelter
March 12, 2011



Teachers of Otsuchi Senior High School cook and distribute meals



Students of Takata Senior High School carry donated goods

Response to high school and university entrance procedures, and employment

The Iwate Board of Education took several actions concerning its entrance examination, which had just been given on March 9th. It postponed the announcement of its successful candidates, payment of the tuition fees, etc. As for the university entrance examination, the second entrance examination for national universities happened to be held on March 12th. The Ministry of Education, Culture, Sports, Science, and Technology advised universities concerning the revamped entrance examinations and entrance procedures. In spite of these efforts, some students were forced to give up their dreams for a higher level of education because of lack of money for studying, or because of the severe changes in their family life after the tragedy.

Meanwhile, the informal decisions of employment of 77 high school students, who were supposed to be employed from April, had been cancelled because their companies were damaged or destroyed by the tsunami. Yet, the Iwate Board of Education collaborated with the Iwate Labor Authority and tried to tell employers to withdraw the cancellations and retain as many workers as possible. The Iwate Labor Authority also encouraged students to go work in the Kansai region of Japan (which was not damaged but considerably distant from Iwate. However), but students and their families felt uneasy, and they declined. Providing high school students with job opportunities remained a problem.

Case 2: Miyako Municipal Miyako Elementary School

The East Japan Great Earthquake and Tsunami happened on March 11, 2011, which many students experienced directly, and which many schools and shelters had to cope with.

Japanese government officials visited many schools and shelters, and supported them in terms of food and personnel. In addition, schools and shelters shared information with the Japanese government, in order to help improve conditions.

When the Great East Japan Earthquake and Tsunami happened, many schools and buildings were damaged or destroyed, so new schools and buildings had to be built. Thus, the Japanese government gave the Tohoku area substantial funds to rebuild.

After the East Japan Great Earthquake and Tsunami, earthquake drills were carried out

based on recent experiences. Japanese people have to take advantage of these experiences to improve their readiness.

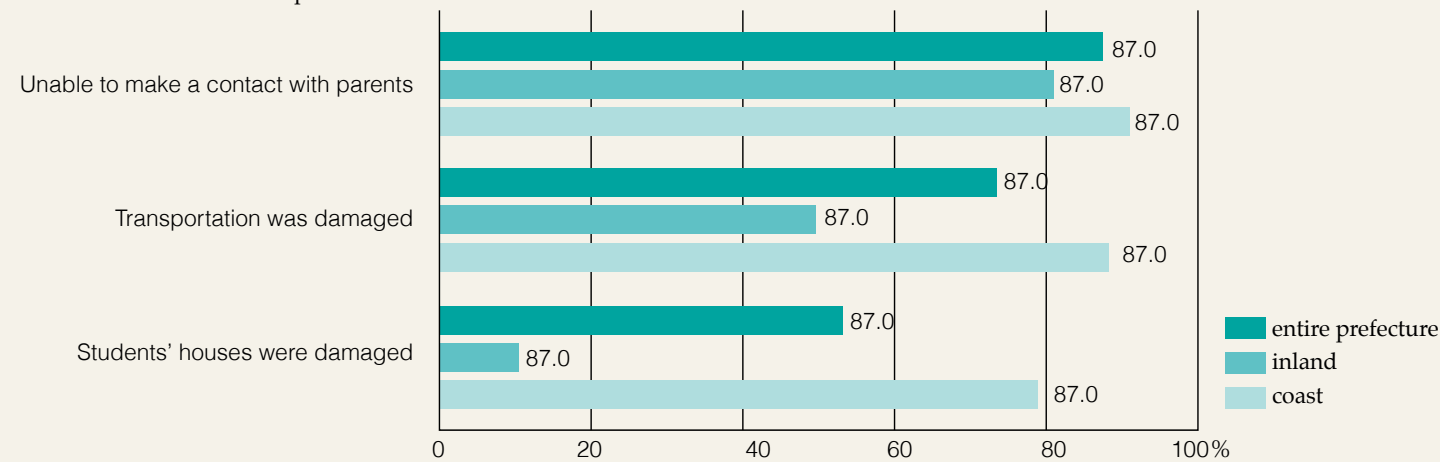
Immediately after the East Japan Great Earthquake and Tsunami, the Tohoku region faced serious situations, but the citizens remained hopeful to recover little by little.

This experience must not be forgotten. Earthquake damage must be prevented.



A classroom was left as it had been when they evacuated one week before

Reasons why students were unable to go home
138 schools which had this problem answered



Measures taken for re-opening schools Actions of the Prefectural Board of Education

The school education revitalization project team was set up by the Iwate Prefectural Board of Education on Friday, March, 18, 2011. Its purpose was to resume instructional activity of the public schools that had suffered from the tsunami. It consists of two sections: a project team for reopening elementary and junior high schools, and a team for reopening prefectural schools. They strengthened education-related emergency correspondence while planning information-sharing and role allotment, mutually supporting cities, towns, and villages, in assisting and encouraging area boards of

education and the affected schools to reopen.

