

## Chapter 4 Support for Disaster Victims

### Section 3 Education, culture, etc.

The Great East Japan Earthquake not only caused significant physical damage to school facilities, but also had a major impact on the physical and mental health of children, including prolonged evacuation and the loss of parents due to the disaster.

In response to this situation, the government implemented measures such as the restoration of school facilities, support for school attendance and learning for children affected by the disaster, support for school attendance for children affected by the disaster funded entirely by the government, additional measures for teachers, and the dispatch of school counselors. With regard to education after the reopening of schools, in addition to promoting disaster prevention education, the Futaba Future School (a prefectural high school and junior high school) were established in Fukushima Prefecture. Even ten years after the earthquake, there is still a certain number of students who need support, so various projects are being implemented from a long-term perspective.

On the cultural front, emergency measures for cultural properties were implemented through the Cultural Heritage Rescue Project and the dispatching of experts to assess the state of and repair cultural properties.

#### 1. Restoring and reconstruction of schools

##### (1) Restoring schools

###### 1) Restoration of school facilities

The Great East Japan Earthquake caused more than 12,000 cases of physical damage to school facilities, social education facilities, and cultural properties nationwide. Approximately 90% of the facilities were restored by the end of FY 2012; however, due to the nuclear accident at TEPCO Fukushima Daiichi Nuclear Power Station, as of March 2023, five public high schools in Fukushima Prefecture were closed, three schools were using other schools or facilities to conduct classes, and four schools were using temporary school buildings.

###### a. Damage to school facilities

As of September 14, 2012, the disaster had caused more than 12,000 incidents of property damage to school facilities, social education facilities, and cultural properties nationwide. Of these, approximately 100 public schools (kindergartens, elementary schools, junior high schools, high schools, secondary education schools, and special needs education schools) were deemed to require reconstruction or large-scale restoration work; private schools also suffered extensive damage, including 21 kindergartens in coastal areas that were completely or partially destroyed by the tsunami. Due to the effects of the earthquake and the nuclear accident, many school facilities became unusable because they were partially or completely destroyed, or due to flooding, ground subsidence, etc., and school educational activities could not be carried out normally. In Iwate, Miyagi, and Fukushima Prefectures, efforts were made to resume educational activities as early as possible while delaying the start of the new school year; however, as of June 1, 2011, 137 schools were unable to use their existing school facilities and were using other schools or non-school facilities.

Figure 4-3-1 Number of cases of property damage to school facilities

図表 2-2-2 東日本大震災における文部科学省関係の物的被害（平成24年9月14日現在）						
国立学校施設	公立学校施設	私立学校施設	社会教育・ 体育・文化施設等	文化財等	研究施設等	計
76校	6,484校	1,428校	3,397施設	744件	21施設	12,150

Source) The Ministry of Education, Culture, Sports, Science and Technology, “FY 2020 White Paper on Education, Culture, Sports, Science and Technology”  
[https://www.mext.go.jp/content/20210720-mxt\\_oseisk01-000016965\\_2-2.pdf](https://www.mext.go.jp/content/20210720-mxt_oseisk01-000016965_2-2.pdf) (browsed July 25, 2023)

Figure 4-3-2 Physical damage to school facilities



Source) The Ministry of Education, Culture, Sports, Science and Technology, “FY 2011 White Paper on Education, Culture, Sports, Science and Technology”  
[https://warp.ndl.go.jp/info:ndljp/pid/11293659/www.mext.go.jp/b\\_menu/hakusho/html/hpab201201/detail/1324384.htm](https://warp.ndl.go.jp/info:ndljp/pid/11293659/www.mext.go.jp/b_menu/hakusho/html/hpab201201/detail/1324384.htm)  
 (browsed July 25, 2023)

Figure 4-3-3 Physical damage to school facilities by prefecture

物的被害（平成24年9月14日現在）

都道府県名	国立学校施設 (校)	公立学校施設 (校)	私立学校施設 (校)	社会教育・体育、 文化施設等 (施設)	国指定等文化財 (件)	研究施設等 (施設)	計
北海道	2	4	3	4			13
青森県	1	122	18	41	10		192
岩手県	5	424	67	372	68		936
宮城県	6	805	221	654	89	5	1,780
秋田県	2	29	1	24	11		67
山形県	5	82		40	20		147
福島県	6	751	161	530	76		1,524
茨城県	11	1,056	223	521	182	5	1,998
栃木県	3	448	74	272	87		884
群馬県	3	254	51	125	60		493
埼玉県		566	117	190	25	2	900
千葉県	8	766	142	224	38	1	1,179
東京都	14	485	250	224	47	6	1,026
神奈川県	4	465	68	78	12	2	629
新潟県	1	129	12	49	3		194
山梨県	2	9	5	2	10		28
長野県		13	2	9	1		25
岐阜県		1					1
静岡県	1	75	12	35	3		126
愛知県	1			3			4
三重県					1		1
京都府	1						1
和歌山県			1				1
高知県					1		1
計	76	6,484	1,428	3,397	744	21	12,150
1都1道 1府21県	大 60 共同 4 高専 12	幼 358 小 3,252 中 1,652 高 835 中等 4 特別 183 大 13 短大 4 高専 1 専各 16 その他 166	幼 583 小 17 中 48 高 146 中等 3 特別 3 大 156 短大 34 専各 438	社教 1,784 社体 1,318 文化 278 教研 17	国宝 5 重文 160 特史 6 史跡 90 特名 5 名勝 17 天然 16 伝建 6 重有民 4 その他 445 ※重複指定があるため合計とは一致しない	科政局 4 振興局 6 開発局 6 その他 5	

・主な被害状況：校舎や体育館の倒壊や半壊、津波による流出、水没、浸水、地盤沈下、校庭の段差や亀裂、外壁・天井の落下、外壁亀裂、ガラス破損 など

(Source) The Ministry of Education, Culture, Sports, Science and Technology, "Damage Information from the Great East Japan Earthquake"

[https://www.mext.go.jp/component/a\\_menu/other/detail/\\_icsFiles/afieldfile/2012/10/30/135089\\_091410\\_1.pdf](https://www.mext.go.jp/component/a_menu/other/detail/_icsFiles/afieldfile/2012/10/30/135089_091410_1.pdf)

(browsed July 25, 2023)

"FY 2011 White Paper on Education, Culture, Sports, Science and Technology"

[https://warp.ndl.go.jp/info:ndljp/pid/11293659/www.mext.go.jp/b\\_menu/hakusho/html/hpab201201/detail/1324384.htm](https://warp.ndl.go.jp/info:ndljp/pid/11293659/www.mext.go.jp/b_menu/hakusho/html/hpab201201/detail/1324384.htm)

(browsed July 25, 2023)

## b. Restoration status of school facilities, etc.

As of the end of FY 2022, most of the national schools (25 institutions), public schools (2,325 schools), and private schools (790 schools) utilizing disaster recovery projects had recovered, except for school facilities, etc., located in areas under evacuation orders in Fukushima Prefecture.

As of March 2023, due to the nuclear accident at TEPCO Fukushima Daiichi Nuclear Power Station, five public high schools in Fukushima Prefecture were closed, three schools were using other schools or facilities to conduct classes, and four schools were using temporary school buildings.

## 2) Support for reopening schools

### a. Opening of the Great East Japan Earthquake Children's Learning Support Portal Site

On April 1, 2011, the Ministry of Education, Culture, Sports, Science and Technology set up a portal site that lists the needs of children and students affected by the disaster and the support that can be provided; the portal site was used as a system to match requests for support from the disaster-affected areas with support from across the country.

The content of support provided on this site includes a variety of items such as material support including school supplies, equipment, and general books, as well as personnel support such as the dispatch of teachers, school counselors, and volunteers; until now, support based on the needs of the school site has been realized, such as the provision of desks, chairs, pencils, notebooks, and equipment for club activities necessary for the reopening of schools, and during FY 2011, more than 2,000 matches were made through this site.

In addition, from the second half of June, a special page was set up for children affected by the disaster on summer camps and information on scholarships that local governments and private organizations were working on, and matching was conducted through the provision of information.

This portal site was closed on May 11, 2012 due to a gradual decrease in the number of requests for assistance and the increased use of private matching sites.

Figure 4-3-4 Children's Learning Support Portal Site



Source) The Ministry of Education, Culture, Sports, Science and Technology, “FY 2010 White Paper on Education, Culture, Sports, Science and Technology”

[https://warp.ndl.go.jp/info:ndljp/pid/11293659/www.mext.go.jp/b\\_menu/hakusho/html/hpab201001/1311678\\_004.pdf](https://warp.ndl.go.jp/info:ndljp/pid/11293659/www.mext.go.jp/b_menu/hakusho/html/hpab201001/1311678_004.pdf)  
(browsed July 25, 2023)

### **b. Material support such as school supplies**

The Ministry of Education, Culture, Sports, Science and Technology requested boards of education to implement flexible measures as soon as possible regarding the provision of textbooks to children affected by the disaster and the provision of school supplies and school meals to young children who need financial support for attendance at school due to the disaster.

