

OECD/Fukushima University Joint Workshop
“Since Then. From Now on,”
DRAFT AGENDA

Welcoming words from the organising committee student members

“At our workshop, we would like to think out of the box and create a place where everyone can express their opinions without hesitation. Where people of all walks of life can discuss things on an equal footing. We want to create a place for dialogue, where children and adults, students and teachers, businessmen, government officials, and anyone else regardless their age or background are treated as equals, not judged by their age or career, but treated as members of society who respect and interact with each other.

Our workshop will begin a long journey exploring topics in education with no correct answer.

We look forward to having you with us!” Video: Our Wishes <https://jupiter354.wixsite.com/website/ourwishes>



Miku Honta (Fukushima University, Faculty of Administration and Social Sciences, Fukushima City, age 19)

I don't think it's good that the well-being of people who are spending their life time in school isn't protected.

Looking back on my school life up to high school, I felt that the role of school was getting bigger and bigger. In addition to the studies I've done so far, it's great that I can get a variety of learning from inquiry activities held along with regular classes to programming and ICT information classes just by going to one place. However, I am worried that teachers and students will eventually reach their limits and come into a situation where there is so much to do.

Particularly, in my high school teachers stay at school until late at night and are busy preparing for school work and classes. The teachers who are working hard for their students are so exhausted that they are about to collapse. This has become commonplace for both teachers and students. Students are desperate to study and work on club activities and subjects, and have little time with their families or activities outside of school. They have extracurricular lessons during long vacations, and teachers and students have almost no holidays. Even if they are not comfortable with this situation, they have no time to disagree. So, I've thought I'd like to help the teachers in need.

Yet, there is little I can do on my own, but I think I can find a




Miki Nanashima (KADOKAWA DWANGO N-School, Fukushima City, age 14)

We have created a group called "Fukushima Nigiwai Lab" and are thinking of a mechanism to connect with schools and companies all over the world using a digital platform.

I was 5 years old and in a kindergarten at the time of the Great East Japan Earthquake. And, I experienced a second stay home due to the spread of the new coronavirus. At the time of the earthquake, we have received support from many people around Japan and from abroad, and since then, I am spending my days with the desire to give back. At that time, I wasn't able to help, but now I am promoting an activity that I hope will be useful in the event of a disaster.

Currently, in Japan, there is a national initiative called the GIGA School concept that aims to distribute one PC to each elementary and junior high school student. It means everyone will be able to use computers and tablets, so if "all" schools set "general" and "inquiry" classes at "same time", they can cooperate with each other and become able to connect easily with other regions. If there are students and teachers who are good at computers at one school, than teachers who are not good at computers can focus on the content of the lesson when connected.

Our platform is called a VR F-City. It is proposed by Fukushima

	<p>way to help my favorite teachers together with you. At this workshop and beyond, I would like to think together with all of you about the well-being of teachers.</p>		<p>who experienced the Great East Japan Earthquake. The F of VR F-City stands for Fukushima and Future. It is Future City starting from Fukushima. As long as you have a PC and WiFi, children all over the world can work together to improve their communities and environment with their own power, and can also support others in other parts of the world. We propose this platform from Fukushima, Japan to realise the society where no child in the world is left behind.</p> <p>This workshop is a new type of initiative organised in the midst of the new COVID-19 pandemic. It will help you to easily connect with the world online through technology, and also prove that the platform we are developing can be realised. When this platform is realised, we will be able to think together by sharing ideas and knowledge across different parts of the world.</p>
	<p>Rio Miyazaki (Tokyo Gakugei University, Faculty of Education, Wakayama, age 21)</p> <p><i>What I want to improve in education is the way the teacher work.</i></p> <p>During my education I have witnessed that the teachers are sacrificing so much. If there is something to be done for us students, it inevitably increases the burden on teachers. So, I'm wondering if we can change the way the teachers work.</p> <p>At the same time, I would like to think about the ways of reforming the teacher training courses. With the current teacher training courses, it is possible to learn enough to become a teacher. But I think it would be also good if they were given a chance to get practical experience at schools. I think that teacher training courses can also be useful for others who are interested in pursuing careers in other fields apart from teaching. This is something I would like to think about from April onwards.</p>		<p>Risa Minamihounoki (Ritsumeikan-Uji High School, Kyoto, age 18)</p> <p><i>I always think that ICT has a great influence on solving social problems, and I would like to carry out activities to deepen the relationship between social problems and ICT.</i></p> <p>I have been suffering from severe headaches since I was in the second year of junior high school. Every time I had to study and complete the tasks, I continued to take painkillers, and gradually became dependent on the drugs and would overdose myself. As a result, when I was in my second year of high school, I got sick and couldn't exercise or study properly for a while. There are many students who get sick because they are forced to cut their sleep time in order to balance study work and club activities. I think this is a problem that needs to be solved when considering the well-being of education.</p> <p>Also, the health of not only students but also teachers should be protected. For example, is it really necessary for a teacher who is sick to go to work forcibly because he or she has classes? Isn't it a good idea to have a system where you can rest at home and teach online from home? Inner health cannot be judged from the appearance, and it is not only a problem in the field of education but also in the society as a whole. I think it is important to create an environment where one can say that he or she wants to take a rest in order to remain healthy. Also, through participating in various workshops, I realized that ICT has always been cited as a solution to social problems, and I felt that ICT has a great influence on the solution of social problems, including health.</p> <p>From April onward, I would like to carry out activities focusing on ICT education, aiming for a better society where problems can be solved using ICT, based on education that guarantees the health of all people.</p> <p>I hope that this workshop will be a good place for people from</p>