In the end of March, 2011, they took an initial action, such as preparing sufficient amounts of school textbooks and stationeries, creating an outline of classrooms they could use, etc. In April, they took actions in order to recover the school functions, such as starting school lunch programs, etc. Finally, the public schools were reopened on May 2, 2011 (although initially the school reopening was aimed to be achieved by the end of March).



They held a conference under blue skies because there were no conference rooms remaining

Actions taken by the boards of education of cities, towns, villages

Meetings with Principals

After the earthquake, meetings with school principals were held not only in inland towns but also in the towns along the coast. They were held once or twice in inland towns and three or four times in coastal towns, from the middle of March to early April. There were many problems that the principals had to discuss in the meetings. Are the school-commuting roads safe? How do teachers provide support to the students? Can we provide school lunch? And so forth.

There were also worries about how to talk with students who were disaster victims, and how to secure enough classrooms because schools were used as shelters or temporary housing.

Implementation for resuming school functions

Municipal school boards dealt with requests from schools to resume school functions. Most of the requests concerned arrangements of school lunches, supporting students' well-being, and securing heating oil.

In inland towns, school boards could start repairing school buildings which were damaged by the earthquake. However, in coastal towns, they had to clear dangerous debris from school-commuting roads, or secure teachers' housing at

first.

Cooperation of municipal boards

The school boards in inland towns provided material and personnel support to the schools in coastal towns, because the school boards' supply operations in coastal towns were suspended by the disaster for some time.

Most of the support was school supplies, teaching materials, or school equipment. Not only supplies but also donations were sent to the affected schools. In addition, teachers were sent from inland schools to coastal schools to support school management or office work.

This support was carried out through the strong foundation of exchange between the coastal and inland educational institutions, which was established before the disaster. In this way, they could communicate with each other well and manage the support.

Actions taken by the schools

This section discusses the efforts made by the schools in order to reopen themselves, after the tsunami disaster. The Ministry of Education, Culture, Science and Technology issued an official notification on March 25, 2011 that allowed schools to flexibly reconsider the curriculum and the schedule of each school. In response to this, the Iwate Board of Education requested the schools in the disaster area make a flexible decision on school events, such as entrance ceremonies, with consideration to the situation of the students and the school itself.

In fact, many junior high schools in the tsunami-affected area had to reschedule the commencement ceremonies, which were supposed to have been held around March 12th to 19th, due to the earthquake and tsunami destruction.

When to start the new semester was also discussed between boards of education and schools. April 15th was determined to be a standard day for an opening ceremony, and toward this day, the largest efforts were made. For instance, available rooms in the neighboring areas and the school buildings which were disused were arranged to be lent to the school whose buildings were damaged. The schools and the boards of education were not able to send information directly to the students and their families because communication networks in the disaster areas were seriously damaged. Therefore, any important information was posted to TV/radio programs, notice boards of shelters, banks and shops where people tended to visit.

The school buildings of 14 elementary schools, 11 junior high, and 2 high schools were so damaged that they could not be used. These schools were under very difficult conditions until temporary buildings were constructed. However, a great deal of effort and kindness, shown by the schools which shared their buildings, made it possible to restart school education in these affected regions.



Ando Elementary School graduation ceremony under blue skies (March 29, 2011)

Support for students: transportation

This chapter describes changes and adaptations to public transportation after the disaster, specifically about how people went to school and to club activities.

First, several means of transportation could not be used due to the tsunami, as many railway lines, which were regularly used by many of the students to get to and from school, were severely damaged. Therefore, buses were used instead for those who usually travelled the Hachinohe line, the Yamada line and Ofunato line railways. Buses that were the property of the Board of Education and the bus company were used.

Also, buses were used in exchange for the Riasu line, and the fare was set in a way so that it would not be more than the train fare used to be. At first, there was only one bus station for every train station, so as to avoid traffic congestion. But as people were hoping for more bus stations,

several days later some more bus stations were added.

Furthermore, school buses were used from around Rikuzentakata to Takata High School as well. Here, buses ran on ordinary days, holidays and extended holidays. On ordinary days, their time table was set to school schedules, on holidays they were adjusted to club activities and extracurricular classes. On extended holidays, they were adapted to the time of school festivals, and other special events. As for the number of buses, they were secured so that all students could be provided for, but sometimes extra buses were added for club activities and extracurricular classes.

Yet several problems remained, such as the temporary construction of bus shelters, and maintaining schedules to meet the needs of the students.



