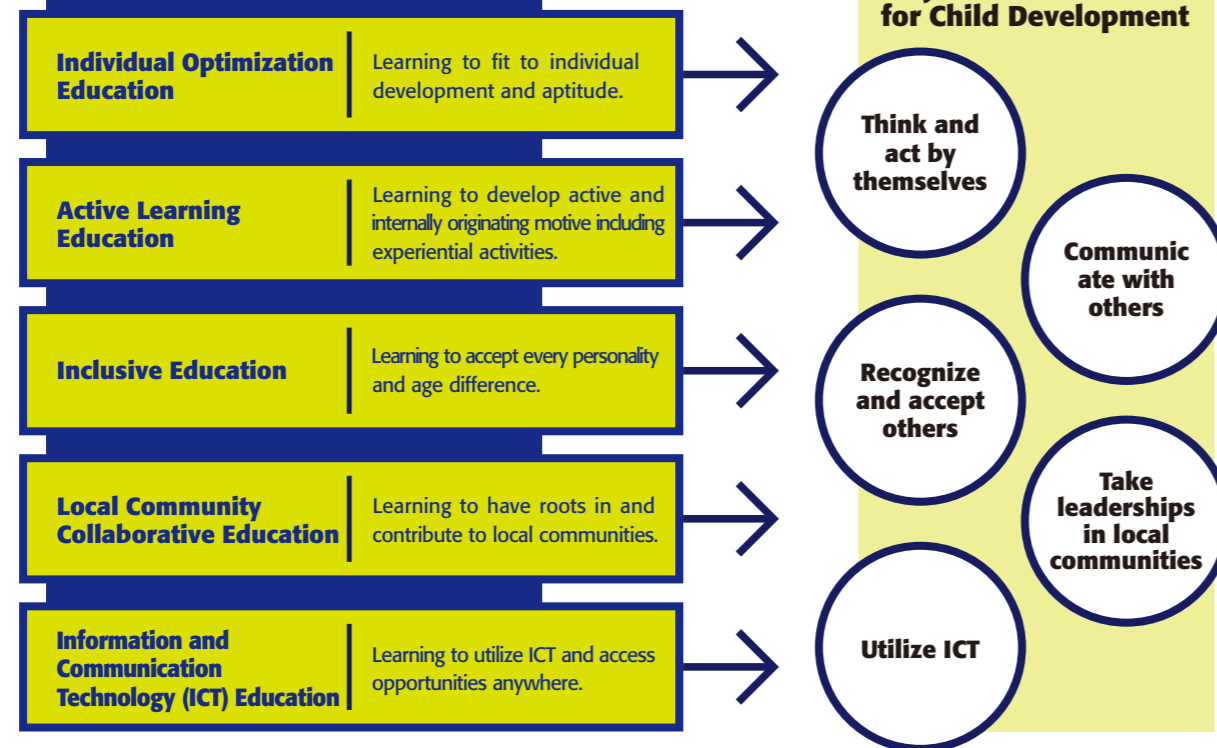


## The primary aims of human resource development in the next generation of children in remote and small school education

- ★ Taking advantage of **the small group environment**, the early implementation of **optimized education focusing on the individual**.
- ★ Taking advantage of **indirect teaching**, the early implementation of **a self-educational model** to develop self-learning methods.
- ★ Taking advantage of **intimate relationship with others**, the early implementation of **an inclusive model** to recognize diversity and mutual benefits.
- ★ Taking advantage of **intimate relationship with local communities**, the early implementation of **a substantial model for community schools**.
- ★ Taking advantage of **the qualified standards of Japanese remote education**, the early implementation of **an international cooperation model** to contribute to developing countries.

We believe that ideas and methods of remote and small school education are based on the principle of 'leave no one behind' which is linked to the educational practices related to sustainable development goals (SDGs).

The remote and small school education gives advantages to the following areas of education.



# The Prospects for Schools in an Age of Fewer Children and Smaller Schools Throughout Japan



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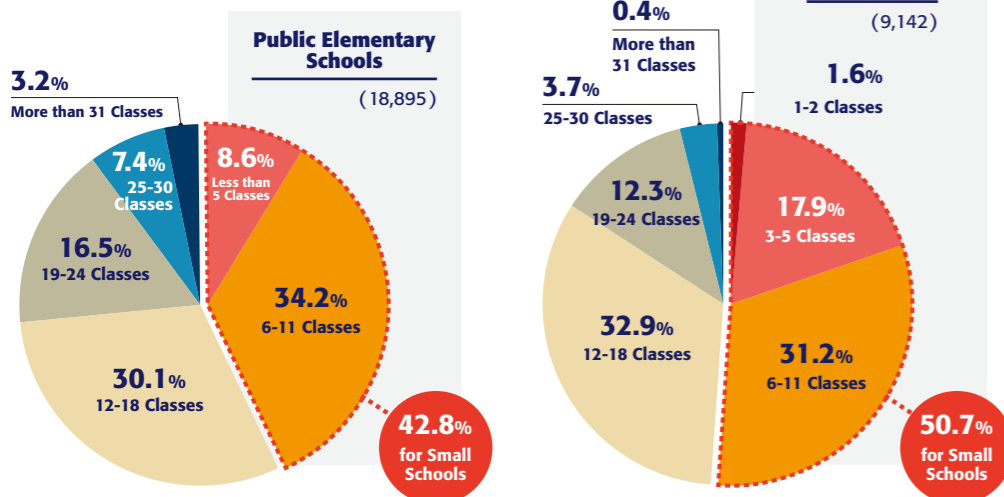
# Develop children's abilities to face themselves, work effectively with groups, and march towards the future.