			<p>all over the world to come together and rethink education. Since society does not change just by talking about ideals, I hope that this workshop will be a passing point for each participant in a journey toward not only a better education but also a better society.</p>
	<p>Yuto Yabuuchi (Nara Women's University High School, Nara, age 17)</p> <p><i>I especially think that “agency” and “sense of ownership” will be keywords when thinking about society.</i></p> <p>My interest in fostering agency and a sense of ownership was cultivated while working on a project called "Virtual World," which I am promoting since my first year at high school. There is a day in school when we hold an excursion event called "All Lek". Instead of organising this excursion event outside the school, my classmates and I thought of starting a project from scratch inside the school. As a first-year graders of high school with completed compulsory education and as the ones reaching the age one step closer to society, we wanted to acquire skills that related to society and professions we were to pursue as adults. While wondering what to do specifically, an unprecedented project that schematically reproduces society in the school called "Virtual World" has started.</p> <p>In the Virtual World, 120 students work for a period of time in the work they have thought of and prepared for themselves to earn a pseudo-currency for rewards, use that currency to eat, and enjoy entertainment. In addition, although it is far from the actual "politics" and "economy", we created groups that represented "countries" composed of 40 people, where each country's prime ministers held meetings at the United Nations and competed for economic growth among the nations.</p> <p>It is often said that in the real world, young people are not able to participate in society. However, I think it is extremely difficult to foster a sense of ownership regarding society only through school lessons and normal school life. I think disseminating and utilising the virtual world like this one as a content of regular education could help in this process.</p> <p>At this workshop, I would like to hear the opinions of students and adults who are interested in “agency” and "sense of ownership". While science and technology are developing remarkably, there are many problems in Japan starting from nuclear power plants and nuclear energy to declining birthrate and aging population and population decline. Through this workshop, we hope to unite our hearts and make a big start toward the realization of a better society, powered by education.</p>		<p>Mahiro Umehara (The Secondary School of the Faculty of Education, the University of Tokyo, Tokyo, age 16)</p> <p><i>I want to think about exams and assessment.</i></p> <p>What are we taking the exams for? Aren't the means replaced by the ends? Some teachers regret having to prepare students for final exams during regular classes. And, some students give up what they want to do for the sake of passing exams. Does it lead to lifelong happiness if students restrain themselves for doing what they like in order to pass the exams? Effort may be required. But is the forced effort meaningful?</p> <p>Regarding entrance exams. I've heard that students take part in the student organisation because it will improve their scores and help them with entrance exams. But, do we all must have a prominent career? Can't we be valued if we try to do what we like and without much effort?</p> <p>Hearing such stories, I feel there is something wrong with the examination system that aims at creating an "ideal student". There are ways to get a recommendation or to achieve high scores, so aren't we creating the stereotypes of the students who are just able to pass the entrance exams?</p> <p>It is difficult to measure students only with grades, so when it comes to thinking about assessment in a broader sense, it does not make sense for adults to one-sidedly assess students. Assessment from others have a great impact on us, students, too. If a student is evaluated as a "good child" or "serious", the shell of "serious good child" cannot be broken. Although adults are complimenting them, they are also labeling them with the same sort of label. In this way, students will strive to be complimented. Complementing may lead to a student's improvement but it can also guide a student to aim at becoming a "good child." And for students. Aren't you acting in order to get a reputation of a "good child"? Aren't you too conscious of a teacher's response? We must not forget that a school is not a factory that produced ideal students.</p>




Day1 Live Virtual Tour to Fukushima Exclusion Zone** - Still difficult-to-return area

Time * Indicative	Contents	Virtual venue/ room Zoom	Material 資料
13:30-14:00(JST)/ 05:30-06:00(CET)	<p>Connection test for participants 接続開始</p> <p>If you have not already done so please click on the following link to receive your Unique Zoom ID which will enable you to join the Virtual Tours and Main Workshop for both days Please click here</p> <p>You only need to register once. The Unique Zoom ID works for both days</p>		
14:00-14:55(JST)/ 06:00-06:55(CET)	<p>Live Virtual Fukushima Tour バーチャル福島訪問 Moderator: Miku Honta</p>	Your unique link	<ul style="list-style-type: none"> - If you are joining this optional tour, please watch this video message from the tour guide, Mr. Kimura. You will get to see him on the day of the tour: https://jupiter354.wixsite.com/website/fukushimatour - This material explains what happened in Okuma town in 2011 and could help you to better understand how the regions and the people affected by such disasters would change or not change over the years. - Just in case you could not connect, the visit will be 'live stream' at https://youtu.be/rN2irH3Q5_M
14:55-15:20(JST)/ 07:00-07:20(CET)	<p>Breakout session-1 Please click the open link, once you are in the open space, the organizer will bring you to your break out room.</p> <p>You will be discussing one of the topics in your group:</p> <ol style="list-style-type: none"> 1. “Lessons learnt”. The human efforts to overcome natural disasters such as the one in Tohoku give us important lessons about 'life'. After witnessing what it means to lose families and friends and what it takes to overcome that sorrow through the Okuma virtual tour, how would you live your life differently from today? 2. “Safety and security”. The long lasting effects of the nuclear incidents include food safety. Even when there is scientific proof that, for example, the rice from Fukushima is tested and proved to be safe, farmers are still struggling to sell their rice. If you were a farmer in Fukushima, what would you do to make people feel safe about your rice (which is scientifically tested and proven)? 3. “Recovery”. Over the past 10 years, the affected areas have begun their journey towards sustainable recovery. Population matters for social and economic development. But, people had to evacuate and some are still not able to return their homes. On the other hands, there are new residents, while the original residents decided not to return. What is 'recovery'? Does the recovery mean re-building infrastructure and buildings? Does the recovery mean 'going back to normal life'? 	<p>Open link https://us02web.zoom.us/j/84338768489?pwd=QmFUV2lGTUpWemxrU3NFV1VuVDJlZz09 Meeting ID: 843 3876 8489 Passcode: 218669</p>	
15:20(JST)/ 07:20(CEY)	End of the tour session		