Otsuchi Station destroyed by the tsunami and fire

Support for students: school supplies

This section explains support for students who suffered due to the Great East Japan Earthquake and Tsunami.

The speed of response by The Iwate Board of Education is surprising. All of the textbooks to be used in the academic year of 2011 starting from April, which were stored in bookstores, were damaged by the Great East Japan Earthquake and Tsunami. For this reason, all were lost in the towns of Ofunato, Rikuzentakata, Kamaishi, Otsuchi, and Yamada. The Iwate Board of Education requested that the Ministry of Education provide more textbooks for substitution. Therefore, they managed to deliver the books in about 20 days, by the time all the damaged schools started to operate again. The Iwate Board of Education had quite a large support system for the students of the schools affected by the disaster, and it also delivered

items in addition to the textbooks. The system of the 1995 great earthquake in Kobe was used as reference to support prefectural schools with textbooks and school supplies, for example, school uniforms, sneakers and pens. In addition, they were also active in rescheduling entrance ceremonies in the affected areas, and offered psychological care to the sufferers.



Substantial donations from Iwate and other prefectures



Volunteers sorting donated goods

Teacher training: *The Sensei-Odense-Project* (The 'Welcome, Teachers!' Project)

This section describes teacher training implemented to help teachers overcome stress. The staff reassignment* of the teachers in the disaster area was not carried out in the year The Great East Japan Earthquake struck. Instead, they continued supporting the students, the students' families, and the community. The "Sensei-Odense-Project (the 'Welcome, Teachers' Project)" was planned for the teachers by the executive committee. This project was held as a training session in order to have the teachers leave the disaster area for three days, to help them feel refreshed.

50 teachers were invited to Tokyo, where the conference was held. They carried out diverse programs which are useful in working on the revitalization of the education system in the stricken areas. First, they visited several schools in Tokyo, where they discussed the curriculum and each school's different approach. The teachers found that the solution to their school's problem was being sure that information regarding programs and such was being communicated effectively in a public setting. After seeing normal education in action, the teachers were able to realize the true value

of so-called "revitalization education." Second, they listened to a lecture by Mr. Onoda about relationships with the students' parents and community. The lecture helped the teachers learn how to deal with parents who make unreasonable requests, instead of calling them "monster parents". Third, they took part in a workshop by Ms. Ikushige concerning career education. The teachers thought that providing career education was impossible in the disaster area, but after this workshop, they were determined to try it. Last, they joined an information exchange meeting. After this meeting, the teachers were sure it was necessary to rebuild the disaster area with the students, parents, and members of the community. They felt that holding this type of project was a good idea for the disaster areas, because helping the teachers is important to revitalize the education in those areas.

* It is customary for teachers in Japan to be transferred to other schools every few years. An exception was made for this year, so as to provide continuity to the school, students and community, in such a dire situation.

Chapter 3: Measures taken for revitalization and reconstruction after the disaster

This chapter describes school situations after the disaster, how schools were used as shelters, efforts made because of radioactive decontamination, methods of future prevention, and work done to restore sports and recreation facilities.

First, the problems and restoration of school education and school environment after the earthquake disaster is introduced. In this part of the chapter many examples are listed; for example, the difficulty of going to school by bus instead of train in Miyako.

Second, the chapter gives us details of correspondence in the schools which became shelters after the disaster. In this part of the chapter one can read, for instance, about the situation of Yamada Minami Elementary School and Otsuchi Junior High School.

The chapter also explains the procedures undertaken because of radioactive decontamination, such as measuring radioactive dosages in schools, or giving children lectures on radiation to make them understand the situation.

Later on in the chapter, disaster prevention of schools is mentioned. Again, numerous measures are included, such as building a new bridge to a shelter in an elementary school, and reorganizing disaster prevention education. Furthermore, this part of the chapter also emphasizes that the most important thing is the judgment and quick-thinking of teachers at schools.

The last part of the chapter is concerned with the restoration of sports and recreation facilities. Information about teaching people the importance of health is also included in this part, emphasizing the significance of a sound body and mind.

What is described in this chapter moves people because it shows the reader how mentally strong those involved in the disaster were. Even though they were in a tough situation, they did not give up. Also, seeing how people tried their best to solve the problems make us want to do our best as well, and to help however we can.

Case 3: *Let's do our best so that local people would get well* by Yamada Minami Elementary School

First of all, classes at Yamada Minami Elementary School were resumed immediately after the earthquake disaster. This was possible, because even though the town had been seriously damaged by the tsunami and fire, the school itself remained intact. So this school could serve as a shelter for some activities, for local residents.

