

Report by the President of the Tokyo 2020 Olympic & Paralympic Inquiry Special Committee

We are pleased to submit this report regarding the progress and results with respect to the two matters investigated by the Tokyo 2020 Olympic & Paralympic Inquiry Special Committee: the linking of the hosting of the games to the reconstruction and sustainable development of this city, and similarly to the Olympic education which forms part of the hopes and dreams of the children of this city.

This Tokyo 2020 Olympic Paralympic Inquiry Special Committee was established on December 1st 2017 with 11 committee members, and committee meetings have since been held 14 times in total.

Along with detailed explanations from this city office regarding the Fukushima Action & Legacy Plan 2018 and the Olympic & Paralympic education thus far, this committee has also received detailed explanations from Mr. Ichio Kaneko, Deputy Head of the Fukushima Prefecture Culture & Sports Office, and Mr. Jun Suzuki, Manager of the Culture & Sports Bureau, Olympic & Paralympic Promotion Office who were invited as references, with respect to both the Olympic & Paralympic education and tangible initiatives included in the Tokyo Olympic & Paralympic Reconstruction Promotion Fukushima Action Plan, one central theme of which is the creation of future Fukushima.

Furthermore, this committee also carried out a detailed inquiry, through an administrative inspection, into the planned and ongoing Olympic & Paralympic education at all public schools within Koto Ward in Tokyo City.

The following is a report on the results of the aforementioned inquiry.

This report will first report on the Olympic & Paralympic education in Koto Ward.

In July 2016, the Olympic & Paralympic Education Implementation Policy was formulated to deepen and expand stratified Olympic & Paralympic education in all public kindergartens, elementary schools, junior high schools, senior high schools, and special support schools within Tokyo City, in the 5 years from 2016 to 2020.

Included in the implementation policy are four model citizens that should be fostered: those who are self-affirmed, have their own goals, and have the determination and attitude to aim for their best, those who are closely connected with sports and have harmony of knowledge, virtue and physicality, those who have self-awareness and pride as a Japanese citizen, have an international perspective, and can take independent action, and finally those who value diversity, and can contribute to the creation of an inclusive society as well as the peace and development of the international community. In order to make clear the aims of initiatives to foster such citizens, a curriculum was developed that brings together the four pillars of sports, culture, environment, and Olympics & Paralympics spirit, and the four actions of learning, observing, doing, and supporting.

Based on this implementation policy, the Koto Ward Olympic & Paralympic Education Promotion Plan was formulated in March 2017 at the Koto Ward Board of Education, and in order to make it easier for children to be conscious of and understand the policy, the following catchphrase was created:

Let's take a hard look! (at ourselves)

Let's share! (about Koto & Japan)

Let's learn! (about the world and our friends)

Let's get involved!

Joined with the shared slogan 'SPORTS&SUPPORTS'.

Be aware of your own merits and use that awareness to raise your self-esteem.

Each individual should be able to teach others about Koto Ward as well as Japan.

Have a good knowledge of the nations of the world and their people, and value a diversity that includes the unique cultures of each.

Cultivate a volunteering spirit, and foster children who are themselves aware of the attitude and skills needed to become better members of an inclusive society, and who also see the value in its implementation.

It was explained that, as a result, a plan is being formulated that aims for a standard of 35 hours per year and that includes the following 5 plans: the 'all-member plan' in which all infants, children, and students are involved, the 'grade-level plan' in which specific grades

are involved, the ‘school plan’ carried out by individual schools, the ‘curriculum plan’ which involves implementation as learning within the curriculum, and the ‘special plan’ where students get involved voluntarily on weekends and holidays etc.

More concrete contents of activities, beginning with individual activities such as taking part in regional cleaning activities, included; trying disabled sports, and experiencing and understanding the thoughts and lifestyles of those with disabilities, travelling around by bus to the host sites in the local area to increase interest, and, in addition to including foreign dishes in school lunches as Olympic & Paralympic school lunches, linking education materials to contents related to the Olympics & Paralympics, etc. all of which have a low burden on individual schools and put into practice more effective education.

This committee also received an explanation regarding the important starting point within the promotion concept of the Koto ward Olympic & Paralympic education, that all children not only participate in sports but also take part from the point of view of watching and supporting, as well as the possession of a defined ‘model citizen’ that should be fostered.

While on one hand, since being commissioned with the Prefectural Olympic & Paralympic Education Promotion Project, this city has implemented initiatives including inviting Olympians and Paralympians to give talks on their experiences and take part in sports experiences at 10 schools within the city in 2017, which continued in 9 schools in 2018, on the other hand, in schools outside of those schools at which the education

promotion project has been implemented, structures have not yet been developed to put into practice systematic Olympic & Paralympic education. Furthermore, even at those schools where the project has been implemented, the contents do not guarantee the involvement of all children or students, and the current situation is that the opportunity offered by this city hosting one part of the Tokyo 2020 Olympic Baseball & Softball games is not being fully taken advantage of.

Also, in comparison to Koto Ward of Tokyo City where time was spent formulating and implementing a detailed Olympic & Paralympic Education plan, this city was declared as a host site for the baseball and softball much later in March 2017, and as such has had an extremely short time to prepare prior to hosting the events.

Based in the significance of the 2020 Olympics & Paralympics being held as the ‘Reconstruction Olympics’, and in order to convey this to the children of the future, however, the expedient implementation of this city’s own Olympic & Paralympic education is even more important, and this special committee thus proposes the following two points to the office of this city, based on the information obtained through the inquiry thus far.

The first point is regarding Olympic & Paralympic education in the lead up to 2020.

For Fukushima, which was greatly affected by the East Japan Great Earthquake and

Tokyo Denryoku Fukushima Daiichi Nuclear Power Plant Accident in 2011, hosting part of the Tokyo Olympic & Paralympic Games represents the greatest opportunity to convey to the world gratitude for all the support and kindness received, as well as the charms of this city as it moves forward.

In order to do so, there is a need for each child to learn and understand that, in addition to a variety of domestic support, international support was received not only from developed nations, but also from developing nations, including those who sent support despite facing their own serious poverty.

Moreover, having the experience of receiving support from a great number of people in the aftermath of the earthquake disaster and nuclear accident, this city is one of few in which an educational environment can be created where it can be keenly felt that during the Olympics & Paralympics Fukushima is once again being supported by a great number of people. As such, the fostering and sending out in great numbers to the world of people who are able to support others, is even further anticipated.

Based on this, an educational environment should be expediently prepared where all children within the city can express their experiences during the earthquake and nuclear accident and their gratitude for all the support received, and are also able to participate in Olympic & Paralympic education that aims to foster citizens who can convey to the world the charms of Japan and those of Fukushima as it moves forward.

The second point is regarding education for the children of the future.

Beyond the 2020 Games, it is important that this city's own Olympic & Paralympic Education implementation remains ongoing, and that this is connected to the fostering into the future, of citizens who have the same perspective.

Consequently, within the next period Fukushima City Education Promotion Standard Plan from 2021, the ideal of Olympic & Paralympic education should be included, the history of the games held in this city as part of the 'Reconstruction Olympics' told, and even beyond the end of the 2020 Games, Olympic & Paralympic education should be evaluated in order to ensure its' ongoing development.

Finally, please allow this committee to express sincere gratitude to all those whose assistance was received during this inquiry.

The Tokyo 2020 Olympic & Paralympic Inquiry Special Committee would like to conclude this report by announcing the ongoing inquiry into utilizing of the hosting of the games for the reconstruction and sustainable development of this city, alongside linking this to the hopes and dreams of the children of this city.