Day1 We travel: From that day until today

Co-chairs

	<p>Mahiro Umehara (please see above)</p>		<p>Wesley Chew</p> <p>My name is Wesley Chew. I was born in Vancouver, Canada. I am a second-year student at the University of British Columbia. I am an alumnus of the Student Advisory Group for Focus Group 3 of the Education 2030 Project. Making a difference in society is something I value highly. The OECD is a wonderful organization I am happy to be involved with.</p>
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Time	Contents	Virtual venue/ Zoom room	Reading/ watching materials		
<p>17:00-17:30(JST)/ 09:00-09:30(CET)</p>	<p>Connection test for newly arriving participants (i.e. not participating in the prior Okuma virtual tour)</p> <p>If you have not already done so please click on the following link to receive your Unique Zoom ID which will enable you to join the Main Workshop and Virtual Tours for both days Please click here You only need to register once. The Unique Zoom ID works for both days.</p>				
<p>17:30-17:45(JST)/ 09:30-09:45(CET)</p>	<p>Item-1: Opening Ceremony</p> <p>The Organising Student Committee will set out the objectives of the workshop and will invite the following speakers to open this special workshop.</p> <table border="1" data-bbox="412 1118 1323 1452"> <tr> <td data-bbox="412 1118 696 1452">  </td> <td data-bbox="696 1118 1323 1452"> <p>Andreas Schleicher, Director, Directorate for Education and Skills, OECD</p> <p>Mr. Andreas SCHLEICHER initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices. Before joining the OECD, he was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia</p> </td> </tr> </table>		<p>Andreas Schleicher, Director, Directorate for Education and Skills, OECD</p> <p>Mr. Andreas SCHLEICHER initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices. Before joining the OECD, he was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia</p>	<p>Please use your unique link</p>	
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Hiroki Miura, President of Fukushima University
 Mr.Miura was appointed OECD Tohoku School Project Manager, Co-chair of Innovative Schools Network 2030, Head of organizing committee of the International Student Innovation Forum 2017 and 2020. He is also a member of Central Council for Education Special Working Group. His major is art, educational guidance, and curriculum.



Koichi Hagiuda, Minister of Education, Culture, Sports, Science and Technology (video message)
 Mr. Koichi Hagiuda has been appointed as the Minister of MEXT (the ministry of education, culture, sports, science and technology) since September 2019. Mr. Hagiuda graduated from the School of Commerce, Meiji University in 1987. In 1991, he was elected to the City Council of Hachioji. In 2001, he won a seat in the Metropolitan Assembly of Tokyo. In 2003, he was elected to the House of Representatives of Japan for the first time. In 2008, he was appointed as the Parliamentary Vice-Minister of MEXT.



Motohide Yoshikawa, former Ambassador Extraordinary and Plenipotentiary and the Permanent Delegate of Japan to the OECD (video message)

In 1974, Mr. Motohide Yoshikawa graduated from the ICU, International Christian University, in Tokyo. In the same year, he joined the Ministry of Foreign Affairs of Japan (MOFA). At MOFA, he has held a number of high-level positions in Tokyo, including Deputy Director-General of the Economic Cooperation Bureau and Director-General of the Middle Eastern and African Affairs Bureau. He served as Ambassador Extraordinary and Plenipotentiary of Japan to Spain, as Japan's first Special Representative for Afghanistan and Pakistan, based in Tokyo, as Ambassador and Permanent Representative to the OECD in Paris and as Ambassador and Permanent Representative of Japan to the United Nations. After retiring from the diplomatic service, he was named Distinguished Professor at ICU

17:45-18:20(JST)/
09:45-10:20(CET)

Item-2: Panel discussion ~Trajectory of changes from that day/that time to now~

Students, teachers, boards of education, private companies and other stakeholders all worked towards rebuilding their region from the triple disasters they've experienced, i.e. the great earthquake, tsunamis, and nuclear plant incidents. They will share their personal stories from that day till today, reflecting on what changes they went through,

Please use your unique link

implying some lessons for change in the future.

Moderator: Miku Honta (please see above)

Panelists



Chikato Nakamura, Tohoku School Participating Student
OECD Tohoku School Iwaki Team Member
At the time, age 14. As a student of National Institute of Technology, Fukushima Colleague served as a President of Student Council. Chikato lead communications and PR team at the Tohoku School.
Currently an employer at the IT Consulting company.






Haruki Kuwasako Tohoku School EP Student
OECD Tohoku School Empowerment Partner
At the time, age 14. After living in Australia, he returns to Japan in 2012, and as a student of Doshisha International High School, joins the Tohoku School project as an empowerment partner.
He was mostly involved in preparation of the Future Vision of Schools Proposal meeting held in Paris in 2014.
Currently works as a government official.



Toshiharu Tsushima, Tohoku School Participating Teacher
OECD Tohoku School Adachi Team Teacher Program Leader
At the time he gets involved in the Tohoku School Project as a teacher of Adachi High School. As an advisor to the Faculty of Natural Sciences, together with students presented a scientific research on renewable energy and behaviour of radioactive materials and radiation in Fukushima in Paris. After this, starts working at Futaba Future School. Also, active as a Vice President of Fukushima Highschool in Fukushima Prefecture.

		<p>Hideo Sagawa At the time, Deputy Director of Education, Iwaki City Board of Education. After the disaster, in order to reform education of Iwaki, he organizes Students Summit, Iwaki City Cram School and promotes economic education at Iwaki ELEM. Currently Japan's Representative Director of Junior Achievement Public Interest Incorporated Association where he works on providing economic education to students from primary school to university.</p>		
		<p>Yutaka Arai At the time, worked at SoftBank President Office. As a Managing Director of the Great East Japan Earthquake Reconstruction Support Foundation, supports the OECD Tohoku School. Currently, works as a Principal of Sapporo Shinyo High School, a President of Tomeikan Gakuen Junior and Senior High School Corporation. Also, Director of YOSAKOI Soran Festival.</p>		
<p>18:20-18:45(JST)/ 10:20-10:45(CET)</p>	<p>Break-out session-2</p> <p>Reflecting on and comparing with the narratives provided by panelists, we should think deeper about what makes (or triggers, motivates, incentivise) people to change and grow - both children and adults.</p> <ul style="list-style-type: none"> - Over the past 10 years, what changes/ growth can you observe in yourself? Please pick one of the biggest changes in you, and share with us your 'ah-ha' moment – when it happened and what the situation was. - What made you change? What precisely stimulated, triggered, motivated you to change – was it someone's words or certain behavior? Or, was it some particular person(s) or some events? What was it exactly which made you change profoundly? <p>The learnings and reflections from the past about human behavioral changes will help us on Day 2 when we discuss why we change and what changes will transform our future.</p>		<p>Open link for English speaking participants. Please Click here.</p>	
<p>To return to the main workshop please use your unique zoom link</p>				
<p>18:45-18:50(JST)/ 10:45-10:50(CET)</p>	<p>A very brief sharing from a few groups To return to the main workshop please use your unique zoom link</p>		<p>Please use your unique link</p>	
<p>18:50-19:00(JST)/ 10:50-11:00(CET)</p>	<p>Break – relaxing with music and virtual gallery walk</p>		<p>Gallery walk (optional): a link will be provided in the zoom</p>	