Second, children had various experiences based on a goal set by the school. As a result of the school's policy, children had an aim called "Let's do our best so that local people would get well." Children carried out the morning greetings at the entrance of the shelter, run by the children society. Some students visited the shelter and read aloud. Other students invited the people of

temporary housing and participated in drama, chorus, ensemble, massage, or even tea service together.



A school gym became a shelter



Students read a story aloud to the refugees staying in the gym

Measures taken against radioactive contamination

After the accident at the nuclear power plants of Tokyo Electric Power Company in Fukushima, radioactivity in the environment has become a serious concern of the people. The Ministry of Education, Culture, Science and Technology announced that they would publish a sub-textbook about radiation for students. Upon this announcement, the Iwate Board of Education decided to publish supporting teaching materials and organized a committee for this.

After the supporting material was completed, an in-service teacher training session about radioactive contamination was held at nine places, from September to November, attended by one teacher from each of the elementary, junior high, and high schools. Pictures and movies were used in this session. Some people criticized these teaching materials, but information about radioactive contamination changes day by day, So it seems important for us to understand proper information through courses like this.

Sampling investigation has been also conducted to look into the degree of contamination. In Iwate Prefecture, there were six schools using this type of investigation method from July to September, 2011. Most of the measurements indicated lower levels

than those which affect our health. However, all the schools which showed higher levels (10 schools, 109 locations) were decontaminated by consigned companies.



Sampling investigation of the school yard



In-service teacher training about radiation

Case 4: Restoration of Miyako Technical High School

After the earthquake occurred, all of the local people evacuated to nearby schools. Many of them were elderly people. Citizens judged it was impossible for them to take people in wheelchairs who cannot walk up a hill. So the teaching and clerical staff of the school and students carried them, and evacuated to the third floor of a school building. Right after they took refuge on the third floor, the tsunami came. It reached the first floor of the school building. The entire machine factory was destroyed. But there were no students who panicked, and they could remain calm throughout. Yet, they spent a night without food or water.

After they disposed of the rubble, school resumed. Classes could not do their practical training using machine tools, and so lectures in the classroom became the central point of study time.

Due to the small training space, students could not have enough practice during their club activities. Miyako Technical High School students focused on three important feelings:

1. To cooperate and concentrate.
2. To grapple with the situation and show gratitude.
3. To empathize with other schools.

All class and club activities were in a very difficult situation. But thanks to these three principles, the club activity results of Miyako Technical High School did not lapse. Under these circumstances preparation and revitalization could slowly begin.

The mental state of the students was impressive. That is because they faced with emotional stress but still, they did not give up.



A school laboratory

Case 5: The evacuation route of the school and continuous disaster prevention education by Okirai Elementary School

This section was written by Mr. Konno, the principal of Okirai Elementary School, located in the disaster area.

Our school is two hundred meters away from the shore and at the same level as the sea. There were seventy-one pupils in school that day. The manual says that we should evacuate from an earthquake after it is over, but this time the shaking was very long. So we began to evacuate while the ground was still shaking. Some parents came to the school to take their children home with them.

From the shelter, the pupils saw muddy water covering the roofs of homes and buildings. Afterwards, the tsunami flooded the town many times and the safety of all children was only confirmed on the 13th of March, two days later.

After the earthquake, a review of the

evacuation route from the school was begun. A new evacuation route was built in the mountains located behind the school building, which enables the students and staff to evacuate to a shelter located in a higher place without passing lower parts of the town. A guideline on how and when to get students to their parents during an emergency was also revised.

We were successful in a prompt evacuation because we held emergency training twice a year, and we had been regularly engaged in education for disaster mitigation. Hopefully, lessons we learned from this severe experience and the attempts to review the education for disaster mitigation will be of use to all throughout the nation.



The damaged school building of Okirai E.S.

Maintaining the cultural art environment, preserving and transmitting traditional culture

In the fiscal year of 2011, the amount of damage to cultural facilities was evaluated three times. For facilities located inland, the repairs were completed within 2011, but as for facilities located on the coast, due to the severe situation, repairs could not be completely finished during 2011. As for Rikuzentakata City Hall for example, it was designated to be pulled down and rebuilt somewhere else. Kamaishi Citizens' Hall was to be closed for the time being, and Miyako Citizens' Hall was to be rebuilt on the same spot.

At the end of March, 2011, historically valuable antique books designated as Iwate Prefectural Cultural Treasures were found in the second floor of the Rikuzentakata City Library where they had been kept, although they were submerged by the tsunami. Many civil servants went to the library to save those valuable volumes. They put them in plastic bags and carried them to the museums located inland.

Plenty of volunteers worked to wash the mud off. This was the beginning of rescuing cultural assets that had been damaged by the tsunami. Urgent treatment was given to one-third of them. It will take several more years to finish restoring all of them. The most important thing to do is to build museums that can own them, and exhibit those cultural assets in the tsunami-affected cities and towns.