In addition, the system was implemented flexibly, allowing students to transfer to other schools even if they did not have a certificate granting them a textbook.

In addition, many textbooks used in FY 2011 were lost or damaged, so the relevant organizations were requested to replenish the necessary number of textbooks by reprinting, etc., and the textbooks were supplied in time for the reopening of schools.

### **c. School bus service**

For students who had difficulty attending school due to the Great East Japan Earthquake, support was provided to secure a means of commuting to school through the operation of school buses as the School Attendance Support Project for Disaster-Affected Students.

In addition, support for the purchase of school buses, etc., was provided through the Subsidy for the Purchase of School Buses, etc., in Disaster-Affected Areas in order to ease the commuting conditions of children and students who commute long distances through the reconstruction and relocation of schools.

### **d. Provision of additional teachers (improvement of teacher system)**

In the aftermath of the Great East Japan Earthquake, many public schools became long-term evacuation shelters, with teachers and other personnel working day and night. Under such circumstances, individual guidance was required to support students who needed mental health care or had learning delays due to the disaster. In addition, in schools where school buildings and other school facilities were severely damaged and students of the school were scattered in multiple facilities, it was necessary for teachers and other personnel to make rounds to provide thorough instruction. Furthermore, in schools where a considerable number of students who had lost their families and homes and were in difficult family environments attended, it was necessary for teachers to cooperate, consult, and confirm with their families, relatives, and other relevant administrative bodies such as welfare facilities. Thus, it was important to ensure the necessary quota of teaching staff for the full-scale restoration and smooth implementation of educational activities in schools.

For this reason, in order to provide special guidance for learning support and mental health care for children and students with schools affected by the Great East Japan Earthquake and schools that accepted children and students affected by the earthquake, the Ministry of Education, Culture, Sports, Science and Technology provided additional support for the number of teachers; in response to requests from the disaster-affected areas, additional support measures have been implemented every fiscal year since FY 2011.

Even after the end of the Reconstruction / Revitalization Period (2011-2020), a certain number of children in need of learning support and mental health care continued to attend some schools due to the loss of their families and homes in the earthquake, and schools are reopening in areas where evacuation orders due to the nuclear disaster were lifted, but the educational environment is still in the developing stage. In light of this, the Government continues to support the development of necessary educational environments even after the Reconstruction / Revitalization Period.

#### ○ Teacher's allowance in FY 2011

As of April 28, 2011, the Ministry of Education, Culture, Sports, Science and Technology added a total of 383 students to compulsory education in the four prefectures of Iwate (134 students), Miyagi (216 students), Ibaraki (23 students), and Niigata (ten students), and a total of 41 students to senior high schools in the two prefectures of Iwate (21 students) and Miyagi (20 students), for a total of 424 students.

In addition, as of June 24 of the same year, additional measures were implemented for compulsory education schools for a total of 603 students in the five prefectures of Iwate (68 students), Yamagata (14 students), Fukushima (481 students), Ibaraki (26 students), and Tochigi (14 students), and for high schools for a total of 53 students in the three prefectures of Iwate (12 students), Miyagi (eight students), and Fukushima (33 students), for a total of 656 students; thus, in addition to the measures implemented in April, measures were implemented for 1,080 students.

In addition to the measures mentioned above, the Ministry of Education, Culture, Sports, Science and Technology received a request from the Miyagi Prefectural Board of Education to dispatch teachers, approached boards of education outside the disaster-affected areas about the dispatch of teachers, and provided the Miyagi Prefectural Board of Education with the information of the boards that offered to dispatch. As a result, boards of education in Akita, Tochigi, Ishikawa, Hyogo, Ehime, and Kumamoto Prefectures dispatched five teachers and six school nurses.

Figure 4-3-5 Additional dispatching of teachers (additional unofficial announcement dated April 28, 2011)

[Content of additional unofficial announcement dated April 28, 2011]

(Unit: People)

都道府県名	小学校	中学校	特別支援学校	義務教育諸学校計	都道府県名	高等学校
岩手県	78	56		134	岩手県	21
宮城県	134(10)	78(12)	4	216(22)	宮城県	20
茨城県	11(1)	12(3)		23(4)	茨城県	
新潟県	6	4		10	新潟県	
合計	229(11)	150(15)	4	383(26)	合計	41

\* In Fukushima Prefecture, there have been many students moving in and out both within and outside the prefecture; in response to this, the prefecture will request the national government to provide additional dispatch of teachers based on the number of classes after the resumption of educational activities, and the additional dispatch will be conducted promptly as soon as the specific number of requests is provided.

\* The lower part (in parentheses) indicates school nurses.

Source) The Ministry of Education, Culture, Sports, Science and Technology's website, "Additional Dispatch of Faculty and Staff in Response to the Great East Japan Earthquake" (additional unofficial announcement on April 28)

[https://www.mext.go.jp/a\\_menu/saigaijohou/syousai/1305570.htm](https://www.mext.go.jp/a_menu/saigaijohou/syousai/1305570.htm) (browsed July 25, 2023)

Figure 4-3-6 Measures to increase the number of teachers dispatched in response to the Great East Japan Earthquake [Obligatory]

【義務】													(単位:人)	
区分	23年度	24年度	25年度	26年度	27年度	28年度	29年度	30年度	元年度	2年度	3年度	4年度		
岩手県	202	197	208	213	213	213	186	131	114	86	82	66		
宮城県	216	216	216	228	233	233	185	185	136	108	95	70		
仙台市							48	48	43	34	34	33		
山形県	14	-	5	5	5	5	5	(5)	(5)	(5)	(5)	(5)		
福島県	481	512	503	503	501	491	491	491	491	483	458	434		
茨城県	49	31	31	25	24	24	24	15 (8)	(16)	(15)	(13)	(12)		
栃木県	14	-	-	-	-	-	-	-	-	-	-	-		
新潟県	10	14	12	12	10	9	3	(5)	(5)	(5)	(5)	(4)		
新潟市							8	(8)	(6)	(8)	(7)	(6)		
合計	986	970	975	986	986	975	950	870 (26)	784 (32)	711 (33)	669 (30)	603 (27)		

- \* In FY 2011, additional measures were implemented in response to the Great East Japan Earthquake through the General Account budget (government contribution for compulsory education expenses).  
Since FY 2012, reconstruction subsidies (budget allocations) have been provided through the Special Account for Reconstruction from the Great East Japan Earthquake (government contribution for compulsory education expenses).
- \* In the column for FY 2018 and onward, the figures in parentheses indicate the number of measures taken in the general account.
- \* Including elementary and junior high schools among special needs education schools.
- \* With the transfer of authority to designated cities from FY 2017, Sendai and Niigata Cities received direct subsidies from the national government.

Source) Compiled by the Ministry of Education, Culture, Sports, Science and Technology

Figure 4-3-7 Measures to increase the number of teachers dispatched in response to the Great East Japan Earthquake [High Schools]

【高校】													(単位:人)	
区分	23年度	24年度	25年度	26年度	27年度	28年度	29年度	30年度	元年度	2年度	3年度	4年度		
岩手県	33	35	34	34	34	34	34	35	34	33	29	28		
宮城県	28	26	26	27	27	27	26	25	24	23	22	21		
福島県	33	0	7	22	24	33	30	29	29	29	29	28		
合計	94	61	67	83	85	94	90	89	87	50	48	43		

- \* The number of high schools in Fukushima Prefecture with zero teachers in FY 2012 was mainly due to the allocation of part-time teachers through the Emergency Employment Creation Fund (10/10 government subsidy).
- Source) Compiled by the Ministry of Education, Culture, Sports, Science and Technology

### e. Emergency school counselor utilization

The loss of family and friends due to the earthquake and witnessing the damage caused by the tsunami could lead to symptoms of stress such as anxiety and insomnia, and in order to provide mental health care for children affected by the disaster, since FY 2011, the government has supported the dispatch of necessary school counselors to schools, etc., under the Emergency School Counselor Dispatch Project, in which local governments in disaster-affected areas dispatch school counselors to schools, etc., at the full cost of the government.

This project has also supported the dispatch of experts such as career guidance counselors who provide career guidance and job hunting support to high school students, external experts at special needs education schools, and advisers with knowledge and experience in student guidance to strengthen student guidance systems.

Regarding the dispatch of school counselors, in the third supplementary budget for FY 2011, in order to respond to new issues in the disaster-affected areas, in addition to school counselors, emergency career guidance counselors who provide career guidance and job hunting support to high school students and outside experts at special needs education schools were made available.

