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**ABSTRACTS**

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## **HALÁSZ, GÁBOR:** *The OECD-Tohoku School Project – A Case of Educational Change and Innovation in Japan*

### **Part 2: Potential Impacts of the Project, Based on a Survey**

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**Keywords:** *change, OECD, Tohoku School Project, innovation, change model*

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This study about the project of the OECD and the Tohoku schools (OTS project) is the second part of an article published in the previous issue of *New Pedagogical Review*. Some 100 students were involved in this project, realised between 2012 and 2014 in Japan, from the Tohoku region, which has been affected by the triple catastrophe (tsunami, earthquake and nuclear disaster) of 2011. As a project goal, they organised an event in Paris, designed to promote the attractiveness and the ongoing reconstruction of the region. The successful project has also created an educational change model, which could be adapted in Japan and other education systems as well. Based on interviews and informal discussions with key participants of the project, and a survey taken with a small number of teachers in Tohoku

(N=26), the project had a little effect on participating schools. It has created more equal relationships between teachers and students, and it has enhanced teacher learning. It has significantly improved the skills of participating students: their self-esteem has grown, they are better able to handle uncertainty and they have become more creative, more motivated and more active. The five possible ways to continue the project are: full repetition, smaller scale realisation all over Japan, creating a movement or an NGO, establishing a new experimental school or mainstreaming. The OTS project has a remarkable potential to enhance innovation, and thus improve the quality of public education, both in Japan and in other parts of the world.