	<p>While relaxing with music from Mexico suggested by our student Alan, the music of Mora!</p> <p>Participants are invited to read the discussion points, by 'walking through the virtual gallery'!</p>	chat				
<p>19:00-19:20(JST)/ 11:00-11:20(CET)</p>	<p>Item- 3 : Panel discussion – Back to the Future: Opening ‘Time Capsule’ about the future of schooling proposed by the students back in 2014</p> <p>We open a “Time Capsule” of the 5 proposals about “Future School in 2030” made by the students – back in 2014 – who took part in the Tohoku school, and assess to what extent their ideas are implemented (or not) in today’s school system.</p> <p>Moderator</p> <table border="1" data-bbox="414 528 1323 1171"> <tr> <td data-bbox="414 528 678 855">  </td> <td data-bbox="678 528 1323 1171"> <p>Ms. Roseveare was a member of the OECD Secretariat from 1993 until 2019 when she retired. She first spent fourteen years in the Economics Department. In 2007 she moved to the Directorate for Education and Skills. As Head of the Education and Training Policy Division she oversaw policy analysis and advice to help governments develop and implement more effective policies across all levels of education and training. In 2011 she became Head of the Skills beyond School Division, responsible for the PIAAC Survey of Adult Skills, the OECD Skills Outlook, policy analysis and advice on vocational education and higher education systems and national skills strategies.</p> <p>Ms. Roseveare participated in the early stages of the OECD Tohoku School project, including the first workshop in March 2012, and was a moderator in the 2030 Future Vision for School workshop in September 2014. Ms Roseveare is a New Zealand and British national and between 1976 and 1993, she held various positions in the NZ public service.</p> </td> </tr> </table> <p>Panelists</p> <table border="1" data-bbox="414 1225 1323 1257"> <tr> <td data-bbox="414 1225 1323 1257">Team 1 – Society at School</td> </tr> </table>		<p>Ms. Roseveare was a member of the OECD Secretariat from 1993 until 2019 when she retired. She first spent fourteen years in the Economics Department. In 2007 she moved to the Directorate for Education and Skills. As Head of the Education and Training Policy Division she oversaw policy analysis and advice to help governments develop and implement more effective policies across all levels of education and training. In 2011 she became Head of the Skills beyond School Division, responsible for the PIAAC Survey of Adult Skills, the OECD Skills Outlook, policy analysis and advice on vocational education and higher education systems and national skills strategies.</p> <p>Ms. Roseveare participated in the early stages of the OECD Tohoku School project, including the first workshop in March 2012, and was a moderator in the 2030 Future Vision for School workshop in September 2014. Ms Roseveare is a New Zealand and British national and between 1976 and 1993, she held various positions in the NZ public service.</p>	Team 1 – Society at School	Your unique link	<ul style="list-style-type: none"> • The students' proposals for 'future of education' back from 2014 [EDU/EDPC(2014)16/REV1] • The students' video interviews about their own proposals, with their reflections from 2021. https://jupiter354.wixsite.com/website/tohokufutureschools
	<p>Ms. Roseveare was a member of the OECD Secretariat from 1993 until 2019 when she retired. She first spent fourteen years in the Economics Department. In 2007 she moved to the Directorate for Education and Skills. As Head of the Education and Training Policy Division she oversaw policy analysis and advice to help governments develop and implement more effective policies across all levels of education and training. In 2011 she became Head of the Skills beyond School Division, responsible for the PIAAC Survey of Adult Skills, the OECD Skills Outlook, policy analysis and advice on vocational education and higher education systems and national skills strategies.</p> <p>Ms. Roseveare participated in the early stages of the OECD Tohoku School project, including the first workshop in March 2012, and was a moderator in the 2030 Future Vision for School workshop in September 2014. Ms Roseveare is a New Zealand and British national and between 1976 and 1993, she held various positions in the NZ public service.</p>					
Team 1 – Society at School						



Riku Sato
OECD Tohoku School Iwaki Team Member
 Fukushima Prefecture, Iwaki city.
 Riku joined the Tohoku School at age 14.
 He served as a team leader.
 Currently works in a consulting company.



Haruna Shiraiwa
OECD Tohoku School Iwaki Team Member
 Fukushima Prefecture, Iwaki city.
 Haruna joined the Tohoku School at age 14.
 Currently works at the recruitment agency.

Team 2 – Global Entrepreneur Academy Tohoku



Chikato Nakamura
OECD Tohoku School Iwaki Team Member
 Fukushima Prefecture, Iwaki city.
 Chikato joined the Tohoku School at age 14.
 He led communications and PR of the team “Wa”.
 Currently an employer at the IT Consulting company.

Team 3 - School of Global Understanding 3C

Unfortunatelly, not available.