In addition, a reference material for guidance (“The Mental Care of Children in Disasters”) distributed in

September 2010 was reprinted and sent in response to requests for additional distribution from boards of education in the affected prefectures and municipalities.

In addition, a handbook was prepared to provide a reference for the efforts of kindergartens at the time of the earthquake disaster; the handbook summarizes the points of response in kindergartens, including mental health care for young children.

Also, boards of education and schools were requested to grasp the situation of disaster-affected children with disabilities in cooperation with municipal departments in charge of children with disabilities, and to provide necessary educational support such as mental health care utilizing school counselors. Furthermore, the National Institute of Special Needs Education prepared the “Handbook for Teachers Supporting Children after the Earthquake: Focusing on Support for Children with Developmental Disabilities,” posted it on its website, and distributed it to related organizations.

○ Dispatch results (three prefectures)

FY 2011: 1,296 people; FY 2012: 773 people; FY 2013: 869 people; FY 2014: 923 people; FY 2015: 587 people; FY 2016: 570 people; FY 2017: 559 people; FY 2018: 552 people; FY 2019: 561 people; FY 2020: 502 people; FY 2021: 370 people

\* Figures from FY 2015 onward exclude study support staff, etc.

Figure 4-3-8 Examples of activities of emergency dispatch school counselors

Column
No. 05

緊急派遣スクールカウンセラーの活動事例

京都府教育委員会では、緊急スクールカウンセラー等派遣事業を活用し、福島県相双地区において支援活動を実施しました。

平成24年1月から3月には、新地町、飯館村、富岡町の小中学校へ、24年9月から25年3月には、新地町、飯館村の小・中学校へ、各町村に1名のスクールカウンセラーを1週間交替のリレー方式で派遣し、心のケアに関する活動を支援しました。

京都府内の学校に勤務しているスクールカウンセラーだけでなく、大学や医療機関等に勤務している臨床心理士も派遣を希望し、約80名のスクールカウンセラーを派遣することができました。

スクールカウンセラーが1週間ごとに交替するという配置方法は、前例がなく、手探り状態で活動を開始しましたが、派遣校の教職員との信頼関係が深まるとともに、児童生徒へのカウンセリング、全校面接や校内研修の実施、支援の必要な学年・学級へのコンサルテーションなど、学校の実態に応じて柔軟に活用されるようになりました。

また、京都府にスーパーバイザーによる後方支援チームを設置し、派遣者間の引継ぎ会議を運営して、現地での活動が円滑に進むよう工夫しました。

活動終了時には、不登校等の児童生徒の抱える課題の改善や児童生徒理解の深まりによる、教職員の指導力向上などの成果を上げることができました。

仮設住宅での生活が長期化し、補償の問題や復興格差などが表面化する中で、児童生徒や保護者、教職員への心のケアの必要性は、ますます高まることが予想されます。

今後も、現地のニーズに応じた活動を継続していきたいと考えています。

(執筆：京都府教育委員会)



スクールカウンセラーの活動の様子  
(飯館村立飯館小学校)

Source) The Ministry of Education, Culture, Sports, Science and Technology, “FY 2012 White Paper on Education, Culture, Sports, Science and Technology”  
[https://warp.ndl.go.jp/info:ndljp/pid/11293659/www.mext.go.jp/b\\_menu/hakusho/html/hpab201301/1338525\\_008.pdf](https://warp.ndl.go.jp/info:ndljp/pid/11293659/www.mext.go.jp/b_menu/hakusho/html/hpab201301/1338525_008.pdf) (browsed July 25, 2023)

## (2) School management and education in the aftermath of a disaster

### 1) Promotion of school safety and disaster prevention education

In January 2012, all schools in the prefectures of Iwate, Miyagi, and Fukushima, which were hit particularly hard, were surveyed about damage caused by the Great East Japan Earthquake (the earthquake off the Pacific coast of Tohoku) and the accompanying tsunami, and how schools responded to evacuation. As a result, it was found that ① while 94% of the schools conducted evacuation drills simulating an earthquake, 62% of the schools that predicted tsunami inundation conducted evacuation drills simulating a tsunami; ② about 80% of the schools provided guidance on how to protect themselves from disasters, and about 90% of the schools utilized their daily disaster prevention education to encourage students to take proactive evacuation actions; and ③ schools that cooperated with local residents on a daily basis smoothly ensured the safety of students, established and operated evacuation shelters, and promptly normalized educational activities.

In addition, the Meeting of Expert Committee on Disaster Prevention Education and Management in the Wake of the Great East Japan Earthquake discussed the ideal form of disaster prevention education in the future, and indicated the development of “an attitude to behave proactively” in order to protect one’s own life in times of crisis such as natural disasters, the raising of awareness of contributing to the creation of a safe and secure society from the perspective of a supporter, and the enhancement and thoroughness of disaster prevention management and organizational activities to ensure safety in times of disaster.

In light of these developments, the Ministry of Education, Culture, Sports, Science and Technology has been working to enhance school disaster prevention, such as the “Guidance for the Preparation of School Disaster Prevention Manuals (Earthquake and Tsunami Disasters)” (March 2012), which contains common points to consider when schools prepare and review disaster prevention manuals to protect students from earthquakes and tsunamis, etc., the “Guidelines for Evaluation and Review of School Crisis Management Manuals, etc.” (June 2021), and the revision of “School Safety Education to Cultivate the Power to Live” (March 2019).

In FY 2016, the school safety portal site “The Ministry of Education, Culture, Sports, Science and Technology x School Safety” was launched, introducing efforts by prefectures and distributing video educational materials on the disaster experiences of elementary, junior high, and high school students at the time of the Great East Japan Earthquake. Furthermore, the “Third School Safety Promotion Plan” (approved by cabinet decision in March 2022) enhanced the description of safety education, including disaster prevention, and based on this, the Ministry is actively disseminating information, for example, by continuing to promote measures for school disaster prevention that draw on the lessons of the Great East Japan Earthquake.

In addition, in light of the Okawa Elementary School accident lawsuit related to the tsunami damage caused by the Great East Japan Earthquake, a notice was issued in FY 2019 to schools nationwide requesting them to review their disaster prevention education, etc., in order to further promote practical disaster prevention education.

In FY 2020, to mark the ten-year anniversary of the Great East Japan Earthquake, an online disaster prevention education forum “Lessons from the Great East Japan Earthquake for the Future” was held to review the history of disaster prevention education to date and discuss how disaster prevention education should be based on the experiences and lessons learned in disaster-affected areas. Furthermore, as part of the Comprehensive Support Project for Practical Disaster Prevention Education, the Ministry has been developing and disseminating new teaching methods and educational techniques for disaster prevention education based on the lessons learned from the Great East Japan Earthquake, and supporting schools that provide advanced and practical disaster prevention education such as evacuation drills utilizing science and technology for disaster prevention such as earthquake early warnings. In addition, outside experts have been dispatched to schools to check and advise on danger response guidelines and evacuation drills, and to encourage the establishment and strengthening of cooperation systems with local disaster preparedness organizations; furthermore, from the perspective of supporters, through volunteer activities in disaster-affected areas, the Ministry has developed and disseminated educational methods to raise awareness of contributing to the creation of a safe and secure society. Subsequently, the name was changed to the Comprehensive School Safety Support Project, and in order to build a region-wide school safety promotion system according to the type of school and the characteristics of each region, the Ministry promotes systematic school safety initiatives and the utilization of external experts; it also supports efforts to promote cooperation among schools, including national and private schools, within each local government, and supports training for teachers.

Figure 4-3-9 Guidelines for evaluation and review of school crisis management manuals



Source) The Ministry of Education, Culture, Sports, Science and Technology website [https://www.mext.go.jp/a\\_menu/kenko/anzen/1401870\\_00002.htm](https://www.mext.go.jp/a_menu/kenko/anzen/1401870_00002.htm) (browsed July 25, 2023)

Figure 4-3-10 School safety portal site



Source) The Ministry of Education, Culture, Sports, Science and Technology website <https://anzenkyouiku.mext.go.jp/> (browsed July 25, 2023)

As part of the promotion of disaster prevention classes, in order to raise awareness of disaster prevention among teachers and students, seminars are held for teachers who will be instructors of disaster prevention classes. In addition, in cooperation with the National Institute for School Teachers and Staff Development, training sessions are held for teachers of elementary, junior high and high schools, who play a leading role in each prefecture, and supervisors in charge of disaster prevention education at prefectural and municipal boards of education.