Even though the people experienced a big earthquake, what they want to pass on to the next generation has not changed.



The interior of the damaged Rikuzentakata City Museum

The Degree of Restoration of Damaged Public Cultural Facilities - March, 2012

| | 2011 | | | 2012 | | |
|--------------------------------|-------|--------|-------|-------|--------|-------|
| | total | Inland | coast | total | Inland | coast |
| total | 30 | 22 | 8 | 30 | 22 | 8 |
| number of suffering a calamity | 16 | 12 | 4 | 16 | 12 | 4 |
| completion of restoration | 13 | 12 | 1 | 13 | 12 | 1 |
| restoration un-completing | 3 | 0 | 3 | 3 | 0 | 3 |
| restoration maintenance rate | 81.3% | 100% | 25.0% | 81.3% | 100% | 25.0% |

Actions for reviving cultural art activities

This section first describes "The 35th National Senior High School Festival" that was going to be held in Fukushima, in August, 2011. This was not possible, due to the damage from the earthquake and tsunami and the damage to the nuclear power plant in Fukushima. Therefore, the festival was held in Fukushima and two other prefectures, Iwate and Kagawa. At this event, Iwate High School was awarded the Prime Minister Prize for Japanese chess club activity.

In addition, at the 11th National Junior High School Festival held in August, 2011, Ofunato Junior High School students from the stricken areas presented a performance of a traditional dance in Morioka City, intending to help preserve this "folk art". The interest in maintaining cultural treasures thus increased. After the disaster, many proposals to offer art performances were presented by people engaged in cultural / art activities.

Later on in this section, the writer describes how a revitalization of spirit was brought to the stricken area, and how the interchange with artists through cultural entertainment became the driving force to support an action to revive the local traditions and folk art.

The last part of the section states that, after the disaster, an instrument performance, a puppet play, etc. travelled around 21 cities and towns in the affected areas 69 times. It made it possible for children who were affected by the disaster to appreciate the cultural art of their heritage.



Japanese Chess Club of Iwate SHS won the first prize in the national festival

Activities offered by the Ministry of Culture

| Fiscal year | Theater | Art | Music | Art of heritage | Folk art | Total |
|-------------|---------|-----|-------|-----------------|----------|-------|
| 2011 | 26 | 5 | 30 | 8 | | 69 |
| 2012 | 11 | 2 | 26 | 8 | 3 | 80 |

The maintenance of social education and lifelong learning environment

In 2011, many social education activities were suspended in the coastal municipalities due to the recovery from the East Japan Great Earthquake and Tsunami, and it was thanks to the initiation of the prefectural social education director that social education projects could begin again.

For example, Noda Village recruited volunteers to help with the activities of Noda Children's Center. Also, a mobile library van traveled to the area from Kuji City and Hirono Town. Finally, the Noda Municipal Library was opened on May 21, 2012.

In Otsuchi Town, the municipal library had been destroyed and therefore the prefectural library supported the town by sending mobile library vans here from Takizawa Village or Hanamaki City. Later, a temporary library could be opened on June 1, 2012.

In Rikuzentakata Town, educational facilities were damaged or had become refuge shelters, so the mobile library van started visits in June, 2011. Also, many libraries helped to recover the town's documents and books. A temporary library was opened on December 1, 2012.

Ms. Kiyomi, who is a mandolin player and singer, wrote a theme song for the recovery, titled "Hand in Hand". In April, she gave the CD to elementary schools and junior high schools and recommended that they sing it or listen to it. Also, Ms. Kiyomi held a total of 28 concerts in the tsunami-affected towns.

It was difficult for towns to organize social education activities because many public servants were busy with the recovery. Volunteers and NPO organizations played an important role in the revitalization of education along the coast.



Place for children to play



A concert by Ms. Kiyomi for children, students, people living in welfare facilities and other citizens

The maintenance of sports and recreation environment

This section of Chapter 3 first gives us a summary of how communal training facilities were restored after the East Japan Great Earthquake and Tsunami. Starting with the inner areas, first buildings appointed for removal were pulled down, then damaged facilities were renovated, and after that renovation could slowly begin at the coastal areas as well. The restoration work of 97 facilities could begin in 2011, some of them as part of the Public Social Education Facilities Disaster Restoration Project, which provided 2/3 of the sum needed to restore public social education facilities.