The small schools which have less than 12 classes comprise a majority in the Japanese compulsory education. However, people draw attention to possibilities of the small school education by focusing on fulfilling individual-oriented teaching, providing experiences using local resources, and training of spontaneous problem-solving skills through multi-grade education and indirect teaching.

◆ Approximately 8.9% of the elementary schools and 1.9% of the junior high schools provide multi-grade education where more than two grades study together in the same class.

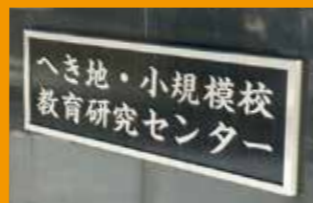
## The Percentages of Schools Based on the Class Scale

※ Standard Class Scale: 12-18 classes/school



Source: FY 2020 "Basic Research on Schools" reported by MEXT, Ministry of Education, Culture, Sports, Science and Technology, Japan

## The Roles of HUE RISE



### To Train and upgrade young teachers who are active in the field of remote and small school education

Opportunities of theoretical lectures and internship programs are provided for the students in teacher training programs to further knowledge and practical skills for remote education.

### To develop advanced research on small group education and methods of small group teaching

We study "education by active learning" in small groups and "education by self-learning" such as "indirect teaching". "Local original curriculums" using unique local materials are also developed.

### To improve teachers' skills for small group education

Towards development of teachers who can manage teaching methods in small group education, continuous brush-up opportunities are provided through seminars and forums. Consultation about small group education is also available.

### To contribute knowledge and advice to boards of education and schools

We provide training and lecture programs for elementary and junior high school teachers. Through the joint development of training materials designed together with teachers in the field, and training which is based on current needs and conditions.

### To organize training programs for community collaborative teachers

For other universities, the programs can be offered to train human resources who could create a good partnership with local communities. Many participants play major and active roles in community schools which are managed together by the schools themselves and host communities.

### To extend university education nationwide through faculty development (FD)

By delivering lecturers to the host universities, training opportunities on small group education and remote education are provided for the teaching staff and students.

### To contribute to international society through remote education

Developed through research, the latest ideas and methods on small group education are delivered towards developing countries. Through consulting and training we have contributed to up to 30 different countries.

## Participatory and Cooperative Activities for Educators ↓

### 1. Collaboration with the remote school internship programs for university students

The programs are designed for the students who study small group education to get teaching experiences in the existing remote and small schools. They grasp real steps of children's understanding and advantages of remote and small schools through the approaches to follow up children's comments carefully and facilitate effective indirect teaching among children themselves in the multi-grade classrooms. The students become aware of the origins of education.



### 2. Participation in FD training & lecture programs

Under the network with national and private universities and colleges in Japan Association of Universities of Education (JAUE), FD programs related to remote and small school education are organized.

※ FD (Faculty Development) are organized study exchange programs such as various training sessions, lectures, and observations about educational contents and methods among the member universities.



### 3. Participation in school education training programs

The training and lecture programs designed for ordinary teachers and managers are provided to gain information which can be used at their home schools. They are currently opened under the collaboration between Hokkaido Education Research Institute and Hokkaido University of Education.



### 4. Participation in forums to promote remote education

Educators are welcomed to participate to various forums organized in collaboration with universities, local research institutes, and the National Research Confederation for Remote Education. Many researchers and teachers present the results of advanced studies and practical activity reports, and host exchange meetings among members every year.



### 5. Contributing to SDGs through international cooperation activities

In recent years, JICA (Japan International Cooperation Agency) and other organizations request to provide opportunities to learn about small school education in Japan for developing countries. Utilizing past research results and practice cases, training programs are organized both in Japan and in trainees' countries. After the programs, the trainees are expected to introduce small group, multi-grade, and other teaching methods in each country. The knowledge and experience from these activities are also shared with other universities in Japan.



### 6. Developing training materials and contributing to "Research Journal of Rural Education"

Educators are invited to develop training materials about remote and small school education in collaboration with our teaching staff. Researchers and educators are eligible to contribute the papers and reports to the annual bulletin, "Research Journal of Rural Education", which has a reputation as a professional research journal in remote and small school education.