Figure 4-3-11 Disaster prevention education efforts in schools: Disaster prevention education in teacher courses and teacher training



Source) The Ministry of Education, Culture, Sports, Science and Technology, "Disaster Prevention Education in Schools; Disaster Prevention Education in Teacher Courses and Teacher Training"  
[https://www.bousai.go.jp/kaigirep/pdf/201218\\_03.pdf](https://www.bousai.go.jp/kaigirep/pdf/201218_03.pdf) (browsed July 25, 2023)

Figure 4-3-12 Third School Safety Promotion Plan (Overview)

第3次学校安全の推進に関する計画（概要）	
<ul style="list-style-type: none"> <li>●学校安全の推進に関する計画：各学校における安全に係る取組を総合的かつ効果的に推進するため、国が策定する計画（学校保健安全法第3条第2項）</li> <li>●「第3次学校安全の推進に関する計画の策定について（令和4年2月7日中央教育審議会答申）」を踏まえ、令和4年3月25日（金）に閣議決定（計画期間：令和4年度から令和8年度までの5年間）</li> </ul>	
I 総論	
<b>第3次計画の策定に向けた課題認識</b> <ul style="list-style-type: none"> <li>○ 学校が作成する計画・マニュアルに基づく取組の実効性に課題</li> <li>○ 学校安全の取組内容や意識の差</li> <li>○ 東日本大震災の記憶を風化させることなく今後発生が懸念される大規模災害に備えた実践的な防災教育を全国的に進めていく必要性 など</li> </ul>	<b>施策の基本的な方向性</b> <ul style="list-style-type: none"> <li>○ 学校安全計画・危機管理マニュアルを見直すサイクルを構築し、学校安全の実効性を高める</li> <li>○ 地域の多様な主体と密接に連携・協働し、子供の視点を加えた安全対策を推進する</li> <li>○ 全ての学校における実践的・実効的な安全教育を推進する</li> <li>○ 地域の災害リスクを踏まえた実践的な防災教育・訓練を実施する</li> <li>○ 事故情報や学校の取組状況などデータを活用し学校安全を「見える化」する</li> <li>○ 学校安全に関する意識の向上を図る（学校における安全文化の醸成）</li> </ul>
<b>目指す姿</b> <ul style="list-style-type: none"> <li>○ 全ての児童生徒等が、自ら適切に判断し、主体的に行動できるよう、安全に関する資質・能力を身に付けること</li> <li>○ 学校管理下における児童生徒等の死亡事故の発生件数について限りなくゼロにすること</li> <li>○ 学校管理下における児童生徒等の負傷・疾病の発生率について、障害や重度の負傷を伴う事故を中心に減少させること</li> </ul>	
II 推進方策	
 <b>5つの推進方策</b> を設定し、学校安全に関する具体的な取組の推進と学校安全に関する社会全体の意識の向上を図る	
<b>1. 学校安全に関する組織的取組の推進</b>	<b>2. 家庭、地域、関係機関等との連携・協働による学校安全の推進</b>
<b>3. 学校における安全に関する教育の充実</b>	<b>4. 学校における安全管理の取組の充実</b>
<b>5. 学校安全の推進方策に関する横断的な事項等</b>	
1	
<b>推進方策 1. 学校安全に関する組織的取組の推進</b> <ul style="list-style-type: none"> <li>○ 学校経営における学校安全の明確な位置付け</li> <li>○ セーフティプロモーションスクールの考え方を取り入れ、学校安全計画を見直すサイクルの確立</li> <li>○ 学校を取り巻く地域の自然的環境をはじめとする様々なリスクを想定した危機管理マニュアルの作成・見直し</li> <li>○ 学校における学校安全の中核を担う教職員の位置付けの明確化、学校安全に関する研修・訓練の充実</li> <li>○ 教員養成における学校安全の学修の充実</li> </ul>	
<b>推進方策 2. 家庭、地域、関係機関等との連携・協働による学校安全の推進</b> <ul style="list-style-type: none"> <li>○ コミュニティ・スクール等、学校と地域との連携・協働の仕組みを活用した学校安全の取組の推進</li> <li>○ 通学時の安全確保に関する地域の推進体制の構築、通学路交通安全プログラムに基づく関係機関が連携した取組の強化・活性化</li> <li>○ SNSに起因する児童生徒等への被害、性被害の根絶に向けた防犯対策の促進</li> </ul>	
<b>推進方策 3. 学校における安全に関する教育の充実</b> <ul style="list-style-type: none"> <li>○ 児童生徒等が危険を予測し、回避する能力を育成する安全教育の充実、指導時間の確保、学校における教育手法の改善</li> <li>○ 地域の災害リスクを踏まえた実践的な防災教育の充実、関係機関（消防団等）との連携の強化</li> <li>○ 幼児期、特別支援学校における安全教育の好事例等の収集</li> <li>○ ネット上の有害情報対策（SNSに起因する被害）、性犯罪・性暴力対策（生命（いのち）の安全教育）など、現代的課題に関する教育内容について、学校安全計画への位置付けを推進</li> </ul>	
<b>推進方策 4. 学校における安全管理の取組の充実</b> <ul style="list-style-type: none"> <li>○ 学校における安全点検に関する手法の改善（判断基準の明確化、子供の視点を加える等）、学校設置者による点検・対策の強化（専門家との連携等）</li> <li>○ 学校施設の老朽化対策、非構造部材の耐震対策、防災機能の整備の推進</li> <li>○ 重大事故の予防のためのヒヤリハット事例の活用</li> <li>○ 学校管理下において発生した事故等の検証と再発防止等（学校事故対応に関する指針の内容の改訂に関する検討）</li> </ul>	
<b>推進方策 5. 学校安全の推進方策に関する横断的な事項等</b> <ul style="list-style-type: none"> <li>○ 学校安全に係る情報の見える化、共有、活用の推進（調査項目、調査方法の見直し等）</li> <li>○ 災害共済給付に関するデータ等を活用した啓発資料の周知・効果的な活用</li> <li>○ 設置主体（国立・公立・私立）に関わらない、学校安全に関する研修等の情報・機会の提供</li> <li>○ AIやデジタル技術を活用した、科学的なアプローチによる事故予防に関する取組の推進</li> <li>○ 学校安全を意識化する機会の設定の推進（各学校の教職員等の意識を高める日・週間の設定等）</li> <li>○ 国の学校安全に関する施策のフォローアップの実施</li> </ul>	
2	

(Source) The Ministry of Education, Culture, Sports, Science and Technology, "Third School Safety Promotion Plan (Overview)" (March 2022)

<https://anzenkyouiku.mext.go.jp/plan-gakkouanzen/data-3/3keikaku-gaiyou.pdf> (browsed July 25, 2023)

## 2) Region and education

### a. Role of universities, etc.

The Tohoku Medical Megabank Project was implemented to establish Tohoku Ecosystem-Associated Marine Sciences to support the reconstruction of the fisheries industry in the disaster-affected areas, and to conduct research and development to improve the health of disaster victims and create next-generation medical care.

In addition, in order to create an environment that facilitates the development of various volunteer activities for the disaster victims, the Ministry of Education, Culture, Sports, Science and Technology promoted the development of an environment for encouraging volunteer activities by notifying universities of the necessary considerations for school attendance, safety management, and information provision regarding volunteer activities, so that students could participate in the activities with peace of mind in accordance with the “Volunteer Activities of Students Associated with the Tohoku Earthquake” (April 1, 2011, notice by the Vice Minister of Education, Culture, Sports, Science and Technology), and volunteer activities by students are actively carried out.

At the time of the Great East Japan Earthquake, hospitals affiliated with national, public, and private universities were requested by the Ministry of Education, Culture, Sports, Science and Technology to dispatch disaster medical assistance teams (DMATs), and in response, a maximum of 346 medical personnel from 57 universities were engaged in medical activities in the disaster-affected areas; since then, they have continued to provide medical support in the affected areas.

### ア) Establishment of Tohoku Ecosystem-Associated Marine Sciences

The Great East Japan Earthquake (the earthquake off the Pacific coast of Tohoku) and the accompanying tsunami caused drastic changes in the marine ecosystem off the coast of Tohoku, one of the world’s leading fishing grounds, and caused extensive damage to the coastal fisheries industry. Therefore, with the aim of supporting the reconstruction of the fisheries industry in the disaster-affected areas, the marine research centers in the Town of Otsuchi, Iwate Prefecture, and the Town of Onagawa, Miyagi Prefecture were mainly used to carry out surveys and research on the marine ecosystem off the coast of Tohoku, which was drastically changed by the earthquake, in cooperation with relevant local governments and fishery cooperatives, and efforts were made to return the results to local fishery sites.

### イ) Tohoku Medical Megabank Project

In the Tohoku region, where medical institutions were severely damaged by the Great East Japan Earthquake, it was necessary to create a medical system and health management system that can protect the lives and health of disaster victims and enable them to live with peace of mind.

The Ministry of Education, Culture, Sports, Science and Technology is implementing the Tohoku Medical Megabank Project through the Japan Agency for Medical Research and Development, with Tohoku University and Iwate Medical University as the implementing organizations.