Furthermore, the chapter also elaborates on actions taken for the revival of sports and recreation activities. Due to the fact that after the disaster public facilities, school gymnasiums and grounds were either unusable or used as shelters,

doing exercises became very difficult. As a result of the limited lifestyle in the shelters and the lack of exercise, many people experienced increased physical pain and their health deteriorated, not to mention that stress and depression also became significantly more common. Therefore, restoring the healthy body and mind of people was of crucial importance. For this reason, athletic trainers were invited to the prefecture and connections between sports clubs were also supported. First, many clubs did not have a place to operate; however, by autumn most temporary shelters ceased to exist, so clubs could find their own places to operate normally again. In 2011 and 2012 five new clubs were established in the region, pointing towards a brighter future for sports clubs and a healthier lifestyle.

Information about the restoration of public training facilities as of the end of 2012
(* Facilities waiting for demolition or with slight damage not influencing operation)

| | By the end of 2011 | | | By the end of 2012 | | |
|-----------------------------|--------------------|-------------|---------------|--------------------|-------------|---------------|
| | Total amount | Inner areas | Coastal areas | Total amount | Inner areas | Coastal areas |
| Total number of facilities | 1030 | 758 | 272 | 1030 | 758 | 272 |
| Damaged facilities | 146 | 102 | 44 | 146 | 102 | 44 |
| Completed restoration | 97 | 90 | 7 | 108 | 95 | 13 |
| Unfinished restoration | 49 | 12 | 37 | 38 | 7* | 31 |
| Rate of restored facilities | 66.4% | 88.2% | 15.9% | 74.0% | 93.1% | 29.5% |

Inviting athletic trainers to Iwate Prefecture

In 2011, athletic trainers from Iwate Prefecture visited, voluntarily, the disaster stricken areas, and they talked to people about health and taught them easy movements for exercising. However, since it was an individual initiation, it did not prove to be too effective. Therefore, a more efficient way of advising was in need.

In 2012, the Iwate Athletic Trainer Training Project started, through which experts were sent to shelters and assembly halls. Altogether, 38 trainers arrived in Miyako City, Yamada Town, Kamaishi City, Otsuchi Town, Ofunato City, and Rikuzentakata City. Citizens learned to do light exercises which could be done even in limited spaces, and these exercises helped them to a great extent with restoring their health. For

example, there was a person who could sit in seiza again (traditional way of sitting on their knees) after 1 year, while others reported that their hip and knee pains decreased thanks to the exercises. Exercising together also encouraged communication between people in the temporary shelters, and being able to talk to each other helped them reduce their mental stress as well.

Furthermore, through health care, conditioning guidance and training guidance, this project set a future example for local volunteers, who were responsible for the assembly halls of temporary dwellings, on how to counsel people in the future. Moreover, the foundations of further local health prevention were also laid down.



Easy exercises taught in Kamaishi City
June 6, 2012



Health counseling in Yamada Town

Chapter 4: Mid-term measures taken for the recovery of education

This chapter describes efforts for education recovery in the mid- to long-term period after the disaster, and how such a big loss or damage can work for the better.

First, the problem that many students lost one or both of their parents is introduced. To support the learning of such students in school, donations from overseas and within the country were sent. The “Iwate-no-manabi-kibo” Fund (The ‘Hope for Students in Iwate’ Fund) was born, which was used for giving them scholarships, helping them buy school textbooks, assisting schools in the affected area, offering academic and sports club activities to their students, and so on.

Second, the chapter gives details of the necessity of students’ mental health care. It was recognized as essential to continuously support students in school, so support teams in Iwate promoted this project. In this part of the chapter, one can read about efforts of personal support, promotion of in-service teacher training and observation of students’ “mind and body.” For example, designating a counseling room or counselor, learning how the teacher can deal with children, sending out questionnaires and quickly dealing with students’ stress or trauma.

The chapter also explains the program “Recovery of Education in Iwate”, such as passing down stories of the East Japan Great Earthquake and Tsunami from generation to generation, preparing hazard maps for each family, and collecting written accounts of the disaster by students and their parents. Furthermore, some affected schools’ activities for recovery are also introduced.

The last part of the chapter is concerned with efforts of support by pairing schools. Extensive damage in the affected schools required support by inland schools, so 60% of schools throughout Iwate provided cooperative support with those schools damaged or destroyed. Support included interaction of students in the form of message exchanges, visits from inland students to affected students, and so on.

Actions sponsored by the Iwate Education Hope Fund (“Iwate-no-manabi-Kibo” Fund)

Many people were killed in the Great East Japan Earthquake in Iwate Prefecture. But many disaster-area students were able to evacuate from their schools by running up to hilltops promptly when the tsunami hit. So, although many lives were saved, there were many children who lost their parents. The Prefectural Board of Education considered the issue of how to support these

children. The Ministry of Health and Welfare was concerned with their situation, and they provided support to affected children by allocating funds for scholarships. Many people also started raising money before the programs started officially on May 11, 2011. These donated funds provided scholarships to support children who lost parents so that they can go to school.