Team 4 – Regional School (Video message participation)





Yu Oyama
OECD Tohoku School Kessenuma Team Member







Riona Nakai
OECD Tohoku School Otsuchi Team Member

	<p>Miyagi Prefecture, Kessenuma City. Yu joined the Tohoku School at age 13. Currently graduated university and will start working from April.</p>	<p>Iwate Prefecture, Otsuchi town. Riona was age 12 when she joined the Tohoku School. She currently studies welfare studies at Yamagata University.</p>			
<p>Team 5 – Orbis: A school network that connect the world</p>		 <p>Shogo Kanki OECD Tohoku School Empowerment Partner Kyoto Prefecture, Kyoto City. As a student of Doshisha International High School, joins the Tohoku School project as an empowerment partner. Shogo was mostly involved in preparation of the Future Vision of Schools Proposal meeting held in Paris in 2014. Currently works in a consulting company.</p>	 <p>Reona Okada OECD Tohoku School Empowerment Partner Nara Prefecture, Nara City. After hearing a lecture on the OECD Tohoku School at her high school, she decides to join as an empowerment partner. Reona participated in the Tohoku School from the first meeting. She was in charge of the logistic preparations of the Future Vision of Schools Proposal meeting held in Paris in 2014. Currently works at a private company that specializes in education</p>		
<p>19:20-19:50(JST)/ 11:20-11:50(CET)</p>	<p>Break-out session-3</p> <p>Each group will discuss just one of the proposals with following questions:</p> <ol style="list-style-type: none"> 1. With the benefit of hindsight, what key features of the proposal are most important to keep and why are they so important? 2. How easily could these key features be incorporated into current education systems (in Japan and elsewhere) and what are the main challenges/obstacles to overcome? 3. What lessons can be drawn from the pandemic experience on how this proposal could be put into practice and how could it be improved? 		<p>English speaking participants should Click here.</p>		
<p>To return to the main workshop please use your unique zoom link</p>					
<p>19:50-19:55(JST)/ 11:50-11:55(CET)</p>	<p>Sharing the discussion To return to the main workshop please use your unique zoom link</p>		<p>Your unique link</p>		
<p>19:55-20:00(JST)/ 11:55-12:00(CET)</p>	<p>Item-4: End of Day1 Concluding remarks of day 1 and preparing for day 2</p>		<p>Your unique link</p>		

Day2 We travel - From now to future

Time	Contents	Virtual venue/ Zoom room	Reading/ materials	watching
15:00-15:15(JST)/ 07:00-07:15(CET)	<p>Connection test for participants</p> <p>If you have not already done so please click on the following link to receive your Unique Zoom ID which will enable you to join the Main Workshop Please click here</p> <p>After registering, you will receive a confirmation email containing information about joining the workshop. You only need to register once. The Unique Zoom ID works for both days.</p>			
15:15-15:45(JST)/ 07:15-07:45(CET)	<p>Co-designing a new educational platform</p> <p>This session aims to hear what students are imagining and re-imagining the ways to 'get connected' with their peers around the world, 'learn together' remotely, and 'learn from different types of feedback and assessment' in such new endeavors. The participants will be invited to contribute their 'blue sky thinking' and co-create a new digital platform, building on the students' ideas!</p> <p>Student presenters:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="398 735 790 1161">  </div> <div data-bbox="842 735 1234 1161">  </div> </div> <p>Miki Nanashima (Please see above)</p> <p>Dzhafar Kabidenov, Kazakhstan Grade & School: Student of the 11th grade at the Nazarbayev Intellectual School of Physics and Mathematics in Almaty Current activity position: Secretary-General of the Central Asian "New Silk Way" International Model United Nations A thing that is driving my enthusiasm for organizing and productively participating in resultative conferences, such as the OECD E2030 & Fukushima commemorative event, is the understanding of the fact that through this process I already influence our society positively by motivating youth to contribute to our World's development! I always work under the motto of "I have to Involve Myself to a Better Future"; and I hope that the</p>	Your unique link		

		new generations will continue making positive changes on the whole Earth further, having moral support from this instructing motto!		
15:45-16:00(JST)/ 07:45-08:00(CET)	Break & Contributing to Co-creation Participants are invited to take a break and, if they wish, they are invited to share their ideas and suggestions and to contribute to shaping a new digital educational platform!		Gallery walk (optional): a link will be provided in the zoom chat	
16:00(JST)/ 08:00(CET)	Main WS: From Now to Future start			
16:00-16:10(JST)/ 08:00-08:10(CET)	<p>Item-5: Panel presentation</p> <p>Students who took part in the OECD Education 2030 meetings and contributed to the co-creation of the OECD Learning Compass 2030, will present the key concepts underlying the compass, such as “well-being”, “student agency/ co-agency”, “transformative competencies”, with their own views and experiences and with their own words.</p> <p>Student presenters:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Rio Miyazaki (Please see above)</p> </div> <div style="text-align: center;">  <p>Alan Salceda, Mexico I am Alan Salceda. I live in Hermosillo, Mexico; I study Industrial and Systems Engineering at Tecnológico de Monterrey. I am 21 years old; I am currently an Ambassador of my university and I work part time in a Governor's Campaign for elections. I have been part of the OECD since 2017 and being honest is one of the best experiences I have ever had, this institution not only has given me and my colleagues the chance to be heard, but also our voices have helped shape the future of education</p> </div> </div>			<ul style="list-style-type: none"> • Learning compass website http://www.oecd.org/education/2030-project/teaching-and-learning/learning/ • Learning concept notes http://www.oecd.org/education/2030-project/contact/OECD_Learning_Compact_2030_Concept_Note_Series.pdf
16:10-16:30(JST)/ 08:10-08:30(CET)	<p>Beak-out Session -4: Ice- Breaking activity to prepare for Item 6</p> <p>Participants be sharing their reflections on the ‘status quo’ or ‘today’s normal’ in school, based on their real experiences and real inner voice, and share their ‘whys’ about schools and schooling today. This will help us to learn to be a questioner and go beyond what’s possible today, towards a better future with student and teacher wellbeing.</p> <p>To make it as an ice-breaking fun activity, please share what you say ‘why’ in your local languages.</p>		English speaking participants should Click here to join the English speaking break out	