In this project, health surveys were conducted in the disaster-affected areas to contribute to improving the health of people in the disaster-affected areas, and a biobank was constructed by accumulating collected health information and biological samples. Furthermore, using this biobank, research and development is being carried out for the creation of next-generation medical treatments based on individual genome information, such as the establishment of accurate diagnosis and disease-prevention methods.

Full-scale health surveys have been conducted since FY 2013 and with the cooperation of many people exceeding the target of 150,000, large-scale genome cohort studies are being promoted; in addition, analyses using collected biological samples are being conducted, creating results that will serve as the foundation for next-generation medical research.

The project will continue to contribute to improving the health of residents in the disaster-affected areas by providing the results of health surveys in close cooperation with local governments and related organizations.

### b. Development of future-creating education in Fukushima Prefecture

In eight towns and villages in the Futaba District, Fukushima Prefecture, which were forced to evacuate due to the nuclear accident at TEPCO Fukushima Daiichi Nuclear Power Station, the number of children is decreasing due to

the separation of residents. Under these circumstances, the Village of Katsurao, Town of Namie, and Town of Tomioka reopened their schools in April 2018, following the Village of Kawauchi, Town of Hirono, and Town of Naraha. The Town of Okuma also reopened schools in FY 2023, but the Town of Futaba has not decided when to reopen. Even in the seven towns and villages that have reopened their schools, educational activities are being carried out despite various difficulties, such as a significant decrease in the number of students compared to before the earthquake.

In July 2013, the Fukushima Futaba County Council on the Reconstruction of Education (established in December 2012), organized by the Futaba District Superintendent's Association, decided and announced the "Educational Innovation Vision of Futaba" with a focus on the establishment of a prefectural combined junior and senior high school; after discussions between the prefecture and the Futaba District local governments, the prefectural Futaba Future Senior High School opened in April 2015 and the Futaba Future Junior High School opened in Hirono City in April 2019.

The Futaba Future School is developing "future-creation type education" with the school spirit of reformers and the school motto of "independence," "collaboration," and "creativity"; it is carrying out distinctive educational activities such as "hometown-creation studies" ("future-creation studies" [junior high school] and "future-creation exploration" [high school]) that take on practical challenges to solve regional issues.

In addition, since 2014, as a unique and attractive education program in the Futaba District, "hometown-creation studies" have been conducted at special schools for elementary, junior high, and high school students in the Futaba District, where eight towns and villages work together on the themes of "people," "physical things," and "intangibles" in the local area, and the Hometown-Creation Studies Summit is held every year to share the results of this learning.

In addition, with the aim of building friendships that transcend regional boundaries, the city has organized the "Kizunazukuri Exchange Meeting (for elementary school students)" and the "Junior and Senior High School Student Exchange Meeting (for junior and senior high school students)", which set up a place for reunions and exchanges among children in the Futaba District, and established the "Futaba Student Council Union (for junior and senior high school students)."

Figure 4-3-13 Fukushima Prefectural Futaba Future Junior and Senior High School Development Project



Source) "Fukushima Prefectural Futaba Future Junior and Senior High School Development Project (Completed)" on the Fukushima Prefecture website  
<https://www.pref.fukushima.lg.jp/sec/41065c/futabamirai.html> (browsed July 25, 2023)

## 2. School attendance and study support for children

### (1) Financial support

#### 1) School attendance and study support for children

In order to support school attendance of young children who had difficulty attending school due to the Great East Japan Earthquake for economic reasons, the Ministry of Education, Culture, Sports, Science and Technology established the Temporary Special Grants for School Attendance Support for Affected Children and Students as a fund project fully funded by the national government, amounting to approximately 44.4 billion yen over four years from FY 2011 to FY 2014. Each prefecture has implemented a program to encourage preschool enrollment by reducing childcare fees and entrance fees for preschool children; a program to assist elementary and junior high school students with school supplies, school expenses, school trips, school meals, etc.; a scholarship program for high school students; a program to encourage preschool enrollment by subsidizing the expenses necessary for preschool children attending special needs education schools, etc.; and a program to reduce or exempt tuition fees for private schools, specialized training schools, and miscellaneous schools. This fund project ended in FY 2014, and since FY 2015, the School Attendance Support Project for Disaster-Affected Students has been implemented as a single-year grant project with full government subsidies.

In addition, the Community Reconstruction Assistance Project Through Learning Support for Children is being implemented to improve the learning environment and build communities by providing learning support through cooperation and collaboration between communities and schools, mainly for children in areas where the learning environment is not sufficient due to the earthquake.

- Budget for School Attendance Support Project for Disaster-Affected Students (Great East Japan Earthquake)  
 FY 2015: 8,033,156,000 yen, FY 2016: 7,987,600,000 yen, FY 2017: 6,198,017,000 yen,  
 FY 2018: 5,216,670,000 yen, FY 2019: 4,382,179,000 yen, FY 2020: 3,019,531,000 yen,  
 FY 2021: 1,488,792,000 yen, FY 2022: 938,583,000 yen

Figure 4-3-14 Overview of the School Attendance Support Project for Disaster-Affected Students (Great East Japan Earthquake)

### 被災児童生徒就学支援等事業（東日本大震災）

令和5年度予算額(案) 804百万円  
 (前年度予算額) 939百万円

【東日本大震災復興特別会計】

**背景説明**

○東日本大震災により被災し、経済的理由から就学困難となった児童生徒等が安心して学ぶことができるよう、家庭の教育負担の軽減を図ることが喫緊の課題。

**目的・目標**

○被災により就学困難となった児童生徒等に対して都道府県等が就学支援等を実施することで、教育機会を確保する。

**事業内容**

○東日本大震災により被災し、経済的理由から就学等が困難となった児童生徒等に対して、都道府県等が以下の就学支援等を実施する場合、被災による支援対象者数の増加に伴う負担を考慮し、交付金として経費の全額（10/10）を国庫で支援（一部を除く。）する。