Financial support for students

yen

| Conten | Amount |
|---------------------|------------------------------------|
| For textbooks | 15,000 |
| For school uniforms | Actual expenses (maximum: 22,900) |
| For excursions | Actual expenses (maximum: 85,000) |

Financial support for schools and students

| School | No. of schools / students | Amount of money (¥) |
|--------------------|---------------------------|-----------------------|
| Prefectural school | | 81,168,546 |
| | 1,574 | |
| City school | 1 | 252,700 |
| | 6 | |
| State school | 1 | 180,000 |
| | | |
| Total | 48 | 81,501,246 |
| | 1,591 | |

Emotional support of infants, children and students

To help the mental and emotional recovery of children after the disaster, in Iwate Prefecture the Iwate Mental Support Team promoted a project, which mainly concentrated on “Human Support”, “Teacher Training” and “Health Observation for Mind and Body”.

As for “Human Support”, ordinary counselors, telephone and visiting rounds counselors and university volunteers have provided education consultation for school children. But in Iwate Prefecture there are only a few clinical psychologists, not to mention the low number of school counselors in the coastal areas, which was a major problem in such a serious situation. However, thanks to the clinical psychologists from outside Iwate Prefecture who supported the schools, students and teachers could receive mental health care.

For “Teacher Training”, mental support teams held workshops to help teachers deal with worries they had after the disaster. Also, mental support teams went to different areas and held many workshops, so that the teams could give a sense of security to teachers.

As for “Health Observation for Mind and Body”, teachers conducted a survey to learn more about the trauma and stress of school children. Also, teachers supported their spirit and promoted self-recovery power.

The world can truly benefit from Iwate Prefecture’s example.



Students checking the map of dangerous places in Hirazumi



Talking about evacuation routes in groups in Ofunato



The workshop in Noda

Urging “Iwate’s Recovery Education”

The tsunami following the Great East Japan Earthquake gave us the chance to learn how we should overcome such painful experiences and make use of our understanding for our revitalization and the development in Iwate.

The Board of Education made a program called “Iwate no Fukkou Kyouiku (Iwate’s Recovery Education)”. It was created for raising children who will love and support their home for Iwate’s future. Its goal is to instill three educational values: “Ikiru (Live)”, “Kakawaru (Relate)” and “Sonaeru (Provide),” through educational activities in each school. Its purpose is not just to recover from the damage but also to create education for the future by passing down the lessons from the tsunami disaster to the following generations, and by considering our mission for the community as individual citizens.

All Iwate makes efforts toward Iwate’s recovery education. Each school practices imaginative and original activities depending on problems of each area and school.

Hiraizumi Elementary School in particular has introduced education for disaster mitigation. For example, conducting training for evacuation where students judge circumstances for themselves and take shelter safely, improve the conventional hazard maps and make disaster prevention maps, and to make a collection of writings about experiences of the earthquake

disaster with their parents, so the memory never fades away. Also, Hiraizumi Town tries to initiate individual measures for prevention of traffic accidents, because it has many tourists who come to see the World Heritage site.

Noda Junior High School has made a plan to change affected areas into a recreation area with regional administration. Students think that the park can also be a place where everyone can gather, and enjoy time with elderly people. Their slogan is “We will be the sun of Noda Village”.



The motto is “We will be the sun of Noda Village” by junior high school students in Noda Village

Chokoji Elementary School, which was spared damage, has interacted with affected elementary schools. So they started a plan devoted to taking care of flowers there. It is through such activities that they can be with affected students and help them recover and grow.

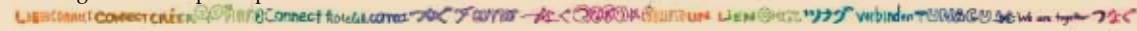
Encouraging mutual support between schools

It needs to be considered how efforts can be made in efficient ways to continue supporting damaged areas. The farther away disaster coastal regions were from inland areas, the harder it became to communicate between these two regions. Therefore, elementary school and junior high school principals proposed a theme called “Horizontal and Sisterly Support.”

Horizontal support helps us solve the problem which is concerned with the distance. Although Iwate Prefecture has quite a vast geographical area, thinking about it horizontally (along a latitudinal line) makes one feel closer.

In addition, almost all schools have several programs, which are called “Sisterly Support,” and their goals include supporting, interacting, and corresponding with each other. Because of these programs, it seems that it will be possible to continue to do greater efforts in the next several decades.

But there is a fact that we must not overlook, namely that schools are still in a difficult situation. 42% of the schools in the coastal areas have been supporting each other. In other words, they also have a vertical relationship (which is a relation along a longitudinal line). Nothing is more important than not forgetting what was learned from this tremendous disaster, and continuing to give support in many ways until damaged areas completely return to what they were. For example, we can prepare some essential equipment for a coming disaster, or donate money for a nearby region running out of financial and material support. Surely the total support will one day build up, which can help make the people in the affected regions happy and strong, and protect those of the next generation from serious disaster.