	To return to the main workshop please use your unique zoom link	rooms.	
16:30-17:00(JST)/ 08:30-09:00(CET)	<p>Item-6 Issues suggested by students</p> <p>This session aims to see the 'issues' from the eyes of the students, which guide us to rethink about our “traditions and common sense” of today's schooling and to re-imagine the future school from scratch, valuing explicitly student and teacher well-being, so that we can shape a better schooling of tomorrow.</p> <p>■ <u>Questioning 'status quo' of today's school from the lenses of student well-being</u></p> <p>1. Valuing extra-curriculum activities and teacher well-being</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="416 461 775 874">  </div> <div data-bbox="775 461 1639 874">  </div> </div> <p>Miku Honta (above)</p> <p>Ayumi Mitsui, Japan (studies in Vietnam) I am Ayumi Mitsui from the United Nations International School of Hanoi in Vietnam. Since I came to Hanoi in the start of Grade 11, I have been learning under the International Baccalaureate Diploma Programme (IBDP). Additionally, I have been engaged in the Education 2030 project led by OECD, where I took on a role of the Student Advisory Group.</p> <p>I have a personal connection to Fukushima ever since I chose the economic and reputational damage of the Great East Earthquake on Fukushima (Fuhyo Damage) as a topic for my Extended Essay (EE, which is like a graduation essay in IBDP course). I would always remember the warm support and words of encouragement people in Fukushima had given me. Using my experiences in my previous school in Tokyo (Toshimagaoka School for Girls) and my current learning experiences, I hope to have a rich discussion with you all!</p> <p>2. Student learning and well-being, in particular, health issues</p>	Unique link	



Risa Minamihonoki
(above)



Maxime Zwartjes, France

Grade & School: 3rd year Bachelor student in economy and sociology,
University of Lille

I'm Maxime Zwartjes. I'm a 24 year old student from Lille in France. When I was 15 I left school. I wasn't suited for school, I'm Dyspraxic and add to that, many psychological problems at the time. After 3 years out of school, I've decided to go back. And now I'm in university. But I was only because I joined a school that knew how to adapt to my difficulties, to my needs. Without it I would never have been able to go to university.

■ **Designing the future we want**

3. Student agency and civic engagement of youth under 18



Yuto Yabuuchi
(above)



Dilay Kalinoğlu, Turkey

My name is Dilay Kalınoğlu. I am 16 years old and I am studying IB first year at Istanbul MEF Schools. I have been attending MUN conferences for a long time, it is one of my hobbies. I am also interested in learning new cultures and languages. I will be taking the role as the Student Advisory Group Leader for 2021-2022.

4. Re-imagining and designing the future of assessment and evaluation from the ground up



Mahiro Umehara
(above)



Wesley Chew, Vancouver, British Columbia, Canada
(above)

17:00-17:25(JST)/
09:00-09:25(CET)

Beak-out Session -5

Example questions to be explored are listed for each group.

Note: not all questions need to be discussed nor solutions need to be found. This is a sharing moment through dialogues to explore new perspectives, rooted in real life experiences of students, on the selected issues.

Group 1: Within the group, please pick one of the focus themes.

Theme a) Extra-curricular activities

- Are you / were you engaged in extra-curricular activities? Do you/ did you enjoy them? If yes, why; if not, why?
- What kinds of competencies do you think that can be developed only through such extra-curricular activities, not within formal curriculum?
- What are the enabling mechanisms for allowing students to be engaged in such activities? What would be the role for teachers? What can students do themselves to enhance such learning?




Theme b) Teacher / student well-being

- How can teachers ensure 'work-life-balance' – happiness and workload?
- What makes the balance right? – Quantity of tasks? Quality of tasks?
- For the right balance, what can students do for teachers and what can teachers do for students?

Group 2:

- Have you experienced yourself, or do you have family or friends who faced challenges in gaining support and understanding about health issues? For example, you are feeling sick but you are 'perceived' as being lazy or faking sickness and skipping classes?
- Do you think there are existing practices that can provide a possible solution – to some extent - for example, online learning/ remote learning?

English speaking participants should [Click here](#),

	<ul style="list-style-type: none"> Let's assume that there's a student who is having a health issue (which is rather 'not observable' and thus hard to seek empathy or understanding). What changes can be made in school so that school becomes a place where 'no one is left behind'? <p>Group 3:</p> <ul style="list-style-type: none"> What kinds of education that fosters a sense of agency (e.g. citizenship education) have you experienced when you were/ are a high school/ junior high school student? Do you think education to foster student agency important? If yes, why? How do you think this can be done the best, without overloading any new subjects or new contents? <p>Group 4:</p> <ul style="list-style-type: none"> Have you experienced a high-stake assessment in your life? What was it like? Or, do you know someone who experienced it? What are your future vision of such assessment? In the Japanese context, what should the future of high stakes assessment look like? How can we change the university entrance exams in Japan? What is equity in the context of high-stake assessment? 				
	<p>To return to the main workshop please use your unique zoom link</p>				
<p>17:25-17:30(JST)/ 09:25-09:35(CET)</p>	<p>Sharing the discussion</p>	<p>Unique link</p>			
<p>17:30-17:40(JST)/ 09:35-09:40(CET)</p>	<p>Break – relaxing with music and virtual gallery walk</p> <p>While relaxing with music from Japan suggested by our student Ayumi, the music of Taro Hakase!</p> <p>Participants are invited to read the discussion points, by 'walking through the virtual gallery'!</p>	<p>Gallery walk (optional): a link will be provided in the zoom chat</p>			
<p>17:40-18:00(JST)/ 09:40-10:00(CET)</p>	<p>Item-7 Panel Discussion</p> <p>This session invite change makers in different roles, i.e. school principal, superintendent, academics, and researcher. Panelists will share how they exercise their own agency to shape a better future, ensuring well-being for students and teachers, for society at large, and for the planet.</p> <p>Moderator: Yuto Yabuuchi</p> <p>Panelists</p> <table border="1" data-bbox="394 1115 1644 1431"> <tr> <td data-bbox="394 1115 672 1431">  </td> <td data-bbox="672 1115 1644 1431"> <p>Yuichi Kudo</p> <p>After working as a public school teacher, Yuichi becomes staff of Tokyo Metropolitan Board of Education and serves as a Director of Education Guidance Section of Board of Education in Shinjuku Ward and Principal of Kojimachi Junior High School in Chiyoda Ward, Tokyo. In April 2020, he gets appointed to current position. Yuichi also served as a member of the Education Rebuilding Implementation Council at the Cabinet Office and as a member of the Ministry of Economy, Trade and Industry's "Future Classroom and EdTech" Study Group. By involving students and parents in school management as equal parties, Yuichi fosters education reforms hardly seen elsewhere in Japan.</p> </td> </tr> </table>		<p>Yuichi Kudo</p> <p>After working as a public school teacher, Yuichi becomes staff of Tokyo Metropolitan Board of Education and serves as a Director of Education Guidance Section of Board of Education in Shinjuku Ward and Principal of Kojimachi Junior High School in Chiyoda Ward, Tokyo. In April 2020, he gets appointed to current position. Yuichi also served as a member of the Education Rebuilding Implementation Council at the Cabinet Office and as a member of the Ministry of Economy, Trade and Industry's "Future Classroom and EdTech" Study Group. By involving students and parents in school management as equal parties, Yuichi fosters education reforms hardly seen elsewhere in Japan.</p>		
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Hiromichi Endo
Superintendent of Education, Kumamoto City Board of Education, Kumamoto City, Japan