「第2期復興・創生期間」以降における東日本大震災からの復興の基本方針（令和3年3月9日閣議決定）

(1) 地震・津波被災地域 … 就学支援について、過去の大規模災害における取組事例等を踏まえ、支援の必要な子どもの状況等、事業の進捗に応じた支援を継続する。

(2) 原子力災害被災地域 … 就学支援について、支援の必要な子どもの状況等、事業の進捗に応じた支援を継続する。

<地震・津波被災地域、原子力災害被災地域>

**就学援助事業【小・中学校】**

(対象者) 震災により就学困難となった児童生徒  
 (対象事業) 都道府県において行う奨学金事業  
 (対象事業) 市町村等において行う就学援助事業

(対象費目) 学用品費、通学費、修学旅行費、学校給食費、医療費 等  
 ※ 通学費には、スクールバスの運行による通学手段の確保に係る経費を含む

**私立学校授業料等減免事業【私立高等学校等】**

(対象者) 原子力災害により就学等が困難となった幼児児童生徒  
 (対象事業) 都道府県等において行う授業料等減免事業

<原子力災害被災地域のみ>

**奨学金事業【高等学校】**

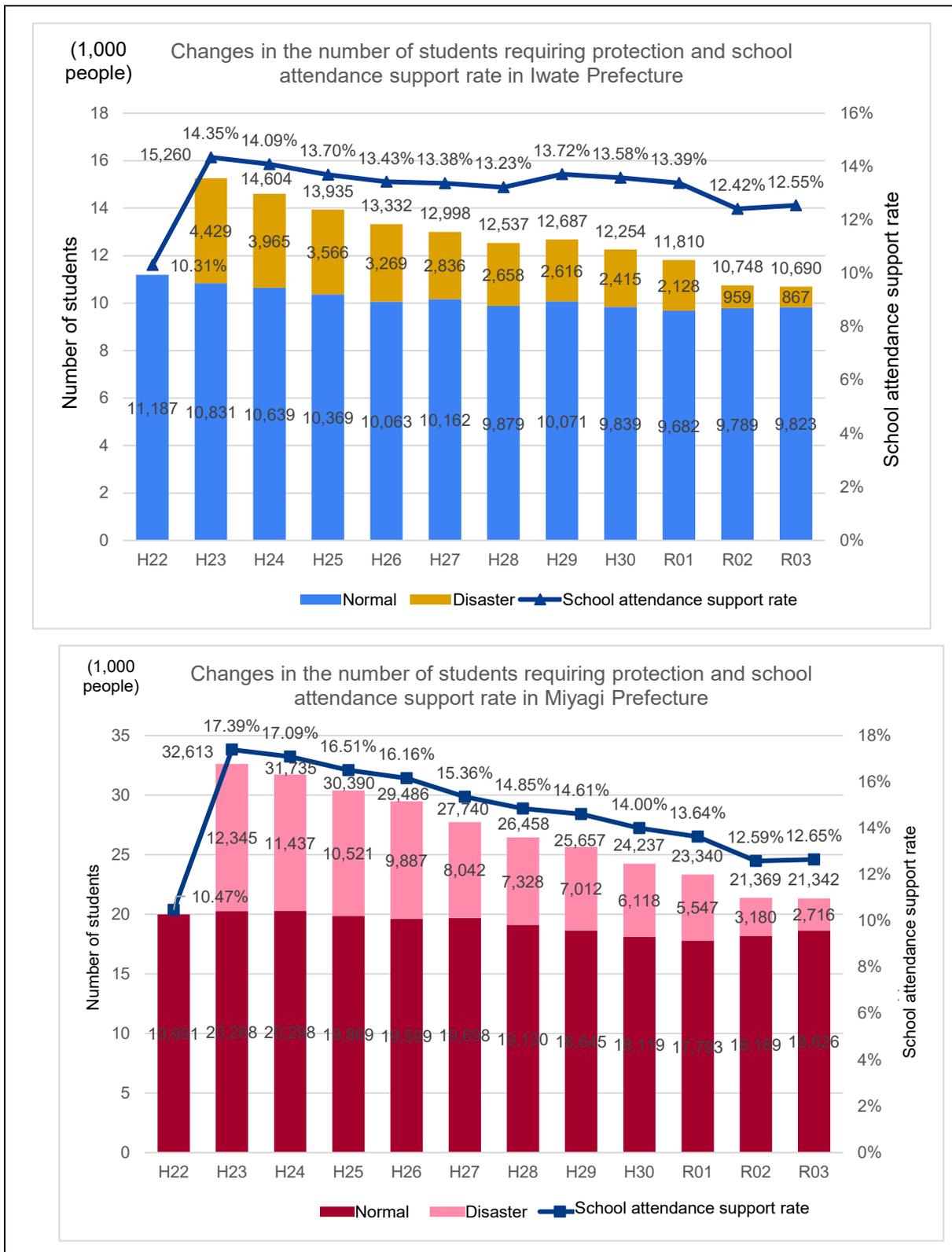
(対象者) 原子力災害により就学困難となった生徒  
 (対象事業) 都道府県において行う奨学金事業  
 (返還免除) 原則として、死亡・障害により返還が困難なとき

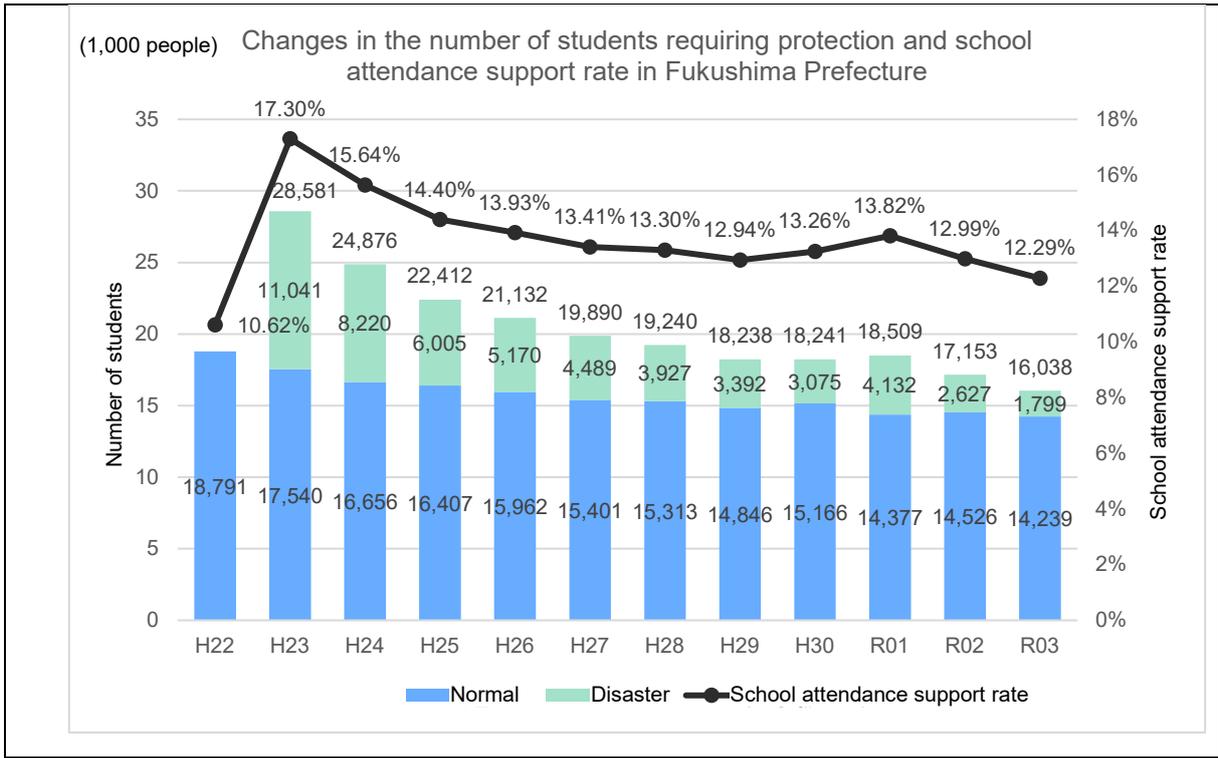
**専修学校・各種学校授業料等減免事業【専修学校・各種学校】**

(対象者) 原子力災害により職業技術の教育等を目的とする学校への就学が困難となった生徒  
 ・専修学校高等課程、専門課程：修業年限1年以上  
 ・専修学校一般課程、各種学校：原則修業年限2年以上  
 (対象事業) 都道府県等において行う授業料等減免事業  
 ※ 専修学校専門課程及び一般課程並びに各種学校については学校が実施した減免額の2/3が上限

Source) The Ministry of Education, Culture, Sports, Science and Technology materials

Figure 4-3-15 School attendance support for disaster-affected students





Source) Compiled by the Reconstruction Agency based on the Ministry of Education, Culture, Sports, Science and Technology materials

Figure 4-3-16 Changes in results of number of students in the School Attendance Support Project for Disaster-Affected Students (Great East Japan Earthquake)

被災児童生徒就学支援等事業（東日本大震災）実績人数（推移）（人）											
事業名	平成23年度	平成24年度	平成25年度	平成26年度	平成27年度	平成28年度	平成29年度	平成30年度	令和元年度	令和2年度	令和3年度
被災幼児就園支援事業	8,443	11,540	11,382	11,457	4,953	4,174	3,885	3,170	2,370	-	-
被災児童生徒就学援助事業	37,498	29,038	25,165	22,866	18,954	17,046	15,658	13,748	12,126	7,214	6,021
奨学金事業	7,885	7,011	5,806	4,913	4,428	5,413	5,041	4,769	4,354	3,994	75
私立学校授業料等減免事業	11,710	8,303	7,868	7,039	5,574	4,456	3,825	3,447	3,015	1,967	236
被災児童生徒等特別支援教育就学奨励事業	104	123	107	102	48	39	29	14	10	6	1
専修学校・各種学校授業料等減免事業	1,999	1,933	1,959	1,086	651	421	327	231	220	178	23
計	67,639	57,948	52,287	47,463	34,608	31,549	28,765	25,379	22,095	13,359	6,356
【 岩手県 】											
被災幼児就園支援事業	345	254	243	197	96	94	77	56	38	-	-
被災児童生徒就学援助事業	4,429	3,965	3,566	3,269	2,836	2,658	2,616	2,415	2,107	959	867
奨学金事業	165	186	222	188	221	214	152	107	89	56	0
私立学校授業料等減免事業	201	202	228	224	213	217	233	239	211	60	0
被災児童生徒等特別支援教育就学奨励事業	1	0	0	0	0	0	0	0	0	0	0
専修学校・各種学校授業料等減免事業	150	125	106	83	51	38	40	42	46	45	1
計	5,291	4,732	4,365	3,961	3,417	3,221	3,118	2,859	2,491	1,120	868
【 宮城県 】											
被災幼児就園支援事業	4,380	8,135	8,603	8,969	3,112	2,661	2,476	2,012	1,531	-	-
被災児童生徒就学援助事業	12,345	11,437	10,521	9,887	8,042	7,328	7,012	6,118	5,475	3,180	2,716
奨学金事業	6,160	5,452	4,585	4,050	3,696	4,728	4,530	4,356	3,992	3,723	2
私立学校授業料等減免事業	8,935	5,940	5,645	4,781	3,722	2,993	2,523	2,254	1,949	1,011	41
被災児童生徒等特別支援教育就学奨励事業	38	43	31	18	15	8	2	1	1	0	0
専修学校・各種学校授業料等減免事業	1,220	1,042	998	542	239	114	81	56	64	53	1
計	33,078	32,049	30,383	28,247	18,826	17,832	16,624	14,797	13,012	7,967	2,760
【 福島県 】											
被災幼児就園支援事業	1,873	1,780	1,613	1,640	1,471	1,290	1,259	1,039	782	-	-
被災児童生徒就学援助事業	11,041	8,220	6,005	5,170	4,489	3,927	3,392	3,075	2,908	2,230	1,799
奨学金事業	1,545	1,349	979	659	507	466	356	305	273	215	73
私立学校授業料等減免事業	1,387	1,324	1,315	1,450	1,273	1,011	888	805	736	369	157
被災児童生徒等特別支援教育就学奨励事業	20	40	39	48	0	0	0	0	0	0	0
専修学校・各種学校授業料等減免事業	140	194	300	155	121	83	42	44	33	32	17
計	16,006	12,907	10,251	9,122	7,861	6,777	5,937	5,268	4,732	2,846	2,046

Source) The Ministry of Education, Culture, Sports, Science and Technology materials

## 2) Support for students

Many universities across the country offer reductions or exemptions of tuition, scholarships, and housing support to students from households affected by the Great East Japan Earthquake.