Ogawa, Haruka

"At the time of the disaster on March 11, I was at home with my brother. I didn't know what happened in Iwate just after the earthquake because of the power failure. The next day, I knew that tsunami caused extensive damage to the coast home town because my grandparents live there. I'll never forget about the disaster. I hope that lots of people who live not only in Japan but in foreign countries understand what happened in Iwate, and think deeply about our futures together through this book."

Nomura, Daiki

"When I heard about this project from my club teacher, I felt concern because I wasn't in Iwate at the time of the earthquake. But my feelings of wanting to pass down this information became strong by participating in this project. I was able to acquire English skills and understand disaster victims in this project. I want to make use of this experience."

Nemoto, Sakura

"When I looked at the original Japanese book, I was worried because it looked difficult. I thought I can't translation. But teachers and college students taught me such things as difficult words so I can translation at last. This time, I can understand more about 3.11 earthquake than before. I want to know about the 3.11 earthquake a lot."

Sato, Karen

"Through translating Great East Japan Earthquake's memory "Tsunagu", it is difficult to translate Japanese into clear English. Yet this activity became a chance to think better than before."

Soto, Yukiko

"This devastating great earthquake in March 2011 was a great shock to all Japanese people and to the world. I readily agreed with this project because I am a victim and I hope people all over the world know the experiences. It is a very sad thing for victims to forget the memory or themselves. So, I'm really proud of taking part in this project. Translating was hard work, but I hope this memory isn't beginning to fade."

Ito, Minami

"When the earthquake happened, I was in Yokohama, so I was so surprised at it and I felt fear. But damage there was smaller than in Tohoku. People in Yokohama could use electricity, gas and water about six hours later. When I saw on TV of the Earthquake, I felt more fearful, and I couldn't imagine what happened in Tohoku. I think there are many people who couldn't imagine it like me. I was very sad. We can learn many things from the disaster, and we should make the most of the experiences and memories. I think it is important to tell about this memories to posterity. Also, it is important not to forget it. I hope this book will be read by many people all over the world. I'm glad to join this project."

Sasaki, Kaho

"This time I took part in this project. I could experience interacting with college students and many college students from abroad, and translated from Japanese into English. These experiences are very interesting and very helpful for me. I want to make use of my experience and make good use of one's high school life."

Sato, Masaya

"In this project, I learned a lot of things. First, I knew the gap between the people living far away from the sea and near the sea. I am from Ichinoseki, Iwate. When I was seventeen years old, the northeastern part of Japan was hit by the huge earthquake. My hometown is far away from the sea. So my family and friends all survived. However, many people who lived near the sea died from Tsunami. When I heard the story about it, I was shocked. There are big gaps. Second, I could learn about activities. The people living near the sea did a lot of activities. For example, they cooperated between schools. Konan Junior High School volleyball club students and Miyako Daini Junior High School volleyball club students practiced together. Finally, joining this project, I learned that the people living near the sea have several emotions. When I am a teacher, I'll talk about this project to my students, so as not to forget this disaster."

Harada, Kazuki

"Through this experience, I learned of the danger of earthquakes. If we don't prepare for them, we will be attacked and overcome by them. So I want many people to know how to cope with them. This book tells you that. I wish a lot of people will read this book and understand it."

Sukjaichuen, Jitladda

"I think this project is a good project. But I'm bad in English and Japanese. So sometimes I don't understand in the workshop. In group I don't help my group. I'm so sorry and translation from Japanese to English for me very hard. But I'm glad in join this project."

Ando, Saki

"At first, I felt uneasy about this project, translating Japanese into English with high school students. Also, I had no confidence to advise to them clearly. But they have made great effort to do this project for about two months. So I thought I wanted to support them, and I enjoyed this project."

Takahashi, Eiki

"It was very difficult for me to do a lot of activities. But through the activities, I could learn a lot of things about TSUNAMI."

Konno, Satoru

"I felt so happy to participate in this project because I could learn a lot. We have to keep doing something to support the people that have some troubles. So, I'll keep learning about disaster prevention education to prepare for the future."

Sakurakoji, Shiori

"I almost began to cry during this translation work many times. I thought deeply about the feelings of people in accord with the damage of the earthquake disaster, and was touched. I thought that you must not forget that there was much support from all over the world for the Great East Japan Earthquake disaster. The world takes each other's hand as well as Japan's. And the Great East Japan Earthquake disaster wants many people to know the reality of it, so I realized how important it was to be connected with other people in the world. I want to spread this message."



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