Graduated from the Faculty of Law, University of Tokyo. Holder of a Master's Degree from Harvard Graduate School. Hiromichi was in charge of lifelong learning policy, academic exchange policy, intellectual property policy at the Ministry of Education, Culture, Sports, Science and Technology. He was also involved in many new legislations and law revisions. In 2010 he retires MEXT and starts a policy think tank Aoyama Shachu Co., Ltd. After acting as its co-representative, from 2017 Hiromichi serves as a superintendent of education in Kumamoto City.



Prof. Michael Sandel (video) – Professor of Political Philosophy, Harvard University, USA

Michael Sandel teaches political philosophy at Harvard University. His course “Justice” is the first Harvard course to be made freely available online and on television and has been viewed by tens of millions of people around the world.

Sandel has done various projects including the earthquake recovery programs with NHK, Japan's public broadcaster and led public discussions among Japanese and in the world about the ethical and global implications of the Great East Japan Earthquake and nuclear disaster.


In 2013, he visited Tohoku to commemorate the second anniversary of the earthquake and delivered a special lecture at Tohoku University to discuss the earthquake disaster reconstruction with the afflicted people.




The topic of the exclusive session, High-stakes assessments and Equity in education, is directly related to the themes of his latest book, “*The Tyranny of Merit.*”



Louise Hayward
Professor, Educational Assessment and Innovation
University of Glasgow, Scotland, UK

A member of the internationally renowned Assessment Reform Group. In 2018 founded the International Educational Assessment Network. Originally a teacher, Louise is committed to co-constructed change processes. Her particular interests lie in curriculum, assessment and pedagogy and social justice. Recently, Louise has been working with policy and practice communities in Scotland, Wales, Ireland, Norway, Turkey and Slovenia.

		<p>Atsushi Nishida Director, Research Centre for Social Science and Medicine, Tokyo Metropolitan Institute of Medical Science, Tokyo, Japan</p> <p>The leader of the Unit for Mental Health Promotion and the Director of the Research Center for Social Science and Medicine since 2020. Previously he worked as a research scientist from 2008 to 2010 at the Tokyo Institute of Psychiatry, and from 2010 to 2014 at the Tokyo Metropolitan Institute of Medical Science. He was a visiting scientist at the University College of London MRC Unit in Lifelong Health & Aging from 2012 to 2014, and the project leader for the Mental Health Promotion Project at the Tokyo Metropolitan Institute of Medical Science from 2015 to 2020.</p>		
<p>18:00-18:30(JST)/ 10:00-10:30(CET)</p>	<p>Break-out Session - 6 . Adults exercising their agency</p> <p>In order to create a future school where well-being is valued, we would like to work all together, not only with teachers, but also with principals, policy makers, researchers as part of "ecosystem". We explore next actions to create future together with such diverse members with resonating agency of each one.</p> <ul style="list-style-type: none"> • What can you do as an individual (even a small action in your everyday life) to make efforts towards the collective vision of well-being 2030? 		<p>English speaking participants should Click here to join the English speaking break out rooms.</p>	
<p>To return to the main workshop please use your unique zoom link</p>				
<p>18:30-18:35(JST)/ 10:30-10:35(CET)</p>	<p>Sharing the discussion</p>		<p>Unique link</p>	
<p>18:35- 19:00(JST)/ 10:35-11:00(CET)</p>	<p>Item-8 Closing session/ opening session of a new journey</p> <p>Students' organising committee members will explain why this session is both the closing & opening session, and share their plan for the next steps, and will invite the final panelists to comment on their plan and their reflections from the workshop.</p> <p>This session will end with the instruction for participants who opted for the virtual tours.</p> <p>Closing & opening remarks</p>		<p>Unique link</p>	
















		<p>Kazuo Kodama, former Ambassador Extraordinary and Plenipotentiary and the Permanent Delegate of Japan to the OECD</p> <p>Mr. Kazuo Kodama assumed the position of President at Foreign Press Center Japan in November 2020. He was Ambassador of the Mission of Japan to the European Union from September 2016 until August 2020. Before that, he was based in Paris for three years serving as the Japanese Ambassador to the OECD. Mr. Kodama first joined the Japanese Foreign Service in 1976, and studied at Oxford University, obtaining both a B.A. and M.A. He has also held a number of high-level positions in Tokyo, including Deputy Director-General of the Economic Cooperation Bureau and Press Secretary/Director-General for Press and Public Relations, Minister's Secretariat.</p>		
		<p>Kiyomi Akita, Dean, Graduate School of Education, The University of Tokyo</p> <p>Ms. Kiyomi Akita has been appointed as the Dean, Graduate School of Education, The University of Tokyo since 2019. She is a holder of a ph.D from Graduate School of Education, The University of Tokyo. Her specialty are professional development of teachers and developmental psychology. Her main research theme is how quality of education effects on children's development and learning. Kiyomi served as the Bureau Member of OEDC ECEC Network from 2012 to 2019. She also has served as a number of members of the government councils of the Cabinet Office, the Ministry of Education, and Ministry of Health, Labor and Welfare.</p>		
		<p>Keiji Matsuda, Vice President of Tokyo Gakugei University</p> <p>Mr. Keiji Matsuda has been appointed as the Vice President of Tokyo Gakugei University since 2016. His specialties are sociology of education and sociology of sports. He engages in practical collaboration with schools through the development of sports education and the development of human resources for supporting education to connect schools and society. Keiji's particular interest lies in expanding culture and society that incorporates playing. He has served as a member of the Council on Teacher Education of the Ministry of Education.</p>		