In FY 2021, the Ministry of Education, Culture, Sports, Science and Technology provided students from disaster-affected households with interest-free scholarships from the Japan Student Services Organization (JASSO) as well as reductions or exemptions of tuition measures so that those students would not give up studying at the higher education stage for financial reasons.

### 3. Culture

#### (1) Preservation and restoration of cultural properties

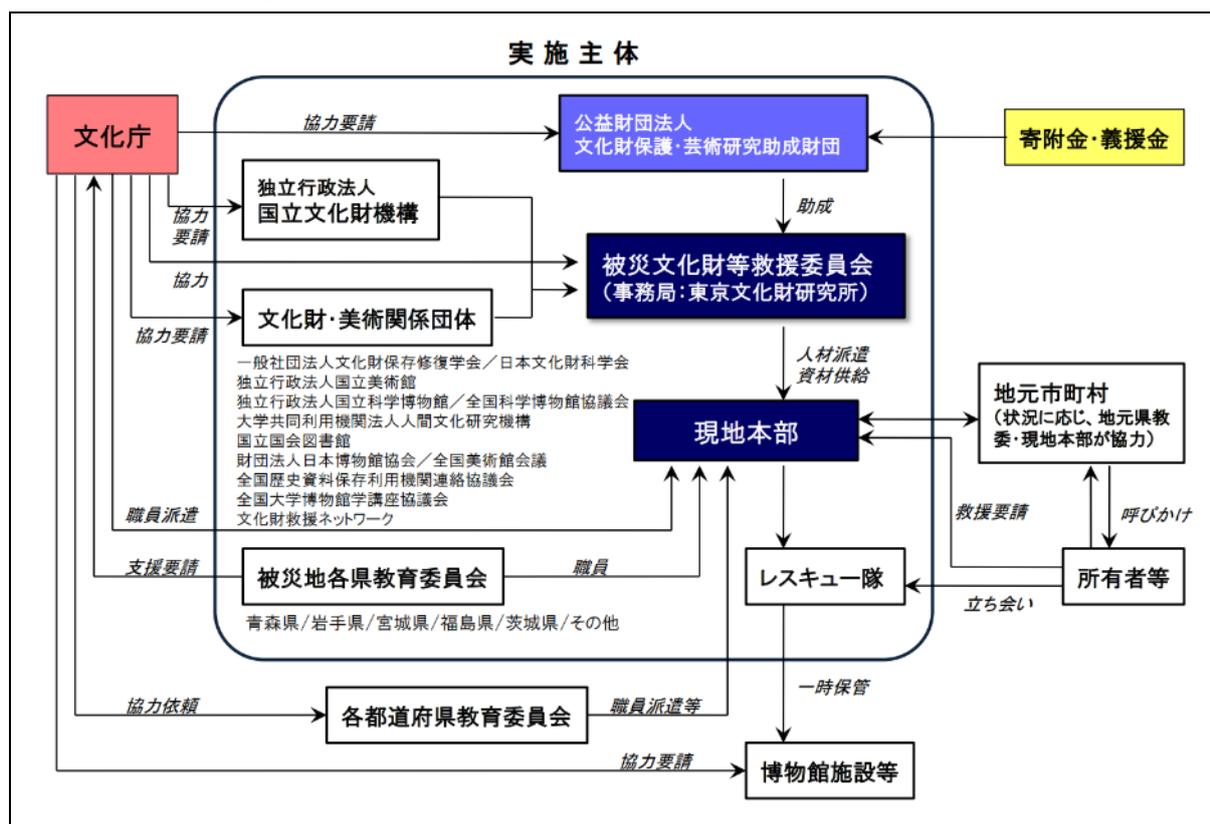
With regard to emergency measures for cultural properties, restoration of 92 damaged cultural properties requiring government subsidies was completed.

The Ministry of Education, Culture, Sports, Science and Technology endeavored to ascertain the extent of damage to cultural properties through prefectural boards of education, and at the request of the disaster-affected areas, dispatched investigators of cultural properties from the Agency for Cultural Affairs to provide guidance and advice on the repair and restoration of damaged cultural properties.

##### 1) Cultural Heritage Rescue Project

At the request of the Agency for Cultural Affairs, 13 cultural property and art-related organizations, including the National Institutes for Cultural Heritage, started the Rescue Project for Cultural Properties Affected by the Tohoku Earthquake (Cultural Heritage Rescue Project) on March 30, 2011; the project rescued and conserved a wide range of materials related to local history and culture, including arts and crafts, natural history specimens, official documents, and books in the four prefectures of Miyagi, Iwate, Ibaraki, and Fukushima. Over a period of two years, donations totaling 300 million yen were collected and implemented in more than 90 locations, and the Cultural Heritage Rescue Project ended in March 2013.

Figure 4-3-17 Overview of the Cultural Heritage Rescue Project



Source) Agency for Cultural Affairs press release, "About the Rescue Project for Cultural Properties Affected by the Tohoku Earthquake (Cultural Heritage Rescue Project)" (March 31, 2011)

[https://www.bunka.go.jp/earthquake/rescue/pdf/bunkazai\\_rescue\\_jigyov\\_ver04.pdf](https://www.bunka.go.jp/earthquake/rescue/pdf/bunkazai_rescue_jigyov_ver04.pdf) (browsed July 25, 2023)

Figure 4-3-18 Implementation of the Disaster Cultural Heritage Rescue Project

**被災文化財レスキュー事業 実施状況 (1)**  
**石巻文化センター (宮城県石巻市)**

4月20日から石巻文化センターの救援活動が開始されました。同センターは毛利コレクションをはじめ、絵画・彫刻・民具・考古資料など10万点以上の収蔵品を有する施設です。地上2階建ての建物ですが、1階部分は津波で大きな被害を受け、展示室や収蔵庫は甚大な被害を受けました。国立文化財機構、人間文化研究機構、全国美術館会議など被災文化財レスキュー事業に参画している団体は、宮城県および石巻市の教育委員会や資料ネットワークなどと協力して、同センター所蔵資料のレスキュー作業を連日実施しています。



石巻文化センター 入口付近の状況  
(2011年4月20日)



石巻文化センター 収蔵庫付近の状況  
(2011年4月20日)

**被災文化財レスキュー事業 実施状況 (2)**  
**慶長使節船ミュージアム (サンファン館) (宮城県石巻市)**

津波による大きな被害を受けた石巻文化センターの収蔵資料の一部（主として民俗資料）は、石巻市内にある慶長使節船ミュージアム (サンファン館) に移送して洗浄・乾燥作業を行っています。人間文化研究機構 (国立民族学博物館チーム) を中心に、国立文化財機構、現地教育委員会、資料ネットワークなどが協力して、連日作業を実施しています。洗浄・乾燥作業が終了した資料は、石巻文化センターへ返送し、保管する予定です。



慶長使節船ミュージアム (サンファン館) での洗浄作業  
(2011年5月19日)



慶長使節船ミュージアム (サンファン館) に保管されている  
民俗資料の一部 (2011年6月3日)

Source) Tokyo National Research Institute for Cultural Properties, "Disaster Cultural Heritage Rescue Project Implementation"  
<https://www.tobunken.go.jp/japanese/rescue/110627/index.html> (browsed July 25, 2023)