Day2 Virtual Study Tour (Optional)

- A. Kyoto Byodoin-temple Minecraft Tour
- B. Kyoto Ninnaji-temple VR Tour. *** Recommended for people who have VR goggles.
- C. Future City - Fukushima "VR F-City" Tour

Time	Contents	Material 資料
19:00-19:10 (JST)/	Connection start Participants should move to the following virtual space:	

11:00-11:10(CET)	<ul style="list-style-type: none"> • Tour-A & B https://us02web.zoom.us/j/83422722165?pwd=TFV0dW80b21OZkpuS0FZWDFWdDdyQT09 • Tour C: stay in the zoom of Main Session – with their personal unique Zoom link. 	
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19:10-20:00	<p>A: Virtual Study Tours-1 (Kyoto-Byoudouin, Minecraft)</p> <p>Tour Guide:</p> <table border="1"> <tr> <td data-bbox="297 323 600 730">  </td> <td data-bbox="600 323 866 730"> <p>Risa Minamihonoki (see above)</p> </td> </tr> <tr> <td data-bbox="297 746 600 1121">  </td> <td data-bbox="600 746 866 1121"> <p>Yuki Egusa Year 3 Ritsumeikan Uji High School. Last year, I was working on an education support project for Laotian students. This time, I will give a presentation about Uji and Byodoin. I hope you will get interested in them!</p> </td> </tr> <tr> <td data-bbox="297 1137 600 1484">  </td> <td data-bbox="600 1137 866 1484"> <p>Sui Kodama Year 3 Ritsumeikan Uji High School. Hi! Last year, I was working on a radio program that introduces information about environmental issues. Today, I'll do my best for you to get a little closer to Japanese culture through Uji!!!</p> </td> </tr> </table>		<p>Risa Minamihonoki (see above)</p>		<p>Yuki Egusa Year 3 Ritsumeikan Uji High School. Last year, I was working on an education support project for Laotian students. This time, I will give a presentation about Uji and Byodoin. I hope you will get interested in them!</p>		<p>Sui Kodama Year 3 Ritsumeikan Uji High School. Hi! Last year, I was working on a radio program that introduces information about environmental issues. Today, I'll do my best for you to get a little closer to Japanese culture through Uji!!!</p>	<p>B: Virtual Study Tours-2 (VR Ninnaji)</p> <p>Tour Guide:</p> <table border="1"> <tr> <td data-bbox="902 323 1189 730">  </td> <td data-bbox="1189 323 1507 730"> <p>Georgina Day Year 11 student at Robina State High School, Gold Coast, Australia. Georgina is a Japanese Immersion Program student at Robina High and is looking forward to travelling to Japan when possible. She is excited to connect with other students from around the world to understand cultural differences. Georgina's hobby is baseball.</p> </td> </tr> <tr> <td data-bbox="902 746 1189 1241">  </td> <td data-bbox="1189 746 1507 1241"> <p>Lilli-Mae Bailey Year 11 student at Robina State High School, Gold Coast, Australia. Lilli-Mae is a Japanese Immersion Program student at Robina High. She is passionate about building relationships with international students and wants to explore ways to connect online and face to face in the future. Lilli-Mae's passion is learning about languages and culture and can't wait to travel to Japan in the future to improve her Japanese.</p> </td> </tr> <tr> <td data-bbox="902 1257 1189 1484">  </td> <td data-bbox="1189 1257 1507 1484"> <p>Michelle Gray Japanese Teacher at Robina State High School, Gold Coast, Australia. Michelle is an advocate for developing students' global competency skills. She is passionate about connecting Australian</p> </td> </tr> </table>		<p>Georgina Day Year 11 student at Robina State High School, Gold Coast, Australia. Georgina is a Japanese Immersion Program student at Robina High and is looking forward to travelling to Japan when possible. She is excited to connect with other students from around the world to understand cultural differences. Georgina's hobby is baseball.</p>		<p>Lilli-Mae Bailey Year 11 student at Robina State High School, Gold Coast, Australia. Lilli-Mae is a Japanese Immersion Program student at Robina High. She is passionate about building relationships with international students and wants to explore ways to connect online and face to face in the future. Lilli-Mae's passion is learning about languages and culture and can't wait to travel to Japan in the future to improve her Japanese.</p>		<p>Michelle Gray Japanese Teacher at Robina State High School, Gold Coast, Australia. Michelle is an advocate for developing students' global competency skills. She is passionate about connecting Australian</p>	<p>C: Virtual Study Tours-3 (VR-F City)</p> <p>Tour Guide:</p> <table border="1"> <tr> <td data-bbox="1559 323 1944 786">  </td> <td data-bbox="1559 703 1944 786"> <p>Miki Nanashima (See above)</p> </td> </tr> </table>		<p>Miki Nanashima (See above)</p>
	<p>Risa Minamihonoki (see above)</p>																
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	<p>Miki Nanashima (See above)</p>																

				students with Japanese students and other countries. Michelle is also a debate coach and helps students discuss perspectives and improve communication skills.		
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Interpreters and Language Support:

Yuka Hasegawa, Tokyo Gakugei University
 Yasuko Shimojima, Tokyo Gakugei University
 Pauline Mangulabnan, Fukui University
 Akiko Mikouchi, The University of Tokyo
 Wataru Hanai, National Center for University Entrance Examinations
 Keigo Oshio, Tokyo Gakugei University
 Kazuna Inohana, Sophia University

Zoom Operation:

Yuu Kimura, Fukui University
 Yuka Hasegawa, Tokyo Gakugei University
 Eriko Sakamoto, Jiyu Gakuen
 Shota Kimura, Tokyo Gakugei University
 Kevin Gillespie, OECD (for English speaking Break Out Rooms)
 Leslie Greenhow, OECD (for English speaking Break Out Rooms)
 Hanna Varkki, OECD (for English speaking Break Out Rooms)