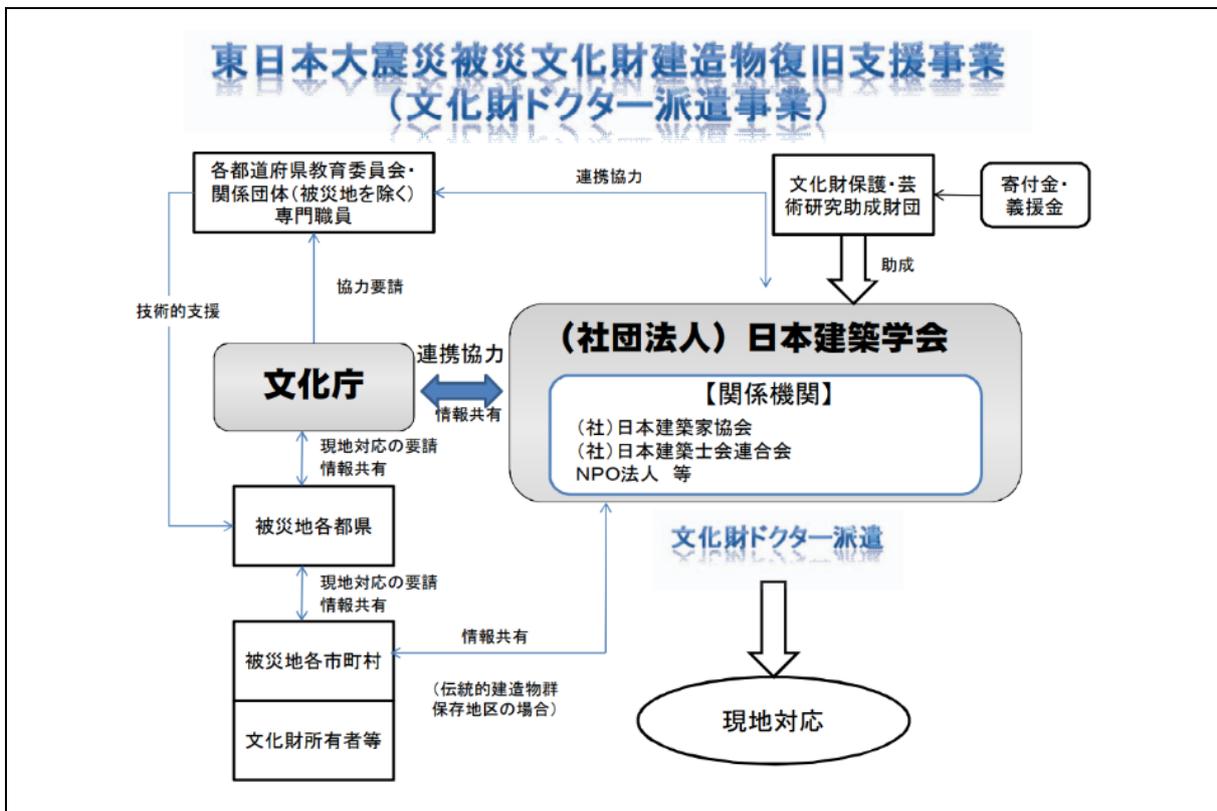
## 2) Disaster Museum Restoration Project

Since FY 2012, the Agency for Cultural Affairs has carried out the Project for Reconstruction of Disaster-Affected Museums, assisting 52 facilities in disaster-affected areas in repairing, organizing, compiling databases, and securing storage locations for disaster-affected materials held by museums.

## 3) Cultural Property Repair Experts

Since April 27, 2011, the Agency for Cultural Affairs has been conducting surveys of the damage to cultural properties caused by the Great East Japan Earthquake, and in response to requests from owners or management organizations, it has launched the Project for Dispatch of Cultural Property Repair Experts (Project to Support Restoration of Cultural Properties Affected by the Great East Japan Earthquake) in order to provide emergency measures and technical support for restoration.

Figure 4-3-19 Overview of the Project for Dispatch of Cultural Property Repair Experts



Source) Agency for Cultural Affairs, “Support Project for Restoration of Buildings of Cultural Properties Damaged by the Great East Japan Earthquake (Project for Dispatch of Cultural Property Repair Experts)” (April 27, 2011) [https://www.bunka.go.jp/earthquake/pdf/bunkazai\\_doctor\\_jigyo.pdf](https://www.bunka.go.jp/earthquake/pdf/bunkazai_doctor_jigyo.pdf) (browsed July 25, 2023)

## (2) Dialect preservation

In FY 2011, a preliminary survey and research were conducted on the actual situation of dialects that were threatened with a critical situation in the Great East Japan Earthquake; in FY 2012, a survey and research were conducted on the actual situation of dialects that were threatened with a critical situation in the Great East Japan Earthquake. As a result of these studies, it became clear that the survival of dialects on the northeast Pacific Coast was in crisis; therefore, from FY 2013 to FY 2021, support was provided for the revitalization of dialects in the disaster-affected areas, and support was provided for efforts to contribute to the revitalization of local communities through the revival of dialects in the disaster-affected areas. In addition, the use of dialect materials in school education and related materials were provided to those who came to the disaster-affected areas for medical and nursing care.

Among the dialects of the Tohoku region, which were said to be on the verge of extinction even before the earthquake, this research clarifies that the crisis level of the dialects of the Pacific coast has increased due to the impact of the earthquake; it also analyzes that the power and function of dialects should be evaluated again, and shows the necessity of dialects. The results of this research were also used as a reference in the “Course of Study for Junior High School (Announced in 2017): Explanation and Japanese Edition” (July 2017).

Figure 4-3-20 List of reports on research projects

報告書	時期・出所
平成 23 年度東日本大震災において危機的な状況が危惧される方言の実態に関する予備調査研究事業報告書	平成 24 年 3 月 国立大学法人東北大学
平成 24 年度東日本大震災において危機的な状況が危惧される方言の実態に関する調査研究事業（青森県）報告書	平成 25 年 3 月 学校法人弘前学院弘前学院大学
平成 24 年度東日本大震災において危機的な状況が危惧される方言の実態に関する調査研究事業（岩手県）報告書	平成 25 年 3 月 国立大学法人岩手大学
平成 24 年度東日本大震災において危機的な状況が危惧される方言の実態に関する調査研究事業（宮城県）報告書	平成 25 年 3 月 国立大学法人東北大学
平成 24 年度東日本大震災において危機的な状況が危惧される方言の実態に関する調査研究事業（福島県）報告書	平成 25 年 3 月 国立大学法人福島大学
平成 24 年度東日本大震災において危機的な状況が危惧される方言の実態に関する調査研究事業（茨城県）報告書	平成 25 年 3 月 国立大学法人茨城大学

Source) Agency for Cultural Affairs' website, “Research on the Actual Situation of Dialects Threatened by the Great East Japan Earthquake”

[https://www.bunka.go.jp/seisaku/kokugo\\_nihongo/kokugo\\_shisaku/kikigengo/shinsai\\_jittaichosa/index.html](https://www.bunka.go.jp/seisaku/kokugo_nihongo/kokugo_shisaku/kikigengo/shinsai_jittaichosa/index.html)

(browsed July 25, 2023)

## 4. Lessons to be learned

### (1) Restoring schools

- Promptly restore school functions by utilizing other schools and facilities and developing temporary school buildings.

### (2) Support for reopening schools

- Ensure teachers and staff necessary for learning support and mental health care of affected students.
- Dispatch school counselors and other specialists to provide mental health and physical care of children in disaster-affected areas.

### (3) School management and education in the aftermath of a disaster

- Develop educational programs and curricula that take advantage of the lessons learned from the earthquake and regional characteristics, and develop human resources who will play a major role in the future of the disaster-affected areas.
- Support will be provided to create opportunities for disaster prevention education.

### (4) School attendance and study support for children

- Provide assistance and support to students who have difficulty attending school due to financial reasons.
- Support the creation of spaces for learning and playgrounds outside school, such as after school and on holidays.

### (5) Cultural Properties

- At the time of the Kumamoto Earthquake, in order to repair and restore the damaged cultural properties as soon as possible, the Kumamoto Earthquake Cultural Properties Restoration and Reconstruction Project Team was established; in addition, the Kumamoto Castle Restoration General Support Office was established to support the restoration of Kumamoto Castle, which was particularly damaged. Furthermore, a message from the Director General of the Agency for Cultural Affairs was issued calling for donations for the restoration of the damaged cultural properties, and technical support was provided through the Cultural Heritage Rescue Project and the Project for Dispatch of Cultural Property Repair Experts.
- The restoration of local traditional performing arts and cultural properties will be promoted to restore local culture.
- Local reconstruction will be promoted by supporting the restoration of local traditional performing arts and festivals that provide emotional support to the disaster victims.<sup>1</sup>
- Restore local culture through rescue and conservation activities of damaged cultural properties.

<sup>1</sup> At the Third Meeting of Expert Committee on Reflection on the Past Decade of Reconstruction Policy after the Great East Japan Earthquake (February 27, 2023), there were opinions that it is important to record local culture prior to the earthquake, and that even things that may not seem effective for reconstruction, such as passing down local performing arts, are actually valuable, and will be important issues for future disasters, including how to evaluate them (statement by Deputy Chair Masuda and Committee member Imamura).